



Fountain Valley School District

BOARD OF TRUSTEES
REGULAR MEETING

AGENDA

Board Room
10055 Slater Avenue
Fountain Valley, CA

June 16, 2016

- CALL TO ORDER: 5:00PM
- ROLL CALL
- APPROVAL OF AGENDA

M ___
 2nd ___
 V ___

BOARD WORKSHOPS

1. BOARD PRIORITIES / DIVISIONAL REPORTS

The Board of Trustees will participate in a workshop presented by Dr. Johnson, Assistant Superintendent Dr. Steve McLaughlin, Assistant Superintendent Cathie Abdel and Assistant Superintendent Christine Fullerton regarding updates on the 2015-16 priorities.

- PUBLIC COMMENTS

Speakers may address the Board of Trustees on Closed Session Items. Please comply with procedures listed on the goldenrod form "For Persons Wishing to Address the Board of Trustees" and give the form to the Executive Assistant.

- CLOSED SESSION

The Board of Trustees will retire into Closed Session to address the following:

- Personnel Matters: *Government Code 54957 and 54957.1*
Appointment/Assignment/Promotion of employees; employee discipline/dismissal/release; evaluation of employee performance; complaints/charges against an employee; other personnel matters.
- Pupil Personnel: *Education Code 35146*
- Negotiations: *Government Code 54957.6*

Our mission is to promote a foundation for academic excellence, mastery of basic skills, responsible citizenship, and a desire by students to achieve their highest potential through a partnership with home and community.

Update and review of negotiations with the FVEA and CSEA Bargaining Units with the Board's designated representative, Cathie Abdel.

- Public Employee Performance Evaluation: *Government Code Section 54957 & 54957.1*
The board will meet in closed session to discuss the annual performance evaluation of the superintendent.
- OPEN SESSION: 7:00PM
- PLEDGE OF ALLEGIANCE

SPECIAL PRESENTATIONS

2. SCHOOL FACILITIES ENGAGEMENT COMMITTEE CONSENSUS REPORT

Members from the School Facilities Engagement Committee (SFEC) will provide an update to the Board of Trustees on the outcome of the 4 SFEC meetings, and present the Consensus Report.

3. CELEBRATION OF GOLD RIBBON SCHOOLS: COX, OKA, GISLER, COURREGES AND NEWLAND ELEMENTARY SCHOOLS

The Board of Trustees is pleased to recognize five of our elementary schools and their receipt of the California Gold Ribbon recognition. The Board will join our staff and community in celebrating the amazing work of these schools and their recognition by the State Department of Education.

- **RECESS**

STAFF REPORTS AND PRESENTATIONS

4. BUDGET UPDATE (ORAL AND WRITTEN)

Assistant Superintendent, Business, Christine Fullerton and Director, Fiscal Services, Isidro Guerra will provide an update for the Board of Trustees on the State Budget and its effect on the Fountain Valley School District.

PUBLIC HEARINGS

5. PUBLIC HEARING FOR 2016-17 BUDGET

A public hearing shall be held for the purpose of discussing the proposed 2016-17 final budget prior to approval by the Board of Trustees. Public input is welcomed.

6. PUBLIC HEARING ON LOCAL CONTROL ACCOUNTABILITY PLAN

(LCAP) (EDUCATION CODE SECTION 52062)

The Board of Trustees will hold a public hearing for the purpose of receiving public comment on the Local Control Accountability Plan. Public input is welcomed.

BOARD REPORTS AND COMMUNICATIONS

Board Members will make the following reports and communicate information to fellow Board Members and staff.

PUBLIC COMMENTS

Members of the community and staff are welcome to address the Board of Trustees on any item listed on the Agenda of Business or any other item of specific concern. Speakers are requested to limit their presentation to four minutes unless the time is waived by a majority of the Board Members present. If a member of the audience requests a response to their comments, the Board of Trustees may ask the Superintendent/Staff to respond to them personally or in writing after the meeting, or direct that additional information be provided to the Board on a future agenda.

*** BOARD MEMBERS WHO WISH TO DISCUSS WITH STAFF ANY ITEMS LISTED UNDER LEGISLATIVE SESSION SHOULD INFORM THE BOARD PRESIDENT AT THIS TIME.

LEGISLATIVE SESSION

7. APPROVAL OF EMPLOYMENT CONTRACT FOR ASSISTANT SUPERINTENDENT, BUSINESS SERVICES

M ___
2nd ___
V ___

The current contract for Assistant Superintendent, Business Services expires June 30, 2016. A new contract for employment of Assistant Superintendent, Christine Fullerton is presented to the Board of Trustees for approval.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves the employment contract for the position of Assistant Superintendent, Business Services with Christine Fullerton, effective July 1, 2016.

8. APPROVAL OF EMPLOYMENT CONTRACT FOR ASSISTANT SUPERINTENDENT, PERSONNEL

M ___
2nd ___
V ___

The current contract for Assistant Superintendent, Personnel expires June 30, 2016. A new contract for employment of Assistant Superintendent, Cathie Abdel is presented to the Board of Trustees for approval.

Superintendent's Recommendation: It is recommended that the Board of Trustees

approves the employment contract for the position of Assistant Superintendent, Personnel Services with Cathie Abdel, effective July 1, 2016.

9. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS

M _____
2nd _____
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All items listed under the Consent Calendar and Routine Items of Business are considered by the Board of Trustees to be routine and will be enacted by the Board in one action. There will be no discussion of these items prior to the time the Board votes on the motion unless members of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Calendar.

Superintendent's Recommendation: The Board of Trustees approves all items listed under the Consent Calendar and Routine Items of Business in one action.

Routine Items of Business

- 9-A. Board Meeting Minutes from the May 5th regular meeting
- 9-B. Board Meeting Minutes from the May 19th special meeting
- 9-C. Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- 9-D. Donations
- 9-E. Warrants
- 9-F. Purchase Order Listing
- 9-G. Budget Adjustments
- 9-H. Resolution 2016-17: Compensation to Board Member Ian Collins for missed special meeting on May 19th, due to illness

Consent Items

9-I. WILLIAMS QUARTERLY REPORT FOR THIRD QUARTER 2015-16

The Orange County Department of Education requires the reporting of uniform complaints received in the District per the requirements of Ed Code section 35186(d).

Superintendent's Recommendation: It is recommended that the Board of Trustees receives and approves the Williams Quarterly Report for the third quarter of the 2015-16 year, and approve its submittal to the Orange County Department of Education.

9-J. RESOLUTION 2016-18: STATE PRESCHOOL PROGRAM

Each year, the California Department of Education requires a resolution to approve the contract for the State Preschool Program. Attached is the resolution to be signed as well as a copy of the contract.

Superintendent's Recommendation: It is recommended that the Board of Trustees adopts the contract resolution for the California State Preschool Program (CSPP)

Contract for the school year 2016/2017.

9-K. APPROVAL OF LEE & ASSOCIATES COMMERCIAL REAL ESTATE SERVICES TO REPRESENT DISTRICT TENANT LEASE

The District currently leases office space on the second floor to outside tenants. Lee & Associates Commercial Real Estate Services has been the District's agent in acquiring new tenants, and securing lease renewals. As in prior years, Lee & Associates has proposed an extension of the Original Exclusive Right to Represent Owner for Sale or Lease of Real Property dated December 12, 2012. The proposed extension will be from December 30, 2015 to December 31, 2016.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves the extension with Lee & Associates Commercial Real Estate Services for services from December 30, 2015 to December 31, 2016.

9-L. APPROVAL OF SINGLE YEAR WITH ANNUAL RENEWAL CONTRACT BETWEEN FOUNTAIN VALLEY SCHOOL DISTRICT AND MIND RESEARCH INSTITUTE TO PROVIDE ST MATH TO THE DISTRICT'S EIGHT SCHOOLS

Currently, ST Math is active at eight school sites within the District. Initial funding and setup for the first seven sites were covered by a series of grants received from Hyundai over a number of years. The final site, Tamura, was mainly funded using supplemental monies as outlined in the 2014-2015 LCAP. Ongoing license fees vary by site and are based on the number of student users. Prior to 2014-2015, license fees were paid for by the school sites using either Title 1 funds or donations. Beginning in 2014-2015, approximately \$10,000 of supplemental funding was used to pay one-half of the annual renewal fees at five sites.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves the contract between Fountain Valley School District and Mind Research Institute to continue to provide ST Math to the District's eight schools.

9-M. APPROVAL OF CONTRACT BETWEEN THE IRVINE MATH PROJECT (IMP) AND FOUNTAIN VALLEY SCHOOL DISTRICT TO PROVIDE SUMMER 2016 MATH SUPPORT IN THE IMPLEMENTATION OF COMMON CORE MATH STANDARDS IN OUR MIDDLE SCHOOLS

To support the preparation of FVSD 6-8 grade math teachers in successfully implementing common core standards, the UC Irvine Math Project (IMP) will collaborate with the district to provide content and pedagogical, content-based professional development, unit curriculum/lesson writing, and general support.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves the contract for summer professional development services for 6-8 grade math teachers with the Irvine Math Project.

9-N. APPROVAL OF CONTRACT FOR CGI SUMMER PROFESSIONAL DEVELOPMENT SERVICES WITH TERI MALPASS FOR FVSD TK-5 TEACHERS

To continue supporting the effective implementation of Cognitively Guided Instruction (CGI) for Fountain Valley School District TK-5 teachers, Teri Malpass will provide summer professional development that teachers can attend. Attendance is voluntary and teachers will be compensated. There will be three sessions for TK-2 teachers on June 28-30, 2016 and three sessions for 3-5 teachers on August 23-25, 2016.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves the contract for CGI summer professional development services with Teri Malpass.

9-O. APPROVAL OF AGREEMENT BETWEEN SCHOOL LOOP, INC. AND FOUNTAIN VALLEY SCHOOL DISTRICT TO PURCHASE AND RECEIVE A SUBSCRIPTION TO SCHOOL LOOP'S WEB-BASED SERVICE

For approximately seven years, School Loop has provided the grade book and parent portal for our middle schools. School Loop integrates instruction, communication, and intervention tools into one simple system so students and their parents know where they stand, what to do, and how to do it well. Teachers will use School Loop regularly to post assignments, track grades, and create websites. This allows families to be more connected to their student's classroom.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves the updated contract for continued use between School Loop, Inc. and the Fountain Valley School District for the 2016-2017 school year.

9-P. RATIFICATION OF CONTRACTS FOR ADDITIONAL PROFESSIONAL DEVELOPMENT SERVICES IN READING, WITH EVAN GRANDON AND MARCIA FRIES, AT GISLER SCHOOL

Fountas & Pinnell Literacy is a comprehensive, systematic approach to high-quality literacy instruction. Their Benchmark Assessment Systems are reliable and accurate tools, which identify the instructional and independent reading levels of students and document their progress through one-on-one formative and summative assessments.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves the contracts for Evan Grandon and Marcia Fries for professional development services at Gisler School.

9-Q. RATIFICATION OF CONTRACT FOR DELIVERY OF SERVICE BETWEEN OKA ELEMENTARY SCHOOL AND THE GREAT BOOKS FOUNDATION

Professional learning services provided by The Great Books Foundation for nine, 3rd-5th grade teachers from Oka School plus approximately six, 3rd-5th grade teachers from other schools will take place on June 14 and 15, 2016. This information came through too late for approval at the May 5 Board meeting.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves the contract entered into by and between Oka School and The Great Books Foundation for purchasing professional learning services for nine 3-5 teachers from Oka School plus approximately six teachers from other schools.

9-R. SPECIAL EDUCATION SETTLEMENT AGREEMENT

According to the Settlement Agreement signed on May 26, 2016, between Parents and the Fountain Valley School District, parents agree on a variety of issues related to placement, services and assessment for student. Term of settlement agreement is May 26, 2016 through January 25, 2017.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves this settlement agreement.

9-S. SINGLE PLANS FOR STUDENT ACHIEVEMENT

California Ed Code and the Federal Elementary and Secondary Education Act require Single Plans for Student Achievement (SPSA) as a condition for accepting categorical funds, including Title I and Title III. The purpose of the plan is to consolidate school programs and create blueprints to improve academic achievement of all students. In order to provide coherence, the SPSAs are aligned with the Local Control Accountability Plans (LCAPs).

Superintendent's Recommendation: It is recommended that the Board of Trustees approves this settlement agreement.

9-T. APPROVAL OF CONTRACT WITH TRUE NORTH RESEARCH TO DESIGN AND CONDUCT A VOTER OPINION SURVEY IN THE AMOUNT OF \$24,950.00

At the June 6, 2016 Board Workshop, the Board of Trustees gave staff direction to investigate the feasibility of local school bond for the improvement of school facilities. In September of 2014, the Districts contracted with Dr. Tim McLarney from True North Research to conduct a community opinion poll regarding District facilities and funding sources.

Superintendent's Recommendation: It is recommended that the Board of Trustees approve the contract, in the amount of \$24,950.00, with True North Research to design and conduct a voter opinion survey and authorize the Superintendent or his designee to sign all documents.

9-U. APPROVAL OF ILLUMINATE EDUCATION, INC. DNA SOFTWARE SERVICES AGREEMENT

In September of 2010, Fountain Valley School District entered into a Software License and Support Agreement with Illuminate Education, Inc. to provide data and assessment services for the District as well as grade book and report cards modules for grades 3-5. The term of that Agreement is three years – July 1, 2016 through June 30, 2019.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves the DNA Software Services Agreement between Illuminate Education, Inc. and Fountain Valley School District.

9-V. APPROVAL OF DOCUMENT TRACKING SERVICES AS SCHOOL ACCOUNTABILITY REPORT CARDS (SARCS) AND SINGLE PLANS FOR STUDENT ACHIEVEMENT (SPSAs) CONSULTANT

For many years, Document Tracking Services has provided consultation services for the preparation of the annual School Accountability Report Cards (SARCs) and Single Plans for Student Achievement (SPSAs). Use of this consultant saves staff time, ensures all the required State and Federal mandates are met, provides a template for standardization, and is cost effective.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves the 2016-2017 Licensing Agreement between Document Tracking Services and Fountain Valley School District for assistance in the preparation of the annual SARCs and SPSAs.

9-W. APPROVAL OF THE EDUCATOR EFFECTIVENESS SPENDING PLAN

In the 2015-2016 budget, the State set aside money to improve Educator Effectiveness across the State. District funds are based on the number of certificated full time equivalents (FTE's). One of the requirements for receiving and expending these funds is the development of a spending plan. A public hearing for the plan was held at the Board Meeting on March 10, 2016.

Superintendent's Recommendation: It is recommended that the Board approves the Educator Effectiveness Grant Spending Plan.

9-X. APPROVAL OF ORANGE COUNTY DEPARTMENT OF EDUCATION SUNGARD CONTRACTS

The Orange County Department of Education (OCDE) provides professional services for the operation of the Sungard Business-PLUS system, including on-going training, support services and software enhancements. Services include basic financial /budget, school site finance, stores inventory and fixed assets systems. The cost of this agreement for the 2016-17 school year is \$49,304.

The Orange County Department of Education (OCDE) provides system as well as software support for the District’s Sungard Human Resources System package. This contract is renewed annually. The cost for the 2016-17 school year is \$29,174. This is a decrease of \$2,043 over the prior year.

Superintendent’s Recommendation: It is recommended that the Board approves Agreement Number 42950, “Sungard Business-Plus System Support” and Agreement 39389 – Amendment #3 “Human Resources Application” with the Orange County Department of Education and authorize the Superintendent or designee to sign all documents.

9-Y. NON-PUBLIC AGENCY CONTRACTS

Superintendent’s Recommendation: Under current consortium budget agreements, any unfunded cost of non-public school or non-public agency placement is a cost to the general fund of the resident district. It is recommended that the following non-public school/agency contracts be approved and that the West Orange County Consortium for Special Education be authorized to receive invoices and process payments.

| Non-Public School/Agency | 100% Contract Cost | Effective Dates |
|--|--------------------|-----------------|
| Approach Learning and Assessment Centers, Inc. dba Olive Crest Academy | \$11,091.64 | 4/25/16-6/30/16 |

SUPERINTENDENT’S COMMENTS/NEW ITEMS OF BUSINESS

The Board President will receive any announcements concerning new items of business from board members or the superintendent.

- APPROVAL TO ADJOURN

The next regular meeting of the Fountain Valley School District Board of Trustees is on Thursday, June 30, 2016 at 7:00pm.

A copy of the Board Meeting agenda is posted on the District’s web site (www.fvgsd.us). Materials related to this agenda submitted to the Board of Trustees less than 72 hours prior to the meeting are available for public inspection by contacting the Superintendent’s Office at 10055 Slater Avenue, Fountain Valley, CA 92708 or call 714.843.3255 during normal business hours.

Board meeting proceedings are tape recorded.

Reasonable Accommodation for any Individual with a Disability: Any individual with a disability who requires reasonable accommodation to participate in a board meeting may request assistance by contacting the Superintendent’s office: 10055 Slater Avenue, Fountain Valley, CA 92708 or call (714) 843-3255 or FAX (714) 841-0356.

Board meeting of June 16, 2016



SO 15-16/B16-57
Fountain Valley School District
Superintendent's Office

MEMORANDUM

TO: Board of Trustees
FROM: Mark Johnson, Ed.D., Superintendent
SUBJECT: BOARD PRIORITIES / DIVISIONAL REPORTS
DATE: June 9, 2016

The Board of Trustees will participate in a workshop presented by Dr. Johnson, Assistant Superintendent Dr. Steve McLaughlin, Assistant Superintendent Cathie Abdel and Assistant Superintendent Christine Fullerton regarding updates on the 2015-16 progress, goals and actions of each division.

Board meeting of June 16, 2016



SO 15-16/B16-58
Fountain Valley School District
Superintendent's Office

MEMORANDUM

TO: Board of Trustees
FROM: Mark Johnson, Ed.D., Superintendent
**SUBJECT: SCHOOL FACILITIES ENGAGEMENT COMMITTEE
CONSENSUS REPORT**
DATE: June 9, 2016

Members from the School Facilities Engagement Committee (SFEC) will provide an update to the Board of Trustees on the outcome of the 4 SFEC meetings, and present the Consensus Report.



Fountain Valley School District

School Facilities Engagement Committee

Consensus Report

May 23, 2016

Preamble

We came together at the invitation of the Fountain Valley School District to serve on the School Facilities Engagement Committee. Over the course of four meetings held in the evening from May 2 to May 23, 2016, topics covered were: school facilities, school funding, community opinion research, and the development of a consensus report. Participants live or work within the District, and many are also parents, school administrators, teachers, and staff. Collectively, we dedicated over 750 hours to learning about the District's facilities and coming to consensus. We have described how our committee came together, what we learned, and what we agreed to report from our efforts to the Board of Trustees.

Meeting Format

The Committee divided its working time into meeting with all participants together, and meeting in smaller discussion groups organized by the following subjects:

- Classroom Learning
- Outdoor Spaces
- Technology
- Safety and Security
- Accountability and Finance

At each Committee meeting, participants studied the issues, shared thoughts in discussion groups, and came back to the Committee to report out their discussions. This report reflects what was agreed upon by the Committee.

Tours of the District's schools, hosted by school principals, were optional Committee activities.

Highlights of What We Learned

Each of our four meetings had a main area of focus. The first meeting focused on school facilities, the second on school funding, the third on community opinion research, and the fourth on development of our consensus report.

I. Introduction to District Facilities

Our first meeting was an introduction to the District's facilities. We learned the District serves over 6,300 students, manages over 125 acres of property, and operates nearly 600,000 square feet of building space. The District has 7 elementary schools, 3 middle schools, and 2 support facilities, for a total of 12 sites.

Key information we learned:

- The District's schools were built in the 1960s and 1970s. Basic modernization and ADA compliance were completed in the late 1990s and early 2000s.
- Many types of facility needs were identified by the District's Facilities Master Plan ("FMP") effort. Facilities projects at all schools for capital and infrastructure improvements, such as air conditioning, roofs, and windows, are estimated to cost \$100 million. Facilities projects expected to be needed in the future are estimated to cost an additional \$180 million (a total of \$280 million).

II. Introduction to School Funding and Budget

The District's General Fund revenues are approximately \$50 million this year, and comprise 90% of the District's total revenue, and nearly 90% of the General Fund revenue is the expenditure for District teachers and staff.

The District is just beginning to see recovery from the effects of the recession, with the 2015-16 General Fund currently at a level commensurate with that of 2008-09.

General property taxes are levied Statewide at 1% of assessed value, as per the California Constitution, Article XIII A (Proposition 13 passed in 1978). Of these property taxes, in Orange County, schools County-wide receive less than half of the property tax collected. School districts cannot levy income tax, sales tax, hotel tax, or gas tax.

The School District has been responsible in maintaining facilities by going through modernization efforts in 1997-98 and 2003-06. In 2013 the District installed solar panels at all 10 school sites, which reduces operating expenses by lowering energy costs.

The District has some unique financial assets. The District owns an office building called "Crossroads" with an estimated value of \$5 million. Currently all positive cash flow is being reinvested in the building. Moiola School is a closed site currently leased to a

private school, Le Port School, and is generating approximately \$500,000 in annual income. The District has \$35 million from the sale of surplus properties invested with the Orange County Treasurer.

Currently there are two sources of facilities funding which are utilized on an annual basis:

- Developer fees, collected when a building permit is issued within the District (Capital Facilities Fund) are budgeted in the amount of \$175,000 for Fiscal Year 2015-16.
- Solar rebates and annual investment earnings are budgeted in the amount of \$400,000 for Fiscal Year 2015-16.

The State has a program for funding school construction projects for which the District may qualify. but these funds are expected to require a local match of 60% local to 40% State. The State school construction program is currently out of funds and awaiting passage of a State bond measure in November 2016 to provide funding.

In either case, whether State funding is available or not, an additional source of locally controlled dedicated facilities funding is needed to address the most urgent needs.

Locally, general obligation bonds can be approved in two ways: by a 2/3 voter approval or a 55% voter approval of the measure. The differences between the two types of measures include the types of projects that can be funded, the timing of elections, tax rates, and other factors. A 55% voter approval general obligation bond measure requires a maximum projected tax levy limitation of \$30 per \$100,000 of assessed value, and includes a citizens' oversight committee to ensure funds are being spent correctly and includes additional accountability requirements.

We reviewed the District's current and historical tax base, its drivers, demographic characteristics, and current tax rates, and we explored the potential of a general obligation bond measure.

Key information identified:

- The District could have a \$59.3 million general obligation bond measure within the \$30 maximum projected tax levy limitation. After estimated costs, this would generate a budget of \$57.9 million for facilities projects.
- Current ad valorem property taxes in the District for all governmental purposes are \$1.06 per \$100 of assessed value, therefore \$30 per \$100,000 adds \$0.03 for a total of \$1.09.
- The median single-family residential property has an assessed value of \$326,134. Single-family residential properties comprise 96% of the District's tax base.
- Current academic research demonstrates that, "passage of a bond measure causes housing prices to rise by about 6%", which implies that home values are increased, "\$1.50 or more for \$1.00 in additional school capital spending."

III. Public Information Research

Public information research was conducted via a scientific survey in November 2014 and presented to the Board of Trustees. 400 community members within the District were surveyed over the telephone. The margin of error in the findings was +/- 4.87%.

Key information that we learned:

- Improving the quality of education in local schools was the single most important issue cited by those surveyed in the community, with 82% considering it very important or extremely important.
- Over 75% of those surveyed in the community believes there is a need for additional money to fund school facilities.
- 83.5% of those surveyed in the community believes that good schools help protect local property values.
- The majority of those surveyed in the community believes the District provides a quality education and manages its finances well.
- Priorities for funding included upgrades and modernization to school facilities, and updating science labs and technology equipment.

School Site Research

Input was gathered from schools on their top priorities. Nine out of ten schools cited indoor environment as their top priority (note Plavan did not identify it as a top priority as it has air conditioning).

Consensus Recommendations

We agreed to report the following from our efforts:

Facilities

The District should:

- Have a quality of facilities which matches and enhances the high quality of education provided
- Prioritize facilities projects as follows:
 - Classroom environment improvements focusing on air quality, climate and windows reflecting efficient energy management
 - Heating ventilation air conditioning (HVAC) systems, including basic infrastructure upgrades to support them
 - Program spaces and 21st century learning environment upgrades as stated in the Facilities Master Plan

Funding

The District should:

- Pursue a general obligation bond measure to fund educational infrastructure and facilities improvements
- Seek matching funds from the State school construction program
- Consider the allocation of other District funds/assets

Community Engagement and Information

The District should:

- Raise awareness in the community about the need for additional funds for school facilities improvements
- Educate the community about the increase to property values from investing in school facilities (projected \$1.50 return on \$1.00 invested)
- Employ a wide range of media in the District's community outreach and education efforts
- Be thoughtful and strategic about the type of community engagement that suits different people
- Use resources efficiently

Accountability

The District should:

- Establish a citizens' oversight committee for the general obligation bond measure
- Conduct annual independent audits of bond measure funds
- Review bond expenditures to ensure that bond measure funds are spent in an equitable manner and only on those projects identified in the facilities project list
- Provide ongoing communication and regular updates to the community

Supporting Fountain Valley School District Staff and Consultants, Alphabetically:

- Cathie Abdel, Assistant Superintendent, Personnel
- Christine Fullerton, Assistant Superintendent, Business
- Isidro Guerra, Director, Fiscal Services
- Joe Hastie, Director, Maintenance
- Ross Hessler, Director, Human Resources
- Julianne Hoefler, Director, Assessment & Accountability
- Mark Johnson, Superintendent
- Jomay Liao, LPA
- Timothy McLarney, True North Research (did not attend meetings)
- Steve McLaughlin, Assistant Superintendent, Instruction
- Gregg Millett, Supervisor, Custodial and Energy Conservation Specialist
- Don Pender, LPA
- Lori Raineri, Government Financial Strategies
- Cara Robinson, Director, Support Services
- Parham Sadegh, Supervisor, Information Technology
- Keith Weaver, Government Financial Strategies

AGREED

Deaf Kaa

Cri C. Harris

Valouie Gaston

Nancy Cameron

~~John~~

Raei Hester

William W. Cameron

Steve A. Nagel

Jeanie Hardy

John P.

Stacy LeBo-Howard

Thomas R. Antal

Wid St. H.

Adam

~~C. H.~~

~~John~~

J. H.

John H.

~~H.~~

Ron Hester

Petra Erickson

AGREED

Jamie N. Vuono

Ch. Clark

Noi Sugimura

E. J. Olan

Jeff Ky

Vance Green

Kelvin Lawrence

Alexis DeVries

Nad Rowel MA 6'ma

Jin

Jennifer Morgan

Eric Miller

Matt Beaman

Kevin Cady

Carla Foe

~~James~~

Paul

St. M. K.

Noi Raineri

AGREED

Dina W. Guye
Ranci Masada-Okawa

Lara Epling

Terry Johnston

Rosalie Est

Tom Ballester

Kathy Davis

Matt Ploski

Ying-Ling Chao

Marta H. Hahn

Sammy Lee

Jud N. Jones

Connie Young

Pauline Sadler

~~Jane~~

Jeff

Abdel

Kurt

Board meeting of June 16, 2016



SO 15-16/B16-54
Fountain Valley School District
Superintendent's Office

MEMORANDUM

TO: Board of Trustees
FROM: Mark Johnson, Ed.D., Superintendent
SUBJECT: **CELEBRATION OF GOLD RIBBON SCHOOLS: COX, OKA,
GISLER, COURREGES AND NEWLAND ELEMENTARY
SCHOOLS**
DATE: June 9, 2016

The Board of Trustees is pleased to recognize five of our elementary schools and their receipt of the California Gold Ribbon recognition. The Board will join our staff and community in celebrating the amazing work of these schools and their recognition by the State Department of Education.

Board meeting of June 16, 2016



SO 15-16/B16-56
Fountain Valley School District
Superintendent's Office

MEMORANDUM

TO: Board of Trustees
FROM: Mark Johnson, Ed.D., Superintendent
SUBJECT: **BUDGET UPDATE (ORAL AND WRITTEN)**
DATE: June 9, 2016

Assistant Superintendent, Business, Christine Fullerton and Director, Fiscal Services, Isidro Guerra will provide an update for the Board of Trustees on the State Budget and its effect on the Fountain Valley School District.



Fountain Valley School District
BUSINESS SERVICES DIVISION

M E M O R A N D U M

TO: Christine Fullerton, Assistant Superintendent Business Services
FROM: Isidro Guerra, Director, Fiscal Services
SUBJECT: **Public Hearing of 2016-17 District Budget**
DATE: June 2, 2016

Background:

Education Code § 42103 requires the governing board of each school district to hold a public hearing on the proposed budget for their district. Additionally, Education Code § 42127(d)(2) states that a budget shall not be adopted before an LCAP for the budget year is approved. Finally, the budget must be approved at a regularly scheduled Board meeting occurring on a date subsequent to that of the public hearing.

The enclosed budget document represents the results of the Board's direction of maintaining the current high quality programs in a fiscally prudent manner. The budget was developed in connection with the Local Control Accountability Plan.

All required reserves are maintained; all funds will end with a positive ending balance and the budget meets State standards and criteria.

Pursuant to expected State Budget passage or within 45 days of the State Budget passing, our budget will be updated for any material changes. The budget is updated throughout the year and presented to the Board at first and second interim reporting periods.

NOTICE OF PUBLIC HEARING
FOUNTAIN VALLEY SCHOOL DISTRICT

2016-2017 FOUNTAIN VALLEY SCHOOL DISTRICT BUDGET

Notice is hereby given that the Board of Trustees of the Fountain Valley School District, at its meeting to be held on June 16, 2016, at 7:00 p.m. in the District Board Room, located at 10055 Slater Avenue, Fountain Valley, California, will conduct a public hearing for the purpose of receiving public comment on the proposed 2016-2017 Fountain Valley School District budget. The public is invited to give testimony on the proposed budget.

The proposed budget will be available for public inspection between Tuesday, June 14, 2016, and Thursday, June 16, 2016, 8:30 a.m. to 4:00 p.m., in the School District Board Room.

Persons desiring additional information concerning the proposed budget should contact Isidro Guerra, Director, Fiscal Services, Fountain Valley School District, 10055 Slater Avenue, Fountain Valley, CA 92708, telephone: (714) 843-3249.

FOUNTAIN VALLEY SCHOOL DISTRICT

By: _____
Isidro Guerra
Director, Fiscal Services
Business Services Division



Fountain Valley School District

MEMORANDUM

TO: Board of Trustees
FROM: Julianne Hoefler, Director, Assessment & Accountability
SUBJECT: **LOCAL CONTROL ACCOUNTABILITY PLAN – PUBLIC HEARING**
DATE: June 9, 2016

Background:

As part of the Local Control Funding Formula, every school district in California is required to develop and adopt a Local Control Accountability Plan (LCAP). Pursuant to Education Code section 52060, the LCAP must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052. Goals must be written in each of the identified eight state priority areas which include Basic Services, Implementation of Common Core State Standards, Student Achievement, Other Student Outcomes, Course Access, Student Engagement, School Climate, and Parent Involvement.

Engagement of stakeholders (parents, staff, and community members) is a critical component. Over the last six months, input from 28 meetings and 12 surveys were solicited to guide the review and revision of the goals and actions.

The final step in the input process is taken by the Board of Trustees. Each school district is required to hold at least one public hearing to solicit comments from members of the community regarding the specific actions and expenditures proposed in the LCAP. The Governing Board shall adopt the LCAP and the annual budget in a subsequent public meeting on or before June 30.

You may access the draft LCAP at any time on our site at http://www.fvds.us/pdf/LCAP_FVSD-June16.pdf



NOTICE OF PUBLIC HEARING
Fountain Valley School District

LOCAL CONTROL ACCOUNTABILITY PLAN

At the June 16, 2015 Board meeting, the Fountain Valley School District Board of Trustees will hold a Public Hearing to accept comments from members of the public on Fountain Valley School District's Local Control Accountability Plan (LCAP) for the year ending June 30, 2016, prior to Final Adoption as required by Education Code Section 52062.

The proposed LCAP will be available for public inspection at the District Office beginning June 8th between the hours of 8:00 am to 4:30 pm.

SO 2015-16/B16-48
Fountain Valley School District
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees
FROM: Mark Johnson, Superintendent
SUBJECT: **APPROVAL OF EMPLOYMENT CONTRACT FOR ASSISTANT
SUPERINTENDENT, BUSINESS SERVICES**
DATE: June 9, 2016

Background

The current contract for Assistant Superintendent, Business Services expires June 30, 2016. A new contract for employment of Assistant Superintendent, Christine Fullerton is presented to the Board of Trustees for approval.

Recommendation:

It is recommended that the Board of Trustees approves the employment contract for the position of Assistant Superintendent, Business Services with Christine Fullerton, effective July 1, 2016.

AGREEMENT OF EMPLOYMENT OF ASSISTANT SUPERINTENDENT, BUSINESS

This agreement is made by and between FOUNTAIN VALLEY SCHOOL DISTRICT, located in the County of Orange, State of California (“District”), acting through its Board of Trustees (“Board”) and Christine Fullerton (“Assistant Superintendent”), and is made with reference to the following facts:

A. Pursuant to Education Code section 35031, Board desires to employ an individual who is credentialed and qualified to serve as Assistant Superintendent, Business, for the District.

B. Assistant Superintendent possesses the credentials and qualifications necessary to provide such services.

C. This Agreement is subject to all applicable laws of the United States and the State of California, the rules and regulations of the California State Board of Education, and the rules and regulations of the District. Said laws, rules, and regulations are hereby made a part of the terms and conditions of this Agreement as though herein set forth.

NOW, THEREFORE, IT IS HEREBY AGREED by and between the parties as follows:

1. Assistant Superintendent shall be employed pursuant to this Agreement for a term commencing on July 1, 2016 and continuing to June 30, 2019 upon action of the Board of Trustees on June 16, 2016.

2. Assistant Superintendent hereby agrees to devote her time, skills, labor and attention to said employment as directed by the Superintendent during the term of this Agreement, provided, however, that Assistant Superintendent may undertake outside activities consisting of consulting work, speaking engagements, lecturing and other similar professional activities for consideration, consistent with Board policy, as long as those activities do not interfere with Assistant Superintendent’s performance of her duties for the District.

3. Effective July 1, 2016 Board shall pay to Assistant Superintendent a minimum salary of \$188,968 for 245 duty days per year, payable in 12 equal monthly payments. Where only a portion of a year is served, compensation shall be prorated.

4. Board will annually review and discuss the salary, including benefits, of Assistant Superintendent during the term of this Agreement in order to provide a competitive and attractive salary to Assistant Superintendent and to reflect the quality of services rendered by Assistant Superintendent. Board retains the right to increase the salary of Assistant Superintendent at any time during the term of this Agreement, any said adjustment to be effective upon the date as

established by Board consistent with Education Code section 45162. If the compensation of other members of the District management team is reduced by a specified percentage for a given school year, Assistant Superintendent's salary shall likewise be decreased to the same extent as of the same date the reduction takes effect for other members of the management team. Any adjustment in salary shall be made in open session of a regular Board meeting. Any amendment to the salary provisions of this Agreement shall not be deemed a new contract with Assistant Superintendent, and shall not extend the termination date of this Agreement.

5. During the term of this Agreement, Assistant Superintendent shall be entitled to such health and other fringe benefits provided to the certificated bargaining unit employees of the District. Assistant Superintendent shall receive 24 working days of vacation annually, exclusive of holidays and weekends, and shall be entitled to 1.00 days of sick leave per month (12 days annually). Assistant Superintendent may accumulate a maximum of 48 vacation days and in the event this maximum is accumulated the Assistant Superintendent shall cease to accrue vacation days until the number of days is reduced below the maximum. A maximum of 24 days of accrued and unused vacation may be carried over into a subsequent school year, except with the express approval of the Superintendent. In the event of termination of this Agreement, Assistant Superintendent shall be entitled to compensation for unused vacation up to a maximum of 48 days at the salary rate on the effective date of termination. Earned sick leave shall be accumulated as provided by state law and Board policy.

6. Assistant Superintendent, during the term of this Agreement, shall perform those duties provided by law, any established job description, or as directed by Superintendent. Assistant Superintendent shall perform such duties and responsibilities in a manner satisfactory to Superintendent. Moreover, Assistant Superintendent shall not engage in any conduct described in Education Code Section 44932.

7. Superintendent shall review Assistant Superintendent's performance at least annually by means of a written evaluation. By July 31 of each year during the term of this Agreement, Superintendent and Assistant Superintendent shall meet to establish goals and objectives for job performance, and a timeline for the evaluation process. The written evaluation shall be prepared by the Superintendent, on or before June 15 each year, and shall be based upon but not limited to the Assistant Superintendent's performance of duties and responsibilities contained in any job description as well as written goals and objectives established for Assistant Superintendent by Superintendent, after a meeting with Assistant Superintendent. The format of

the written evaluation shall be devised by the Superintendent, with input from Assistant Superintendent. The written evaluation shall be discussed with Assistant Superintendent, and a subsequent written summary of that discussion shall be provided to Assistant Superintendent. The lack of an evaluation or adherence to the timelines in this paragraph in any year shall not preclude the Board from renewing, extending, or terminating this Agreement, or from adjusting the Assistant Superintendent's compensation as provided in this Agreement.

8. On or before June 30, 2018, the Superintendent will recommend to the Board, and the Board will duly discuss and consider, whether this Agreement should be extended for one or more additional years. Any amendment extending the term of this Agreement must be approved by the Board.

9. Subject to prior approval of the District's governing board or in accordance with Board policy, Assistant Superintendent shall attend meetings at the local, state and national levels, and, with the advance written approval of the Superintendent, may join such other professional and service organizations and associations which will benefit the District.

10. The District and Assistant Superintendent may, by mutual agreement expressed in writing, terminate this Agreement at any time. The party initiating termination by mutual agreement shall provide to the other party written notice of the request to terminate the Agreement at least 30 days before the proposed termination date.

The Board may, unilaterally and without cause, terminate this Agreement and the Assistant Superintendent's employment. In consideration of the Board's right to terminate this Agreement without cause, the Board shall pay the Assistant Superintendent's then current salary for the remainder of the Agreement or 12 months, whichever is less, consistent with Government Code sections 53260 and 53261. This provision shall not operate to divest the Assistant Superintendent or preclude her from receipt of any vested benefits she may otherwise be entitled to as a result of her tenure with the District. Upon termination of this Agreement pursuant to this paragraph, the Assistant Superintendent shall continue to receive the health benefits to which she was previously entitled, but not to exceed the above 12-month period, or until the Assistant Superintendent finds other employment, whichever occurs first in accordance with Government Code section 53261.

The Board may terminate the Assistant Superintendent for material breach of this Agreement or for cause based on any of the grounds set forth in Education Code sections 44932 and 44939. In such event, and notwithstanding the procedural provisions of Education Code

sections 44932 et seq., the Assistant Superintendent shall receive a statement of charges setting forth the basis for this termination and be provided an opportunity to respond to the Board in closed session. The Assistant Superintendent shall have the right, at her own expense, to have a representative of her choice at the conference with the Board. The conference with the Board shall be the Assistant Superintendent's exclusive right to any hearing otherwise required by law.

Notwithstanding any other provision of this Agreement or the policies and regulations of the Board, the Board may elect not to renew this Agreement and/or not to reemploy the Assistant Superintendent upon expiration of this Agreement pursuant to Education Code section 35031. In such event, the Board shall provide the Assistant Superintendent with 45 days' written notice in advance of the expiration of her term of employment. If such written notice is not provided, the Assistant Superintendent is deemed reemployed for an additional one-year term under the same terms and conditions as set forth in this Agreement. Assistant Superintendent shall provide the Board with written notice of the provisions of this Paragraph at least 90 calendar days in advance of the expiration of this Agreement. Assistant Superintendent's failure to provide such written notice shall constitute a material breach of this Agreement.

11. Board agrees that it shall defend, hold harmless and indemnify Assistant Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against Assistant Superintendent in her individual capacity, for any acts arising out of her employment, or in her official capacity as agent and employee of the District, except for civil, criminal or administrative actions initiated by the Board itself, provided that the incident arose while Assistant Superintendent was acting within the scope of her employment, and did not act or fail to act because of actual fraud, corruption or malice. Nothing herein shall be construed to prohibit the District from accepting the defense of any matter under reservation of rights as permitted by Government Code section 825. Assistant Superintendent agrees to reasonably cooperate in good faith in the defense of any claim or action. This paragraph shall not be construed to provide for the expenditure of funds for the criminal defense of the Assistant Superintendent. .

12. Regardless of the term of this Agreement, if the Agreement is terminated, any cash settlement that the Assistant Superintendent may receive shall be fully reimbursed to the District if the Assistant Superintendent is convicted of a crime involving an abuse of her office or position.

13. If any provision(s) of this Agreement is/are held to be contrary to law by a court of competent jurisdiction, such provision(s) shall not be deemed valid and subsisting except to the extent permitted by law, but all other provision(s) of this Agreement shall continue in full force and effect.

14. This Agreement shall supersede and replace all prior agreements between the parties.

IN WITNESS WHEREOF, the parties have entered into this Agreement this 16th day of June, 2016.

FOUNTAIN VALLEY SCHOOL
DISTRICT
BOARD OF TRUSTEES

Mark Johnson
Superintendent
Secretary, Board of Trustees

Mrs. Christine Fullerton
Assistant Superintendent
Business

SO 2015-16/B16-49
Fountain Valley School District
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees
FROM: Mark Johnson, Superintendent
SUBJECT: **APPROVAL OF EMPLOYMENT CONTRACT FOR ASSISTANT
SUPERINTENDENT, PERSONNEL**
DATE: June 9, 2016

Background

The current contract for Assistant Superintendent, Personnel expires June 30, 2016. A new contract for employment of Assistant Superintendent, Cathie Abdel is presented to the Board of Trustees for approval.

Recommendation:

It is recommended that the Board of Trustees approves the employment contract for the position of Assistant Superintendent, Personnel Services with Cathie Abdel, effective July 1, 2016.

AGREEMENT OF EMPLOYMENT OF ASSISTANT SUPERINTENDENT, PERSONNEL

This agreement is made by and between FOUNTAIN VALLEY SCHOOL DISTRICT, located in the County of Orange, State of California (“District”), acting through its Board of Trustees (“Board”) and Cathie Abdel (“Assistant Superintendent”), and is made with reference to the following facts:

A. Pursuant to Education Code section 35031, Board desires to employ an individual who is credentialed and qualified to serve as Assistant Superintendent, Personnel, for the District.

B. Assistant Superintendent possesses the credentials and qualifications necessary to provide such services.

C. This Agreement is subject to all applicable laws of the United States and the State of California, the rules and regulations of the California State Board of Education, and the rules and regulations of the District. Said laws, rules, and regulations are hereby made a part of the terms and conditions of this Agreement as though herein set forth.

NOW, THEREFORE, IT IS HEREBY AGREED by and between the parties as follows:

1. Assistant Superintendent shall be employed pursuant to this Agreement for a term commencing on July 1, 2016 and continuing to June 30, 2019 upon action of the Board of Trustees on June 16, 2016.

2. Assistant Superintendent hereby agrees to devote her time, skills, labor and attention to said employment as directed by the Superintendent during the term of this Agreement, provided, however, that Assistant Superintendent may undertake outside activities consisting of consulting work, speaking engagements, lecturing and other similar professional activities for consideration, consistent with Board policy, as long as those activities do not interfere with Assistant Superintendent’s performance of her duties for the District.

3. Effective July 1, 2016 Board shall pay to Assistant Superintendent a minimum salary of \$175,450 for 245 duty days per year, payable in 12 equal monthly payments. Where only a portion of a year is served, compensation shall be prorated. Upon receipt of an overall satisfactory annual performance evaluation for the 2016-2017 school year pursuant to paragraph 7 of this Agreement, Assistant Superintendent’s base salary shall be increased by \$4,494 effective July 1, 2017.

4. Board will annually review and discuss the salary, including benefits, of Assistant Superintendent during the term of this Agreement in order to provide a competitive and attractive salary to Assistant Superintendent and to reflect the quality of services rendered by Assistant

Superintendent. Board retains the right to increase the salary of Assistant Superintendent at any time during the term of this Agreement, any said adjustment to be effective upon the date as established by Board consistent with Education Code section 45022. If the compensation of other members of the District management team is reduced by a specified percentage for a given school year, the Assistant Superintendent's salary shall likewise be decreased to the same extent as of the same date the reduction takes effect for other members of the management team. Any adjustment in salary shall be made in open session of a regular Board meeting. Any amendment to the salary provisions of this Agreement shall not be deemed a new contract with Assistant Superintendent, and shall not extend the termination date of this Agreement.

5. During the term of this Agreement, Assistant Superintendent shall be entitled to such health and other fringe benefits provided to the certificated bargaining unit employees of the District. Assistant Superintendent shall receive 24 working days of vacation annually, exclusive of holidays and weekends, and shall be entitled to 1.00 days of sick leave per month (12 days annually).

During the 2016-2017 and 2017-2018 school years, Assistant Superintendent shall use accrued vacation so that by June 30, 2018, the balance of Assistant Superintendent's accrued unused vacation is no more than 24 days. Vacation days shall be scheduled with the approval of the Superintendent and may be used in full or partial day increments. If the balance of accrued unused vacation is greater than 24 days as of June 30, 2018, Assistant Superintendent may carry over a maximum of 24 days into the 2018-2019 school year, with any remaining days paid in cash at the discretion of the District.

Beginning July 1, 2018 and thereafter, Assistant Superintendent may accumulate a maximum of 48 vacation days, and in the event this maximum is accumulated, Assistant Superintendent shall cease to accrue vacation days until the number of days is reduced below the maximum. Beginning with the 2018-2019 school year, a maximum of 24 days of accrued and unused vacation may be carried over into a subsequent school year, except with the express approval of the Superintendent.

In the event of termination of this Agreement, Assistant Superintendent shall be entitled to compensation for unused vacation up to a maximum of 48 days at the salary rate on the effective date of termination. Earned sick leave shall be accumulated as provided by state law and Board policy.

6. Assistant Superintendent, during the term of this Agreement, shall perform those duties provided by law, any established job description, or as directed by Superintendent. Assistant Superintendent shall perform such duties and responsibilities in a manner satisfactory to Superintendent. Moreover, Assistant Superintendent shall not engage in any conduct described in Education Code section 44932.

7. Superintendent shall review Assistant Superintendent's performance at least annually by means of a written evaluation. By July 31 of each year during the term of this Agreement, Superintendent and Assistant Superintendent shall meet to establish goals and objectives for job performance, and a timeline for the evaluation process. The written evaluation shall be prepared by the Superintendent, on or before June 15 each year, and shall be based upon but not limited to the Assistant Superintendent's performance of duties and responsibilities contained in any job description as well as written goals and objectives established for Assistant Superintendent by Superintendent, after a meeting with Assistant Superintendent. The format of the written evaluation shall be devised by Superintendent, with input from Assistant Superintendent. The written evaluation shall be discussed with Assistant Superintendent, and a subsequent written summary of that discussion shall be provided to Assistant Superintendent. The lack of an evaluation or adherence to the timelines in this paragraph in any year shall not preclude the Board from renewing, extending, or terminating this Agreement, or from adjusting the Assistant Superintendent's compensation as provided in this Agreement.

8. On or before June 30, 2018, the Superintendent will recommend to the Board, and the Board will duly discuss and consider, whether this Agreement should be extended for one or more additional years. Any amendment extending the term of this Agreement must be approved by the Board.

9. Subject to prior approval of the District's governing board or in accordance with Board policy, Assistant Superintendent shall attend meetings at the local, state and national levels, and, with the advance written approval of the Superintendent, may join such other professional and service organizations and associations which will benefit the District.

10. The District and Assistant Superintendent may, by mutual agreement expressed in writing, terminate this Agreement at any time. The party initiating termination by mutual agreement shall provide to the other party written notice of the request to terminate the Agreement at least 30 days before the proposed termination date.

The Board may, unilaterally and without cause, terminate this Agreement and the Assistant Superintendent's employment. In consideration of the Board's right to terminate this Agreement without cause, the Board shall pay the Assistant Superintendent's then current salary for the remainder of the Agreement or 12 months, whichever is less, consistent with Government Code sections 53260 and 53261. This provision shall not operate to divest the Assistant Superintendent or preclude her from receipt of any vested benefits she may otherwise be entitled to as a result of her tenure with the District. Upon termination of this Agreement pursuant to this paragraph, the Assistant Superintendent shall continue to receive the health benefits to which she was previously entitled, but not to exceed the above 12-month period, or until the Assistant Superintendent finds other employment, whichever occurs first in accordance with Government Code section 53261.

The Board may terminate the Assistant Superintendent for material breach of this Agreement or for cause based on any of the grounds set forth in Education Code sections 44932 and 44939. In such event, and notwithstanding the procedural provisions of Education Code sections 44932 et seq., the Assistant Superintendent shall receive a statement of charges setting forth the basis for this termination and be provided an opportunity to respond to the Board in closed session. The Assistant Superintendent shall have the right, at her own expense, to have a representative of her choice at the conference with the Board. The conference with the Board shall be the Assistant Superintendent's exclusive right to any hearing otherwise required by law.

Notwithstanding any other provision of this Agreement or the policies and regulations of the Board, the Board may elect not to renew this Agreement and/or not to reemploy the Assistant Superintendent upon expiration of this Agreement pursuant to Education Code section 35031. In such event, the Board shall provide the Assistant Superintendent with 45 days' written notice in advance of the expiration of her term of employment. If such written notice is not provided, the Assistant Superintendent is deemed reemployed for an additional one-year term under the same terms and conditions as set forth in this Agreement. Assistant Superintendent shall provide the Board with written notice of the provisions of this Paragraph at least 90 calendar days in advance of the expiration of this Agreement. Assistant Superintendent's failure to provide such written notice shall constitute a material breach of this Agreement.

11. Board agrees that it shall defend, hold harmless and indemnify Assistant Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against Assistant Superintendent in her individual capacity, for any acts arising out of her employment, or in her official capacity as agent and employee of the District, except for civil,

criminal or administrative actions initiated by the Board itself, provided that the incident arose while Assistant Superintendent was acting within the scope of her employment, and did not act or fail to act because of actual fraud, corruption or malice. Nothing herein shall be construed to prohibit the District from accepting the defense of any matter under reservation of rights as permitted by Government Code section 825. Assistant Superintendent agrees to reasonably cooperate in good faith in the defense of any claim or action. This paragraph shall not be construed to provide for the expenditure of funds for the criminal defense of Assistant Superintendent.

12. Regardless of the term of this Agreement, if the Agreement is terminated, any cash settlement that Assistant Superintendent may receive shall be fully reimbursed to the District if Assistant Superintendent is convicted of a crime involving an abuse of her office or position.

13. If any provision(s) of this Agreement is/are held to be contrary to law by a court of competent jurisdiction, such provision(s) shall not be deemed valid and subsisting except to the extent permitted by law, but all other provision(s) of this Agreement shall continue in full force and effect.

14. This Agreement shall supersede and replace all prior agreements between the parties.

IN WITNESS WHEREOF, the parties have entered into this Agreement this 16th day of June, 2016.

FOUNTAIN VALLEY SCHOOL DISTRICT
BOARD OF TRUSTEES

Mark Johnson
Superintendent
Secretary, Board of Trustees

Ms. Cathie Abdel
Assistant Superintendent, Personnel

Fountain Valley School District
Superintendent's Office

REGULAR MEETING OF THE BOARD OF TRUSTEES

10055 Slater Avenue
Fountain Valley, CA 92708

May 5, 2016

MINUTES

President Galindo called the regular meeting of the Board of Trustees to order at 6:00pm.

CALL TO ORDER

The following board members were present:

ROLL CALL

| | |
|-----------------|-------------------|
| Jeanne Galindo | President |
| Sandra Crandall | President Pro Tem |
| Lisa Schultz | Clerk |
| Jim Cunneen | Member |
| Ian Collins | Member |

Motion: Mrs. Schultz moved to approve the meeting agenda.

AGENDA APPROVAL

Second: Mr. Collins

Vote: 5-0

There were no requests to address the Board prior to closed session.

PUBLIC COMMENTS

Mrs. Galindo announced that the Board would retire into Closed Session. Action was not anticipated. The following was addressed:

CLOSED SESSION

- Personnel Matters: *Government Code 54957 and 54957.1*
Appointment/Assignment/Promotion of employees; employee discipline/dismissal/release; evaluation of employee performance; complaints/charges against an employee; other personnel matters.
- Pupil Personnel: *Education Code 35146*
- Negotiations: *Government Code 54957.6*
Update and review of negotiations with the FVEA and

CSEA Bargaining Units with the Board’s designated representative, Cathie Abdel.

- Public Employee Performance Evaluation:
Government Code Section 54957 & 54957.1

The public portion of the meeting resumed at 7:00pm.

PLEDGE OF ALLEGIANCE

Cub Scout Pack 455 led the Pledge of Allegiance.

SPECIAL PRESENTATIONS

It is an interest of the Board of Trustees to recognize outstanding parent volunteers who give generously of their time and talents to our schools. From Courreges School, the Board recognized and thanked Karen Hammond and Susan Castellanos. The Board joined staff and the community in thanking these parents for their dedication to Courreges School.

RECOGNITION OF COURREGES SCHOOL PARENT VOLUNTEERS

It is an interest of the Board of Trustees to recognize students who display high achievement, improvement or extraordinary effort. The Board recognized six outstanding students from Courreges School including: Julian Makar (K), Brandon Arroyo (1st), Michael Varrone (2nd), Myka West (3rd), John-Peter Mendoza (4th), and Martin Merino (5th). The Board joined parents, staff and the community in celebrating the accomplishments of these students.

RECOGNITION OF COURREGES SCHOOL STUDENTS

The Board of Trustees honored two volunteers who have made an outstanding contribution to education in the Fountain Valley School District by presenting them with the Outstanding Service Award. The Board of Trustees joined staff and the community in celebrating these amazing volunteers and their much-deserved recognition. Mr. Dave Osborn was presented by Trustee, Mrs. Sandra Crandall and Mr. Tom Antal was presented by Trustee, Mr. Ian Collins.

OUTSTANDING SERVICE AWARDS PRESENTATION TO DAVE OSBORN AND TOM ANTAL

The Board of Trustees was pleased to join our staff and community in celebrating Lisa Diecidue, a 3rd through 5th grade education specialist at Oka Elementary, as 2015-16 Teacher of the Year.

RECOGNITION OF FVSD TEACHER OF THE YEAR: LISA DIECIDUE

Following the special presentations, the Board took a brief recess for cookies and photos. The regular meeting resumed at 8:02pm. Mr. Collins left at recess, as he was feeling ill.

The Action Committee for Education (ACE) is a broad-based school community legislative action group which addresses current issues and sponsors annual projects to promote and benefit not only the Fountain Valley School District but public education in general. Representatives Lisa Schultz, Tam Nguyen, Dao Tran and Laurie Cortez made a presentation to the Board on ACE's recent participation in the Sacramento Safari.

PRESENTATION BY
ACTION COMMITTEE
FOR EDUCATION (ACE)
ON SACRAMENTO
SAFARI

BOARD REPORTS AND COMMUNICATIONS

Mr. Cunneen's activities since the last meeting included: He attended the Foundation Valley Chamber of Commerce monthly breakfast as well as the Ed Arnold Volunteer Award Gala. He also attended the District Art Show and the Taste of Fountain Valley. Additionally, he was able to attend both the Joint ASCA/OCSBA Region 17 Meetings and the Facilities Committee Meeting. He also attended the Monster Concert and noted the growing enthusiasm for the revived music program at the District. Lastly, he attended OCDE's One Billion Acts of Kindness.

Mrs. Schultz' activities since the last meeting included: Tours of Tamura, Plavin and Masuda schools. She also attended the District Art show as well as The Taste of Fountain Valley, noting that both events were a tremendous success. She attended the ACSA/OCSBA meeting as well as the Monster Concert, and commended the quality of the music teachers and the programs they run at the schools.

Mrs. Crandall's activities since the last meeting included: Attending the Rotary Ed Arnold Volunteer Gala and the Chamber of Commerce's 50th anniversary. She also participated in the OCSBA One Billion Acts of Kindness. She attended the Taste of Fountain Valley and a very touch memorial service for teacher, Wendy Baker. She toured Plavan, Masuda and Oka schools and attended the Monster concert. She enjoyed attending the Facilities Committee Meeting as well as the Huntington Beach/Fountain Valley Boys and Girls Club ribbon cutting for their new facility on the Goldenwest college campus. She attended a meeting with the mayor of Fountain Valley and the Fountain Valley City Manager where she heard updates on the city and shared updates on the District. Lastly, she attended the Professional Enrichment for 6-8 grade ELA teachers, provided by Carol Jago.

Mrs. Galindo’s activities since the last meeting included: Tours of Masuda and Talburt schools; she also attended the SPC meeting where Cox, Gisler, Masuda, Newland and Talbert reported on the many fundraising activities that they are engaged in. She attended the District Art Show as well as the Taste of Fountain Valley. Additionally, she attended the ACSA/OCSBA Dinner and the Monster Concert. She commended all the performances at the Monster Concert, particularly the middle schoolers. She attended the city meeting with Mrs. Crandall and also participated in the One billion Acts of Kindness.

Mr. Collins was absent for this portion of the meeting.

PUBLIC HEARINGS

Mrs. Galindo read the following announcement about a Public Hearing that will take place on June 16, 2016: A public hearing will be held regarding the Personnel Commission’s proposed budget for 2016-17. The Public Hearing shall be held on June 16, 2016 at 4:30 pm. Public input will be welcomed.

ANNOUNCEMENT OF
PUBLIC HEARING FOR
PERSONNEL
COMMISSION BUDGET
(WRITTEN ONLY)

PUBLIC COMMENTS

There were no requests to address the Board.

PUBLIC COMMENTS

LEGISLATIVE SESSION

Motion: Mrs. Schultz moved to approve the Resolution 2016-15 in celebration of Fountain Valley School District’s Classified Employee Week.

Second: Mr. Cunneen

Vote: 4-0

RESOLUTION 2016-15:
IN CELEBRATION OF
FOUNTAIN VALLEY
SCHOOL DISTRICT’S
CLASSIFIED
EMPLOYEE WEEK:
MAY 16-20, 2016

Motion: Mrs. Crandall moved to approve Resolution 2016-16, informing the County Superintendent of Schools, Orange County of the specifications of the election order for the forthcoming Biennial Governing Board Election to be held on Tuesday, November 8, 2016.

Second: Mrs. Schultz

Vote: 4-0

RESOLUTION 2016-16:
AND ORDER OF
BIENNIAL TRUSTEE
REFLECTIONS AND
SPECIFICATIONS OF
THE ELECTION
ORDER

| | | |
|----------------|--|---|
| Motion: | Mrs. Schultz moved to approve the Proclamation of Appreciation to our Speech/Language Pathologists during May 2016: Better Speech and Hearing Month. | PROCLAMATION OF APPRECIATION TO OUR SPEECH/LANGUAGE PATHOLOGISTS DURING MAY 2016: BETTER SPEECH AND HEARING MONTH |
| Second: | Mrs. Crandall | |
| Vote: | 4-0 | |

| | | |
|----------------|---|---------------------|
| Motion: | Mr. Cunneen moved to approve the Declaration of Need for Fully Qualified Educators so that staffing can be completed with the best possible candidates and we can retain our substitute teachers. | DECLARATION OF NEED |
| Second: | Mrs. Schultz | |
| Vote: | 4-0 | |

| | | |
|----------------|---|---|
| Motion: | Mrs. Crandall moved to approve the Consent Calendar | CONSENT CALENDAR/ ROUTINE ITEMS OF BUSINESS |
| Second: | Mr. Cunneen | |
| Vote: | 4-0 | |

The Consent Calendar included:

- Board Meeting Minutes from the April 14th regular meeting
- Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- Donations
- Warrants
- Purchase Order Listing
- Budget Adjustments
- Approval of Notice of layoff for Classified position, Over enrollment aide
- Approval of Student Accident Insurance
- Approval of Independent Contractor Agreement with Conner Brown for the development and production of District videos
- Approval of the Memorandum of Understanding between Fountain Valley School District and Fountain Valley Education Association regarding Intervention Teachers
- Approval of Amendment #2 Internet Access Agreement with the Orange County Department of Education
- Approval of 2016-2017 Network Support Services

Agreement with the Orange County Department of Education in the amount of \$2,000.

- Approval of contract for Title I Private School services – Marisa Chohan.
- Approval of Retainer Agreement / Margaret Chidester, Attorneys at Law, 2016-17 school year.

SUPERINTENDENT’S COMMENTS/NEW ITEMS OF BUSINESS

Dr. Johnson Dr. Johnson commended the teachers and classified staff for all that they are doing. He commented further that the administrators work very hard to provide our kids with an education that is second to none. He shared the remarkable work that this District is doing on behalf of kids. He noted that on Monday, we had the Facilities Master Plan Meeting. He stated that 60 people showed up for Student Facilities Engagement Committee meeting. He thanked Mrs. Fullerton and Joe Hastie who have been leading this work. Dr. Johnson attended the Monster Concert and wanted to thank Mr. La Mantia from Fulton, Mrs. Robertson at Talburt and Mr. Covacevich at Masuda for all their work. He stated that music is alive and well in our District. He noted the District’s partnership with the Arts and Learning Conservatory and with the Foundation and FVHS director Mark Irons and praised the great things they are doing. He talked about the session with Carol Jago and how great it was to see all the teachers get so excited about the things Ms. Jago had to share with regard to English instruction. He stated that we have had great teachers who have done great work for years, and it’s this type collaboration that’s escalating that work. He talked about Irvine Math Project and the great work they’re doing with the middle schools. All the middle schools are working to build a new math program that they’ll start implementing in the fall. Dr. Johnson took another moment to commend Teacher of the Year, Lisa Diecidue, noting that she is exceptional. He praised Tom Antal and Dave Osborn and also praised Mr.

Collins and Mrs. Crandall on their extraordinary tributes to each of these men. The final CGI session was this past Wednesday and that work is now launching into the summer. He thanked Dr. McLaughlin, Dr. Hoefler and Mrs. Robinson for their work in this area. He also thanked Mrs. Abdel for her work with the reading and math TOSAs. He went on to say that interviews began today for an intervention teacher, which we will pilot at one of the schools this fall – noting that the goal is to have intervention at all seven of the elementary schools in reading in the coming months and years. He thanked the ACE presenters for their comments regarding Sacramento Safari and then closed by saying that he is very fortunate to work with such a great team of people. From teachers to administrators to classified staff, they are just extraordinary.

ADJOURNMENT

Motion: Mrs. Crandall
Second: Mr. Cunneen
Vote: Unanimously approved

/hg

Fountain Valley School District
Superintendent's Office

SPECIAL MEETING OF THE BOARD OF TRUSTEES

10055 Slater Avenue
Fountain Valley, CA 92708

May 19, 2016

MINUTES

President Galindo called the special meeting of the Board of Trustees to order at 3:30pm.

CALL TO ORDER

The following board members were present:

ROLL CALL

| | |
|-----------------|-------------------|
| Jeanne Galindo | President |
| Sandra Crandall | President Pro-Tem |
| Lisa Schultz | Clerk |
| Jim Cunneen | Member |

Mr. Collins was absent due to illness.

Motion: Mrs. Crandall moved to approve the meeting agenda.

AGENDA APPROVAL

Second: Mrs. Schultz

Vote: 4-0

Mrs. Crandall led the Pledge of Allegiance.

PLEDGE OF
ALLEGIANCE
PUBLIC COMMENTS

There were no requests to address the Board.

LPA WORKSHOP

Assistant Superintendent Christine Fullerton was joined by Don Pender, Glenn Kubota, Jomay Liao and Jim Kisel from architectural firm LPA, Inc., to review and discuss the Facilities Master Plan.

Mr. Pender began by stating that the purpose of the presentation was two-fold: 1) To present a draft of the plan to the Board with the intent of receiving commentary from them. 2) To give the board the chance to express their thoughts on the prioritization of the master plan. LPAs goal was to make this a transparent process and Mr. Pender commended the Board and the District for their efforts in this process. He summarized the master plan, and referred to it as a "Long Range Road Map." The components include: Demographic Analysis, Financial Analysis, Facility Needs Assessment, and Educational Vision. He reviewed the

timeline of the plan and the different levels of stakeholder engagement, and ended his portion of the presentation by providing an overview of the FMP's deliverable components. The main sections are: 1) Overview and Process 2) Planning Considerations 3) Program Costs and Priorities 4) Site Master Plans 5) Appendix.

He turned the workshop over to Mr. Kubota who talked about the individual Facility Condition Assessment process. He explained that LPA visited every site, met with M&O and the principals to come up with the top 3 priorities for each site and then did the site assessments. He led the Board through a sample assessment, using Masuda as the example.

The assessment covered 4 main elements: 1) Existing site information 2) Condition assessment 3) Site assessment 4) Systems assessment. Each assessment was broken down into specific pieces and those pieces were assigned a work category. Ms. Liao explained each of the 17 work categories and how they used the categories to break down the overall cost of the plan. She then turned the workshop over to Mr. Kisel who reviewed the total program costs. He discussed the budget development and that it was based on program and campus needs identified by stakeholders during the facilities master planning process. He stated that the total project cost includes construction costs and soft costs for the scope of work identified. He reviewed program costs vs. funding and then went through a project cost summary that gave estimated master plan costs for each site. He broke down the overall cost by work category, providing an estimated master plan cost for each of the 17 categories. Don completed the presentation by discussing the stakeholder's participation in a prioritization activity. He then invited the Board to participate in their own Prioritization Exercise, which gave them the opportunity to provide input. He explained that this is a long process and that priorities may change as the work unfolds – but this provides a starting point. The Board worked together to establish a Scope Prioritization List and a Site Prioritization list. After completing the exercise, Mrs. Crandall commended LPA for all the work they've done, stating that it was a joy to watch this process unfold. She commended the quality of their report and the fact that they effectively communicated their message in lay terms. Mrs. Galindo thanked LPA for the comprehensive overview and very detailed roadmap.

SUPERINTENDENT'S COMMENTS/NEW ITEMS OF BUSINESS

Dr. Johnson In Dr. Johnson's absence, Assistant
Superintendent Christine Fullerton thanked

LPA for their efforts and to the Board for their participation in the process.

ADJOURNMENT

Motion: Mr. Cunneen moved to adjourn the meeting at 5:15pm.

Second: Mrs. Schultz

Vote: Unanimously approved

/hg

**FOUNTAIN VALLEY SCHOOL DISTRICT
PERSONNEL ITEMS FOR APPROVAL
June 16, 2016**

1.0 EMPLOYMENT FUNCTIONS:

1.1 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CERTIFICATED LEAVES OF ABSENCE:

| | <u>EMPLOYEE</u> | <u>LOCATION</u> | <u>ASSIGNMENT</u> | <u>REASON</u> | <u>EFFECTIVE</u> |
|-------|------------------|-----------------|-------------------|---------------|-------------------|
| 1.1.1 | Damback, Valerie | Fulton | Math | Child Care | 16-17 School Year |
| 1.1.2 | Quinn, Lauren | Masuda | Science | Child Care | 16-17 School Year |
| 1.1.3 | Eskes, Dawn | On Leave | Classroom Teacher | Child Care | 16-17 School Year |
| 1.1.4 | Miller, Shannon | Talbert | ELA/SS | Personal | 16-17 School Year |

1.2 ASSISTANT SUPERINTENDENT, PERSONNEL HAS ACCEPTED THE RESIGNATION OF THE FOLLOWING CERTIFICATED EMPLOYEES:

| | <u>EMPLOYEE</u> | <u>ASSIGNMENT</u> | <u>LOCATION</u> | <u>EFFECTIVE</u> |
|-------|--------------------|-------------------|--------------------------|------------------|
| 1.2.1 | Ciasto, Ariel | Music. | Courreges,Gisler,Newland | 06/24/2016 |
| 1.2.2 | Hartmann, Julia | Speech | Fulton | 06/24/2016 |
| 1.2.3 | Jackson, Maryellen | Teacher on Leave | Masuda | 06/24/2016 |
| 1.2.4 | Blackett, Lindsey | Teacher on Leave | Oka | 06/24/2016 |

1.3 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE CERTIFICATED AND SPEECH & LANGUAGE/SCHOOL NURSE, SALARY SCHEDULES, REFLECTING A 1% SALARY INCREASE AND AN ADDITIONAL 1% TO COLUMN I, STEP 1 AND COLUMN III, STEP 24 SALARY INCREASE TO THE 2016-2017 SALARY SCHEDULES, EFFECTIVE 07/01/2016 (see attachments).

1.4 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE NEW CERTIFICATED LIMITED TERM INTERVENTION TEACHER, LESLIE CROSSETT, EFFECTIVE 05/10/2016 HOURLY RATE OF PAY \$29.06

1.5 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE HOURLY RATE OF PAY \$29.35 FOR ADDITIONAL DUTY FOR ALL CERTIFICATED PERSONNEL FOR THE 2016-2017 SCHOOL YEAR.

1.6 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING TITLE CHANGES AND UPDATED JOB DESCRIPTIONS FOR CERTIFICATED MANGEMENT POSITIONS EFFECTIVE JULY 1, 2016:

FROM

TO

ASSISTANT SUPERINTENDENT
CURRICULUM & INSTRUCTION

ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES

DIRECTOR, ASSESSMENT &
ACCOUNTABILITY

DIRECTOR, EDUCATIONAL SERVICES

**FOUNTAIN VALLEY SCHOOL DISTRICT
PERSONNEL ITEMS FOR APPROVAL
June 16, 2016**

2.0 EMPLOYMENT FUNCTIONS

2.1 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CLASSIFIED LEAVES OF ABSENCE:

| | <u>EMPLOYEE</u> | <u>LOCATION</u> | <u>ASSIGNMENT</u> | <u>REASON</u> | <u>EFFECTIVE</u> |
|-------|-----------------------|-----------------|-------------------|---------------|------------------|
| 2.1.1 | Rico, Monique | Cox | P/S Instructor | Maternity | 03/21/2016 |
| 2.1.2 | Yancoskie, Jacqueline | Plavan | IA SH/PH | Medical | 05/23/2016 |
| 2.1.3 | Cline, Kathleen | Talbert | IA Special Ed | Medical | 05/31/2016 |

2.2 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS THE APPROVAL OF THE FOLLOWING NEW CLASSIFIED EMPLOYEES:

| | <u>EMPLOYEE</u> | <u>LOCATION</u> | <u>ASSIGNMENT</u> | <u>EFFECTIVE</u> |
|-------|------------------|-----------------|-------------------|------------------|
| 2.2.1 | Carney, Noelle | Oka | ESP Instructor | 05/11/2016 |
| 2.2.2 | Silva, Catherine | Plavan | ESP Instructor | 05/09/2016 |

2.3 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE PROMOTION OF CLASSIFIED EMPLOYEE, MARY FOX FROM SENIOR OFFICE ASSISTANT- SUPPORT SERVICES, TO PURCHASING TECHNICIAN- BUSINESS , EFFECTIVE 05/23/2016.

2.4 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE PROBATIONARY DISMISSAL OF CLASSIFIED EMPLOYEE # 3766, FOOD SERVICE WORKER AT MASUDA MIDDLE SCHOOL , EFFECTIVE 05/13/2016.

2.5 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE 2016-2017 SALARY SCHEDULE, WITH A 1% INCREASE FOR THE CLASSIFIED BARGAINING UNIT EFFECTIVE 07/01/2016 (see attachment).

2.6 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE PLACEMENT OF THE NEW CLASSIFICATION OF LEAD PRESCHOOL INSTRUCTOR AT RANGE 39 ON THE CLASSIFIED SALARY SCHEDULE.

**FOUNTAIN VALLEY SCHOOL DISTRICT
PERSONNEL ITEMS FOR APPROVAL**

June 16, 2016

INSTRUCTION

3.0 APPROVAL OF ADDITIONAL DUTY REQUESTS

| | <u>NAME</u> | <u>ASSIGNMENT</u> | <u>SALARY</u> | <u>BUDGET</u> | <u>DATE</u> |
|-----|---|--|--|----------------|----------------------------|
| 3.1 | BLACKETT, Pamela 435 hrs. (7/5/16 – 10/28/16) | Initial and Annual CELDT testing | Certified stipend rate (Blackett, Haley, Hersh, Perkins and Workman) | 010028055-1119 | 7/5/16 through 10/28/16 |
| | HALEY, Linnea 330 hrs. (7/5/16 – 10/14/16) | | | | 7/5/16 through 10/14/16 |
| | HERSH, Karen 120 hrs. (7/5/16 - 8/12/16) | | | | 7/5/16 through 8/12/16 |
| | PERKINS, Larissa 95 hrs. (7/5/16 - 8/18/16) | | | | 7/5/16 through 8/18/16 |
| | WORKMAN, Tiffini 25 hrs. (7/5/16 - 7/14/16) | | | | 7/5/16 through 7/14/16 |
| | NGUYEN, Thao 113 hrs. (7/5/16- 7/28/16) | | Regular hourly Rate (Nguyen, Serrano and Vu) | 010028055-2913 | 7/5/16 through 7/28/16 |
| | SERRANO, Madeline 340 hrs. (7/5/16 – 10/28/16) | | | | 7/5/16 through 10/28/16 |
| | VU, Hoang 218 hrs. (7/5/16 – 8/31/16 (Assess & Acct) | | | | 7/5/16 through 8/31/16 |
| 3.2 | ACOSTA, Krystal BONIFAY, Rena COOPER, Kim DEUTSCHMANN, Kim MELENDEZ, Estefania PRESSON, Juli RICO, Monique TOKARZ, Amber VAN HOOSER, Catherine (INSTRUCTORS) | Classroom set up for the 2016-2017 CDC school year @ Cou, Cox, Gis, New, Oka and Pla | Regular hourly rate ~ Instructors, 4 days TBD, Aides, 4 days TBD, not to exceed 8 hours per day | 120016498-2115 | August, 2016 |
| | ARELLANO, Elizabeth BERGER, Darlene CROOKS, Sharon GONZALES, Christine HOUSE, Kenan KRAUSE, Barbara LEDEZMA, Candelaria PAREKH, Rakhee PEREZ, Natalie RUSSO, Donna (AIDES) (Child Care Programs) | | | | |

3.0 **APPROVAL OF ADDITIONAL DUTY REQUESTS (continued)**

| | <u>NAME</u> | <u>ASSIGNMENT</u> | <u>SALARY</u> | <u>BUDGET</u> | <u>DATE</u> |
|-----|--|---|---|----------------|---------------------------------------|
| 3.3 | ARJA, Baria BLAKE, Annette LUU, Courtney MENDEZ, Susan (Child Care Programs) | Classroom set up for the 2016-2017 State Preschool school year | Regular hourly rate 3 days TBD, 8 hours per day | 120016198-2115 | August, 2016 |
| 3.4 | See attached list for employee names (Child Care Programs) | Classroom set up for the 2016-2017 ESP school year | Regular hourly rate, for a total of 8 hours each for Aides, 12 hours each for Instructors, and 20 hours each for Lead Instructors | 120016598-2115 | August, 2016 (over a 3 day period) |
| 3.5 | JEAN, Yvonne (Child Care Programs) | To prepare for the 2016-2017 school year | Regular hourly rate, 10 - 15 days TBD | 120016098-2115 | July and/or August, 2016 |
| 3.6 | YATES-VALONE, Janice (Child Care Programs) | Payroll and prep for the 2016-2017 school year | Regular hourly rate, 5-10 days TBD | 120016098-2115 | July and/or August, 2016 |
| 3.7 | BONIFAY, Rena (Child Care Programs) | GLAD preparation for the 2016-2017 school year | Regular hourly rate, 12 days TBD @ 8 hours per day | 120016198-2115 | July and/or August, 2016 |
| 3.8 | VALDIVIA, Anna ~ Cox & Gisler (C & I) | BTSA Support Provider for two teachers not employed by FVSD | \$2,400 stipend, less benefits | 016019275-1115 | 2015-2016 school year |

Rationale for late submittal: This teacher was the only individual on a separate agreement and overlooked for stipend Board approval at the November 12, 2015 meeting.

| | | | | | |
|-----|---|--|--|----------------|--------------------------|
| 3.9 | VALDIVIA, Anna ~ Cox & Gisler (C & I) | Various BTSA mentor trainings throughout the school year | Hourly rate of \$15.00, less benefits | 016019275-1115 | 2015-2016 school year |
|-----|---|--|--|----------------|--------------------------|

Rationale for late submittal: This teacher was the only individual on a separate agreement and overlooked for stipend Board approval at the November 12, 2015 meeting.

4.0 **INDEPENDENT CONTRACTOR AGREEMENTS/RESOLUTIONS**

| | <u>NAME</u> | <u>ASSIGNMENT</u> | <u>SALARY</u> | <u>BUDGET</u> | <u>DATE</u> |
|-----|-------------------|--|---------------|----------------|--------------------|
| 4.1 | BARNISH, Lizabeth | Trainer for PREPaRE who will provide training on how to best fill the roles and responsibilities needed to participate on school safety and crisis teams. (Support Services) | \$3,000.00 | 010019961-5813 | August 17-19, 2016 |
| 4.2 | OLAYA, Cynthia | Trainer for PREPaRE who will provide training on how to best fill the roles and | \$3,000.00 | 010019961-5813 | August 17-19, 2016 |

4.0 **INDEPENDENT CONTRACTOR AGREEMENTS/RESOLUTIONS (continued)**

| <u>NAME</u> | <u>ASSIGNMENT</u> | <u>SALARY</u> | <u>BUDGET</u> | <u>DATE</u> |
|-------------|---|---------------|---------------|-------------|
| | responsibilities needed to participate on school safety and crisis teams. (Support Services) | | | |

5.0 **CONFERENCE/WORKSHOP ATTENDANCE**

| | <u>NAME</u> | <u>ATTENDING</u> | <u>LOCATION</u> | <u>COST</u> | <u>BUDGET</u> | <u>DATE</u> |
|-----|---|--|-----------------|-------------|----------------|------------------|
| 5.1 | UCLA PEERS Clinic School-based training seminar | HERNANDEZ, Ramon (Support Services) | Los Angeles, CA | \$2,200.00 | 010019961-5210 | June 23-25, 2016 |

FOUNTAIN VALLEY SCHOOL DISTRICT

REQUEST FOR ADDITIONAL DUTY ASSIGNMENT

(Please submit this form to the appropriate Deputy Superintendent for approval)

Name(s): Debbie Hopkins, Sam Bennett, Megan Burns, Sandra Chin, Mechele Layman-Hughes, Dee Wisrock, Sara Wagoner, Carissa Sanchez, Crystal Gutierrez, Tracee Mueller, Chitsaya Winmaw, Melissa Cortez, Marie Taylor, Carolyn Lamm, Bev Godshall, Sandy Jones, Cathy Calvert, Kristy Stinsman, Nichole Reagan, Carol Benedict, Tatyana Solis, Maria Tran, Lauren Fields, Susan Mahdavi, Carla Gustafson, Shari Ramos, Julie Anderson, Christina Fogarty, Janet Bremmer, Corrine Franzoy, Maria Duarte, Alice Tomita, Sharon Bradford, Jimmy Tran, Carla Gibson, Jose Aleman, Erica Nasab, Karen Kohatsu, Joy Grabarkewitz, Lori Loustaunau, Tamara Wickham, Jan Kiesel, Lydia Rodriguez, Gaby Rodriguez, Julie Espinoza, and David Vu.

Lead Instructors: June Williams, Connie Ramirez, Tiffany Covington, Vanessa Larios, Natalie Velez, Debi Blanchard, and Harmony Tague.

Location: All ESP Locations

Date(s): August 2016, Aides (8 hours), Instructors (12 hours) over 3 day period
August 2016, Lead Instructors (20 hours) over 3 day period

Rate: Varies

Purpose: Classroom Set Up

Budget Number: 12001 6598 2115

Submitted by: Mona Green


(name)

Director: 

(Title) (Signature)

Child Care Programs

(School/Dept.)

Approved: 

(Asst. Superintendent)

4/28/16

Date

BOARD APPROVAL DATE: June 16, 2016

FOUNTAIN VALLEY SCHOOL DISTRICT

CERTIFICATED SALARY SCHEDULE (185 Days)
2016-2017

| STEP | COLUMN S1 | COLUMN S2 | COLUMN I | COLUMN II | COLUMN III |
|------|-----------|-----------|----------|--------------|------------|
| | BA | BA + 15 | BA + 30 | MA or BA +45 | BA + 60 |
| 1 | 44,838 | 47,990 | 51,615 | 54,261 | 57,400 |
| 2 | 46,656 | 50,444 | 53,806 | 57,077 | 60,319 |
| 3 | 49,319 | 52,910 | 56,489 | 59,871 | 63,241 |
| 4 | 51,785 | 55,372 | 59,189 | 62,677 | 66,171 |
| 5 | 53,806 | 57,842 | 61,880 | 65,479 | 69,095 |
| 6 | 56,054 | 60,316 | 64,564 | 68,284 | 72,024 |
| 7 | 58,275 | 62,782 | 67,254 | 71,092 | 74,934 |
| 8 | | | 69,950 | 74,186 | 77,883 |
| 9 | | | 72,644 | 76,693 | 80,805 |
| 10 | | | 75,326 | 79,499 | 83,729 |
| 11 | | | | | 86,656 |
| 12 | | | | 82,280 | 89,669 |
| 15 | | | | 85,160 | 94,480 |
| 18 | | | | | 97,792 |
| 21 | | | | | 99,302 |
| 24 | | | | | 103,315 |

Board Approved: _____
Effective Date: 07-01-2016

Hourly Rate \$29.35

FOUNTAIN VALLEY SCHOOL DISTRICT

CERTIFICATED SALARY SCHEDULE 2016-2017
Speech and Language/School Nurse (195 Days)

| STEP | COLUMN S1 | COLUMN S2 | COLUMN I | COLUMN II | COLUMN III |
|------|-----------|-----------|----------|--------------|------------|
| | BA | BA + 15 | BA + 30 | MA or BA +45 | BA + 60 |
| 1 | 47,262 | 50,585 | 54,404 | 57,195 | 60,503 |
| 2 | 49,177 | 53,170 | 56,716 | 60,163 | 63,578 |
| 3 | 51,985 | 55,769 | 59,544 | 63,106 | 66,660 |
| 4 | 54,584 | 58,365 | 62,389 | 66,064 | 69,748 |
| 5 | 56,716 | 60,968 | 65,225 | 69,019 | 72,830 |
| 6 | 59,082 | 63,575 | 68,056 | 71,975 | 75,917 |
| 7 | 61,425 | 66,175 | 70,887 | 74,934 | 78,984 |
| 8 | | | 73,732 | 78,195 | 82,093 |
| 9 | | | 76,571 | 80,839 | 85,171 |
| 10 | | | 79,397 | 83,797 | 88,255 |
| 11 | | | | | 91,339 |
| 12 | | | | 86,728 | 94,517 |
| 15 | | | | 89,765 | 99,588 |
| 18 | | | | | 103,080 |
| 21 | | | | | 104,669 |
| 24 | | | | | 108,898 |

Hourly Rate \$29.35

Board Approved: _____

Effective Date: 07-01-2016



Fountain Valley School District

Job Description

ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES

BRIEF DESCRIPTION OF POSITION

Under the direction of the Superintendent, leads the Educational Services Division in the planning, development, implementation, delivery and evaluation of the instructional programs for Preschool through eighth grade. The Assistant Superintendent, Educational Services provides decisive, dynamic leadership and supervision of Preschool through eighth grade curriculum and instruction, including early childhood education, special education, categorical programs, student services, educational technology, student assessment, program evaluation and staff development. The Assistant Superintendent, Educational Services fosters continuous improvement in academics and assessments, teaching and learning, professional development, parent engagement and governance and funding; ensures compliance with policies, practices and procedures and supervises and evaluates the performance of assigned personnel.

MINIMUM QUALIFICATIONS

- Three years successful teaching experience in a public school
- Master's Degree
- CA Administrative Credential or proof of eligibility
- Successful experience as a public school principal

DESIRABLE QUALIFICATIONS

- Successful experience as a district level administrator

MAJOR DUTIES AND RESPONSIBILITIES

- Supports the Superintendent to implement the District's vision, mission and goals
- Provides direction in the development and refinement of a strategic vision and plan for student learning and staff professional growth identifying priorities and strategies and providing training to support priorities
- Plans, develops, implements, delivers and evaluates curriculum and instruction, early childhood education, special education, categorical programs, student services,

educational technology, program evaluation, staff development and other areas as assigned by the Superintendent, in accordance with the philosophy, goals and objectives for the District

- Provides leadership in school improvement processes, programs and systems, including the development of school plans and accountability measures and high expectations and standards for quality teaching and learning
- Provides leadership in the implementation of a standards-based curriculum and in the development of District-wide professional development programs and site level programs
- Delivers periodic reports and presentations to the Governing Board, school personnel, parents and community regarding curriculum and instruction, professional development and program effectiveness
- Provides leadership in the development of the Local Control Accountability Plan (LCAP)
- Provides support and assistance to site administrators and school staffs, and directors and coordinators in the Division
- Monitors coherence in student learning through continuous alignment of standards, assessment, accountability and intervention practices
- Provides leadership in ensuring a clearly defined plan for instructing English Language Learners
- Monitors all federal and state programs for compliance
- Directs the District's assessment program including the development and implementation of assessment procedures that produce accountability for the achievement of all students and state and federal assessment programs
- Coordinates the District's library services program and textbook selections/adopting and ordering processes
- Oversees and coordinate the District's instrumental and vocal music programs and visual and performing arts programs
- Promotes effective communication, collaborative planning and problem solving, innovative thinking, organizational efficiency and accountability within the educational services division
- Prepares, monitors and revises budgets to maintain fiscal accountability and program quality for all assigned programs and services
- Guides the development of plan writing activities including the Local Control Accountability Plan (LCAP), school site plans, school accountability report cards, and various grant writing tasks
- Serves as a Board member of the Fountain Valley Schools Foundation
- Performs other related duties as may be assigned by the Superintendent

PHYSICAL AND MENTAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee may frequently be required to stand and walk, bend and stoop, and to grasp, lift and mover records and documents typically weighing less than 20 pounds. Specific vision abilities required by this job include close vision to read and enter data into a computer.

Mental Demands:

While performing the duties of this position, the employee may be regularly required to use written and oral communication skills, read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; and interact with District and program personnel, school administrators, managers, staff, vendors, the public and others encountered in the course of work.

WORK ENVIRONMENT

The employee will work under typical office conditions and the noise level is usually quiet or moderately quiet. The employee frequently drives to District sites, OCDE, training facilities, community meetings and other locations as needed.



Fountain Valley School District

Job Description

DIRECTOR, EDUCATIONAL SERVICES

BRIEF DESCRIPTION OF POSITION

Under the direction of the Assistant Superintendent, Educational Services, this Cabinet level position is responsible for the development, implementation, assessment and evaluation of the District's Transitional Kindergarten (TK) through eighth grade instructional programs. The Director, Educational Services directs, organizes, plans, oversees and supervises the implementation of California State Standards; coordinates and oversees the district's comprehensive assessment plan; provides leadership and assistance in the area of TK through eighth grade curriculum development, assessment, evaluation, categorical programs, community relations and the goals of the Educational Services department.

MINIMUM QUALIFICATIONS

- Three years successful teaching experience in a public school
- Master's Degree
- CA Administrative Credential or proof of eligibility
- Successful experience as a public school principal

MAJOR DUTIES

- Supports the Assistant Superintendent, Educational Services to implement the District's vision, mission and goals
- Guides and supports student learning and achievement in TK through eighth grade
- Guides and supports the development of curriculum and instruction at TK through eighth grade
- Provides leadership to site administrators to ensure the understanding and promotion of the educational objectives of the District
- Provides leadership to site administrators to support collaborative planning, innovative thinking and exemplary programs and services throughout the District
- Articulates with the Director, Support Services and Director, Childcare, in creating and implementing educational materials and support for all students
- Assists in identifying instructional priorities for program development and improvement and develops strategies and training to support priorities

- Participates and provides leadership in research, textbook selection, intervention materials, district assessments and establishing grading standards
- Directs and implements comprehensive assessment program, including SBAC, CELDT, Physical Fitness Testing, and District identified common assessments
- Assists site administrators and teachers in analyzing achievement data to identify areas of need and design and implement effective interventions
- Provides leadership for compliance with state, federal mandates relative to elementary curriculum, instruction and assessment, including the development of the Local Control Accountability Plan (LCAP)
- Provides leadership to site administrators in the development of school site plans, school accountability report cards and various grant writing tasks
- Directs and coordinates all District efforts related to GATE program and the Title I program
- Directs the communication and interpretation of current research and educational technology in curriculum as it applies to the school program
- Provides leadership in the resolution of parent complaints, staff complaints and operational problems
- Directs and provides support for District-wide English Language Development programs for English learners
- Allocates, directs and monitors budgetary expenditures
- Prepares various reports mandated by the District, County, State and Federal Government
- Performs other related duties as may be assigned by the Assistant Superintendent, Educational Services

PHYSICAL AND MENTAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee may frequently be required to stand and walk, bend and stoop, and to grasp, lift and mover records and documents typically weighing less than 20 pounds. Specific vision abilities required by this job include close vision to read and enter data into a computer.

Mental Demands:

While performing the duties of this position, the employee may be regularly required to use written and oral communication skills, read and interpret data, information and documents;

analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; and interact with District and program personnel, school administrators, managers, staff, vendors, the public and others encountered in the course of work.

WORK ENVIRONMENT

The employee will work under typical office conditions and the noise level is usually quiet or moderately quiet. The employee frequently drives to District sites, OCDE, training facilities, community meetings and other locations as needed.

Classified Salary Schedule

2016-17

| Range | Step 1 | | Step 2 | | Step 3 | | Step 4 | | Step 5 | |
|-------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---------|
| | Hourly | Monthly | Hourly | Monthly | Hourly | Monthly | Hourly | Monthly | Hourly | Monthly |
| 1 | 13.41 | 2325 | 14.08 | 2440 | 14.79 | 2563 | 15.53 | 2693 | 16.31 | 2826 |
| 2 | 13.57 | 2352 | 14.25 | 2470 | 14.97 | 2594 | 15.72 | 2724 | 16.49 | 2858 |
| 3 | 13.76 | 2385 | 14.44 | 2504 | 15.18 | 2631 | 15.93 | 2760 | 16.72 | 2898 |
| 4 | 13.85 | 2401 | 14.54 | 2520 | 15.26 | 2645 | 16.03 | 2779 | 16.84 | 2918 |
| 5 | 14.02 | 2429 | 14.72 | 2551 | 15.45 | 2678 | 16.22 | 2812 | 17.04 | 2953 |
| 6 | 14.13 | 2449 | 14.83 | 2570 | 15.57 | 2700 | 16.36 | 2835 | 17.17 | 2976 |
| 7 | 14.29 | 2478 | 15.01 | 2601 | 15.76 | 2732 | 16.55 | 2869 | 17.37 | 3011 |
| 8 | 14.42 | 2501 | 15.15 | 2626 | 15.92 | 2758 | 16.71 | 2897 | 17.53 | 3039 |
| 9 | 14.60 | 2531 | 15.33 | 2658 | 16.10 | 2791 | 16.91 | 2930 | 17.76 | 3077 |
| 10 | 14.74 | 2554 | 15.47 | 2682 | 16.23 | 2814 | 17.06 | 2957 | 17.92 | 3106 |
| 11 | 14.88 | 2580 | 15.62 | 2708 | 16.41 | 2844 | 17.24 | 2988 | 18.09 | 3136 |
| 12 | 15.04 | 2606 | 15.79 | 2737 | 16.58 | 2874 | 17.41 | 3018 | 18.29 | 3170 |
| 13 | 15.18 | 2631 | 15.94 | 2762 | 16.73 | 2900 | 17.56 | 3045 | 18.45 | 3199 |
| 14 | 15.30 | 2653 | 16.07 | 2786 | 16.88 | 2925 | 17.72 | 3069 | 18.60 | 3224 |
| 15 | 15.49 | 2685 | 16.26 | 2819 | 17.09 | 2962 | 17.94 | 3109 | 18.84 | 3265 |
| 16 | 15.60 | 2705 | 16.39 | 2841 | 17.22 | 2984 | 18.07 | 3133 | 18.98 | 3290 |
| 17 | 15.79 | 2737 | 16.58 | 2874 | 17.41 | 3018 | 18.29 | 3170 | 19.21 | 3323 |
| 18 | 15.96 | 2765 | 16.77 | 2905 | 17.60 | 3052 | 18.48 | 3204 | 19.40 | 3363 |
| 19 | 16.11 | 2793 | 16.93 | 2934 | 17.78 | 3081 | 18.67 | 3236 | 19.59 | 3396 |
| 20 | 16.28 | 2823 | 17.10 | 2964 | 17.96 | 3113 | 18.85 | 3266 | 19.80 | 3432 |
| 21 | 16.45 | 2851 | 17.28 | 2995 | 18.15 | 3145 | 19.06 | 3303 | 20.02 | 3469 |
| 22 | 16.58 | 2874 | 17.42 | 3020 | 18.29 | 3170 | 19.21 | 3329 | 20.17 | 3496 |
| 23 | 16.80 | 2911 | 17.62 | 3055 | 18.50 | 3208 | 19.42 | 3367 | 20.39 | 3535 |
| 24 | 16.92 | 2932 | 17.77 | 3078 | 18.65 | 3233 | 19.58 | 3394 | 20.57 | 3565 |
| 25 | 17.10 | 2964 | 17.96 | 3113 | 18.85 | 3266 | 19.80 | 3432 | 20.78 | 3602 |
| 26 | 17.27 | 2993 | 18.15 | 3145 | 19.04 | 3301 | 20.00 | 3465 | 21.00 | 3639 |
| 27 | 17.44 | 3023 | 18.32 | 3175 | 19.23 | 3333 | 20.19 | 3500 | 21.21 | 3676 |
| 28 | 17.63 | 3057 | 18.51 | 3210 | 19.43 | 3368 | 20.40 | 3537 | 21.43 | 3715 |
| 29 | 17.79 | 3083 | 18.69 | 3238 | 19.61 | 3400 | 20.59 | 3569 | 21.62 | 3748 |
| 30 | 18.00 | 3120 | 18.89 | 3274 | 19.84 | 3439 | 20.83 | 3611 | 21.87 | 3790 |

| | | | | | | | | | | |
|----|-------|------|-------|------|-------|------|-------|------|-------|------|
| 31 | 18.18 | 3150 | 19.09 | 3308 | 20.05 | 3474 | 21.04 | 3646 | 22.10 | 3831 |
| 32 | 18.32 | 3175 | 19.24 | 3335 | 20.20 | 3502 | 21.21 | 3676 | 22.28 | 3861 |
| 33 | 18.53 | 3213 | 19.47 | 3376 | 20.44 | 3542 | 21.46 | 3720 | 22.53 | 3906 |
| 34 | 18.73 | 3245 | 19.65 | 3407 | 20.64 | 3578 | 21.67 | 3757 | 22.77 | 3945 |
| 35 | 18.88 | 3272 | 19.83 | 3437 | 20.82 | 3609 | 21.85 | 3785 | 22.94 | 3975 |
| 36 | 19.06 | 3303 | 20.01 | 3463 | 21.02 | 3643 | 22.07 | 3825 | 23.17 | 4017 |
| 37 | 19.26 | 3338 | 20.22 | 3505 | 21.24 | 3682 | 22.30 | 3864 | 23.41 | 4058 |
| 38 | 19.47 | 3376 | 20.44 | 3542 | 21.46 | 3720 | 22.53 | 3906 | 23.66 | 4101 |
| 39 | 19.66 | 3408 | 20.65 | 3580 | 21.67 | 3757 | 22.77 | 3945 | 23.90 | 4142 |
| 40 | 19.87 | 3444 | 20.86 | 3616 | 21.92 | 3799 | 23.01 | 3988 | 24.16 | 4186 |
| 41 | 20.09 | 3481 | 21.09 | 3655 | 22.13 | 3836 | 23.25 | 4029 | 24.40 | 4230 |
| 42 | 20.26 | 3512 | 21.28 | 3690 | 22.34 | 3871 | 23.46 | 4067 | 24.64 | 4271 |
| 43 | 20.47 | 3548 | 21.49 | 3725 | 22.55 | 3910 | 23.68 | 4105 | 24.88 | 4312 |
| 44 | 20.67 | 3583 | 21.70 | 3762 | 22.81 | 3952 | 23.93 | 4147 | 25.13 | 4355 |
| 45 | 20.87 | 3618 | 21.93 | 3801 | 23.02 | 3990 | 24.17 | 4188 | 25.38 | 4400 |
| 46 | 21.09 | 3655 | 22.13 | 3836 | 23.25 | 4029 | 24.40 | 4230 | 25.62 | 4441 |
| 47 | 21.30 | 3693 | 22.37 | 3877 | 23.48 | 4070 | 24.66 | 4274 | 25.90 | 4489 |
| 48 | 21.52 | 3730 | 22.59 | 3917 | 23.72 | 4112 | 24.92 | 4320 | 26.16 | 4534 |
| 49 | 21.74 | 3768 | 22.83 | 3956 | 23.96 | 4153 | 25.17 | 4362 | 26.43 | 4580 |
| 50 | 21.96 | 3806 | 23.05 | 3996 | 24.21 | 4196 | 25.41 | 4406 | 26.68 | 4626 |
| 51 | 22.19 | 3847 | 23.30 | 4038 | 24.46 | 4241 | 25.69 | 4453 | 26.97 | 4673 |
| 52 | 22.40 | 3882 | 23.52 | 4077 | 24.70 | 4281 | 25.95 | 4497 | 27.22 | 4719 |
| 53 | 22.62 | 3922 | 23.76 | 4117 | 24.95 | 4325 | 26.19 | 4540 | 27.50 | 4767 |
| 54 | 22.87 | 3963 | 24.00 | 4160 | 25.21 | 4369 | 26.48 | 4589 | 27.81 | 4819 |
| 55 | 23.09 | 4003 | 24.24 | 4202 | 25.45 | 4413 | 26.72 | 4633 | 28.07 | 4865 |
| 56 | 23.30 | 4038 | 24.46 | 4241 | 25.69 | 4453 | 26.97 | 4673 | 28.32 | 4909 |
| 57 | 23.54 | 4081 | 24.71 | 4283 | 25.96 | 4499 | 27.24 | 4722 | 28.61 | 4960 |
| 58 | 23.78 | 4121 | 24.95 | 4325 | 26.21 | 4543 | 27.51 | 4768 | 28.90 | 5009 |
| 59 | 24.00 | 4160 | 25.21 | 4369 | 26.48 | 4589 | 27.81 | 4819 | 29.20 | 5060 |
| 60 | 24.22 | 4198 | 25.43 | 4409 | 26.69 | 4627 | 28.03 | 4858 | 29.43 | 5102 |
| 61 | 24.48 | 4244 | 25.71 | 4457 | 27.01 | 4681 | 28.36 | 4916 | 29.76 | 5159 |
| 62 | 24.73 | 4287 | 25.98 | 4502 | 27.27 | 4728 | 28.63 | 4964 | 30.08 | 5213 |
| 63 | 24.99 | 4332 | 26.25 | 4550 | 27.56 | 4777 | 28.94 | 5016 | 30.38 | 5266 |
| 64 | 25.24 | 4375 | 26.50 | 4593 | 27.83 | 4823 | 29.22 | 5064 | 30.67 | 5317 |

| | | | | | | | | | | |
|----|-------|------|-------|------|-------|------|-------|------|-------|------|
| 65 | 25.46 | 4414 | 26.74 | 4636 | 28.08 | 4867 | 29.48 | 5111 | 30.95 | 5365 |
| 66 | 25.73 | 4461 | 27.02 | 4682 | 28.37 | 4918 | 29.78 | 5162 | 31.27 | 5421 |
| 67 | 25.99 | 4504 | 27.28 | 4729 | 28.64 | 4965 | 30.09 | 5215 | 31.59 | 5475 |
| 68 | 26.26 | 4552 | 27.57 | 4779 | 28.95 | 5018 | 30.40 | 5270 | 31.93 | 5533 |
| 69 | 26.51 | 4594 | 27.85 | 4825 | 29.24 | 5068 | 30.68 | 5319 | 32.22 | 5585 |
| 70 | 26.78 | 4642 | 28.12 | 4874 | 29.52 | 5118 | 31.00 | 5372 | 32.55 | 5642 |
| 71 | 27.07 | 4691 | 28.42 | 4927 | 29.84 | 5171 | 31.33 | 5431 | 32.91 | 5703 |
| 72 | 27.33 | 4737 | 28.69 | 4972 | 30.12 | 5220 | 31.63 | 5483 | 33.21 | 5757 |
| 73 | 27.57 | 4779 | 28.95 | 5018 | 30.40 | 5270 | 31.93 | 5533 | 33.52 | 5811 |
| 74 | 27.86 | 4828 | 29.24 | 5067 | 30.70 | 5322 | 32.23 | 5587 | 33.86 | 5868 |
| 75 | 28.13 | 4876 | 29.54 | 5122 | 31.04 | 5379 | 32.57 | 5646 | 34.21 | 5929 |
| 76 | 28.41 | 4925 | 29.86 | 5175 | 31.35 | 5435 | 32.92 | 5704 | 34.56 | 5991 |
| 77 | 28.70 | 4974 | 30.14 | 5224 | 31.64 | 5485 | 33.23 | 5760 | 34.89 | 6047 |
| 78 | 28.98 | 5023 | 30.42 | 5273 | 31.96 | 5538 | 33.54 | 5815 | 35.23 | 6106 |
| 79 | 29.29 | 5076 | 30.75 | 5331 | 32.29 | 5597 | 33.91 | 5877 | 35.61 | 6172 |
| 80 | 29.55 | 5123 | 31.04 | 5379 | 32.58 | 5648 | 34.21 | 5929 | 35.93 | 6228 |
| 81 | 29.87 | 5176 | 31.35 | 5435 | 32.93 | 5707 | 34.56 | 5991 | 36.30 | 6292 |
| 82 | 30.16 | 5227 | 31.66 | 5488 | 33.25 | 5764 | 34.92 | 6052 | 36.66 | 6355 |
| 83 | 30.45 | 5279 | 31.99 | 5544 | 33.57 | 5820 | 35.26 | 6112 | 37.03 | 6418 |
| 84 | 30.77 | 5334 | 32.30 | 5599 | 33.93 | 5880 | 35.62 | 6174 | 37.39 | 6482 |
| 85 | 31.09 | 5388 | 32.63 | 5657 | 34.27 | 5939 | 35.98 | 6237 | 37.77 | 6548 |
| 86 | 31.39 | 5442 | 32.98 | 5716 | 34.61 | 6000 | 36.34 | 6299 | 38.17 | 6616 |
| 87 | 31.70 | 5495 | 33.29 | 5769 | 34.95 | 6057 | 36.69 | 6360 | 38.52 | 6677 |
| 88 | 32.02 | 5549 | 33.61 | 5827 | 35.29 | 6117 | 37.06 | 6423 | 38.92 | 6745 |
| 89 | 32.33 | 5604 | 33.95 | 5884 | 35.64 | 6177 | 37.43 | 6487 | 39.31 | 6812 |
| 90 | 32.66 | 5662 | 34.29 | 5943 | 36.00 | 6240 | 37.80 | 6553 | 39.69 | 6881 |
| 91 | 32.99 | 5718 | 34.63 | 6003 | 36.37 | 6304 | 38.17 | 6616 | 40.09 | 6949 |
| 92 | 33.32 | 5774 | 34.97 | 6061 | 36.73 | 6367 | 38.57 | 6686 | 40.49 | 7018 |
| 93 | 33.64 | 5832 | 35.34 | 6126 | 37.09 | 6429 | 38.95 | 6750 | 40.88 | 7087 |
| 94 | 33.99 | 5891 | 35.68 | 6184 | 37.48 | 6496 | 39.35 | 6820 | 41.32 | 7162 |
| 95 | 34.32 | 5948 | 36.05 | 6247 | 37.84 | 6560 | 39.73 | 6886 | 41.72 | 7232 |

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATIONS

BOARD APPROVAL DATE: 6/16/2016

| SCHOOL | DONOR | AMOUNT | DESCRIPTION / INTENDED USE |
|------------------|---|------------|---|
| DISTRICT | | | |
| | Schools First | \$500.00 | Employee Recognition |
| | OC STEM Initiative One OC as fiscal agent | \$5,000.00 | Support FVSD STEM Learning Ecosystem |
| | | | |
| COURREGES | | | |
| | Target | \$600.00 | Instructional/Office Supplies |
| | | | |
| FULTON | | | |
| | Target | \$200.00 | Principal's Discretion |
| | Fountain Valley Schools Foundation | \$4,314.60 | Purchase of 3D Printer |
| | Fulton PTA | \$144.65 | Misc. Sports Tournament Expenses |
| | | | |
| GISLER | | | |
| | Target | \$300.00 | Principal's Discretion |
| | | | |
| MASUDA | | | |
| | Target | \$200.00 | Principal's Discretion |
| | Masuda PTSO | \$112.30 | Supplies |
| | Shanda Nguyen | \$40.00 | Principal's Discretion |
| | | | |
| OKA | | | |
| | Target | \$900.00 | Principal's Discretion |
| | | | |
| PLAVAN | | | |
| | Tom Vo's Taekwondo Academy, Inc. | \$376.00 | Instructional Supplies |
| | Target | \$200.00 | Instructional Supplies |

| | | | |
|----------------|-------------|--------------|---|
| TALBERT | | | |
| | Target | \$300.00 | School Site Supplies |
| | Talbert PTO | \$3,563.00 | Coach stipends, release time |
| | | | |
| TAMURA | | | |
| | Tamura PTO | \$230.95 | PTO Supplies |
| | Tamura PTO | \$938.52 | Chromebook Cart |
| | Tamura PTO | \$ 10,338.47 | 32 Chromebooks, License & Recycling Fee |
| | Target | \$200.00 | Principal's Discretion |
| | Tamura PTO | \$2,500.00 | ST Math Renewal for 2016-17 |

**FOUNTAIN VALLEY SCHOOL DISTRICT
BOARD MEETING MAY 5, 2016**

To: Christine Fullerton
From: Mino Nhek
Subject: Warrant Listing
Warrant Numbers: 72766 - 73208
Dates: 5/2/2016 - 5/31/2016

| | | |
|--------------|----------------------|------------------------|
| Fund 01 | General Fund | 487,275.80 |
| Fund 12 | Child Development | 31,842.60 |
| Fund 13 | Cafeteria | 76,729.12 |
| Fund 14 | Deferred Maintenance | - |
| Fund 25 | Capital Facilities | - |
| Fund 40 | Special Reserves | 20,083.09 |
| Fund 68 | Worker Comp | 70,886.87 |
| Fund 69 | Insurance | 372,790.24 |
| TOTAL | | \$ 1,059,607.72 |

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

BOARD OF TRUSTEES

06/16/2016

FRO 04/26/2016 TO 05/31/2016

| <u>PO NUMBE</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>CHANGE AMOUNT</u> | <u>ACCOUNT NUMBE</u> | <u>PSEUDO / OBJECT DESCRIPTION</u> |
|-----------------|--------------------------------|-----------------|----------------------|----------------------|---|
| J20M4001 | HOME DEPOT | 6,000.00 | +1,000.00 | 012899390 4343 | Gardening / Gardening Supplies |
| J20M4005 | RESOURCE BUILDING MATERIALS | 5,000.00 | +3,000.00 | 012899390 4343 | Gardening / Gardening Supplies |
| J20M4012 | GRAINGER INC. | 14,000.00 | +1,500.00 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| J20M4016 | MCMaster CARR SUPPLY CO | 13,000.00 | +2,500.00 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| J20M4018 | MOBILE FLEET WASH | 6,450.00 | +250.00 | 016919395 5645 | 7240 Special Ed Transportation / Outside Srvs-Repairs & Maint |
| J20M4020 | CLARK SECURITY PRODUCTS INC. | 10,500.00 | +2,000.00 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| J20M4026 | SIMPLEXGRINELL | 6,100.00 | +3,100.00 | 012869390 5645 | Maintenance / Outside Srvs-Repairs & Mainten |
| J20M4027 | SMARDEN SUPPLY COMPANY | 18,500.00 | +1,000.00 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| J20M4028 | STAPLES | 1,300.00 | +300.00 | 012869390 4325 | Maintenance / Office Supplies |
| J20R0030 | SOUTHWEST SCHOOL AND OFFICE SU | 1,836.00 | +540.00 | 010013737 4310 | Sch Site Instr - Oka / Instructional Supplies |
| J20R0060 | ARIEL SUPPLY INC. | 4,100.00 | +600.00 | 012719470 4325 | Personnel Department / Office Supplies |
| J20R0063 | SOUTHWEST SCHOOL AND OFFICE SU | 2,900.00 | -600.00 | 012719470 4325 | Personnel Department / Office Supplies |
| J20R0088 | SOUTHWEST SCHOOL AND OFFICE SU | 5,850.00 | +2,100.00 | 010014747 4310 | Sch Site Instr - Courreges / Instructional Supplies |
| J20R0089 | SOUTHWEST SCHOOL AND OFFICE SU | 1,250.00 | +250.00 | 012724747 4325 | Sch Site Admin - Courreges / Office Supplies |
| J20R0090 | SOUTHWEST SCHOOL AND OFFICE SU | 1,750.00 | +500.00 | 010014789 4310 | PTA Donations - Courreges / Instructional Supplies |
| J20R0271 | SOUTHWEST SCHOOL AND OFFICE SU | 9,512.00 | +3,512.00 | 010013131 4310 | Sch Site Instr - Gisler / Instructional Supplies |
| J20R0276 | SOUTHWEST SCHOOL AND OFFICE SU | 10,500.00 | +2,500.00 | 010014040 4310 | Sch Site Instr - Plavan / Instructional Supplies |
| J20R0401 | HOME DEPOT | 4,800.00 | +4,000.00 | 010143889 4311 | Donations - Talbert / Elective Supplies |
| J20R0433 | ATKINSON ANDELSON LOYA RUDD & | 14,008.25 | +3,000.00 | 012159380 5830 | Business - Legal Services / Legal Fees |
| J20R0491 | HOME DEPOT | 2,050.00 | +550.00 | 010144989 4311 | Donations - Masuda / Elective Supplies |
| J20R1213 | SURPLUS TWO WAY RADIOS | 62.75 | +25.00 | 010014787 4310 | Other Donations - Courreges / Instructional Supplies |
| J20R1271 | APPLE COMPUTER ORDER DEPARTMEN | 1,560.96 | -324.00 | 010019961 4410 | Medi-Cal Billing-Instructional / Fixed Assets \$500-\$5000 |

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

BOARD OF TRUSTEES

06/16/2016

FRO 04/26/2016 TO 05/31/2016

| <u>PO</u> <u>NUMBE</u> | <u>VENDOR</u> | <u>PO</u> <u>TOTAL</u> | <u>CHANGE</u> <u>AMOUNT</u> | <u>ACCOUNT</u> <u>NUMBE</u> | <u>PSEUDO / OBJECT DESCRIPTION</u> |
|---------------------------|------------------------------|---------------------------|--------------------------------|--------------------------------|---|
| J20R1438 | TEKNIQUE IT LLC | 814.04 | +734.27 | 010014747 4310 | Sch Site Instr - Courreges / Instructional Supplies |
| J20R1443 | LAKESHORE LEARNING MATERIALS | 627.09 | +76.47 | 010013737 4310 | Sch Site Instr - Oka / Instructional Supplies |
| J20R1447 | BARNES AND NOBLE | 507.04 | +51.75 | 010459275 4310 | Student Achievement Suppl-Inst / Instructional Supplies |
| Fund 01 Total: | | | +32,165.49 | | |

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

BOARD OF TRUSTEES

06/16/2016

FRO 04/26/2016 TO 05/31/2016

| <u>PO</u> <u>NUMBE</u> | <u>VENDOR</u> | <u>PO</u> <u>TOTAL</u> | <u>CHANGE</u> <u>AMOUNT</u> | <u>ACCOUNT</u> <u>NUMBE</u> | <u>PSEUDO / OBJECT DESCRIPTION</u> |
|---------------------------|---------------------|---------------------------|--------------------------------|--------------------------------|---|
| J20R0307 | SMART & FINAL | 23,824.80 | +3,240.00 | 123206098 4710 | Extended School Food Service / Food |
| J20R0337 | WHAT A LOT OF PIZZA | 3,045.60 | +540.00 | 123206498 4710 | Child Dev Oka Preschool-Food / Food |
| J20R0343 | WHAT A LOT OF PIZZA | 1,350.00 | +270.00 | 123206998 4710 | Child Dev Plavan Presch-Food / Food |
| J20R0347 | SAMS CLUB | 3,780.00 | +1,620.00 | 123206198 4710 | State Preschool Food Services / Food |
| J20R1464 | BEST BUY GOV LLC | 609.78 | -41.45 | 120016198 4440 | State Preschool Instructional / RPLC Equip \$500-\$5000 |
| Fund 12 Total: | | | +5,628.55 | | |

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

BOARD OF TRUSTEES

06/16/2016

FRO 04/26/2016 TO 05/31/2016

| <u>PO NUMBE</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>CHANGE AMOUNT</u> | <u>ACCOUNT NUMBE</u> | <u>PSEUDO / OBJECT DESCRIPTION</u> |
|-----------------------|----------------------------|---------------------|--------------------------|--------------------------|--|
| J20R0006 | GOLD STAR FOODS | 298,893.00 | +78,893.00 | 133207380 4710 | Cafeteria Fund / Food |
| J20R0232 | LEVEL 27 MEDIA | 797.00 | -1,203.00 | 133207380 4330 | Cafeteria Fund / Printing/Xerox Supplies |
| J20R0272 | A & R WHOLESALE | 3,310.00 | -66,690.00 | 133207380 4710 | Cafeteria Fund / Food |
| J20R0285 | P & R PAPER SUPPLY COMPANY | 4,000.00 | -1,000.00 | 133207380 4790 | Cafeteria Fund / Food Services Supplies |
| Fund 13 Total: | | | +10,000.00 | | |

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

BOARD OF TRUSTEES

06/16/2016

FRO 04/26/2016 TO 05/31/2016

| <u>PO</u> <u>NUMBE</u> | <u>VENDOR</u> | <u>PO</u> <u>TOTAL</u> | <u>CHANGE</u> <u>AMOUNT</u> | <u>ACCOUNT</u> <u>NUMBE</u> | <u>PSEUDO / OBJECT DESCRIPTION</u> |
|------------------------------|---------------|---------------------------|--------------------------------|--------------------------------|------------------------------------|
| Total Account Amount: | | | +47,794.04 | | |

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 06/16/2016

FROM 04/26/2016 TO 05/31/2016

| <u>PO NUMBER</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>ACCOUNT AMOUNT</u> | <u>ACCOUNT NUMBE</u> | <u>PSEUDO / OBJECT DESCRIPTION</u> |
|------------------|--------------------------------|-----------------|-----------------------|----------------------|--|
| J20M4259 | ENERGYCAP INC. | 146.25 | 146.25 | 012839392 5826 | Energy Manager / Licensing/Software,Maint/Supp |
| J20M4260 | MERIDIAN SYSTEMS SUPPLY | 580.00 | 580.00 | 014869390 5899 | STAR Building DO-Routine Maint / Other Operating Expenses |
| J20M4261 | HUNTINGTON BEACH UNION HSD | 11,356.40 | 11,356.40 | 016919395 5645 | 7240 Special Ed Transportation / Outside Srvs-Repairs & Main |
| J20M4262 | DIVISION OF THE STATE ARCHITEC | 1,000.00 | 1,000.00 | 012869390 5860 | Maintenance / Permits & Fees |
| J20M4263 | PARKHOUSE TIRE INC. | 3,264.32 | 3,264.32 | 016919395 4349 | 7240 Special Ed Transportation / Transportation Supplies (on |
| J20M4291 | DECKER EQUIPMENT/SCHOOL FIX | 865.00 | 865.00 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| J20M4292 | COMMERCIAL DOOR OF ORANGE COUN | 879.80 | 879.80 | 014869390 5645 | STAR Building DO-Routine Maint / Outside Srvs-Repairs & |
| J20M4294 | NORTHSTAR AV | 641.52 | 641.52 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| J20M4295 | RELIABLE DELIVERY SERVICE INC. | 500.00 | 500.00 | 012869390 5645 | Maintenance / Outside Srvs-Repairs & Mainten |
| J20M4296 | UNITED PARCEL SERVICE | 30.00 | 30.00 | 012869390 5899 | Maintenance / Other Operating Expenses |
| J20M4297 | TIME AND ALARM SYSTEMS INC. | 700.00 | 700.00 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| J20M4298 | ALLIED REFRIGERATION INC. | 91.93 | 91.93 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| J20M4299 | ORANGE COUNTY APPLIANCE PARTS | 44.54 | 44.54 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| J20M4300 | MENDTRONIX INC. | 479.36 | 479.36 | 012869390 5645 | Maintenance / Outside Srvs-Repairs & Mainten |
| J20M4301 | REFRIGERATION CONTROL COMPANY | 152.50 | 152.50 | 014869390 5645 | STAR Building DO-Routine Maint / Outside Srvs-Repairs & |
| J20M4302 | DAVE BANG ASSOCIATES | 22,751.20 | 22,751.20 | 012839390 6110 | Maintenance - Cap Facilities / Site Improvement - Playground |
| J20M4304 | GRILLO FILTER SALES INC. | 1,694.52 | 1,694.52 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| J20M4305 | WEST LITE SUPPLY CO INC | 593.46 | 593.46 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| J20M4306 | MIKE SCHNEIDER | 87.90 | 87.90 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| J20M4307 | WESTERN ILLUMINATED PLASTICS | 229.39 | 229.39 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| J20M4308 | RITeway AUTO PAINT AND BODYWOR | 1,199.32 | 1,199.32 | 012869390 5645 | Maintenance / Outside Srvs-Repairs & Mainten |
| J20R1401 | OFFICE DEPOT | 370.74 | 370.74 | 012719165 4325 | Superintendent / Office Supplies |
| J20R1407 | MHS INC. | 351.00 | 351.00 | 012299963 4322 | Medi-Cal Billing-Psychologists / Testing Supplies |
| J20R1438 | TEKNIQUE IT LLC | 814.04 | 734.27 | 010014747 4310 | Sch Site Instr - Courreges / Instructional Supplies |
| J20R1443 | LAKESHORE LEARNING MATERIALS | 627.09 | 76.47 | 010013737 4310 | Sch Site Instr - Oka / Instructional Supplies |
| J20R1447 | BARNES AND NOBLE | 507.04 | 51.75 | 010459275 4310 | Student Achievement Suppl-Inst / Instructional Supplies |
| J20R1455 | STAPLES | 54.00 | 54.00 | 010013232 4310 | Sch Site Instr - Cox / Instructional Supplies |
| J20R1460 | FOLLETT SCHOOL SOLUTIONS INC. | 75.60 | 75.60 | 011403855 4230 | Library Services - Talbert / Lost Books Rebate |
| J20R1461 | RENAISSANCE LEARNING INC | 9,242.50 | 9,242.50 | 010143838 4310 | Sch Site Instr - Talbert / Instructional Supplies |
| J20R1463 | AMAZON.COM LLC | 472.06 | 472.06 | 010143889 4311 | Donations - Talbert / Elective Supplies |
| J20R1467 | BARNES AND NOBLE | 67.00 | 67.00 | 010459275 4310 | Student Achievement Suppl-Inst / Instructional Supplies |
| J20R1470 | ACCO (GBC) BRANDS USA LLC DBA | 421.20 | 421.20 | 010014747 5645 | Sch Site Instr - Courreges / Outside Srvs-Repairs & Mainten |

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|------------------|--------------------------------|-----------------|-----------------------|----------------------|---|
| J20R1471 | SCHOLASTIC BOOK ORDERS | 171.72 | 171.72 | 010459275 4310 | Student Achievement Suppl-Inst / Instructional Supplies |
| J20R1472 | SCHOLASTIC INC. | 548.90 | 548.90 | 010114055 4310 | Title I - Plavan / Instructional Supplies |
| J20R1473 | AMAZON.COM LLC | 151.28 | 151.28 | 010143838 4310 | Sch Site Instr - Talbert / Instructional Supplies |
| J20R1474 | LAKESHORE LEARNING MATERIALS | 367.10 | 367.10 | 010114055 4310 | Title I - Plavan / Instructional Supplies |
| J20R1475 | BEST OF THE BEST PARTY RENTALS | 3,000.00 | 3,000.00 | 010149380 5610 | Promotion Activities / Outside Services - Rentals |
| J20R1476 | BOOKSOURCE | 292.97 | 292.97 | 010114055 4310 | Title I - Plavan / Instructional Supplies |
| J20R1478 | GRAINGER INC. | 607.72 | 607.72 | 010142989 4399 | Donations - Fulton / Equipment Under \$500 |
| J20R1479 | BOOKSOURCE | 292.14 | 292.14 | 010114055 4310 | Title I - Plavan / Instructional Supplies |
| J20R1480 | BOOKSOURCE | 289.52 | 289.52 | 010114055 4310 | Title I - Plavan / Instructional Supplies |
| J20R1481 | REALLY GOOD STUFF | 45.23 | 45.23 | 010114055 4310 | Title I - Plavan / Instructional Supplies |
| J20R1483 | STAPLES | 195.64 | 195.64 | 010114055 4310 | Title I - Plavan / Instructional Supplies |
| J20R1484 | STAPLES | 200.00 | 200.00 | 010114055 4310 | Title I - Plavan / Instructional Supplies |
| J20R1485 | SCHOLASTIC BOOK ORDERS | 84.24 | 84.24 | 010114055 4310 | Title I - Plavan / Instructional Supplies |
| J20R1488 | DELL COMPUTERS | 1,471.22 | 1,471.22 | 012109078 4410 | Tech/Media Office Operation / Fixed Assets \$500-\$5000 |
| J20R1489 | SCHOLASTIC BOOK ORDERS | 3.24 | 3.24 | 010114055 4310 | Title I - Plavan / Instructional Supplies |
| J20R1490 | SCHOLASTIC BOOK ORDERS | 56.16 | 56.16 | 010114055 4310 | Title I - Plavan / Instructional Supplies |
| J20R1491 | AMAZON.COM LLC | 194.35 | 194.35 | 012109078 4320 | Tech/Media Office Operation / Computer Supplies |
| J20R1492 | LAKESHORE LEARNING MATERIALS | 194.02 | 194.02 | 010114055 4310 | Title I - Plavan / Instructional Supplies |
| J20R1493 | AMAZON.COM LLC | 161.22 | 161.22 | 010019961 4320 | Medi-Cal Billing-Instructional / Computer Supplies |
| J20R1494 | BARNES AND NOBLE | 443.30 | 443.30 | 010114055 4310 | Title I - Plavan / Instructional Supplies |
| J20R1496 | LAKESHORE LEARNING MATERIALS | 172.46 | 172.46 | 010114055 4310 | Title I - Plavan / Instructional Supplies |
| J20R1497 | SCHOLASTIC BOOK ORDERS | 215.54 | 215.54 | 010114055 4310 | Title I - Plavan / Instructional Supplies |
| J20R1498 | SCHOLASTIC INC. | 121.27 | 121.27 | 010114055 4310 | Title I - Plavan / Instructional Supplies |
| J20R1499 | SCHOLASTIC BOOK ORDERS | 347.76 | 347.76 | 010114055 4310 | Title I - Plavan / Instructional Supplies |
| J20R1501 | BOOKSOURCE | 872.18 | 872.18 | 010114055 4310 | Title I - Plavan / Instructional Supplies |
| J20R1502 | BOOKSOURCE | 214.53 | 214.53 | 010114055 4310 | Title I - Plavan / Instructional Supplies |
| J20R1503 | STAPLES | 300.00 | 300.00 | 010144949 4310 | Sch Site Instr - Masuda / Instructional Supplies |
| J20R1504 | STAPLES | 300.00 | 300.00 | 010144949 4310 | Sch Site Instr - Masuda / Instructional Supplies |
| J20R1505 | SAMS CLUB | 300.00 | 300.00 | 010144949 4310 | Sch Site Instr - Masuda / Instructional Supplies |
| J20R1507 | BOOKSOURCE | 648.00 | 648.00 | 010114055 4310 | Title I - Plavan / Instructional Supplies |
| J20R1508 | COUNTY OF ORANGE | 47.00 | 47.00 | 012739962 4327 | Medi-Cal Billing-Nurses / Health Supplies |
| J20R1509 | ACSA XVII | 330.00 | 55.00 | 012719165 5210 | Superintendent / Travel, Conference, Workshop |
| | | | 275.00 | 012719166 5210 | Board of Trustees / Travel, Conference, Workshop |

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|------------------|--------------------------------|-----------------|-----------------------|----------------------|--|
| J20R1510 | RSM US LLP | 9,295.00 | 9,295.00 | 012109078 5899 | Tech/Media Office Operation / Other Operating Expenses |
| J20R1511 | BAKER & HOSTETLER | 1,890.00 | 1,890.00 | 012159380 5830 | Business - Legal Services / Legal Fees |
| J20R1513 | LAKESHORE LEARNING MATERIALS | 105.00 | 105.00 | 010011010 4310 | Sch Site Instr - Tamura / Instructional Supplies |
| J20R1514 | AMAZON.COM LLC | 171.31 | 171.31 | 010142989 4399 | Donations - Fulton / Equipment Under \$500 |
| J20R1515 | MHS INC. | 2,322.00 | 2,322.00 | 012299963 4322 | Medi-Cal Billing-Psychologists / Testing Supplies |
| J20R1520 | TEKNIQUE IT LLC | 2,769.80 | 2,769.80 | 010059078 4399 | Common Core Supplemental-Tech / Equipment Under \$500 |
| J20R1524 | GREAT BOOKS FOUNDATION | 12,115.02 | 12,115.02 | 010113755 4310 | Title I - Oka / Instructional Supplies |
| J20R1527 | TIME FOR KIDS | 1,551.70 | 1,551.70 | 010113755 4310 | Title I - Oka / Instructional Supplies |
| J20R1529 | SECUREWORKS INC. | 8,915.00 | 8,915.00 | 012109078 5826 | Tech/Media Office Operation / Licensing/Software,Maint/Supp |
| J20R1531 | AMAZON.COM LLC | 77.70 | 77.70 | 010143889 4311 | Donations - Talbert / Elective Supplies |
| J20R1532 | SCHOOL NURSE SUPPLY INC | 132.55 | 132.55 | 012731616 4327 | Health Supplies - Newland / Health Supplies |
| J20R1534 | AMAZON.COM LLC | 685.90 | 685.90 | 010144989 4311 | Donations - Masuda / Elective Supplies |
| J20R1536 | ETS | 1,643.84 | 1,643.84 | 017109275 4322 | Testing / Testing Supplies |
| J20R1537 | SOUTHWEST SCHOOL AND OFFICE SU | 800.00 | 800.00 | 010050075 4310 | Common Core Suppl-Tchr Collab / Instructional Supplies |
| J20R1539 | BARNES AND NOBLE | 200.00 | 200.00 | 010459275 4310 | Student Achievement Suppl-Inst / Instructional Supplies |
| J20R1540 | STAPLES | 528.11 | 528.11 | 012724787 4410 | Other Donations Clerical-Courr / Fixed Assets \$500-\$5000 |
| J20R1544 | HEINEMANN | 2,363.54 | 2,363.54 | 010050075 4120 | Common Core Suppl-Tchr Collab / Supplementary Textbook |
| J20R1545 | GLOWORLD LLC | 2,340.00 | 2,340.00 | 010014747 5826 | Sch Site Instr - Courreges / Licensing/Software,Maint/Supp |
| J20R1546 | AMAZON.COM LLC | 783.72 | 783.72 | 010124949 4320 | Pacific Life Grant - Masuda / Computer Supplies |
| J20R1547 | STAPLES | 161.55 | 161.55 | 010144949 4310 | Sch Site Instr - Masuda / Instructional Supplies |
| J20R1549 | LAKESHORE LEARNING MATERIALS | 150.00 | 150.00 | 010011010 4310 | Sch Site Instr - Tamura / Instructional Supplies |
| J20R1553 | LYNDE-ORDWAY COMPANY | 957.96 | 401.76 | 012721010 4325 | Sch Site Admin - Tamura / Office Supplies |
| | | | 556.20 | 012721010 4410 | Sch Site Admin - Tamura / Fixed Assets \$500-\$5000 |
| J20R1555 | HEINEMANN | 15,473.40 | 15,473.40 | 010118255 4120 | Title I - Program Improvement / Supplementary Textbook |
| J20R1556 | VAVRINEK TRINE DAY AND CO. | 28,000.00 | 28,000.00 | 012169380 5810 | Business - Audit Services / Audit |
| J20R1557 | OCSBA | 105.00 | 105.00 | 012719166 5390 | Board of Trustees / Dues and Membership Non Taxabl |
| J20R1559 | ORANGE COUNTY DEPARTMENT OF ED | 75.00 | 75.00 | 010019961 5210 | Medi-Cal Billing-Instructional / Travel, Conference, Worksho |
| J20R1560 | PACIFIC COACHWAYS | 2,141.34 | 2,141.34 | 010011689 5811 | Donations - Newland / Transportation Outside Agency |
| J20R1561 | CERTIFIED TRANSPORTATION BUS C | 1,736.28 | 1,736.28 | 010142989 5811 | Donations - Fulton / Transportation Outside Agency |
| J20R1562 | CERTIFIED TRANSPORTATION BUS C | 1,017.12 | 1,017.12 | 010013189 5811 | Donations - Gisler / Transportation Outside Agency |
| J20R1564 | SCHOOL HOUSE GLOBAL | 1,725.84 | 1,725.84 | 010459275 4310 | Student Achievement Suppl-Inst / Instructional Supplies |
| J20R1565 | STAPLES | 145.00 | 145.00 | 010144949 4310 | Sch Site Instr - Masuda / Instructional Supplies |
| J20R1569 | PC & MAC EXCHANGE | 938.52 | 938.52 | 010014747 4410 | Sch Site Instr - Courreges / Fixed Assets \$500-\$5000 |

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|------------------|--------------------------------|-----------------|-----------------------|----------------------|--|
| J20R1570 | TEKNIQUE IT LLC | 9,771.30 | 9,771.30 | 010124747 4399 | Pacific Life Grant - Courreges / Equipment Under \$500 |
| J20R1572 | LAKESHORE LEARNING MATERIALS | 70.20 | 70.20 | 010013232 4310 | Sch Site Instr - Cox / Instructional Supplies |
| J20R1573 | LAKESHORE LEARNING MATERIALS | 135.00 | 135.00 | 010013232 4310 | Sch Site Instr - Cox / Instructional Supplies |
| J20R1574 | LAKESHORE LEARNING MATERIALS | 135.00 | 135.00 | 010013232 4310 | Sch Site Instr - Cox / Instructional Supplies |
| J20R1575 | LAKESHORE LEARNING MATERIALS | 56.16 | 56.16 | 010013232 4310 | Sch Site Instr - Cox / Instructional Supplies |
| J20R1576 | LAKESHORE LEARNING MATERIALS | 54.00 | 54.00 | 010013232 4310 | Sch Site Instr - Cox / Instructional Supplies |
| J20R1577 | CONSTRUCTIVE PLAYTHINGS | 93.96 | 93.96 | 010013232 4310 | Sch Site Instr - Cox / Instructional Supplies |
| J20R1578 | STAPLES | 54.00 | 54.00 | 010013232 4310 | Sch Site Instr - Cox / Instructional Supplies |
| J20R1583 | LAKESHORE LEARNING MATERIALS | 270.00 | 270.00 | 010013232 4310 | Sch Site Instr - Cox / Instructional Supplies |
| J20R1584 | LAKESHORE LEARNING MATERIALS | 59.40 | 59.40 | 010013232 4310 | Sch Site Instr - Cox / Instructional Supplies |
| J20R1585 | STAPLES | 111.94 | 111.94 | 010028255 4322 | Intervention-Administrative / Testing Supplies |
| J20R1586 | ORANGE COUNTY DEPARTMENT OF ED | 100.00 | 100.00 | 010028055 5210 | Intervention-Instruction / Travel, Conference, Workshop |
| J20R1587 | MARISA MONTRIVISAI-CHOHAN | 1,475.00 | 1,475.00 | 010118055 5813 | Title I - Private School / Consultant |
| J20R1588 | APPLE COMPUTER ORDER DEPARTMEN | 180.36 | 180.36 | 010013232 4310 | Sch Site Instr - Cox / Instructional Supplies |
| J20R1589 | STAPLES | 108.00 | 108.00 | 010013232 4310 | Sch Site Instr - Cox / Instructional Supplies |
| J20R1590 | TEKNIQUE IT LLC | 20,938.50 | 20,938.50 | 010113255 4399 | Title I - Cox / Equipment Under \$500 |
| J20R1593 | AWARDS & TROPHIES | 540.00 | 540.00 | 010149380 4310 | Promotion Activities / Instructional Supplies |
| J20R1598 | SCHOOL SPECIALTY | 53.35 | 53.35 | 010149380 4310 | Promotion Activities / Instructional Supplies |
| J20R1601 | TEKNIQUE IT LLC | 198.72 | 198.72 | 010011010 4310 | Sch Site Instr - Tamura / Instructional Supplies |
| J20R1602 | LAKESHORE LEARNING MATERIALS | 54.00 | 54.00 | 010013232 4310 | Sch Site Instr - Cox / Instructional Supplies |
| J20R1603 | STAPLES | 184.68 | 184.68 | 015513260 4310 | Special Ed. - Cox RSP / Instructional Supplies |
| J20R1604 | BARNES AND NOBLE | 952.07 | 952.07 | 010113255 4310 | Title I - Cox / Instructional Supplies |
| J20R1605 | HOME DEPOT | 200.00 | 200.00 | 010143889 4311 | Donations - Talbert / Elective Supplies |
| J20R1606 | AMAZON.COM LLC | 77.70 | 77.70 | 010143889 4311 | Donations - Talbert / Elective Supplies |
| J20R1607 | LEVEL 27 MEDIA | 486.00 | 486.00 | 010149380 5610 | Promotion Activities / Outside Services - Rentals |
| J20R1608 | TEKNIQUE IT LLC | 2,769.80 | 2,769.80 | 010059078 4399 | Common Core Supplemental-Tech / Equipment Under \$500 |
| J20R1609 | STAPLES | 200.00 | 200.00 | 015749860 4310 | Federal Preschool - S&L / Instructional Supplies |
| J20R1611 | HUNTINGTON BEACH UNION HSD | 840.13 | 840.13 | 016919395 5645 | 7240 Special Ed Transportation / Outside Srvs-Repairs & Main |
| J20R1612 | PARADIGM HEALTHCARE SERVICES | 2,018.99 | 2,018.99 | 012299962 5813 | Medi-Cal Billing-Consultant / Consultant |
| J20R1613 | ARIEL SUPPLY INC. | 157.63 | 157.63 | 010019961 4320 | Medi-Cal Billing-Instructional / Computer Supplies |
| J20R1614 | WOODCRAFT | 200.00 | 200.00 | 010144989 4311 | Donations - Masuda / Elective Supplies |
| J20R1615 | J W PEPPER | 66.11 | 66.11 | 010144949 4310 | Sch Site Instr - Masuda / Instructional Supplies |
| J20R1616 | HEARD, PAUL AND SHARLENE | 8,500.00 | 8,500.00 | 015999860 5894 | Special Ed - Administration / Regionalized Services (X-Pot) |

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|-----------------------|--------------------------------|-------------------|-----------------------|----------------------|--|
| J20R1617 | SOUTHWEST SCHOOL AND OFFICE SU | 593.44 | 593.44 | 010011616 4310 | Sch Site Instr - Newland / Instructional Supplies |
| J20R1619 | SOUTHWEST SCHOOL AND OFFICE SU | 388.80 | 388.80 | 010011616 4310 | Sch Site Instr - Newland / Instructional Supplies |
| J20R1620 | LAKESHORE LEARNING MATERIALS | 108.00 | 108.00 | 010011616 4310 | Sch Site Instr - Newland / Instructional Supplies |
| J20R1621 | ARIEL SUPPLY INC. | 530.92 | 530.92 | 010011616 4310 | Sch Site Instr - Newland / Instructional Supplies |
| J20R1622 | ARIEL SUPPLY INC. | 530.92 | 530.92 | 010011616 4310 | Sch Site Instr - Newland / Instructional Supplies |
| J20R1623 | SOUTHWEST SCHOOL AND OFFICE SU | 1,248.48 | 1,248.48 | 010011616 4310 | Sch Site Instr - Newland / Instructional Supplies |
| J20R1628 | LAKESHORE LEARNING MATERIALS | 145.80 | 145.80 | 015104760 4310 | Special Ed. - Courreges SDC / Instructional Supplies |
| J20R1634 | STAPLES | 130.00 | 130.00 | 010011010 4310 | Sch Site Instr - Tamara / Instructional Supplies |
| J20R1635 | STAPLES | 222.47 | 222.47 | 015101060 4310 | Special Ed. - Tamura SDC / Instructional Supplies |
| J20R1637 | APPLE COMPUTER ORDER DEPARTMEN | 156.60 | 156.60 | 012109078 4320 | Tech/Media Office Operation / Computer Supplies |
| J20R1639 | THE IMAGINATION MACHINE | 750.00 | 750.00 | 010013789 5899 | Donations - Oka / Other Operating Expenses |
| J20R1640 | LAKESHORE LEARNING MATERIALS | 175.00 | 175.00 | 010459275 4310 | Student Achievement Suppl-Inst / Instructional Supplies |
| J20R1643 | STAPLES | 540.00 | 540.00 | 010144949 4310 | Sch Site Instr - Masuda / Instructional Supplies |
| J20R1644 | LEE & ASSOCIATES | 6,634.47 | 6,634.47 | 019509380 5899 | STAR Building DO - Operations / Other Operating Expenses |
| J20R1645 | SAMS CLUB | 100.00 | 100.00 | 010144949 4310 | Sch Site Instr - Masuda / Instructional Supplies |
| J20R1650 | GLASSICAL DESIGNS INC. | 387.05 | 387.05 | 012819771 5828 | Personnel Commission / Staff Recognition |
| J20S8051 | WAXIE | 17,070.80 | 17,070.80 | 011000000 9320 | Revenue Limit - State Revenues / STORES |
| J20S8052 | UNITED HEALTH SUPPLIES | 497.71 | 497.71 | 011000000 9320 | Revenue Limit - State Revenues / STORES |
| J20S8053 | INDUSTRIAL FORMULATORS INC. | 1,160.87 | 1,160.87 | 011000000 9320 | Revenue Limit - State Revenues / STORES |
| J20S8054 | P & R PAPER SUPPLY COMPANY | 285.15 | 285.15 | 011000000 9320 | Revenue Limit - State Revenues / STORES |
| J20S8055 | WAXIE | 7,578.52 | 7,578.52 | 011000000 9320 | Revenue Limit - State Revenues / STORES |
| J20S8056 | WAXIE | 190.35 | 190.35 | 011000000 9320 | Revenue Limit - State Revenues / STORES |
| J20S8057 | INDUSTRIAL FORMULATORS INC. | 94.95 | 94.95 | 011000000 9320 | Revenue Limit - State Revenues / STORES |
| Fund 01 Total: | | 264,877.89 | 263,792.21 | | |

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|-----------------------|--------------------------------|------------------|-----------------------|----------------------|--|
| J20M4293 | HOME DEPOT | 1,023.01 | 1,023.01 | 120016098 4310 | Extended School Instructional / Instructional Supplies |
| J20M4303 | HOME DEPOT | 1,749.00 | 1,749.00 | 120016098 4410 | Extended School Instructional / Fixed Assets \$500-\$5000 |
| J20R1464 | BEST BUY GOV LLC | 609.78 | -41.45 | 120016198 4440 | State Preschool Instructional / RPLC Equip \$500-\$5000 |
| J20R1512 | CDWG | 412.39 | 412.39 | 120016198 4310 | State Preschool Instructional / Instructional Supplies |
| J20R1516 | BEST BUY GOV LLC | 609.78 | 609.78 | 120016198 4410 | State Preschool Instructional / Fixed Assets \$500-\$5000 |
| J20R1517 | LAKESHORE LEARNING MATERIALS | 172.80 | 172.80 | 120016198 4310 | State Preschool Instructional / Instructional Supplies |
| J20R1518 | LAKESHORE LEARNING MATERIALS | 432.00 | 432.00 | 120016198 4310 | State Preschool Instructional / Instructional Supplies |
| J20R1519 | TOYS R US | 324.00 | 324.00 | 120016198 4310 | State Preschool Instructional / Instructional Supplies |
| J20R1521 | ORIENTAL TRADING COMPANY | 216.00 | 216.00 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| J20R1522 | DISCOUNT SCHOOL SUPPLY | 270.00 | 270.00 | 120016098 4310 | Extended School Instructional / Instructional Supplies |
| J20R1523 | TOYS R US | 324.00 | 324.00 | 120016098 4310 | Extended School Instructional / Instructional Supplies |
| J20R1530 | TOYS R US | 432.00 | 432.00 | 120016098 4310 | Extended School Instructional / Instructional Supplies |
| J20R1533 | LAKESHORE LEARNING MATERIALS | 108.00 | 108.00 | 120016098 4310 | Extended School Instructional / Instructional Supplies |
| J20R1563 | SURPLUS TWO WAY RADIOS | 200.88 | 200.88 | 120016098 4399 | Extended School Instructional / Equipment Under \$500 |
| J20R1591 | TOYS R US | 108.00 | 108.00 | 120016098 4310 | Extended School Instructional / Instructional Supplies |
| J20R1592 | LAKESHORE LEARNING MATERIALS | 108.00 | 108.00 | 120016098 4310 | Extended School Instructional / Instructional Supplies |
| J20R1594 | SOUTHWEST SCHOOL AND OFFICE SU | 2,160.00 | 2,160.00 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| J20R1595 | SOUTHWEST SCHOOL AND OFFICE SU | 2,160.00 | 2,160.00 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| J20R1596 | SOUTHWEST SCHOOL AND OFFICE SU | 2,160.00 | 2,160.00 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| J20R1597 | SOUTHWEST SCHOOL AND OFFICE SU | 1,080.00 | 1,080.00 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| J20R1600 | STAPLES | 216.00 | 216.00 | 120016098 4310 | Extended School Instructional / Instructional Supplies |
| J20R1624 | SAMS CLUB | 540.00 | 540.00 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| J20R1625 | SMART & FINAL | 540.00 | 540.00 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| J20R1626 | RALPHS GROCERY COMPANY | 1,080.00 | 1,080.00 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| J20R1629 | ARIEL SUPPLY INC. | 702.00 | 702.00 | 120016198 4310 | State Preschool Instructional / Instructional Supplies |
| J20R1630 | LAKESHORE LEARNING MATERIALS | 162.00 | 162.00 | 120016198 4310 | State Preschool Instructional / Instructional Supplies |
| J20R1631 | TOYS R US | 216.00 | 216.00 | 120016198 4310 | State Preschool Instructional / Instructional Supplies |
| J20R1632 | SUNSET SCREEN PRINTING | 324.00 | 324.00 | 120017098 4310 | CDC-Summer Camp Instructional / Instructional Supplies |
| J20R1638 | TOYS R US | 216.00 | 216.00 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| J20R1641 | PARTY BOUNCE | 151.20 | 151.20 | 120016098 5610 | Extended School Instructional / Outside Services - Rentals |
| J20R1642 | SUNSET SCREEN PRINTING | 2,676.24 | 2,676.24 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| Fund 12 Total: | | 21,483.08 | 20,831.85 | | |

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 06/16/2016

FROM 04/26/2016 TO 05/31/2016

| <u>PO NUMBER</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>ACCOUNT AMOUNT</u> | <u>ACCOUNT NUMBE</u> | <u>PSEUDO / OBJECT DESCRIPTION</u> |
|-----------------------|--------------------------------|-----------------|-----------------------|----------------------|--|
| J20R1376 | REFRIGERATION CONTROL COMPANY | 545.55 | 545.55 | 133207380 5645 | Cafeteria Fund / Outside Srvs-Repairs & Mainten |
| J20R1379 | CHEFS' TOYS | 1,191.57 | 1,191.57 | 133207380 4399 | Cafeteria Fund / Equipment Under \$500 |
| J20R1380 | CHEFS' TOYS | 4,188.61 | 4,188.61 | 133207380 4440 | Cafeteria Fund / RPLC Equip \$500-\$5000 |
| J20R1382 | GREEN EDGE SYSTEMS INC. | 314.44 | 314.44 | 133207380 4399 | Cafeteria Fund / Equipment Under \$500 |
| J20R1383 | LEVEL 27 MEDIA | 21.55 | 21.55 | 133207380 5870 | Cafeteria Fund / Printing & Repro Outside Agency |
| J20R1384 | CALIFORNIA DEPARTMENT OF EDUCA | 202.80 | 202.80 | 133207380 4710 | Cafeteria Fund / Food |
| J20R1389 | REFRIGERATION CONTROL COMPANY | 177.00 | 177.00 | 133207380 5645 | Cafeteria Fund / Outside Srvs-Repairs & Mainten |
| J20R1456 | CHEFS' TOYS | 955.23 | 955.23 | 133207380 4399 | Cafeteria Fund / Equipment Under \$500 |
| J20R1500 | CHEFS' TOYS | 75.34 | 75.34 | 133207380 4399 | Cafeteria Fund / Equipment Under \$500 |
| J20R1525 | AMAZON.COM LLC | 403.53 | 403.53 | 133207380 4325 | Cafeteria Fund / Office Supplies |
| J20R1528 | HEATHER MCCOMBS | 318.00 | 318.00 | 133207380 5210 | Cafeteria Fund / Travel, Conference, Workshop |
| J20R1541 | REFRIGERATION CONTROL COMPANY | 419.83 | 419.83 | 133207380 5645 | Cafeteria Fund / Outside Srvs-Repairs & Mainten |
| J20R1566 | CHEFS' TOYS | 264.99 | 264.99 | 133207380 4790 | Cafeteria Fund / Food Services Supplies |
| J20R1567 | CHEFS' TOYS | 483.51 | 483.51 | 133207380 4399 | Cafeteria Fund / Equipment Under \$500 |
| J20R1568 | LEVEL 27 MEDIA | 140.40 | 140.40 | 133207380 5870 | Cafeteria Fund / Printing & Repro Outside Agency |
| J20R1627 | P & R PAPER SUPPLY COMPANY | 41.66 | 41.66 | 133207380 4790 | Cafeteria Fund / Food Services Supplies |
| Fund 13 Total: | | 9,744.01 | 9,744.01 | | |

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 06/16/2016

FROM 04/26/2016 TO 05/31/2016

PO
NUMBER VENDOR

PO ACCOUNT ACCOUNT
TOTAL AMOUNT NUMBE

PSEUDO / OBJECT DESCRIPTION

Total Account Amount: **294,368.07**

FOUNTAIN VALLEY SD

Reference #:

Adjustment of Funds

2016 47

It has been resolved to make the budget adjustments as listed below per Education Code 42600.

Fund: 0101 GENERAL FUND

| <u>Object</u> | <u>Description</u> | <u>FROM</u> | <u>TO</u> |
|-----------------------|-------------------------------|---------------|-------------------|
| 1100 | TEACHERS' SALARIES | | 4,634.00 |
| 2400 | CLERICAL & OFFICE SALARIES | | 3,500.00 |
| 3101 | STRS-CERTIFICATED POSITIONS | | 532.00 |
| 3313 | MEDICARE-CERTIFICATED | | 72.00 |
| 3314 | MEDICARE-CLASSIFIED | | 50.00 |
| 3356 | OASDI-CLASSIFIED | | 217.00 |
| 3501 | SUI-CERTIFICATED | | 2.00 |
| 3502 | SUI-CLASSIFIED | | 4.00 |
| 3601 | WORKERS'COMP-CERTIFICATED | | 116.00 |
| 3602 | WORKERS'COMP-CLASSIFIED | | 81.00 |
| 4200 | BOOKS OTHER THAN TEXTBOOKS | | 454.00 |
| 4300 | MATERIALS & SUPPLIES | | 26,899.00 |
| 4400 | NONCAPITALIZATION EQUIPMENT | | 1,877.00 |
| 5200 | TRAVEL & CONFERENCES | | 2,500.00 |
| 5600 | RENTAL,LEASE,REPAIR & NON CAP | | 2,375.00 |
| 5800 | PROF/CONS SERV & OPER EXPENSE | | 38,727.00 |
| 8600 | LOCAL INCOME | 958.00 | 256,132.00 |
| 9740 | RESTRICTED BALANCE | | 885.00 |
| 9790 | UNASSIGNED/UNAPPROPRIATED | | 172,249.00 |
| Subfund Total: | | 958.00 | 511,306.00 |

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, June 16, 2016.

AYES: _____

NOES: _____

ABSENT: _____

Secretary, Board of Trustees

The above adjustment was approved on the _____ day of _____, 200____.

APPROVED: Superintendent of Schools, County of Orange: _____
Deputy

FOUNTAIN VALLEY SD

Reference #:

Transfer of Funds

2016 45

It has been resolved to make the budget transfers as listed below per Education Code 42600.

| |
|--------------------------------|
| Fund: 0101 GENERAL FUND |
|--------------------------------|

| Object | Description | FROM | TO |
|---------------|-------------------------------|-------------|------------|
| 1100 | TEACHERS' SALARIES | | 5,200.00 |
| 2100 | INSTRUCTIONAL AIDES' SALARIES | | 25.00 |
| 2200 | CLASSIFIED SUPPORT | | 131.00 |
| 2400 | CLERICAL & OFFICE SALARIES | | 61.00 |
| 3101 | STRS-CERTIFICATED POSITIONS | | 496.00 |
| 3202 | PERS-CLASSIFIED | | 23.00 |
| 3313 | MEDICARE-CERTIFICATED | | 68.00 |
| 3314 | MEDICARE-CLASSIFIED | | 3.00 |
| 3353 | ARP-CERTIFICATED | 1.00 | 3.00 |
| 3354 | ALTERNATIVE RETIRE-CLASSIFIED | | 1.00 |
| 3356 | OASDI-CLASSIFIED | | 13.00 |
| 3501 | SUI-CERTIFICATED | | 1.00 |
| 3502 | SUI-CLASSIFIED | | 2.00 |
| 3601 | WORKERS'COMP-CERTIFICATED | | 112.00 |
| 3602 | WORKERS'COMP-CLASSIFIED | | 5.00 |
| 3901 | OTHER BENEFITS-CERTIFICATED | 200.00 | |
| 4100 | TEXTBOOKS | | 148.00 |
| 4300 | MATERIALS & SUPPLIES | 20,824.00 | 55,950.00 |
| 4400 | NONCAPITALIZATION EQUIPMENT | 27,620.00 | 15,435.00 |
| 5200 | TRAVEL & CONFERENCES | 504.00 | 1,279.00 |
| 5300 | DUES AND MEMBERSHIPS | 3.00 | |
| 5500 | OPERATIONS & HOUSEKEEPNG SVCS | 100.00 | |
| 5600 | RENTAL,LEASE,REPAIR & NON CAP | 3,938.00 | 5,508.00 |
| 5800 | PROF/CONS SERV & OPER EXPENSE | 233,408.00 | 222,464.00 |
| 5900 | COMMUNICATIONS | 61.00 | 100.00 |
| 6200 | BUILDING AND IMPROVE OF BLDGS | 4,500.00 | |
| 6400 | EQUIPMENT | | 1,536.00 |
| 9790 | UNASSIGNED/UNAPPROPRIATED | 18,794.00 | 1,389.00 |

FOUNTAIN VALLEY SD

Reference #:

Transfer of Funds

2016 45

It has been resolved to make the budget transfers as listed below per Education Code 42600.

| |
|--------------------------------|
| Fund: 0101 GENERAL FUND |
|--------------------------------|

| Object | Description | FROM | TO |
|-----------------------|--------------------|-------------------|-------------------|
| Subfund Total: | | 309,953.00 | 309,953.00 |

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, June 16, 2016.

AYES: _____

NOES: _____

ABSENT: _____

Secretary, Board of Trustees

The above transfer was approved on the _____ day of _____, 200____.

APPROVED: Superintendent of Schools, County of Orange: _____
Deputy



Fountain Valley School District

RESOLUTION NUMBER 2016-17

Resolution of the Board of Trustees of the Fountain Valley School District, pursuant to Education Code Section 35120, Board Compensation.

BE IT RESOLVED, that pursuant to Education Code Section 35120, Board Member Ian Collins is entitled to be compensated for missing the special Board meeting of May 19th due to illness. *Education Code 1090, 35120*

The foregoing Resolution was duly and regularly adopted by the Fountain Valley School District Board of Trustees at its meeting held on June 16, 2016 and received the following vote:

PASSED AND ADOPTED By the Governing Board on June 16, 2016 by the following vote:

Ayes: _____
 Nays: _____
 Abstentions: _____

STATE OF CALIFORNIA)
) ss
COUNTY OF ORANGE)

I, Lisa Schultz, Clerk 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 my hand this 16th day of June, 2016.

Clerk of the Governing Board

cf: Board Bylaw 9250

Board meeting of June 16, 2016



SO 15-16/B16-55
Fountain Valley School District
Superintendent's Office

MEMORANDUM

TO: Board of Trustees
FROM: Mark Johnson, Ed.D., Superintendent
SUBJECT: **WILLIAMS QUARTERLY REPORT FOR THIRD QUARTER
2015-16**
DATE: June 9, 2016

Background

The Orange County Department of Education requires the reporting of uniform complaints received in the District per the requirements of Ed Code section 35186(d).

Superintendent's Recommendation: It is recommended that the Board of Trustees receives and approves the Williams Quarterly Report for the third quarter of the 2015-16 year and approve its submittal to the Orange County Department of Education.



Orange County Department of Education
Williams Settlement Legislation

March 31, 2016

TO: Williams Uniform Complaint Procedure Contacts
FROM: Nicole Savio Newfield, Administrator, School and Community Services
SUBJECT: **Third Quarter Uniform Complaint Procedure Data Request**

The Orange County Department of Education is requesting the report of uniform complaints received in your district per the requirements of Education Code section 35186(d).¹ This is a reporting requirement for all school districts and county operated programs.

The attached form is due by **Friday, April 29, 2016** and covers the period of January 1 through March 31, 2016. Please submit the report to Thea Savas, Senior Administrative Assistant, via email: tsavas@ocde.us, fax: (714) 327-1371, or inter-district mail to the Orange County Department of Education, 200 Kalmus Drive, B-1000, Costa Mesa, 92626.

The reporting timeline for the 2015-16 school year is:

| | | |
|------------|----------------------------|---|
| Quarter #3 | January 1 - March 31, 2016 | Report due by Friday, April 29, 2016 |
| Quarter #4 | April 1 - June 30, 2016 | Report due by Friday, July 29, 2016 |

It is important that this timeline be met each quarter as the County Superintendent of Schools has additional reporting requirements for the information. If you have questions related to the Uniform Complaint Procedure, please contact me at (714) 966-4385. Thank you for your ongoing efforts to maintain compliance with Williams Settlement Legislation requirements.

c: Williams District Contacts

Attachment

¹ Education Code section 35186(d) requires: "A school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses shall be available as public records."



2015-16 Quarterly Report
Williams Legislation Uniform Complaints

District: Fountain Valley School District

District Contact: Rina Lucchese

Title: Executive Assistant

- Quarter #1 July 1 - September 30, 2015 **Report due by October 30, 2015**
- Quarter #2 October 1 - December 31, 2015 **Report due by January 29, 2016**
- Quarter #3 January 1 - March 31, 2016 **Report due by April 29, 2016**
- Quarter #4 April 1 - June 30, 2016 **Report due by July 29, 2016**

Check the box that applies:

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

| Type of Complaint | Total # of Complaints | # Resolved | # Unresolved |
|---------------------------------------|-----------------------|------------|--------------|
| Textbooks and Instructional Materials | | | |
| Teacher Vacancies or Misassignments | | | |
| Facility Conditions | | | |
| TOTALS | | | |

Name of Superintendent: Mark Johnson, Ed.D.

Signature of Superintendent: [Signature] Date: 6-1-16

Please submit to: Thea Savas
Senior Administrative Assistant
200 Kalmus Drive, B-1000
P.O. Box 9050, Costa Mesa, CA 92628-9050
(714) 966-4336 or fax to: (714) 327-1371

Board meeting of June 16, 2016



Fountain Valley School District
Curriculum and Instruction
Child Care Programs Department

MEMORANDUM

TO: Board of Trustees
FROM: Mona Green, Director
SUBJECT: **BOARD RESOLUTION, STATE PRESCHOOL PROGRAM**
DATE: May 31, 2016

Background:

The California Department of Education requires a resolution to approve the contract for the State Preschool Program annually. Attached is the resolution to be signed as well as a copy of the contract.

Fiscal Impact:

The State Preschool contract is \$227,013 for the 2016/2017 contract year.

Recommendation:

It is recommended that the Board of Trustees adopt the contract resolution for the California State Preschool Program(CSPP) Contract for the school year 2016/2017.

Fountain Valley School District
Child Development and Recreation Services
CA State Preschool Program

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services **and to authorize the designated personnel to sign contract documents for Fiscal Year 2016-2017.**

RESOLUTION 2016-18

BE IT RESOLVED that the Governing Board of the Fountain Valley School District authorizes entering into local agreement number and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

| NAME | TITLE | SIGNATURE |
|-----------------------|-------------------------------|--|
| Mastaneh (Mona) Green | Director, Child Care Programs |  |

PASSED AND ADOPTED THIS 16th day of June 2016, by the Governing Board of the Fountain Valley School District of Orange County, in the State of California.

I, _____, Clerk of the Governing Board of the Fountain Valley School District of Orange 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.

Board Clerk

Date



CALIFORNIA DEPARTMENT OF EDUCATION

1430 N Street

Sacramento, CA 95814-5901

F.Y. 16 - 17

DATE: July 01, 2016

CONTRACT NUMBER: CSPP-6319

PROGRAM TYPE: CALIFORNIA STATE
PRESCHOOL PROGRAM

PROJECT NUMBER: 30-6649-00-6

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

CONTRACTOR'S NAME: FOUNTAIN VALLEY ELEMENTARY SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the terms and conditions of the CURRENT APPLICATION; the GENERAL TERMS AND CONDITIONS (GTC-610)*; the STATE PRESCHOOL PROGRAM REQUIREMENTS*; the FUNDING TERMS AND CONDITIONS (FT&C)* and any subsequent changes to the FT&C*, which are by this reference made a part of this Agreement. Where the GTC-610 conflicts with either the Program Requirements or the FT&C, the Program Requirements or the FT&C will prevail.

Funding of this Agreement is contingent upon appropriation and availability of sufficient funds. This Agreement may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this Agreement.

The period of performance for this Agreement is July 01, 2016 through June 30, 2017. For satisfactory performance of the required services, the Contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount Section of the FT&C, at a rate not to exceed \$38.53 per child per day of full-time enrollment and a Maximum Reimbursable Amount (MRA) of \$227,013.00.

SERVICE REQUIREMENTS

Minimum Child Days of Enrollment (CDE) Requirement 5,892.0
Minimum Days of Operation (MDO) Requirement 180

Any provision of this Agreement found to be in violation of Federal and State statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this Agreement.

Items shown with an Asterisk (*), are hereby incorporated by this reference and made part of this Agreement as if attached hereto. These documents can be viewed at <http://www.cde.ca.gov/fg/aa/cd/ftc2016.asp>.

| | | | | | |
|---|--|--|--|--------------------------|--|
| STATE OF CALIFORNIA | | CONTRACTOR | | | |
| BY (AUTHORIZED SIGNATURE) | | BY (AUTHORIZED SIGNATURE) | | | |
| PRINTED NAME OF PERSON SIGNING Sueshil Chandra, Manager | | PRINTED NAME AND TITLE OF PERSON SIGNING MONA GREEN, DIRECTOR | | | |
| TITLE Contracts, Purchasing and Conference Services | | ADDRESS 9625 WARNER AVE., FOUNTAIN VALLEY 92708 | | | |
| AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 227,013 | PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs | | FUND TITLE General | | |
| | (OPTIONAL USE) 0656 23038-6649 | | Department of General Services use only | | |
| PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0 | ITEM 30.10.010. 6100-196-0001 | CHAPTER B/A | STATUTE 2016 | FISCAL YEAR 2016-2017 | |
| TOTAL AMOUNT ENCUMBERED TO DATE \$ 227,013 | OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590 | | | | |
| I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above. | | T.B.A. NO. | | B.R. NO. | |
| SIGNATURE OF ACCOUNTING OFFICER | | DATE | | | |



CALIFORNIA DEPARTMENT OF EDUCATION

1430 N Street

Sacramento, CA 95814-5901

F.Y. 16 - 17

DATE: July 01, 2016

CONTRACT NUMBER: CSPP-6319

PROGRAM TYPE: CALIFORNIA STATE
PRESCHOOL PROGRAM

PROJECT NUMBER: 30-6649-00-6

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

CONTRACTOR'S NAME: FOUNTAIN VALLEY ELEMENTARY SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the terms and conditions of the CURRENT APPLICATION; the GENERAL TERMS AND CONDITIONS (GTC-610)*; the STATE PRESCHOOL PROGRAM REQUIREMENTS*; the FUNDING TERMS AND CONDITIONS (FT&C)* and any subsequent changes to the FT&C*, which are by this reference made a part of this Agreement. Where the GTC-610 conflicts with either the Program Requirements or the FT&C, the Program Requirements or the FT&C will prevail.

Funding of this Agreement is contingent upon appropriation and availability of sufficient funds. This Agreement may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this Agreement.

The period of performance for this Agreement is July 01, 2016 through June 30, 2017. For satisfactory performance of the required services, the Contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount Section of the FT&C, at a rate not to exceed \$38.53 per child per day of full-time enrollment and a Maximum Reimbursable Amount (MRA) of \$227,013.00.

SERVICE REQUIREMENTS

Minimum Child Days of Enrollment (CDE) Requirement 5,892.0
Minimum Days of Operation (MDO) Requirement 180

Any provision of this Agreement found to be in violation of Federal and State statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this Agreement.

Items shown with an Asterisk (*), are hereby incorporated by this reference and made part of this Agreement as if attached hereto. These documents can be viewed at <http://www.cde.ca.gov/fg/aa/cd/ftc2016.asp>.

| | | | | | |
|--|---|--|-----------------------|--------------------------|---|
| STATE OF CALIFORNIA | | CONTRACTOR | | | |
| BY (AUTHORIZED SIGNATURE) | | BY (AUTHORIZED SIGNATURE) | | | |
| PRINTED NAME OF PERSON SIGNING Sueshil Chandra, Manager | | PRINTED NAME AND TITLE OF PERSON SIGNING MONA GREEN, DIRECTOR | | | |
| TITLE Contracts, Purchasing and Conference Services | | ADDRESS 9625 WARNER AVE., FOUNTAIN VALLEY | | | |
| AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 227,013 | PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs | | FUND TITLE General | | Department of General Services use only 92708 |
| PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0 | (OPTIONAL USE) 0656 23038-6649 | | | | |
| TOTAL AMOUNT ENCUMBERED TO DATE \$ 227,013 | ITEM 30.10.010. 6100-196-0001 | CHAPTER B/A | STATUTE 2016 | FISCAL YEAR 2016-2017 | |
| | OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590 | | | | |
| | I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above. | | T.B.A. NO. | B.R. NO. | |
| SIGNATURE OF ACCOUNTING OFFICER | | DATE | | | |

CCC-37

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

| | | |
|---|---|---|
| <i>Contractor/Bidder Firm Name (Printed)</i> Fountain Valley Elementary School District | | <i>Federal ID Number</i> 6649 |
| <i>By (Authorized Signature)</i> | | |
| <i>Printed Name and Title of Person Signing</i> Mona Green, Director | | |
| <i>Date Executed</i> 6/16/2016 | <i>Executed in the County of</i> Orange | |

CONTRACTOR CERTIFICATION CLAUSES

1. STATEMENT OF COMPLIANCE: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 8103) (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE REQUIREMENTS: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

- a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.
- b. Establish a Drug-Free Awareness Program to inform employees about:
 - 1) the dangers of drug abuse in the workplace;
 - 2) the person's or organization's policy of maintaining a drug-free workplace;
 - 3) any available counseling, rehabilitation and employee assistance programs; and,
 - 4) penalties that may be imposed upon employees for drug abuse violations.
- c. Every employee who works on the proposed Agreement will:
 - 1) receive a copy of the company's drug-free workplace policy statement; and,
 - 2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lesser of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set

forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts over \$100,000 executed or amended after January 1, 2007, the contractor certifies that contractor is in compliance with Public Contract Code section 10295.3.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

- 1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.
- 2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

- 1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.
- 2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive

payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all

contractors that are not another state agency or other governmental entity.



Fountain Valley School District
BUSINESS SERVICES

M E M O R A N D U M

TO: Board of Trustees
FROM: Christine Fullerton, Assistant Superintendent, Business Services
SUBJECT: **Approval of Lee & Associates Commercial Real Estate Services to Represent District Tenant Leases**
DATE: June 1, 2016

Background:

The District currently leases office space on the second floor to outside tenants. Lee & Associates Commercial Real Estate Services has been the District's agent in acquiring new tenants, and securing lease renewals. As in prior years, Lee & Associates has proposed an extension of the Original Exclusive Right to Represent Owner for Sale or Lease of Real Property dated December 12, 2012. The proposed extension will be from December 30, 2015 to December 31, 2016.

Fiscal Impact:

The Schedule of Commissions for Gross Leases is 6.5% of the rent for the first five years; 4% of the rent for the balance of the term, as outlined in the original 2012 agreement.

Recommendation:

It is recommended that the Board of Trustees approves the extension with Lee & Associates Commercial Real Estate Services for services from December 30, 2015 to December 31, 2016.



COMMERCIAL REAL ESTATE SERVICES

www.lee-associates.com

February 3, 2016

Ms. Christine Fullerton
Fountain Valley School District
10055 Slater Ave, Suite 220
Fountain Valley, CA 92708

RE: 10055 Slater Avenue
Fountain valley, CA

This letter shall authorize the extension of the Exclusive Right to Represent Owner for Sale or Lease of Real Property for the above referenced property from December 30, 2015 to December 31, 2016.

All other terms and conditions of the original Exclusive Right to Represent Owner for Sale or Lease of Real Property dated December 12, 2012 shall all remain the same.

Please sign below indicating acceptance and return of the executed copy to our office.

Thank you.

AGREED AND ACCEPTED:

AGREED AND ACCEPTED:

FOUNTAIN VALLEY SCHOOL DISTRICT

LEE & ASSOCIATES, INC. - ORANGE

By: Christine Fullerton

By: Marshal Vogt
License #01519213

Dated:

Dated: 02/03/2016

LEE & ASSOCIATES COMMERCIAL REAL ESTATE SERVICES, INC - ORANGE

Corporate ID# 01011260

A Member of the Lee & Associates Group of Companies

www.lee-associates.com

1004 West Taft Avenue, Suite 150 Orange, CA 92865 / 714-647-9100



Fountain Valley School District
Curriculum/Instruction

MEMORANDUM

TO: Board of Trustees
FROM: Steve McLaughlin, Assistant Superintendent, Instruction
SUBJECT: **APPROVAL OF SINGLE YEAR WITH ANNUAL RENEWAL CONTRACT BETWEEN FOUNTAIN VALLEY SCHOOL DISTRICT AND MIND RESEARCH INSTITUTE TO PROVIDE ST MATH TO THE DISTRICT'S EIGHT SCHOOLS**
DATE: May 13, 2016

Background:

Currently, ST Math is active at eight school sites within the District. Initial funding and setup for the first seven sites were covered by a series of grants received from Hyundai over a number of years. The final site, Tamura, was mainly funded using supplemental monies as outlined in the 2014-2015 LCAP. Ongoing license fees vary by site and are based on the number of student users. Prior to 2014-2015, license fees were paid for by the school sites using either Title 1 funds or donations. Beginning in 2014-2015, approximately \$10,000 of supplemental funding was used to pay one-half of the annual renewal fees at five sites.

All schools will now have a June 1 annual service/renewal date, with the District paying one-half of the fees at the elementary sites and the elementary school sites paying the other half, using either Title 1 funds or donations. Masuda Middle School will continue to pay their license fee in full.

Fiscal Impact:

The District will continue to cover one-half of the cost of the licensing fees for the seven elementary schools, with funds allocated in the District's Local Control Accountability Plan to support student success.

Recommendation:

It is recommended that the Board of Trustees approves the contract between Fountain Valley School District and Mind Research Institute to continue to provide ST Math to the District's eight schools.



MIND Research Institute

111 Academy Drive, Suite 100
Irvine, CA 92617
949-345-8700
866-569-7014
www.mindresearch.org

Quote

Page 1 of 2

Date 05/04/2016
Quote # 1420810

Expires 06/03/2016
Partnership Manager Debora Stacker
E-mail: dstacker@mindresearch.net
Phone: 202-714-1714

Bill To
ACCOUNTS PAYABLE
FOUNTAIN VALLEY SCHOOL DIST
10055 SLATER AVE
FOUNTAIN VLY CA 92708

Ship To
ACCOUNTS PAYABLE
FOUNTAIN VALLEY SCHOOL DIST
10055 SLATER AVE
FOUNTAIN VLY CA 92708

| Qty | Item | Amount |
|-----|--|------------|
| 0 | Description ST MATH RENEWAL Upon payment, all schools will have a June 1st renewal date. ST Math Annual Service/Renewal Fee: • Renew ST Math Gen5 Software License for unlimited computers and students at the school site + ongoing minor software updates if any • Startup training modules for new features, and Initial Training of new teachers and principals (included) • Post-Startup Training and Professional Development modules, including video and scheduled live webinars, to improve program knowledge, use and outcomes • Ongoing Best Practices Consulting and Personalized Support through phone, email, Skype or webinar • Monthly summary Progress Reports at school or district level • Yearly Data Meeting to review the past year and set goals for next year | |
| 0 | Description | |
| 1 | SRS0134 Annual Service/Renewal Fee - \$3,999 COX ELEMENTARY with 10 Month Proration-Term 8/1/16 TO 5/31/17 for ST Math: K-5 + Fluency | \$3,416.67 |
| 1 | SRS0130 Annual Service/Renewal Fee - \$2,999 MASUDA MIDDLE with 8 Month Proration- Term 10/1/16 to 5/31/17 for ST Math: MSS | \$1,999.33 |
| 1 | SRS0133 Annual Service/Renewal Fee - \$3,750 TAMURA ELEMENTARY Term 6/1/16 to 5/31/17 for ST Math: K-5 Amount \$3,750 | \$5,000.00 |

Note: PTO paid 1/2 of prorated term 10/1/15 to 5/31/16. Amount remaining balance for proration is \$1,250.

Please submit purchase orders:
By email: purchaseorders@mindresearch.org
By Fax: 1-866-569-7014
Thank you for being an ST Math partner!



MIND Research Institute

111 Academy Drive, Suite 100
Irvine, CA 92617
949-345-8700
866-569-7014
www.mindresearch.org

Quote

Page 2 of 2

Date 05/04/2016
Quote # 1420810

Expires 06/03/2016
Partnership Manager Debora Stacker
E-mail: dstacker@mindresearch.net
Phone: 202-714-1714

| Qty | Item | Amount |
|----------------------|--|-------------|
| 2 | SRS0132 Annual Service/Renewal Fee - \$3,499 OKA ELEMENTARY with 17 Month Proration- Term 1/1/16 to 5/31/17 for ST Math: K-5 NEWLAND ELEMENTARY with 17 Month Proration- Term 1/1/16 to 5/31/17 for ST Math: K-5 | \$9,913.84 |
| 2 | SRS0132 Annual Service/Renewal Fee - \$3,499 GISLER ELEMENTARY with 17 Month Proration- Term 1/1/16 to 5/31/17 for ST Math: K-5 COURREGES ELEMENTARY with 17 Month Proration- Term 1/1/16 to 5/31/17 for ST Math: K-5 | \$10,625.00 |
| 1 | SRS0133 Annual Service/Renewal Fee - \$3,750 PLAVAN ELEMENTARY with 18 Month Proration- Term 12/1/15 to 5/31/17 for ST Math: K-5 | \$5,625.00 |
| Subtotal | | \$36,579.84 |
| Tax Total (%) | | \$0.00 |
| Total | | \$36,579.84 |

Please submit purchase orders:
By email: purchaseorders@mindresearch.org
By Fax: 1-866-569-7014
Thank you for being an ST Math partner!



Fountain Valley School District
Curriculum and Instruction

MEMORANDUM

TO: Board of Trustees
FROM: Steve McLaughlin, Assistant Superintendent, Instruction
SUBJECT: **APPROVAL OF CONTRACT BETWEEN THE IRVINE MATH PROJECT (IMP) AND FOUNTAIN VALLEY SCHOOL DISTRICT TO PROVIDE SUMMER 2016 MATH SUPPORT IN THE IMPLEMENTATION OF COMMON CORE MATH STANDARDS IN OUR MIDDLE SCHOOLS**
DATE: May 13, 2016

Background:

To support the preparation of FVSD 6-8 grade math teachers in successfully implementing common core standards, the UC Irvine Math Project (IMP) will collaborate with the district to provide content and pedagogical, content-based professional development, unit curriculum/lesson writing, and general support.

There will be two days of 6th grade professional development on June 28 and August 23, two days of 7th grade professional development on June 29 and August 24 and two days of 8th grade professional development on June 30 and August 25. The IMP will also provide common core conceptual curriculum for each instructional unit addressed in grades 6-8 professional development.

Fiscal Impact:

All expenses associated with the IMP summer training will be covered by the grant received for Teacher Effectiveness.

Recommendation:

It is recommended that the Board of Trustees approves the contract for summer professional development services for 6-8 grade math teachers with the Irvine Math Project.

**Sales and Service Agreement
Between
Fountain Valley School District
and
The Regents of the University of California
University of California, Irvine**

This Agreement for **Mathematics consultative service and training** is by and between The Regents of the University of California, a California constitutional corporation, on behalf of the University of California, Irvine campus **Irvine Math Project** (hereinafter “University”) and **the Fountain Valley School District** (hereinafter “Buyer”).

I. SCOPE OF WORK

University shall provide **Middle School Math Support as outlined in appendix A.**

All work is being performed by the University on a best efforts basis, and the University makes no warranty regarding the outcome of the work specified herein.

II. PERIOD OF PERFORMANCE

A. The period of performance of this Agreement shall commence on **June 28, 2016** and continue through **August 30, 2016.**

B. Either the University or the Buyer may terminate this Agreement at any time, without cause, by giving the other **30** days written notice of such action. If terminated prior to completion, the University shall, in thirty (30) days, receive full payment from Buyer for all costs incurred under this Agreement up to and including the date of termination.

III. COMPENSATION AND REIMBURSEMENT OF EXPENSES

A. Rate:

The total amount of this Agreement is \$ **20,625.**

B. Payments shall be made to the University based on the following schedule:

Invoice: September 1, 2016

C. Payment checks shall reference this Agreement and be issued to the **Regents of the University of California** and mailed to:

**Karajeau Hyde
Irvine Math Project
439 Social Science Tower
University of California, Irvine
Irvine, California 92697 - 2505**

IV. TERMS AND CONDITIONS

A. Indemnification

Except as otherwise limited herein, University shall defend, indemnify and hold harmless Buyer, its officers, employees, and agents from and against any and all

liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damage are caused by or result from the negligent or intentional acts or omissions of University, its officers, employees, or agents.

Buyer shall defend, indemnify and hold harmless University, its officers, employees, and agents from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damage are caused by or result from the negligent or intentional acts or omissions of Buyer, its officers, employees, or agents.

Neither termination of this Agreement nor completion of the acts to be performed under this Agreement shall release any party from its obligation to indemnify as to any claims or cause of action asserted so long as the event(s) upon which such claim or cause of action is predicated shall have occurred prior to the effective date of termination or completion.

B. Insurance

1. Buyer shall provide proof of insurance, naming the University as additional insured, showing amounts of coverage as follows:

Broad Form Commercial General Liability Insurance (Contractual Liability Included):

| | |
|-------------------|--------------|
| Each Occurrence | \$ 1,000,000 |
| General Aggregate | \$ 2,000,000 |

2. The University shall maintain self-insurance covering its activities under this Agreement in an amount not less than \$1,000,000 per occurrence.

C. WARRANTY

THE PRODUCTS AND SERVICES UNDER THIS AGREEMENT ARE PROVIDED WITHOUT WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE OR ANY OTHER WARRANTY, EXPRESSED OR IMPLIED. IN NO EVENT IS THE REGENTS OF THE UNIVERSITY OF CALIFORNIA LIABLE FOR ANY INCIDENTAL, SPECIAL, OR CONSEQUENTIAL DAMAGES RESULTING FROM THE USE OF THE PRODUCTS AND SERVICES CONTRACTED FOR HEREIN.

D. Conflict of Interest

Buyer affirms that there exists no actual or potential conflict of interest between the parties, including the financial interests of their officers, agents, or employees. Any question regarding a possible conflict of interest will be raised with the University.

- E. Equal Opportunity Affirmative Action
Buyer will abide by the requirements set forth in Executive Orders 11246 and 11375. Where applicable, Buyer will abide by 41 CFR §§ 60-1.4(a), 60-300.5(a) and 60-741.5(a), incorporated by reference with this statement: **“This contractor and subcontractor shall abide by the requirements of 41 CFR §§ 60-1.4(a), 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, or national origin. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, national origin, protected veteran status or disability.”** With respect to activities occurring in the State of California, Buyer agrees to adhere to the California Fair Employment and Housing Act. Buyer will provide UC on request a breakdown of its labor force by groups as specified by UC, and will discuss with UC its policies and practices relating to its affirmative action programs. Buyer will not maintain or provide facilities for employees at any establishment under its control that are segregated on a basis prohibited by federal law. Separate or single-user restrooms and necessary dressing or sleeping areas must be provided, however, to ensure privacy.
- F. Cooperation
University and Buyer shall cooperate in the event of any legal action or claim made by a third party that may result from activities relating to the performance of this Agreement.
- G. Compliance
1. University and Buyer agree to comply with all applicable federal, state, and local laws, regulations and codes in the performance of this Agreement.
 2. Buyer warrants that any and all of its work being submitted under this Agreement comply with all U.S. export control laws and regulations. Buyer shall notify University in writing to exportcontrol@research.uci.edu if any ITAR or EAR restricted technology or data is to be provided to University under this Agreement or if data that Buyer is requesting University to produce during the course of work under this Agreement is expected to be ITAR or EAR restricted. University shall have the right to decline ITAR or EAR restricted technology or data or tasks requiring production of such information.
- H. Force Majeure
University shall not be responsible for damages or for delays or failures in performance resulting from acts or occurrences beyond its reasonable control, including, without limitation: fire, lightning, explosion, power surge or failure, water, acts of God, war, revolution, civil commotion or acts of civil or military authorities or public enemies: any law, order, regulation, ordinance, or requirement of any government or legal body or any representative of any such

government or legal body; or labor unrest, including without limitation, strikes, slowdowns, picketing or boycotts; inability to secure materials and supplies, transportation facilities, fuel or energy shortages, or acts or omissions of others.

I. Assignment

The obligations of the parties pursuant to this Agreement shall not be assigned without the prior written consent of the parties.

J. Confidentiality

It is agreed that Buyer shall disclose only information necessary to the work and, if any such information is considered confidential, it shall be clearly marked "Confidential Information" and sent by Buyer in writing only to the University (as specified in article IV, paragraph K.) or orally disclosed to the University and reduced to writing by Buyer within thirty days of disclosure. University shall inform its employees that for a period of one year from the end of the Agreement, Confidential Information shall not be used or disclosed to others except in furtherance of this Agreement unless Confidential Information: (i) is or shall have been known to the University before its receipt thereof; (ii) is disclosed to the University by a third party; (iii) is or shall have become known to the public through no fault of the University; or (iv) is required by law to be disclosed.

K. Notice

Whenever any notice is to be given hereunder, it shall be in writing and shall be deemed received, if delivered by courier on a business day, on the day delivered, or on the second business day following mailing, if sent by first-class certified or registered mail, postage prepaid, to the following addresses:

To University:

**University of California, Irvine
Irvine Math Project
Irvine, CA 92697 - 2505
Attn: Karajeane Hyde, Principal Service Provider**

AND

University of California, Irvine
Purchasing and Risk Services
Irvine, CA 92697-4530
Attn: Rick Coulon

To Buyer:

**Company Name: Fountain Valley School District
Address: 110055 Slater Avenue
Address:
City: Fountain Valley State: Ca Zip: 92708
Attn: Steve McLaughlin**

L. Severability

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

M. Use of Name

The parties agree that they will not use the name, logo, seal or trademarks of the other party or its employees, including without limitation, in any advertisement, press release, publicity or any product or service resulting from this Agreement, without prior written approval of the other party.

N. Non-Waiver

Waiver or non-enforcement by either party of a term or condition shall not constitute a waiver or a non-enforcement of any other term or condition or of any subsequent breach of the same or similar term or condition.

O. No Third-Party Rights

Nothing in this Agreement is intended to make any person or entity who is not signatory to the agreement a third-party beneficiary of any right created by this Agreement or by operation of law.

P. Dispute Resolution

Any dispute arising regarding the interpretation or implementation of this Agreement, including any claims for breach of this Agreement, shall be resolved by submitting the claim for arbitration to JAMS in accordance with its rules and procedures applicable to commercial disputes. The location of any arbitration proceedings shall be Orange County, California, and any enforcement of the arbitrator's decision shall be brought in a court of competent jurisdiction in Orange County, California.

Q. Attorney's Fees

In any action brought by a party to enforce the terms of this Agreement, the prevailing party shall be entitled to reasonable attorney's fees and costs. The prevailing party shall be entitled to the reasonable value of any services provided to it by in-house counsel. The reasonable value of services provided by in-house counsel shall be calculated by applying an hourly rate commensurate with prevailing market rates charged by attorneys in private practice for such services.

R. Amendments

Any amendments to this Agreement must be made, in writing, and approved by the authorized representatives of the Buyer and the University.

S. Entire Agreement

This Agreement and any exhibits attached hereto constitute the entire agreement between the parties to it and supersede any prior understanding or agreement with respect to the services contemplated, and may be amended only by written amendment executed by both parties to this Agreement.

T. Governing Law

This Agreement shall be construed in accordance with the laws of the State of California without regard to its conflicts of laws rules.

U. Independent Contractor

University in the performance of this Agreement shall be and act as an independent contractor.

ACKNOWLEDGED AND ACCEPTED BY:

The Regents of the University of California

(UC Irvine Department Approval)

Name: **Stephanie Reys-Tuccio**

Date

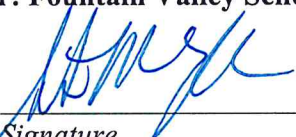
Title: **Director, Center for Educational Partnerships**

Brant Yancy, Director

Date

Purchasing and Risk Services

Buyer: Fountain Valley School District



Signature

Date

Name: **Steve McLaughlin**

Title: **Assistant Superintendent, Instruction**

SMOKE AND TOBACCO-FREE ENVIRONMENT: The University of California is committed to a healthy campus and workplace culture and environment. Effective January 2, 2014, the University of California is a Smoke and Tobacco-Free environment. Smoking and the use of smokeless tobacco products (e.g. e-cigarettes and other unregulated nicotine products) is strictly prohibited on all University of California-controlled properties, owned or leased and regardless of location. For more information please see: <http://www.policies.uci.edu/adm/pols/903-14.html>

Revised 04/2015

**Irvine Math Project- Fountain Valley School District
Common Core grades 6-8 Math Proposal Summer 2016**

To support the preparation of FVSD grades 6-8 teachers to successfully implement the common core standards, the UC Irvine Math Project will partner with the district to provide content and pedagogical content based professional development, unit curriculum/lesson writing, and general support.

| 2016-17 Professional Development & Curriculum Support | | |
|--|---|---------|
| 2 Days of grade 6 PD. Focus on content for unit 1 and 2. PD day will address a single, coherent unit and allow teachers to participate in hands-on lessons that build conceptual understanding and lead to procedural development. Days will include reading of those standards in the framework and progressions as well as discussion of imbedded math practices and pedagogy throughout. Each day will include time to analyze which text lessons best support standards and when to implement those (unit pacing). The June date will include preparation of HW for Trimester 1. June 28 and August 23 | \$2,000/per presenter per day; includes copies, materials, and prep. Max of 30 teachers. | \$4,000 |
| 2 Days of grade 7 PD. Focus on content for unit 1 and 2. PD day will address a single, coherent unit and allow teachers to participate in hands-on lessons that build conceptual understanding and lead to procedural development. Days will include reading of those standards in the framework and progressions as well as discussion of imbedded math practices and pedagogy throughout. Each day will include time to analyze which text lessons best support standards and when to implement those (unit pacing). The June date will include preparation of HW for Trimester 1. June 29 and August 24 | \$2,000/per presenter per day; includes copies, materials, and prep. Max of 30 teachers. | \$4,000 |
| 2 Days of grade 8 PD. Focus on content for unit 1 and 2. PD day will address a single, coherent unit and allow teachers to participate in hands-on lessons that build conceptual understanding and lead to procedural development. Days will include reading of those standards in the framework and progressions as well as discussion of imbedded math practices and pedagogy throughout. Each day will include time to analyze which text lessons best support standards and when to implement those (unit pacing). The June date will include preparation of HW for Trimester 1. June 30 and August 25 | \$2,000/per presenter per day; includes copies, materials, and prep. Max of 30 teachers. | \$4,000 |
| Provide common core conceptual curriculum for each instructional unit addressed in PD, grades 6-8. Each unit will have an outline and come with all conceptual lessons as well as many problem solving/hook lessons. Outline will suggest best places to supplement adopted textbook. Each unit is comprised of approximately 10-15 one to three-day lessons, includes a parent letter, student note pages (toolbox), an end of unit exam, and a teacher Storybook (the math of the unit and how to teach the unit). | \$2,250 per unit x 1 unit per grade x 3 grade levels. | \$6,750 |
| 2016 Summer Totals and Overhead | | |
| 10% UCI CFEP Overhead Tax | \$1,875 | |
| Total Summer 2016 | \$20,625 | |



Fountain Valley School District
Curriculum and Instruction

MEMORANDUM

TO: Board of Trustees
FROM: Steve McLaughlin, Assistant Superintendent, Instruction
SUBJECT: **APPROVAL OF CONTRACT FOR CGI SUMMER
PROFESSIONAL DEVELOPMENT SERVICES WITH TERI
MALPASS FOR FVSD TK-5 TEACHERS**
DATE: May 13, 2016

Background:

To continue supporting the effective implementation of Cognitively Guided Instruction (CGI) for Fountain Valley School District TK-5 teachers, Teri Malpass will provide summer professional development that teachers can attend. Attendance is voluntary and teachers will be compensated. There will be three sessions for TK-2 teachers on June 28-30, 2016 and three sessions for 3-5 teachers on August 23-25, 2016.

Fiscal Impact:

All expenses associated with the CGI summer training will be covered by the grant received for Teacher Effectiveness.

Recommendation:

It is recommended that the Board of Trustees approves the contract for CGI summer professional development services with Teri Malpass.

CONSULTING AGREEMENT

This agreement is made and entered into this ____ day of _____, 20____, between _____, hereafter referred to as "Consultant" and the Fountain Valley School District, hereinafter referred to as "District".

Whereas, the District is in need of special services and advice; and

Whereas, such services and advice are not available at no cost from public agencies; and

Whereas, Consultant is specially trained, experienced and competent to provide the special services and advice required; and

Whereas, such services are needed on a limited basis:

Now, therefore, the parties hereto agree as follows:

1. Services to be provided by consultant:

2. The Consultant will commence providing services under this agreement on _____ and will diligently perform as required and complete performance by _____. The Consultant will perform said services as an independent calling and not as an employee of the District. Consultant shall be under the control of the district as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.
3. The District will prepare and furnish to the Consultant upon request such information as is reasonably necessary to the performance of the Consultant to this agreement.
4. The District shall pay the consultant \$ _____ per day for _____ days, for a total contract price of \$ _____ for services rendered pursuant to this agreement
5. The District may at any time for any reason terminate this agreement and compensate Consultant only for services rendered to the date of termination. Written notice by the District Superintendent shall be sufficient to stop further performance of services by Consultant. The notice shall be deemed given when received or no later than three (3) days after the day of mailing, whichever is sooner.
6. Consultant agrees to and shall hold harmless and indemnify the District, its officers, agents and employees from every claim or demand made and every liability or loss, damage or expense of any nature whatsoever, which may be incurred by reason of: (A) Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage or expense sustained by the consultant or any person, firm or corporation employed by the Consultant upon or in connection with the services called for in this agreement except for liability for damages referred to above which result from the sole negligence or willful misconduct of the District, its officers, employees or agents; (B) Any injury to or death of persons or damage to property sustained by any persons, firm or corporation, including the District, arising out of, or in any way connected with the services covered by this agreement, whether said injury or damage occurs either on or off school district property, except for liability for damages which result from the sole negligence or willful misconduct of the District, its officers, employee or agents. The Consultant, at Consultant's expense, cost and risk, shall defend any and all actions, suits or other proceeding that may be brought or instituted against the District, its officers, agents or employees on any such claim, demand or liability and shall pay or satisfy any judgment that may be rendered against the District, its officers, agents or employees in any action, suit or other proceedings as a result thereof.
7. This agreement is not assignable without written consent of the parties hereto.
8. Consultant shall comply with all applicable federal, state and local laws, regulations and ordinances including worker's compensation.
9. Consultant, if an employee of another public agency, certifies that Consultant will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this agreement.

In witness whereof, the parties hereto have caused this agreement to be executed.

| | |
|---|---|
| <p style="text-align: center;">Must be signed <u>prior</u> to District signature</p> <p>Consultant: _____</p> <p>Consultant Signature: _____</p> <p>Address: _____</p> <p>City, State, Zip Code: _____</p> <p>Date: _____</p> | <p style="text-align: center;">Board Approval required <u>prior</u> to signature</p> <p style="text-align: center;">FOUNTAIN VALLEY SCHOOL DISTRICT</p> <p>By: _____</p> <p style="text-align: center;">Director, Business Services</p> <p>Date: _____</p> <p>Date of Board Approval: _____</p> |
|---|---|

DISTRIBUTION: Forward three (3) copies of contract (signed by Consultant) to Business Services for signature. Only one (1) copy of fully executed contract will be returned to Consultant.



Fountain Valley School District
Curriculum and Instruction

MEMORANDUM

TO: Board of Trustees
FROM: Steve McLaughlin, Assistant Superintendent, Instruction
SUBJECT: **APPROVAL OF AGREEMENT BETWEEN SCHOOL LOOP, INC.
AND FOUNTAIN VALLEY SCHOOL DISTRICT TO PURCHASE
AND RECEIVE A SUBSCRIPTION TO SCHOOL LOOP'S WEB-
BASED SERVICE**
DATE: May 17, 2016

Background:

For approximately seven years, School Loop has provided the grade book and parent portal for our middle schools.

School Loop integrates instruction, communication, and intervention tools into one simple system so students and their parents know where they stand, what to do, and how to do it well. Teachers will use School Loop regularly to post assignments, track grades, and create websites. This allows families to be more connected to their student's classroom.

Fiscal Impact:

All expenses associated with this agreement will be covered by Technology funds and Assessment and Accountability supplemental funds as outlined in the District's LCAP.

Recommendation:

It is recommended that the Board of Trustees approves the updated contract for continued use between School Loop, Inc. and the Fountain Valley School District for the 2016-2017 school year.

SCHOOL LOOP Order Form

Customer Name: Fountain Valley School District

Start Date: 07/01/2016 **End Date:** 06/30/2017

Payment Summary

You will be billed once a year for each year per the terms in the Payment Notes.

| School Year | Total Due for Year |
|-------------|--------------------|
| 16/17 | \$17780.45 |

Detail

The following breaks down the total amount due each year by license and service:

| Service Type | License/Service | Price | Unit | 16/17 |
|----------------------|--------------------------------|-----------|--------------------|-------------------|
| Integration Services | Grade Export Annual Support | \$1000.00 | 1.00 | \$1000.00 |
| Integration Services | SIS Integration Annual Support | \$1000.00 | 1.00 | \$1000.00 |
| SL Plus Gradebook | Secondary | \$6.65 | 2373.00 | \$15780.45 |
| SL Standard | Free Websites (SL Plus Bundle) | \$0.00 | 11.00 | \$0.00 |
| | | | Total 16/17 | \$17780.45 |

General Notes

Payment Notes We invoice once a year on July 1st. You will be invoiced separately for each upcoming school year. Payment in full for each school year is due 30 days after the invoice date.

By signing this Order Form, Customer agrees that any and all subscriptions and services provided by School Loop under this Order Form are subject to the School Loop Master Subscription Agreement which Customer signed with School Loop. Any capitalized terms used but not defined in this Order Form shall have the meanings ascribed to such terms in the Subscription Agreement.

Fountain Valley School District

School Loop, Inc.

By (Signature)

By (Signature)

Name/Title (Printed)

Mark Gross CEO / Founder

Name/Title

Date

Date

SCHOOL LOOP MASTER SUBSCRIPTION AGREEMENT

This School Loop Subscription Agreement (“**Agreement**”) is agreed to by the Fountain Valley School District (“**Customer**”), with an address of 10055 Slater Ave, Fountain Valley, CA 92708 and School Loop, Inc., with an address of 41 Grant Ave, Suite 200, San Francisco, CA 94108 (“**School Loop**”). Customer and School Loop may sign forms (“**Documents**”) referencing this Agreement with order details including School Loop’s Order Form, or by Purchase Order, or any other agreed to document, and each such Document is subject to the terms of the Agreement. The Agreement is effective as of the date the first Document is signed by the Customer and School Loop (the “**Effective Date**”) through 06/30/2017, the end date of the term.

This Agreement permits Customer to purchase and receive a subscription to School Loop’s web-based Service (as defined below) for the period specified on the Document (the “**Subscription Term**”) and sets forth the terms and conditions under which such Service will be provided. This Agreement shall govern Customer’s initial subscription on the Effective Date as well as any future subscription purchases made by Customer which reference this Agreement.

1. The Service

1.1. Provision of Service. School Loop offers on-line subscription products designed to facilitate the distribution of information regarding students to parents, students, school and district staff, and, with the proper approvals, to appropriate people with student information rights (“**Users**”), and provide communications and information-sharing capabilities between teachers, students, school and district staff, people with student information rights, and parents (the “**Service**”). Subject to the terms of this Agreement, School Loop shall host the Service and will make the Service available to Customer during the Subscription Term. From time to time School Loop may make available evaluation or no-charge Services.

1.2. Restrictions. 1.2. Customer may use the Service only as expressly authorized by School Loop and for no other purpose. Customer shall not: (a) rent, lease, copy, provide access to or sublicense the Service to a third party, (b) reverse engineer, decompile, disassemble, or otherwise seek to obtain the source code to the Service, (c) remove or obscure any product identification, proprietary, copyright or other notices contained in the Service (including any reports or data printed from the Service); or (d) publicly disseminate information or analysis regarding the performance of the Service.

1.3. Professional Services. If School Loop and Customer agree separately in a Statement of Work (“**SOW**”), School Loop shall provide the professional consulting services described in that SOW (“**Professional Services**”). During the Subscription Term, Customer shall have a license right to use anything delivered as part of the Professional Services internally solely in conjunction with use of the Service under this Agreement, but School Loop shall retain all right, title and interest in and to any such work product, code or software and any derivative, enhancement or modification thereof created by School Loop (or its agents). Each SOW must be signed by both parties before School Loop shall commence work under such SOW.

2. Customer Obligations

2.1. "Customer Content" means any data, information or other content of any type which is provided by Customer or any User to School Loop for inclusion in the Service; including, without limitation, data, information or other content which Customer or Users input to or upload to the Service. Customer shall assure that use of the Service and all Customer Content at all times comply with all applicable local, state, federal and international law, regulations and conventions, including, without limitation, those related to data privacy, international communications, and the exportation of technical or personal data. Customer is solely responsible for the accuracy, content and legality of all Customer Content (including its use as authorized hereunder). Customer represents and warrants to School Loop that Customer has sufficient rights in the Customer Content to authorize School Loop to process, distribute and display the Customer Content as contemplated by this Agreement and the Service, and that the Customer Content does not infringe the rights of any third-party or constitute libel, slander or defamation. Customer represents that all Customer Content complies with Federal and local privacy regulations and its distribution to Users is not a violation of FERPA or of any local laws or education codes.

2.2. Access to Service. If Customer or Users are given access to accounts on School Loop’s systems in order to make use of the Service, Customer shall require that all Users, employees and agents accessing such accounts keep user ID and password information confidential, and that each employee or agent not share such information with any unauthorized person. User IDs are granted to individual named persons and may not be shared unless required by law. Customer shall be responsible for actions taken using Customer’s and Users’ accounts.

2.3. User Consents. Customer acknowledges that use of the Service may require communication with students. Customer agrees that it shall be solely responsible for (a) securing any consents that may be required from Users to have their data used in the Service, (b) securing from Users such permissions as may be necessary or required in order to collect, store and use such data for the rendering of the Service, (c) providing for such use of User data in its privacy and data use policies, and (d) complying with applicable privacy and other laws. School Loop may provide Customer with a model set of statements which Customer may use to create User consent forms, however those statements are for Customer’s convenience only and it is Customer’s responsibility to ensure that these statements conform to the obligations of this Agreement and applicable law. Customer understands and acknowledges that if ordered by Customer, some features of the Service may allow certain Customer Content to be made public on the Internet. This publicly available Customer Content may include general information about a school, information regarding school news and events, information posted by teachers about their curriculum (such as course descriptions, syllabi, assignments and the like). Customer agrees that it shall be solely responsible for notifying Users that certain Customer Content will be made public on the Internet and for securing the appropriate User consents. Customer also acknowledges that School Loop may make available functionality which allows third parties to access information on the Service or input information on the Service (by way of example and not limitation, functionality which allows synchronizing of a user’s School Loop calendar to an external service).

2.4. Third Party Services. Customer acknowledges that the Service may permit Customer to integrate, at Customer’s and/or Users’ discretion, functionality provided by third party services. Such third party services are not considered part of the “**Service**” provided hereunder. By enabling any such third party services, Customer agrees that School Loop is not responsible for the accuracy, legality, availability or reliability of any such third party services, the acts or omissions of any providers of such third party services or any information made available in connection with such third party services. The manner in which such third party services use, store and disclose your information is governed solely by the policies of such third parties, and School Loop will have no liability or responsibility for the privacy practices or other actions of any provider of such third party service. As such, Customer agrees not to seek to hold School Loop liable or responsible for any damage or loss caused by or in connection with the use of such third party services. School Loop enables these features merely as a convenience and the integration or inclusion of such features does not imply an endorsement or recommendation.

3. Ownership

3.1. Rights in Customer Content. Customer shall retain all right, title and interest (including any and all intellectual property rights) in and to the Customer Content, and School Loop shall use such Customer Content solely for the purposes of providing the Service. Subject to the terms of this Agreement, Customer hereby grants to School Loop the non-exclusive, worldwide, royalty-free right to use, copy, store, transmit, modify, create derivative works of and publicly display the Customer Content solely to the extent necessary to provide the Service except where doing so is in violation of FERPA or local laws or education code

3.2. Subscription not Sale. This is a subscription agreement for use of the Service and is not an agreement for sale. Customer agrees that the Service and the end-user documentation and any and all related and underlying School Loop software and technology constitute trade secrets or copyrighted material of School Loop or its suppliers, and that School Loop or its suppliers retain all right, title and interest (including all intellectual property rights) therein. Customer may point their DNS to the sites, and they retain full rights and ownership of their own domain. School Loop may employ a subdomain of schoolloop.com in order to provide the Service, however no ownership or license right in the schoolloop.com domain, or any subdomain, is transferred under this Agreement, and School Loop reserves the sole right to manage any and all domains and subdomains related to the Service as it sees fit. All rights not specifically granted shall be reserved to School Loop. No right, title or interest in any of School Loop's trademarks is granted hereunder.

4. Fees and Payment.

All fees are as set forth in the applicable Order Form and shall be paid by Customer in accordance with the terms of the applicable Order Form. Except as set forth in Section 6.1 (Limited Warranty), or in the Order Form all fees are non-refundable. Payment is due 30 days from the date of invoice or PO, whichever is later, unless otherwise set forth on the order form. Accounts that are more than 30 days overdue are subject to suspension.

Customer is required to pay any sales, use, value-added withholding, or similar taxes or levies, other than taxes based on the income of School Loop. Customer may not withhold any amounts (including as may be required by any taxing authority) without express written consent of School Loop.

5. Term and Termination

5.1. Term. This Agreement shall continue until the earlier occurs of (a) expiration or termination of the Subscription Term, or (b) termination in accordance with this Section 6. Customer's subscription shall renew if and as described in the Order Form

5.2. Termination for Cause. Either party may terminate this Agreement: (a) if the other party fails to cure any material breach of this Agreement (including a failure to pay fees) within 30 days after written notice or (b) if the other party files or has filed against it any bankruptcy, dissolution or similar proceeding or enters into any form of arrangement with its creditors (provided such filing is not removed within 60 days thereof).

5.3. Effect of Termination. Upon any termination of this Agreement, Customer shall immediately cease any and all use of and access to the Service (including any and all related School Loop software, technology and systems) and delete (or, at School Loop's request and expense, return) any and all copies of the Service documentation provided by School Loop, any School Loop passwords or access codes and any other School Loop Confidential Information in its possession. Termination of this Agreement shall be in addition to, and not in lieu of, any equitable or other remedies available to the terminating party.

5.4. Suspension of Service. School Loop has the right, in its sole reasonable discretion, to suspend the Services immediately if deemed reasonably necessary, (reasonably necessary conditions which, for example, may include breaches of security that risk FERPA protected-data, the publication of pornography or other restricted materials by customer) by School Loop to prevent any harm to School Loop and/or its business. School Loop will provide notice and opportunity to cure if practicable depending on the nature of the breach. Once cured, School Loop will promptly restore the Services.

5.5. Survival. The following Sections shall survive any expiration or termination of this Agreement: 1.2 (Restrictions), 2.4 (Third Party Services), 3 (Ownership), 4 (Fees and Payment), 5 (Term and Termination), 6.1 (Warranty Disclaimer), 7 (Limitation of Remedies and Damages), 8 (Indemnification), 9 (Confidentiality), and 10 (General).

6. Limited Warranty

6.1. Limited Warranty. School Loop warrants, for Customer's benefit only, that the Service will be provided in material conformity with its documentation. School Loop does not warrant that the operation of the Service will be uninterrupted or error-free. As Customer's sole and exclusive remedy for any breach of warranty, School Loop will use reasonable efforts to correct any failure of the Service to conform to its documentation at no charge to Customer. If School Loop determines it cannot resolve a material defect within a reasonable period of time, Customer will have the right to terminate the Subscription Term and receive as its sole remedy a refund of: (a) the subscription fees specified in the applicable Order Form which are allocable to the 30 day period prior to the date the warranty claim was made and (b) any fees Customer has pre-paid for periods of service it has not yet received. The limited warranty set forth in this Section 6.1 shall not apply: (a) unless Customer makes a claim within 30 days of the date on which the condition giving rise to the claim first appeared, (b) if the error was caused by misuse, unauthorized modifications or third-party hardware, software or services, or (c) to any Free Services.

6.2. Warranty Disclaimer. EXCEPT FOR THE LIMITED WARRANTY IN SECTION 6.1, AND TO THE EXTENT PERMITTED BY APPLICABLE LAW, THE SERVICE AND ALL TRAINING SERVICES ARE PROVIDED TO CUSTOMER "AS IS" AND WITH ALL FAULTS. SCHOOL LOOP AND ITS SUPPLIERS DO NOT REPRESENT OR WARRANT THAT (A) THE SERVICE OR TRAINING SERVICES WILL BE SECURE, TIMELY, UNINTERRUPTED OR ERROR FREE, (B) ANY

CUSTOMER CONTENT OR OTHER STORED DATA WILL BE ACCURATE OR NON-CORRUPTED, OR (C) THAT THE SERVICE WILL BE FREE OF ANY VIRUSES OR MALICIOUS CODE WHICH CANNOT BE DETECTED USING COMMERCIALY AVAILABLE PRODUCTS. SCHOOL LOOP SPECIFICALLY DISCLAIMS ANY AND ALL OTHER WARRANTIES, EITHER EXPRESS OR IMPLIED, WITH RESPECT TO THE SERVICE AND TRAINING SERVICE, INCLUDING BUT NOT LIMITED TO IMPLIED WARRANTIES OF NON-INFRINGEMENT, MERCHANTABILITY, TITLE AND FITNESS FOR A PARTICULAR PURPOSE, REGARDLESS OF ANY KNOWLEDGE OF CUSTOMER'S PARTICULAR NEEDS. CUSTOMER MAY HAVE OTHER STATUTORY RIGHTS. HOWEVER, TO THE FULL EXTENT PERMITTED BY LAW, THE DURATION OF STATUTORILY REQUIRED WARRANTIES, IF ANY, SHALL BE LIMITED TO THE LIMITED WARRANTY PERIOD. SCHOOL LOOP SHALL NOT BE LIABLE FOR DELAYS, INTERRUPTIONS, THE SERVICE FAILURES AND OTHER PROBLEMS INHERENT IN USE OF THE INTERNET AND ELECTRONIC COMMUNICATIONS OR OTHER SYSTEMS OUTSIDE THE REASONABLE CONTROL OF SCHOOL LOOP.

7. Limitation of Remedies and Damages

7.1. NEITHER PARTY SHALL BE LIABLE FOR ANY LOSS OF USE, LOST DATA, FAILURE OF SECURITY MECHANISMS, INTERRUPTION OF BUSINESS, OR ANY INDIRECT, SPECIAL, INCIDENTAL, RELIANCE OR CONSEQUENTIAL DAMAGES OF ANY KIND (INCLUDING LOST PROFITS), REGARDLESS OF THE FORM OF ACTION, WHETHER IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY OR OTHERWISE, EVEN IF INFORMED OF THE POSSIBILITY OF SUCH DAMAGES IN ADVANCE.

7.2. NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT, SCHOOL LOOP'S ENTIRE LIABILITY RELATING TO THE SUBJECT MATTER OF THIS AGREEMENT SHALL NOT EXCEED THE GREATER OF \$1,000 OR THE AMOUNT ACTUALLY PAID BY CUSTOMER TO SCHOOL LOOP UNDER THE APPLICABLE ORDER FORM.

7.3. THIS SECTION 7 SHALL NOT APPLY TO CUSTOMER WITH RESPECT TO ANY CLAIM ARISING UNDER SECTIONS 1.2 (RESTRICTIONS), 8.2 (INDEMNIFICATION BY CUSTOMER) OR 9 (CONFIDENTIALITY). The parties agree that the limitations specified in this Section 7 will survive and apply even if any limited remedy specified in this Agreement is found to have failed of its essential purpose.

8. Indemnification

8.1. **Indemnity by School Loop.** School Loop shall indemnify and hold harmless Customer from and against any claim of infringement of a U.S. patent, U.S. copyright, or U.S. trademark asserted against Customer by a third party based upon Customer's authorized use of the Service, provided that School Loop shall have received from Customer: (i) prompt written notice of such claim (but in any event notice in sufficient time for School Loop to respond without prejudice); (ii) the exclusive right to control and direct the investigation, defense, or settlement of such claim; and (iii) all reasonable necessary cooperation of Customer. If Customer's use of any of the Service is, or in School Loop's opinion is likely to be, enjoined due to the type of infringement specified above, or if required by settlement, School Loop may, in its sole discretion: (a) substitute substantially functionally similar services; (b) procure for Customer the right to continue using the Service; or if (a) and (b) are commercially impracticable, (c) terminate the Agreement and refund to Customer the fees paid by Customer for the portion of the Subscription Term which was paid by Customer but not rendered by School Loop. The foregoing indemnification obligation of School Loop shall not apply: (1) if the Service is modified by any party other than School Loop, but solely to the extent the alleged infringement is caused by such modification; (2) the Service is combined with other non-School Loop products or processes not authorized by School Loop, but solely to the extent the alleged infringement is caused by such combination; (3) to any unauthorized use of the Service; (4) to the Customer Content or any third-party deliverables or components contained within the Service; (5) to any action arising as a result of the Customer Content; or (6) to any Free Service. THIS SECTION 9 SETS FORTH SCHOOL LOOP'S SOLE LIABILITY AND CUSTOMER'S SOLE AND EXCLUSIVE REMEDY WITH RESPECT TO ANY CLAIM OF INTELLECTUAL PROPERTY INFRINGEMENT.

8.2. **Customer Responsibility for Content.** Customer shall indemnify and hold harmless School Loop from and against any and all claims, costs, damages, losses, liabilities and expenses (including reasonable attorneys' fees and costs) arising out of or in connection with any claim alleging (a) that the Customer Content or its use in the Service infringes the rights of, or has caused damage to, Customer, a User or other third-party (excluding any claim to the extent based on any underlying School Loop software or technology), (b) any action or inaction by Customer or a User resulting in damage to persons or property, or (c) that Customer failed to secure adequate permission from any User for the use of the Customer Content. This indemnification obligation is subject to Customer receiving prompt notice of the claim and having the sole right to control the defense and settlement of all such claims, lawsuits and other proceedings. School Loop agrees to provide such reasonable assistance and cooperation to Customer as is reasonably requested by Customer.

9. Confidentiality

9.1. "**Confidential Information**" means (a) any School Loop software, interfaces, web applications and documentation that are designated as confidential, and (b) information designated as confidential by either party, including, but not limited to, data, designs, drawings, documentation, software (regardless of form or media), prototypes, processes, methods, concepts, research, development and business activities, whether obtained or disclosed verbally or in writing, and (c) any pupil records, as defined under relevant education codes. The Service itself, documentation and technical information provided by School Loop or its agents shall be deemed Confidential Information of School Loop without any marking or further designation. School Loop acknowledges that Customer is a public school district and that certain Customer Content is protected and governed by the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA"), and the local Education Code, and School Loop agrees that it shall maintain the confidentiality of such data, and will abide by FERPA and the local Education Code.

9.2. **Nondisclosure.** The parties acknowledge that they have been entrusted with Confidential Information of the other party and agree to use reasonable care to protect the

confidentiality thereof, using at least the same degree of care that each of them would use to protect their own similar information. Except as otherwise required by applicable law, each party shall not (a) use such Confidential Information of the other party for any purpose except as authorized under this Agreement, (b) disclose any such Confidential Information to any person (except its employees and agents bound by obligations of confidentiality on a need-to-know basis) unless such disclosure is authorized by the other party in writing, or (c) disclose any such Confidential Information required by court or judicial order without first attempting to inform the other party and cooperating with the other party if such party contests the disclosure thereof. Each party agrees to take all reasonable steps to ensure that Confidential Information is not disclosed or distributed by its employees or agents in violation of the terms of this Agreement and to notify the other party promptly and in writing upon its discovery of any unauthorized access or disclosure of any Confidential Information.

9.3. Exclusions. The obligations under this Section 10 shall not apply to information which (a) is or becomes a part of public knowledge through no act or omission of the receiving party, (b) was rightfully in the receiving party's possession prior to disclosure by the disclosing party, (c) comes into the possession of the receiving party rightfully from a third party without obligation of confidentiality, (d) is independently developed by the receiving party without the use of any Confidential Information of the disclosing party, or (e) is subject to disclosure under applicable law.

9.4. Enforcement. Each party understands and agrees that, notwithstanding any other provision of this Agreement, breach of Section 10 (Confidentiality) may cause the other party irreparable damage for which recovery of money damages would be inadequate, and that each party shall therefore be entitled to obtain timely injunctive relief to protect such party's rights under this Agreement in addition to any and all remedies available at law.

10. General

10.1. Assignment. This Agreement will bind and inure to the benefit of each party's permitted successors and assigns. Neither party may assign this Agreement except upon the advance written consent of the other party, except that School Loop may assign this Agreement in connection with a merger, reorganization, acquisition or other transfer of all or substantially all of its assets or voting securities. Any attempt to transfer or assign this Agreement without such written consent will be null and void. We may also share information about users in connection with or during negotiation of any merger, financing, acquisition, bankruptcy, dissolution, transaction or proceeding involving sale, transfer, divestiture or disclosure of all or a portion of our business or assets to another company. In these circumstances, we will only share information with a company that has agreed to data privacy standards no less stringent than our own. In the event that information is shared in this manner, notice will be posted on our Site.

10.2. Severability. If any provision of this Agreement shall be adjudged by any court of competent jurisdiction to be unenforceable or invalid, that provision shall be limited to the minimum extent necessary so that this Agreement shall otherwise remain in effect.

10.3. Governing Law; Jurisdiction and Venue. This Agreement shall be governed by the laws of the State of California and the United States without regard to conflicts of laws provisions thereof, and without regard to the United Nations Convention on the International Sale of Goods or the Uniform Computer Information Transaction Act. Unless waived by School Loop in its sole discretion, the jurisdiction and venue for actions related to the subject matter hereof shall be the California state and United States federal courts located in San Francisco, California, and both parties hereby submit to the personal jurisdiction of such courts.

10.4. Notice. Any notice or communication required or permitted under this Agreement shall be in writing to the parties at the addresses set forth on the Order Form or at such other address as may be given in writing by either party to the other in accordance with this Section 10.4 and shall be deemed to have been received by the addressee (a) if given by hand, immediately upon receipt; (b) if given by overnight courier service, the first business day following dispatch or (c) if given by registered or certified mail, postage prepaid and return receipt requested, the second business day after such notice is deposited in the mail.

10.5. Amendments; Waivers. No supplement, modification, or amendment of this Agreement shall be binding, unless executed in writing by a duly authorized representative of each party to this Agreement. No waiver will be implied from conduct or failure to enforce or exercise rights under this Agreement, nor will any waiver be effective unless in a writing signed by a duly authorized representative on behalf of the party claimed to have waived. No provision of any purchase order or other business form employed by Customer will supersede the terms and conditions of this Agreement, and any such document relating to this Agreement shall be for administrative purposes only and shall have no legal effect.

10.6. Entire Agreement. This Agreement, and any other agreement incorporated by this Agreement by reference, including but not limited to any SOW or Subscription Agreement(s) is/are the complete and exclusive statement of the mutual understanding of the parties and supersedes and cancels all previous written and oral agreements and communications relating to the subject matter of this Agreement. Customer acknowledges that the Service is an on-line, subscription-based product, and that in order to provide improved customer experience, new features, and new products School Loop may make changes to the Service at any time.

10.7. Changes to the Services. Customer acknowledges that the Service is an on-line, subscription-based product, and that in order to provide improved customer experience, new features, and new products, School Loop may make changes to the Service at any time. Such changes may require Customer to update or upgrade software or equipment used to access the Service. Customer shall be solely responsible for any such updates or upgrades, provided, however, that if any planned changes to the Service are reasonably foreseeable to require any updates or upgrades to Customer's software or equipment, School Loop shall provide Customer with 6 months prior notice of such planned changes.

10.8. Student Count Verification. Upon contracting, and once a year for the term of the contract, Customer shall furnish School Loop with official student enrollment figures for the district and for each school using the Service. If applicable to the type of license, this report will serve as the official student count each year for invoicing throughout the Subscription Term.

10.9. Force Majeure. Neither party shall be liable to the other for any delay or failure to perform any obligation under this Agreement (except for a failure to pay fees) if the delay or failure is due to unforeseen events which occur after the signing of this Agreement and which are beyond the reasonable control of such party, such as a strike, blockade, war, act of terrorism, riot, natural disaster or refusal of a license by a government agency.

10.10. Publicity. Subject to Customer's sole discretion, which shall not be unreasonably withheld, School Loop shall have the right to use Customer's name and logo as part of School Loop's customer list.

10.11. Government End Users. If the user or licensee of the Service is an agency, department, or other entity of the United States Government, the use, duplication, reproduction, release, modification, disclosure, or transfer of the Service, or any related documentation of any kind, including technical data and manuals, is restricted by a license agreement and by the terms of this contract in accordance with Federal Acquisition Regulation 12.212 for civilian purposes and Defense Federal Acquisition Regulation Supplement 227.7202 for military purposes. This product was developed fully at private expense. All other use is prohibited.

10.12. Subcontractors. School Loop may use the services of subcontractors for performance of services under this Agreement, provided that School Loop remains responsible for (a) compliance of any such subcontractor with the terms of this Agreement and (b) for the overall performance of the Service as required under this Agreement.

10.13. Independent Contractors. The relationship of the parties hereto is that of independent contractors. Neither party shall be deemed to be the legal representative of the other. Each party agrees to assume complete responsibility for its own employees with regard to federal or state employers' liability and withholding tax, worker's compensation, social security, unemployment insurance, and Occupational Safety and Health Administration requirements and other federal, state and local laws.

10.14. Compliance with Laws. Customer and School Loop will comply, at their own expense, with all statutes, regulations, laws, rules and ordinances of any governmental body, department or agency which apply to or result from Customer's obligations under this Agreement. Customer agrees not to export the Service directly or indirectly, separately or as part of a system, without first obtaining proper authority to do so from the appropriate governmental agencies or entities, as may be required by law.

Fountain Valley School District

Customer

Name/Title

Signature

Date

School Loop, Inc
Mark Gross, CEO

Signature

Date



Fountain Valley School District
Curriculum and Instruction

MEMORANDUM

TO: Board of Trustees
FROM: Steve McLaughlin, Assistant Superintendent, Instruction
SUBJECT: **RATIFICATION OF CONTRACTS FOR ADDITIONAL PROFESSIONAL DEVELOPMENT SERVICES IN READING, WITH EVAN GRANDON AND MARCIA FRIES, AT GISLER SCHOOL**
DATE: May 23, 2016

Background:

Fountas & Pinnell Literacy is a comprehensive, systematic approach to high-quality literacy instruction. Their Benchmark Assessment Systems are reliable and accurate tools, which identify the instructional and independent reading levels of students and document their progress through one-on-one formative and summative assessments.

The June 14, 2016 training at Gisler School will continue to implement, support and utilize the recent purchase of Fountas & Pinnell Benchmark materials that were ordered for Gisler School at the end of January.

Rationale for late submittal is that the training date was not finalized in time to obtain prior Board approval in May.

Fiscal Impact:

All expenses associated with this additional training will be covered with funds from the Title I – Program Improvement budget.

Recommendation:

It is recommended that the Board of Trustees approves the contracts for Evan Grandon and Marcia Fries for professional development services at Gisler School.

CONSULTING AGREEMENT

This agreement is made and entered into this 14 day of June, 20 16, between Evan Grandon, hereafter referred to as "Consultant" and the Fountain Valley School District, hereinafter referred to as "District".

Whereas, the District is in need of special services and advice; and

Whereas, such services and advice are not available at no cost from public agencies; and

Whereas, Consultant is specially trained, experienced and competent to provide the special services and advice required; and

Whereas, such services are needed on a limited basis:

Now, therefore, the parties hereto agree as follows:

1. Services to be provided by consultant:

Additional training for Gisler TK-5 teachers to continue to implement, support and utilize the purchase of the Fountas & Pinnell Benchmark Assessments.

2. The Consultant will commence providing services under this agreement on June 14, 2016 and will diligently perform as required and complete performance by June 14, 2016. The Consultant will perform said services as an independent calling and not as an employee of the District. Consultant shall be under the control of the district as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.
3. The District will prepare and furnish to the Consultant upon request such information as is reasonably necessary to the performance of the Consultant to this agreement.
4. The District shall pay the consultant \$ 600.00 per day for 1 days, for a total contract price of \$ 600.00 for services rendered pursuant to this agreement
5. The District may at any time for any reason terminate this agreement and compensate Consultant only for services rendered to the date of termination. Written notice by the District Superintendent shall be sufficient to stop further performance of services by Consultant. The notice shall be deemed given when received or no later than three (3) days after the day of mailing, whichever is sooner.
6. Consultant agrees to and shall hold harmless and indemnify the District, its officers, agents and employees from every claim or demand made and every liability or loss, damage or expense of any nature whatsoever, which may be incurred by reason of: (A) Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage or expense sustained by the consultant or any person, firm or corporation employed by the Consultant upon or in connection with the services called for in this agreement except for liability for damages referred to above which result from the sole negligence or willful misconduct of the District, its officers, employees or agents; (B) Any injury to or death of persons or damage to property sustained by any persons, firm or corporation, including the District, arising out of, or in any way connected with the services covered by this agreement, whether said injury or damage occurs either on or off school district property, except for liability for damages which result from the sole negligence or willful misconduct of the District, its officers, employee or agents. The Consultant, at Consultant's expense, cost and risk, shall defend any and all actions, suits or other proceeding that may be brought or instituted against the District, its officers, agents or employees on any such claim, demand or liability and shall pay or satisfy any judgment that may be rendered against the District, its officers, agents or employees in any action, suit or other proceedings as a result thereof.
7. This agreement is not assignable without written consent of the parties hereto.
8. Consultant shall comply with all applicable federal, state and local laws, regulations and ordinances including worker's compensation.
9. Consultant, if an employee of another public agency, certifies that Consultant will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this agreement.

In witness whereof, the parties hereto have caused this agreement to be executed.

| | |
|--|--|
| <p style="text-align: center;">Must be signed <u>prior</u> to District signature</p> <p>Consultant: <u>Evan Grandon</u></p> <p>Consultant Signature: _____</p> <p>Address: <u>1968 Flamingo Dr.</u></p> <p>City, State, Zip Code: <u>Costa Mesa, CA 92626</u></p> <p>Date: _____</p> | <p style="text-align: center;">Board Approval required <u>prior</u> to signature</p> <p style="text-align: center;">FOUNTAIN VALLEY SCHOOL DISTRICT</p> <p>By: _____</p> <p style="text-align: center;">Director, Business Services</p> <p>Date: _____</p> <p>Date of Board Approval: <u>June 16, 2016</u></p> |
|--|--|

DISTRIBUTION: Forward three (3) copies of contract (signed by Consultant) to Business Services for signature. Only one (1) copy of fully executed contract will be returned to Consultant.

CONSULTING AGREEMENT

This agreement is made and entered into this 14 day of June, 20 16, between Marcia Fries, hereafter referred to as "Consultant" and the Fountain Valley School District, hereinafter referred to as "District".

Whereas, the District is in need of special services and advice; and

Whereas, such services and advice are not available at no cost from public agencies; and

Whereas, Consultant is specially trained, experienced and competent to provide the special services and advice required; and

Whereas, such services are needed on a limited basis:

Now, therefore, the parties hereto agree as follows:

1. Services to be provided by consultant:

Additional training for Gisler TK-5 teachers to continue to implement, support and utilize the purchase of the Fountas & Pinnell Benchmark Assessments.

2. The Consultant will commence providing services under this agreement on June 14, 2016 and will diligently perform as required and complete performance by June 14, 2016. The Consultant will perform said services as an independent calling and not as an employee of the District. Consultant shall be under the control of the district as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.
3. The District will prepare and furnish to the Consultant upon request such information as is reasonably necessary to the performance of the Consultant to this agreement.
4. The District shall pay the consultant \$ 600.00 per day for 1 days, for a total contract price of \$ 600.00 for services rendered pursuant to this agreement
5. The District may at any time for any reason terminate this agreement and compensate Consultant only for services rendered to the date of termination. Written notice by the District Superintendent shall be sufficient to stop further performance of services by Consultant. The notice shall be deemed given when received or no later than three (3) days after the day of mailing, whichever is sooner.
6. Consultant agrees to and shall hold harmless and indemnify the District, its officers, agents and employees from every claim or demand made and every liability or loss, damage or expense of any nature whatsoever, which may be incurred by reason of: (A) Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage or expense sustained by the consultant or any person, firm or corporation employed by the Consultant upon or in connection with the services called for in this agreement except for liability for damages referred to above which result from the sole negligence or willful misconduct of the District, its officers, employees or agents; (B) Any injury to or death of persons or damage to property sustained by any persons, firm or corporation, including the District, arising out of, or in any way connected with the services covered by this agreement, whether said injury or damage occurs either on or off school district property, except for liability for damages which result from the sole negligence or willful misconduct of the District, its officers, employee or agents. The Consultant, at Consultant's expense, cost and risk, shall defend any and all actions, suits or other proceeding that may be brought or instituted against the District, its officers, agents or employees on any such claim, demand or liability and shall pay or satisfy any judgment that may be rendered against the District, its officers, agents or employees in any action, suit or other proceedings as a result thereof.
7. This agreement is not assignable without written consent of the parties hereto.
8. Consultant shall comply with all applicable federal, state and local laws, regulations and ordinances including worker's compensation.
9. Consultant, if an employee of another public agency, certifies that Consultant will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this agreement.

In witness whereof, the parties hereto have caused this agreement to be executed.

| | |
|--|--|
| <p style="text-align: center;">Must be signed <u>prior</u> to District signature</p> <p>Consultant: <u>Marcia Fries</u></p> <p>Consultant Signature: _____</p> <p>Address: <u>12171 Christy Ln.</u></p> <p>City, State, Zip Code: <u>Los Alamitos, CA 90720</u></p> <p>Date: _____</p> | <p style="text-align: center;">Board Approval required <u>prior</u> to signature</p> <p style="text-align: center;">FOUNTAIN VALLEY SCHOOL DISTRICT</p> <p>By: _____</p> <p style="text-align: center;">Director, Business Services</p> <p>Date: _____</p> <p>Date of Board Approval: <u>June 16, 2016</u></p> |
|--|--|

DISTRIBUTION: Forward three (3) copies of contract (signed by Consultant) to Business Services for signature. Only one (1) copy of fully executed contract will be returned to Consultant.



Fountain Valley School District
Curriculum and Instruction

MEMORANDUM

TO: Board of Trustees
FROM: Steve McLaughlin, Assistant Superintendent, Instruction
SUBJECT: **RATIFICATION OF CONTRACT FOR DELIVERY OF SERVICE
BETWEEN OKA ELEMENTARY SCHOOL AND THE GREAT
BOOKS FOUNDATION**
DATE: June 9, 2016

Background:

Professional learning services provided by The Great Books Foundation for nine, 3rd-5th grade teachers from Oka School plus approximately six, 3rd-5th grade teachers from other schools will take place on June 14 and 15, 2016. This information came through too late for approval at the May 5 Board meeting.

The On-Site Shared Inquiry Essentials Course covers the following:

- Course includes two (2) days (5 hours) of live, on-site instruction for 10 up to 35 participants.
- Participants who complete both days of this course will be eligible for a certificate of completion, and continuing education credit may be available, subject to the approval of the governing institution.

Fiscal Impact:

Oka School has already purchased the books associated with this course. The cost of the On-Site Shared Inquiry Essentials Course is \$4,750. All expenses associated with this purchase will be covered by Oka School's Title 1 budget.

Recommendation:

It is recommended that the Board of Trustees approves the contract entered into by and between Oka School and The Great Books Foundation for purchasing professional learning services for nine 3-5 teachers from Oka School plus approximately six teachers from other schools.



The Great Books Foundation

Contract for Delivery of Services by the Great Books Foundation

Tax identification 36-2182034

TO: Erik Miller

FROM: The Great Books Foundation

SUBJECT: **Great Books Professional Learning Services**

THIS CONTRACT is entered into by and between **Fountain Valley School District**, herein after referred to as the "Customer" and The Great Books Foundation, hereinafter referred to as "GBF", for the purpose of purchasing professional learning services.

This contract must be completed and returned to GBF to secure dates for any and all professional learning services.

Contracted Services:

- 1 On-Site 2 Day Closed Shared Inquiry Essentials Courses\$4750.00 each**
- Course includes 2 days (5 hours) of live, onsite instruction for 10 up to 35 participants.
 - Participants who complete both days of this course will be eligible for a certificate of completion, and continuing education credit may also be available, subject of the approval of the governing institution.

Course Dates: June 14 and 15, 2016

Total Amount Due..... \$4750.00

Your purchase order J20R1524 has been received. You will receive a invoice listing your purchase order for payment due.

Cancellation Policy

All of the above are subject to rescheduling fees. An administrative charge of 10% will be assessed if the customer cancels any of the above training events within three weeks. All events must take place within 12 months of the original purchase date. Any events unused within 12 months will be considered forfeited and nonrefundable. GBF reserves the right to cancel or reschedule all classes due to unforeseeable circumstances or under-registration in open courses.



The Great Books Foundation

Please be advised that GBF submission of these rates does not imply either acceptance or rejection of individual contracts for services either by GBF or by the Customer.

It is expressly understood and agreed by GBF and the Customer hereto, that GBF is acting in the capacity of an Independent Contractor.

Both parties understand and agree that in no way is GBF to be considered an Employee or agent of the Customer and GBF shall not be eligible for any insurance benefits, workers' compensation coverage, or participation in the retirement fund of the Customer.

This contract shall not be modified or amended except in writing, duly executed by both Parties.

MINORITY STATUS

The Great Books Foundation is a nonprofit organization and as such, is not owned by any one individual. GBF strictly adheres to EEOC guidelines and encourages minority employment. GBF has in place a policy to maintain contracts with a certain percentage of minority-owned vendors.

The parties hereto represent that they have reviewed the agreement and have sought legal Advice concerning the legal significance and ramifications of the provisions contained herein.

6/3/16 _____
Date GBF Representative *Peter Walton* CFO

Date Principal/Department Head

Date Area/Assistant Superintendent

Date Superintendent

Contract number: PO# J20R1524



The Great Books Foundation

35 E Wacker Dr #400
Chicago, IL 60601-2105
Ph: 800-222-5870
Fax: 312-407-0224

Sales Quote

Quote # : Q-102643-DRAFT
Quote Date : 05/31/2016
Valid up to : 06/30/2016

Bill to :
FOUNTAIN VALLEY SCHOOL DIST
Attn: ACCOUNTS PAYABLE
10055 SLATER AVE
FOUNTAIN VALLEY, CA 92708
United States

Ship to :
FOUNTAIN VALLEY SCHOOL DIST
Attn: ACCOUNTS PAYABLE
10055 SLATER AVE
FOUNTAIN VALLEY, CA 92708
United States

| Item | Description | Unit | Quantity | Unit Price | Amount |
|----------|--|------|----------|------------|--------------|
| T-100 | On-Site Shared Inquiry Essentials Course | EA | 1 | \$4750.00 | \$4,750.00 T |
| SUBTOTAL | | | | | \$4,750.00 |
| TOTAL | | | | | \$4,750.00 |

Reference the quote number when you send your purchase order or contact us.

Sales Tax: The law requires the Great Books Foundation to collect sales tax in Arizona, California, Colorado, the District of Columbia, Florida, Georgia, Illinois, Maryland, Michigan, Missouri, New York, North Carolina, Ohio, Pennsylvania, Texas, Utah, Virginia, and Washington. Only nonprofit organizations with a tax-exempt ID number can claim tax-exempt status. Schools in Arizona, California, North Carolina, and Washington are not tax-exempt and are therefore subject to sales tax. We are required by state law to calculate tax on shipping in Colorado, Florida, Georgia, Michigan, New York, North Carolina, Ohio, Pennsylvania, Texas, Utah, Virginia, and Washington. Tax-exempt organizations in states that are subject to sales tax should contact customer service at customer.service@greatbooks.org or 800-222-5870 before placing their first order.



Fountain Valley School District
Support Services

MEMORANDUM

TO: Board of Trustees
FROM: Cara Robinson, Director, Support Services
SUBJECT: Board Item – Special Education Settlement Agreement
DATE: June 9, 2016

Background:

According to the Settlement Agreement signed on May 26, 2016, between Parents and the Fountain Valley School District, parents agree on a variety of issues related to placement, services and assessment for student. Term of settlement agreement is May 26, 2016 through January 25, 2017.

Fiscal Impact:

No student attorney fees involved.

Recommendation:

It is recommended that the Board of Trustees approves this settlement agreement.



Fountain Valley School District
Instruction Department

MEMORANDUM

TO: Board of Trustees
FROM: Julianne Hoefer, Director, Assessment & Accountability
SUBJECT: **Single Plans for Student Achievement**
DATE: June 9, 2016

Background:

California Ed Code and the Federal Elementary and Secondary Education Act require Single Plans for Student Achievement (SPSA) as a condition for accepting categorical funds, including Title I and Title III. The purpose of the plan is to consolidate school programs and create blueprints to improve academic achievement of all students. In order to provide coherence, the SPSAs are aligned with the Local Control Accountability Plans (LCAPs). The eight State Priorities (basic services, implementation of Common Core, course access, student achievement, other student outcomes, parent engagement, school climate, and student engagement) outlined in the LCAP are evident in the SPSAs. The components of the plan remain the same from prior years and include:

- School Vision and Mission
- School Profile
- Comprehensive Needs Assessment Components
- Description of Barriers and Related School Goals
- School and Student Performance Data
- Planned Improvements in Student Performance
- Summary of Expenditures in this Plan
- Home/School Compact
- School Site Council Membership
- Recommendations and Assurances

Fiscal Impact:

There is no fiscal impact involved in the approval process.

Recommendation:

It is recommended that the Board of Trustees approves the School Plans for Student Achievement for all ten schools.

The Single Plan for Student Achievement

School: Roch Courreges Elementary School
CDS Code: 30-66498-6094635
District: Fountain Valley School District
Principal: Chris Christensen
Revision Date: February 1, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Chris Christensen
Position: Principal
Phone Number: 714.378.4280
Address: 18313 Santa Carlotta Street
Fountain Valley, CA 92708
E-mail Address: ChristensenC@fvsd.us

The District Governing Board approved this revision of the SPSA on June 16, 2016.

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School Vision and Mission

Roch Courreges Elementary School's Vision and Mission Statements

Mission Statement

Courreges School is committed to providing a safe and challenging environment for students. It is our expectation that students will succeed in the acquisition of basic skills and become life-long learners and quality citizens. Certificated and credentialed staff and our parent community are dedicated to assisting students in achieving this mission.

Vision Statement

“Strive for Excellence” is the common vision which drives all members of our educational community. Guided by knowledgeable, highly trained teachers, support staff, the administrator, and active parents, students strive for academic, social, and emotional excellence. The results of this labor are evidenced through strong student achievement. Teachers, staff, and the administrator continue to act on the principle that students come first. The educational programs at the school are tailored to meet the needs of the school population. Continued professional development is a priority for teachers, support staff, classified personnel, as well as the principal. Courreges provides families with parent education opportunities and a variety of ways to be involved in the students’ educational experience. Courreges is dedicated to ensuring the academic success of every student through the creative and flexible teaching of our standards-based curriculum and the on-going assessment of student progress. All certificated staff, support staff, administrative staff, classified staff, and parents are committed to providing an environment that fosters the highest standards for all students while providing them with a comprehensive educational experience that becomes an integral part of their lives.

School Profile

Courreges is a K-5 elementary school serving approximately 670 students. Courreges School is located in the Fountain Valley School District in Orange County. It has a middle class population of students from a predominately professional community. Strong parent involvement is evident and supports the vital partnership between the home and school.

School Demographic Characteristics

Data listed below are from the CALPADS Snapshot collection (Oct. 7, 2015)

Demographics (%)

White - 48%

Vietnamese - 24%

Hispanic - 13%

Socio-economically disadvantaged - 15%

English Learners - 13%

Special Education - 8%

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

- English learner and Title I surveys are administered annually by the District.
- Students in grades 3rd through 6th participate in an annual school climate survey.
- School specific surveys for students, staff, and parents are administered as needed.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

- The principal conducts frequent and consistent classroom visits to monitor instruction and observe small group instructional practices.
- The principal also assists each classroom with instruction on a weekly/bi-weekly basis by working with rotation groups, focused special needs groups, or other instructional needs on a class by class basis.
- The District Superintendent formally visits Courreges at least four times annually, as well as the school board members and Assistant Superintendent of Instruction, Personnel, and Business.

Analysis of Current Instructional Program

The eight State priority areas listed below are outlined in the Local Control Accountability Plan regulations. These focus areas are used to analyze the current instructional practices for all students including English learners, socio-economically disadvantaged students, students with disabilities, and foster youth.

Basic Services

Teachers

| Strengths | Needs |
|--|--|
| <ul style="list-style-type: none">• All highly qualified/credentialed teachers | <ul style="list-style-type: none">• Teachers need time to collaborate and develop Standards based instruction. |

Textbooks

| Strengths | Needs |
|---|---|
| <ul style="list-style-type: none">• The school district has adopted a new math curriculum/textbook for the 2015-2016 school year.• Textbooks for all subject areas• Informational text allocation• Jr. Great Books (K-5) | <ul style="list-style-type: none">• The school district needs to adopt a new ELA curriculum/reading materials in order to enrich reading instruction across all grade levels. |

Facilities

| Strengths | Needs |
|---|--|
| <ul style="list-style-type: none">• Excellent grounds maintenance by our district grounds workers• Campus is well-equipped for our students with access to playground equipment and open grass areas for play• Solar panels | <ul style="list-style-type: none">• Custodial cleaning and on-going maintenance of cleaning needs improvement• Due to water restrictions, the condition of the grass field is extremely poor• Regular pest control |

California State Standards Implementation (all content areas)

| Strengths | Needs |
|---|--|
| <ul style="list-style-type: none"> CCSS staff development in ELA and Math. CGI training (K-5) | <ul style="list-style-type: none"> More instructional resources. Adequate alignment of benchmark tests. Site/classroom visitations by teachers. |

Course Access

| Strengths | Needs |
|---|-------|
| <ul style="list-style-type: none"> Protected ELA and Math blocks. D.I. – More 1:1 instruction for each student ST Math Instructional consistency at each grade level Students appropriately identified | |

Pupil Outcomes

(Refer to the School and Student Performance Data section for multi-year scores.)

California Assessment of Student Performance and Progress (CAASPP)

Smarter Balanced Assessments

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none"> Overall Courreges CAASPP results in both ELA and math were above the district average in 2015. | <ul style="list-style-type: none"> 4th grade was slightly below the district average in both ELA and math. Students need greater access to Chromebooks and using technology to demonstrate understanding. |

California English Language Development Test (CELDT)

| Strengths | Needs |
|---|---|
| <ul style="list-style-type: none"> 72% of 3rd grade EL students were proficient on the ELA CAASPP. 81% of 3rd grade EL students were proficient on the math CAASPP. | <ul style="list-style-type: none"> Only 18% of 4th grade EL students were proficient on the ELA CAASPP. 50% of 4th grade EL students were proficient on the math CAASPP, which is better than their results in ELA. |

California English Language Development Test

AMAO 1

| Strengths | Needs |
|--|-------|
| <ul style="list-style-type: none"> 82% met AMAO1 target in 2015 | |

AMAO 2

| Strengths | Needs |
|--|-------|
| <ul style="list-style-type: none"> 70% met AMAO2 target in 2015 | |

Reclassification Rates

| Strengths | Needs |
|--|-------|
| <ul style="list-style-type: none"> R-FEP rate is 15%, which is higher than the 8% district average. | |

California Physical Fitness Test

| Strengths | Needs |
|---|--|
| <ul style="list-style-type: none"> 85% of students met at least 5 of the 6 fitness standards in 2014/15, which is up 2% from last year. Courreges students exceeded the district fitness standards in all areas, except Trunk Extension (Aerobic Capacity, Body Composition, Abdominal Strength, Upper Body Strength, and Flexibility). Wellness Wednesdays Teachers have made excellent progress in teaching P.E. on a regular basis and adhering to the required instructional minutes. | <ul style="list-style-type: none"> Only 63.8% are meeting all 6 or 6 standards. Parental and community support with educating students on the importance of physical education and increasing physical activity. |

Other Student Outcomes

Universal Literacy Screeners

| Strengths | Needs |
|---|--|
| <ul style="list-style-type: none"> DIBELS Next across all grade levels Small group instruction and placement is based on scores. SRI at grades 4th and 5th | <ul style="list-style-type: none"> Time to assess all students in the beginning of the year DIBELS Next does not always assess actual reading skills (especially with fluent readers) Ongoing teacher training on consistency of rubric scoring and implementation. |

Engagement

Parent Involvement

| Strengths | Needs |
|---|--|
| <ul style="list-style-type: none"> Parent involvement at Courreges is very strong. | <ul style="list-style-type: none"> Parents supporting misc. teacher needs |

Student Engagement

Attendance

| Strengths | Needs |
|---|--|
| <ul style="list-style-type: none"> Attendance is better in 2015/16 compared to previous three years. (Currently at 97.16%) | <ul style="list-style-type: none"> Continue to improve attendance; moving toward a goal of 97.5%. |

Chronic Absenteeism

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none"> % of chronic absenteeism was lower than district average in 2013/14. | <ul style="list-style-type: none"> 6 schools in FVSD have better chronic absenteeism rates than Courreges. |

School Climate

Suspensions

| Strengths | Needs |
|---|--|
| <ul style="list-style-type: none"> Only 8 suspensions at Courreges in 2014/15. | <ul style="list-style-type: none"> Number of suspensions at Courreges is higher than the district average for elementary schools. |

Expulsions

| Strengths | Needs |
|---|-------|
| • No expulsions reported in the last 5 years. | N/A |

Survey (California Healthy Kids Survey Results and school surveys)

| Strengths | Needs |
|--|---|
| • Cigarette use is reported at 0%. • Marijuana use is reported at 0%. • Only 1% reported consuming alcohol "in the last month." (15% reported were only 1-2 sips of alcohol). | • Alcohol use was reported at 15%. (down from 19% in previous year) • Inhalants were reported at 2%. |

Description of Barriers and Related School Goals

Description of possible barriers related to goal: Student Achievement

- Lack of current instructional materials for reading instruction.
- Lack of a consistent writing program (school and district-wide).
- Need to increase the Chromebook student ratio.

Description of possible barriers related to goal: Student Achievement of Special Populations

- Teachers and students are still learning the new math curriculum.
- Teachers are currently being trained in CGI strategies for mathematics.
- Motivation needed for students who struggle and reach plateaus in Jiji math.
- New/upgraded ELA instructional curriculum is needed.

Description of possible barriers related to goal: Parent Involvement

- Parents are reluctant to join PTA or serve in volunteer positions (usually in K-2nd). Parents of older students tend to join the PTA board in 3rd-5th grade, rather than K-2nd.
- Language barrier with our EL parents.

Description of possible barriers related to goal: Student Engagement and School Climate

- Support needed from parents to not take vacations during school time or allow students to miss school except when sick.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 3 | 117 | 116 | 99.1 | 116 | 2471.1 | 40 | 33 | 18 | 9 |
| Grade 4 | 127 | 125 | 98.4 | 125 | 2500.5 | 37 | 26 | 20 | 17 |
| Grade 5 | 139 | 138 | 99.3 | 137 | 2553.7 | 38 | 41 | 14 | 7 |
| All Grades | 383 | 379 | 99.0 | 378 | | 38 | 34 | 17 | 11 |

| Grade Level | READING | | | WRITING | | | LISTENING | | | RESEARCH/INQUIRY | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|
| | Demonstrating understanding of literary & non-fictional texts | | | Producing clear and purposeful writing | | | Demonstrating effective communication skills | | | Investigating, analyzing, and presenting information | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 3 | 30 | 54 | 16 | 45 | 43 | 12 | 33 | 62 | 5 | 39 | 50 | 11 |
| Grade 4 | 27 | 56 | 17 | 32 | 51 | 17 | 25 | 66 | 9 | 41 | 45 | 14 |
| Grade 5 | 31 | 55 | 13 | 45 | 45 | 9 | 37 | 58 | 5 | 45 | 53 | 2 |
| All Grades | 30 | 55 | 15 | 41 | 47 | 13 | 32 | 62 | 6 | 42 | 49 | 9 |

Conclusions based on this data:

1. Overall, Courreges scored above the district average in reading. 4th grade was the only grade slightly below the district average in reading.
2. Only 2% of 5th graders were "below standard" in Research/Inquiry.
3. Courreges will continue to support efforts in reading and writing instruction.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 3 | 117 | 116 | 99.1 | 116 | 2489.8 | 44 | 34 | 18 | 3 |
| Grade 4 | 127 | 126 | 99.2 | 126 | 2511.0 | 29 | 33 | 32 | 6 |
| Grade 5 | 139 | 138 | 99.3 | 138 | 2551.4 | 42 | 21 | 28 | 9 |
| All Grades | 383 | 380 | 99.2 | 380 | | 38 | 29 | 26 | 6 |

| Grade Level | CONCEPTS & PROCEDURES | | | PROBLEM SOLVING & MODELING/DATA ANALYSIS | | | COMMUNICATING REASONING | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|---|---------------------|----------------|
| | Applying mathematical concepts and procedures | | | Using appropriate tools and strategies to solve real world and mathematical problems | | | Demonstrating ability to support mathematical conclusions | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 3 | 59 | 31 | 10 | 54 | 37 | 9 | 50 | 44 | 6 |
| Grade 4 | 45 | 36 | 19 | 40 | 47 | 13 | 40 | 44 | 16 |
| Grade 5 | 49 | 36 | 16 | 36 | 50 | 14 | 36 | 47 | 17 |
| All Grades | 51 | 34 | 15 | 43 | 45 | 12 | 42 | 45 | 13 |

Conclusions based on this data:

1. Overall, Courreges scored above the district average in math. 4th grade was the only grade slightly below the district average in math.
2. Courreges will continue to support efforts in math instruction, including CGI and learning the new Math Expressions curriculum.

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | 2014-15 CELDT (Annual Assessment) Results | | | | | | | | | | |
|--------------|---|----|----------------|----|--------------|----|--------------------|---|-----------|---|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| 1 | 6 | 40 | 9 | 60 | | | | | | | 15 |
| 2 | 6 | 33 | 10 | 56 | 2 | 11 | | | | | 18 |
| 3 | 5 | 23 | 11 | 50 | 4 | 18 | 2 | 9 | | | 22 |
| 4 | 4 | 36 | 2 | 18 | 4 | 36 | 1 | 9 | | | 11 |
| 5 | 4 | 57 | 2 | 29 | 1 | 14 | | | | | 7 |
| Total | 25 | 34 | 34 | 47 | 11 | 15 | 3 | 4 | | | 73 |

Conclusions based on this data:

1. Most ELs who have attended school and are at Courreges are at the highest levels, Advanced and Early Advanced (81%).
2. There are no ELs who have attended school in U.S. who for at least one year who scored at the Beginning level and only three are at the Early Intermediate level.

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | 2014-15 CELDT (All Assessment) Results | | | | | | | | | | |
|--------------|--|----|----------------|----|--------------|----|--------------------|---|-----------|----|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| K | 1 | 6 | 8 | 50 | 5 | 31 | 1 | 6 | 1 | 6 | 16 |
| 1 | 6 | 40 | 9 | 60 | | | | | | | 15 |
| 2 | 7 | 37 | 10 | 53 | 2 | 11 | | | | | 19 |
| 3 | 5 | 23 | 11 | 50 | 4 | 18 | 2 | 9 | | | 22 |
| 4 | 4 | 33 | 2 | 17 | 4 | 33 | 1 | 8 | 1 | 8 | 12 |
| 5 | 4 | 50 | 2 | 25 | 1 | 13 | | | 1 | 13 | 8 |
| Total | 27 | 29 | 42 | 46 | 16 | 17 | 4 | 4 | 3 | 3 | 92 |

Conclusions based on this data:

1. There are three students who attended a school in the U.S. for the first time that scored at the Beginning level.
2. Even when initial CELDT testing is included most students scored at the Advanced and Early Advanced levels (75%).

School and Student Performance Data

Title III Accountability (School Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 63 | 69 | 73 |
| Percent with Prior Year Data | 100.0% | 100.0% | 100.0% |
| Number in Cohort | 63 | 69 | 73 |
| Number Met | 57 | 57 | 60 |
| Percent Met | 90.5% | 82.6% | 82.2% |
| NCLB Target | 57.5 | 59.0 | 60.5% |
| Met Target | Yes | Yes | Yes |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 69 | 7 | 81 | 4 | 74 | 8 |
| Number Met | 45 | -- | 45 | -- | 52 | -- |
| Percent Met | 65.2% | -- | 55.6% | -- | 70.3% | -- |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2% | 50.9% |
| Met Target | Yes | * | Yes | -- | Yes | -- |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup | | |
|---------------------------------|---|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | | | |
| Met Participation Rate | -- | | Yes |
| Met Percent Proficient or Above | -- | | -- |
| Mathematics | | | |
| Met Participation Rate | -- | | Yes |
| Met Percent Proficient or Above | -- | | -- |

Conclusions based on this data:

1. AMAO I and II was met in all areas.
2. Over the last three years, ELs at Courreges have consistently reached proficient levels in less than five years (70.3%).

School and Student Performance Data

Title III Accountability (District Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 635 | 666 | 698 |
| Percent with Prior Year Data | 100.0 | 100.0 | 100.0 |
| Number in Cohort | 635 | 666 | 698 |
| Number Met | 504 | 550 | 585 |
| Percent Met | 79.4 | 82.6 | 83.8 |
| NCLB Target | 57.5 | 59.0 | 60.5% |
| Met Target | Yes | Yes | Yes |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 626 | 162 | 643 | 149 | 653 | 174 |
| Number Met | 326 | 120 | 359 | 119 | 377 | 144 |
| Percent Met | 52.1 | 74.1 | 55.8 | 79.9 | 57.7 | 82.8 |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2% | 50.9% |
| Met Target | Yes | Yes | Yes | Yes | Yes | Yes |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup at the LEA Level | | |
|---------------------------------|--|-----------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | | | |
| Met Participation Rate | Yes | Yes | |
| Met Percent Proficient or Above | No | No | |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | |
| Met Percent Proficient or Above | No | No | |
| Met Target for AMAO 3 | No | No | |

Conclusions based on this data:

1. All target areas were met in 2014/15.
2. AMAO 3 was frozen in 2013/14 and reflects the 2012/13 status.

Planned Improvements in Student Performance

School Goal #1

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|---|
| CATEGORY/PRIORITY AREA(S): Student Achievement |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 1: To support academic success and prepare students for College and Career, students will have access to 21st Century learning tools, including technology, and engage in rigorous and relevant educational experiences that develop their knowledge, skills and ability to collaborate, create, communicate, think critically, and solve problems. |
| SCHOOL GOAL #1: |
| To support student achievement, Courreges Elementary School will incorporate professional development, technology integration, and when available, new California State Standards aligned instructional materials. |
| Data Used to Form this Goal: |
| Student Achievement: Smarter Balanced Assessments (SBAC) English Language Arts (ELA) and Math, Scholastic Reading Inventory (SRI) Instructional Materials: Access to standards-aligned instructional materials that support the CA State Standards Professional Development: CGI, Math Expressions, Jr. Great Books, and Academic Vocabulary Technology: Technology survey, device to student ratio, Chromebook cart and computer lab schedule |
| Findings from the Analysis of this Data: |
| Description of possible barriers related to goal: Student Achievement <ul style="list-style-type: none"> • Lack of current instructional materials for reading instruction. • Lack of a consistent writing program (school and district-wide). • Need to increase the Chromebook student ratio. |
| How the School will Evaluate the Progress of this Goal: |
| <ul style="list-style-type: none"> • Student Achievement: SBAC ELA - increase percent scoring Standard Exceeded and Standard Met in all grades. SBAC Math -increase percent scoring Standard Exceeded and Standard Met in all grades • Access to instructional materials and technology -Increase/improve materials and technology available for students • Participation in high quality and relevant professional development -Teachers will improve their ability to meet the needs of all students |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|------------------------|----------------------------------|---|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Implement CA State Standards math materials, Math Expressions, and participate in professional development. | Sept. 2014 - June 2017 | Teachers and Site Administrators | No additional expense associated with this action | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------------|--|---|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Update staff devices | Fall 2015 - Spring 2016 | District staff | Teacher laptops, Library Media Technician PC, Health Assistant PC | 4000-4999: Books And Supplies | LCFF - Base LCFF - Supplemental | 32,005 |
| Provide ongoing support for implementation of District signature practices | Sept. 2013 - June 2016 | Teachers, Site and District Administration | Substitutes Stipends | 1000-1999: Certificated Personnel Salaries | LCFF - Base LCFF - Supplemental | 3,024 |
| <p>Teacher collaboration is provided in conjunction with professional development and on-site during Collaboration Fridays (3 times per month)</p> <p>Collaboration in grade levels on district signature practices and CA State Standards instruction to further support student learning in small groups.</p> <p>Teachers collaborate 3-4 times per month in grade level teams. Collaboration takes place 3 times per month during Friday Flag Salute mornings (7:30-8:20 a.m.) and during designated Thursday Site Planning days.</p> | Sept. 2015 - June 2018 | District administrators and Site administrators. | Expenses embedded in other actions | | | |
| Cognitively Guided Instruction (CGI) training | Sept. 2015 - June 2018 | District administrators, site administrators, teachers | Trainer fees, substitutes, stipends, and materials | 1000-1999: Certificated Personnel Salaries | LCFF - Base LCFF - Supplemental | 10,332 |
| Academic Vocabulary training and materials | Sept. 2015 | Teachers, Site Administrators, District Administrators | Trainer fees and materials | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 6,234 |
| Jr. Great Books Training | Jan. 2016 | Administrator | Trainer fees | | Donations | 4,750 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|------------------------|-------------------------------|--|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Depth and Complexity Training (K-5) | Jan. 2016-June 2017 | Administrator/District Office | Trainer fees and subs | | | |
| Professional development in educational technology | Sept. 2014 - June 2017 | Teachers, administrators | No additional expenses associated with this action | | | |

Planned Improvements in Student Performance

School Goal #2

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|---|
| CATEGORY/PRIORITY AREA(S): Student Achievement of Special Populations |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 2: To support academic success in the core program, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement. |
| SCHOOL GOAL #2: |
| All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math thereby addressing the achievement gap. |
| Data Used to Form this Goal: |
| <ul style="list-style-type: none">• SBAC Subgroup Scores• CELDT• AMAO I & II• AYP <p>Progress Monitoring</p> <ul style="list-style-type: none">• DIBELS Next• SRI (Scholastic Reading Inventory)• FVSD writing benchmarks• Theme skills tests |
| Findings from the Analysis of this Data: |
| Description of possible barriers related to goal: Student Achievement <ul style="list-style-type: none">• Teachers and students are still learning the new math curriculum.• Teachers are currently being trained in CGI strategies for mathematics.• Motivation needed for students who struggle and reach plateaus in Jiji math.• New/upgraded ELA instructional curriculum is needed. |

How the School will Evaluate the Progress of this Goal:

SBAC Subgroup Scores- 2014-2015 established the baseline scores. In 2015/16 every group, including English learners and low income students, are expected to demonstrate improved achievement. Progress monitoring using district assessments will continue to be used to ensure students have the greatest opportunity to meet grade level expectations on state tests.

- DIBELS Next
- SRI
- Writing Benchmarks
- CELDT
- AMAO I / II
- AYP

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|------------------------|-------------------------------------|---|--|------------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Bilingual tutor support for Beginning and Early Intermediate EL students to facilitate content mastery | Sept. 2013 - June 2017 | Administration, teachers, and aides | Personnel | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 5,334 |
| Teachers will continue to teach using the California State Standards and Differentiated Instruction model. | Sept. 2013 - June 2017 | Teachers | No additional expenses associate with this action | | | |
| Before and after school intervention classes for EL support | Sept. 2013 - June 2017 | Administration and teachers | Salaries/stipends for after school program. | 1000-1999: Certificated Personnel Salaries | Title III | 8,050 |
| Continue to administer District identified assessments (DIBELS Next, CORE Phonics, FVSD writing benchmarks, and SRI) | Sept. 2013 - June 2017 | Teachers and site administrators | Duplication Costs, Online subscription | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 7,914 |
| Purchase supplemental instructional materials to support the California State Standards. | Sept. 2013 - June 2017 | Teachers and site administrator | Supplemental informational text | 4000-4999: Books And Supplies | LCFF - Supplemental | 5,276 |
| Participate in school library program | Sept. 2013 - June 2017 | Library media technician | Personnel | 2000-2999: Classified Personnel Salaries | LCFF - Base LCFF - Supplemental | 17,334 |
| Utilize ST Math to support English learners, low income youth, and other high needs student populations | Sept. 2013 - June 2017 | Teachers | Renewal fees | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 2,000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|------------------------|----------------------------------|-------------------------------------|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| CGI training for all teachers K-5. Support implementation of CGI. | Sept. 2013 - June 2017 | Teachers and administration | Expenses reflected in Goal 1 | | | |
| Academic Vocabulary | Sept. 2014 - June 2017 | Teachers and site administration | Expenses reflected in Goal 1 | | | |
| Utilize a system for staff to analyze and disaggregate student achievement data | Sept. 2014 - June 2017 | Teachers and site administration | Online subscriptions | 5000-5999: Services And Other Operating Expenditures | LCFF - Base | 3,621 |
| | | | | | LCFF - Supplemental | |
| Collaboration in grade levels on district signature practices and CA State Standards instruction to further support student learning in small groups. Teachers collaborate 3-4 times per month in grade level teams. Collaboration takes place 3 times per month during Friday Flag Salute mornings (7:30-8:20 a.m.) and during designated Thursday Site Planning days. | Sept. 2014 - June 2017 | Teachers and Site Administration | No cost associated with this action | | | |

Planned Improvements in Student Performance

School Goal #3

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|---|
| CATEGORY/PRIORITY AREA(S): Parent Involvement |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 3: To support academic success, all parents will be engaged and play an active role in the school community. |
| SCHOOL GOAL #3: |
| Increase parent involvement to include a broader representation of parents on school decision-making groups (i.e. parent ed nights, participation in PTA, SSC, and school activities, and conferences). |
| Data Used to Form this Goal: |
| School Site Council Roster, English Learner Advisory documentation, District English Learner Advisory documentation, sign-in sheets for parent opportunities, volunteer lists |
| Findings from the Analysis of this Data: |
| Description of possible barriers related to goal: Parent Involvement <ul style="list-style-type: none"> Parents are reluctant to join PTA or serve in volunteer positions (usually in K-2). Parents of older students tend to join the PTA board in 3-5th grade, rather than K-2. Language barrier with our EL parents. |
| How the School will Evaluate the Progress of this Goal: |
| School Site Council documentation; English Learner Advisory documentation; District English Learner Advisory documentation; number of parent education opportunities; meeting sign ins, agendas, and resources; expenditures for interpretation, translation, and childcare; responses to parent surveys |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|------------------------|--|--|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Provide parent education opportunities (i.e. Parent Academy, Boot Camp, etc.) | Sept. 2013 - June 2017 | Administrators and District Administration | No additional expenses associated with this action | | | |
| Continue to provide a bilingual Community Liaison to support parent outreach | Sept. 2013 - June 2017 | Disrict staff | Personnel | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 6,297 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|------------------------|------------------------------------|---|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Utilize technology and social media to communicate with parents, promote involvement, and solicit input | Sept. 2013 - June 2017 | District staff, site administrator | Personnel and annual service agreements | 2000-2999: Classified Personnel Salaries | LCFF - Base | 4,746 |
| | | | | | Title I | 1,494 |
| Provide written communication in English and Vietnamese to parents. | Sept. 2013 - June 2017 | District staff, site administrator | Expenses reflected in Goal 3 Action 2 | | | |

Planned Improvements in Student Performance

School Goal #4

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|---|
| CATEGORY/PRIORITY AREA(S): Student Engagement and School Climate |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness. |
| SCHOOL GOAL #4: |
| Create a learning environment and school climate which improves students' attendance, connection, and overall involvement in all aspects of their education. |
| Data Used to Form this Goal: |
| Daily attendance rates Chronic absenteeism information Suspensions California Healthy Kids Survey PBIS evaluation data School climate survey |
| Findings from the Analysis of this Data: |
| Description of possible barriers related to goal: Student Engagement and School Climate <ul style="list-style-type: none"> Support needed from parents to not take vacations during school time or allow students to miss school except when sick. |
| How the School will Evaluate the Progress of this Goal: |
| Daily attendance rates, chronic absenteeism information, suspensions, California Healthy Kids Survey results, and school climate survey results. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------------|-----------------------|--|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Provide ongoing parent education related to the negative effects (educationally and financially) of chronic absenteeism. | June 2014-June 2017 | Administration | No additional expenses associated with this action | | | |
| Ongoing promotion and support of Health and Wellness Policy. Wellness Wednesday | June 2014-June 2017 | Administration | No additional expenses associated with this action | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------------|--|---|------|----------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Provide health services to support attendance for high needs student populations | June 2014-June 2017 | School staff, site administrator, district staff | Personnel | | | 18,907 |
| Analyze suspension information to identify patterns in misconduct and/or student demographics | June 2014-June 2017 | Site administrator, district staff | No additional expense associated with this action | | | |
| PBIS - Power Paw rewards | 2016-2018 | Admin./Staff | | | Parent-Teacher Association (PTA) | 300 |
| Friday Flag Salute - Weekly gathering to promote patriotism, unity, and recognition of special events. | 2016-2018 | Admin./Staff/PTA | No additional expense associated with this action | | | |

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|--|----------------------------------|--------------------|
| | | 18,907.00 |
| | Donations | 4,750.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Base | 13,356.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Base | 22,080.00 |
| 4000-4999: Books And Supplies | LCFF - Base | 32,005.00 |
| 5000-5999: Services And Other Operating | LCFF - Base | 3,621.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 11,631.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 5,276.00 |
| 5000-5999: Services And Other Operating | LCFF - Supplemental | 16,148.00 |
| | Parent-Teacher Association (PTA) | 300.00 |
| | Title I | 1,494.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 8,050.00 |

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

| Funding Source | Total Expenditures |
|----------------------------------|---------------------------|
| | 18,907.00 |
| Donations | 4,750.00 |
| LCFF - Base | 71,062.00 |
| LCFF - Supplemental | 33,055.00 |
| Parent-Teacher Association (PTA) | 300.00 |
| Title I | 1,494.00 |
| Title III | 8,050.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|--------------------|
| | 23,657.00 |
| 1000-1999: Certificated Personnel Salaries | 21,406.00 |
| 2000-2999: Classified Personnel Salaries | 33,711.00 |
| 4000-4999: Books And Supplies | 37,281.00 |
| 5000-5999: Services And Other Operating Expenditures | 19,769.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 56,345.00 |
| Goal 2 | 49,529.00 |
| Goal 3 | 12,537.00 |
| Goal 4 | 19,207.00 |

Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

THE STUDENT PLEDGE:

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- _____ I will return completed homework on time.
- _____ I will return corrected work to my parent(s).
- _____ I will arrive at school on time every day unless I am ill.
- _____ I will be responsible for my own behavior.
- _____ I will be a cooperative learner.

Parents Pledge:

THE PARENT PLEDGE:

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- _____ I will provide a quiet place for my child to study.
- _____ I will encourage my child to complete his/her homework.
- _____ I will make sure my child gets an adequate night's sleep.
- _____ I will see to it that my child arrives at school on time every day.
- _____ I will spend at least 15 minutes per day reading with my child.
- _____ I will attend Back to School Night, Parent Conferences, and Open House
- _____ I will support the school/district policies on homework, discipline and attendance.

Staff Pledge:

THE TEACHER PLEDGE:

I understand the importance of the school experience to every child and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- _____ I will teach all the necessary concepts to your child before regular homework is assigned.
- _____ I will strive to be aware of the individual needs of your child.
- _____ I will regularly communicate with you regarding your child's progress.
- _____ I will provide a safe and positive learning environment for your child.

Everyone Will...

- Be equal partners to achieve successful learning.
- Communicate clearly, regularly and respectfully regarding roles and responsibilities.

School Site Council Membership

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

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Chris Christensen | X | | | | |
| Jody Brekke | | X | | | |
| Sandy O'Toole | | | X | | |
| Patti Ostovarpour | | X | | | |
| Kerrie Kendzierski | | X | | | |
| Sue Gauldin | | X | | | |
| Jannette Johnson | | | | X | |
| Kristin Azcona | | | | X | |
| Nina Robson | | | | X | |
| Angie Vander Burgh | | | | X | |
| Eliza Chao | | | | X | |
| Trisha Templin | | | | X | |
| Numbers of members of each category: | 1 | 4 | 1 | 6 | |

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on February 2, 2016 (budget adopted 4/12/16).

Attested:

Chris Christensen

Typed Name of School Principal

Signature of School Principal

Date

Sue Gauldin, Vice Chairperson

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: James H. Cox Elementary School
CDS Code: 30-66498-6066922
District: Fountain Valley School District
Principal: Patrick Ham
Revision Date: May 4, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

James H. Cox Elementary School's Vision and Mission Statements

The mission of Cox School is to provide a safe, respectful, and rigorous learning environment for our students. It is our expectation that through professional & community collaboration and data analysis, students will meet or exceed grade level standards in core subjects areas and become life-long learners and quality citizens. With collaboration between our staff and community, the Mission Statement of James H. Cox Elementary School reads as follows:

"Cox School provides a comprehensive, rigorous, and consistent education, focusing on high academic achievement. We are a collaborative community of respectful and responsible learners."

Each day the staff and students at Cox School start the day with the reading and promise to work towards our school pledge: "Cox is an excellent school. We are respectful, responsible, and ready to learn." Our dedication to our mission and school pledge reflect the staff and faculty's unwavering commitment to achieve excellence by providing the best education for ALL of our students. Teachers, staff, and the administration act on the principle "whatever is best for our students." Cox is dedicated to ensure the academic success of every student through the creative and flexible teaching of the California State Standards-based curriculum, GATE clustered classrooms, differentiated small group instruction, web-based literacy and mathematical programs, embedded technology in every classroom, extended day learning programs, and on-going assessment of student progress. The plan to achieve this vision is established in the Single Plan for Student Achievement. This plan is created by the Cox School staff and governed by the School Site Council (SSC). It is a living document that is referenced, evaluated, and modified as needed by stakeholders to ensure that the instruction and curriculum are appropriate and best meet the needs of our students.

School Profile

School Description

James H. Cox Elementary School is a K-5 school serving about 750 students. It is located in Fountain Valley, California, and is one of 10 schools in the Fountain Valley School District (FVSD). Its high quality instructional program is designed to meet the varied needs of the student population. All students receive core curriculum instruction in accordance with the FVSD and California State Standards. Students experience rigor through instruction that is re-mediated and enriched according to each student's individual needs.

Teachers, staff, and administrators continue to act on the belief that students come first. The educational programs at Cox are tailored to meet the needs of an ever-changing school population. Cox School is dedicated to ensure the academic success of all students, providing a comprehensive educational experience that is the foundation of future endeavors. The students and staff of Cox Elementary have experienced tremendous academic growth and success from the turn of the century (100 point growth in API, 804-904 from 1999 to 2013). Parents, administrators, teachers, and support staff work as an educational team for the betterment of all students.

School Demographic Characteristics

Ethnic and Racial Makeup of James H. Cox School

2015-2016 (Based on CALPADS and Aeries SIS from January 2016):

Vietnamese-36%

White, non-Hispanic-25.5%

Hispanic or Latino-23%

Two or More Races-5%

African American, non-Hispanic-1%

English Learners-29% (up from 25% in 2014)

GATE Identified-2.7%

Special Ed-4.6% (down from 6%)

Socio-Economically Disadvantaged (Low Income)-30% (up from 28% in 2014)

Staffing

James H. Cox School houses self-contained general education classes, a Resource Specialist Program (RSP), Speech and Language Program (SLP), Library Media Center, two Computer Labs, and an Extended Day Care facility (ESP). The full-time staff at Cox includes credentialed classroom teachers, an office manager, head custodian, RSP teacher, and principal. The part-time staff includes a psychologist, SLP teacher, SLP Assistant, library-media technician, office clerk, health assistant, night custodians, bilingual tutors, kindergarten aides, ESP lead instructor, ESP aides, food service assistant, and noon supervisors.

The staff works together to ensure the smooth running of the activities at Cox School. The certificated staff meets regularly throughout the year to provide input and make decisions related to the students and school. They also serve on various district committees to represent Cox. In addition, teachers and staff serve on the School Site Council (SSC), Parent Teacher Organization (PTO), Student Study Team (SST), School Solution Action Team (SSAT), Beginning Teacher Support and Assessment Program (BTSA), and the Leadership Team. Every Cox staff member is "Highly Qualified" under the NCLB guidelines. Classified staff provides formal and informal input for school decisions.

Students at Cox Elementary benefit from the following...

Academic Assessments

- Smarter Balance (SBAC) Assessments
- FVSD Kindergarten and 1st Grade Assessments
- FVSD Interim Tests
- CELDT
- DIBELS Next
- Scholastic Reading Inventory (SRI)
- Teacher created assessments
- Curriculum based measures
- Illuminate (management database)

Release Time/Grade Grade Collaboration

- Grade level horizontal collaboration
- Multiple grade level(s) vertical collaboration
- Professional development-Differentiated Instruction/California State Standards
- Site visitations/Grade level classroom walkthroughs
- Thinking Maps training and collaboration
- DIBELS Next training and collaboration
- Technology training and collaboration
- Illuminate training
- ST Math training
- District trainings
- CGI training and collaboration

Intervention

- (Title I & EL) Before and/or After School Intervention with Certificated Teachers
- Kindergarten and RSP Aides
- Bilingual Tutors
- Purple Folder Tutors
- Ticket to Read

Instructional Supplies

- Duplication materials – ink and masters
- Informational text allocation
- Lamination
- Fosnot units and materials
- Thinking Maps materials
- Intervention materials
- Professional literature

Technology

- Ticket to Read Reading Program
- ST Math site license
- Computer software licenses
- ELMOs and LCD Projectors for classrooms
- Computers for second computer lab
- Chromebooks and/or iPads for ALL classrooms
- SmartBoards for classrooms
- School wide wireless internet access
- Hardware

All teachers work with English Learners (ELs) and make instruction comprehensible through ELD and SDAIE strategies. All EL students are tested yearly using the California English Language Development Test (CELDT) until they are redesignated as Proficient. CELDT results are communicated to parents annually along with information regarding their child's educational program at Cox School. ELs are expected to advance one CELDT level each year. Bilingual tutors work with students at the Beginning through Intermediate levels on the CELDT test. There is active parent participation on the English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC).

Special Education and Gifted and Talented Education (GATE) students receive specialized instruction delivered by qualified teachers. Their identification follows established guidelines. Parents must give their consent before testing and are informed of procedures, identification criteria, and program goals. Teachers differentiate instruction according to assessment results in order to meet the needs of all learners.

Intervention occurs during and beyond the school day both in the regular classroom. In the regular classroom whole group instruction is made more comprehensible through the use of visual support such as Thinking Maps, Discovery United Streaming, Brain Pop, Pages/Powerpoint, internet based websites, etc. Technology (ELMO, LCD Projector, laptop, and Smart Boards) helps facilitate visual support in every classroom. In addition to support provided during whole group instruction, small group differentiation occurs on a regular basis.

Title I funds are used to support target students during and beyond the school day. Students in first through fifth grades have the opportunity to participate in before or after school Reading/ELA and/or Math intervention groups. To ensure teachers are prepared to provide intervention Title I funds are used for professional development fees, substitutes, and stipends in order to give teachers the opportunity to participate in trainings and meet in grade level horizontal and vertical teams.

Another important piece of the vision for Cox School is to ensure that Cox School is an orderly place where all students feel safe and secure. The classrooms are well lit, comfortable, clean, and equipped with appropriate furniture and technology. Every student has access to the well-stocked library and computer labs. Title IV legislation provides guidelines for keeping students, staff, and visitors safe and secure while on campus. There is a School Safety Plan in place, and monthly drills are conducted to ensure students and staff understand the procedures to follow in case of emergencies. Curriculum promoting drug prevention and character education is used to help Cox students develop coping skills to help them deal successfully with real life situations.

All stakeholders are committed to promoting and maintaining this ambitious vision for the James H. Cox students, staff, and community.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

EL and Title I surveys are administered annually by the District. The annual Program Effective Parent Survey for Title I Program was administered by our Title I teacher in the 2015-2016 school year. The summary of the survey showed overall parent satisfaction and

appreciation for the services provided in the area of reading. A staff Title I survey was administered this year by the site administrator. The purpose of the survey is to educate our staff on important information related to Title I as well as receiving feedback regarding possible Title I funding expenditure for future years. In addition, the District annually administers a survey to solicit input from parents of English learners.

Students in grades 3rd through 5th participated in a school climate survey.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Board of Trustees and District administrators value learning and teaching. Throughout the year, District leaders and Board Members make it a priority to visit every school on multiple occasions as well as for special events such as Multicultural Day, 3rd Grade Boomtown, and grade level specific performing arts plays or musicals. District level instructional visits from District management (Senior Management) are conducted 4 times during the school year. Visits from the Board of Trustees also occur multiple times during the school year.

The principal conducts formal teacher evaluations each year for qualified teachers based on union contract (yearly, every other year, or every three years depending on tenure status). The site principal place a high value on regular classroom visits. At Cox Elementary School, each classroom teacher is visited 3-4 times a week totaling at minimum 100 classroom instructional visits throughout the school year. To promote a healthy and "balanced" instructional presentation to our students, teachers receive Classroom Visitation Data from the principal on a trimester basis to reflect the positive feedback from the administrator regarding our classroom instructional practice. Each grade level team spent multiple professional development days visiting other classrooms at different school sites as well as classrooms on site. Correlational data between student achievement and classroom instructional visit data are discussed with teachers multiple times during the school year. Instructional classroom visitations are a critical and regular component of Cox Elementary School.

Analysis of Current Instructional Program

The eight State priority areas listed below are outlined in the Local Control Accountability Plan regulations. These focus areas are used to analyze the current instructional practices for all students including English learners, socio-economically disadvantaged students, students with disabilities, and foster youth.

Basic Services

Teachers

| Strengths | Needs |
|---|--|
| <ul style="list-style-type: none"> • All highly qualified/credentialed teachers; none teaching outside the credentialed area | <ul style="list-style-type: none"> • Time & familiarity with California State Standards & Differentiated Instruction • More hours for librarian & music teachers for vocal music |

Textbooks

| Strengths | Needs |
|---|---|
| <ul style="list-style-type: none"> • Textbooks for all subject areas are present on site or in the District • Math textbooks aligned to the California State Standards were adopted in 2014/15 • ELA textbooks will be piloted in the years ahead • Writing Program Pilot: Thinking Maps: Write from the the Beginning starting winter of 2015/16 | <ul style="list-style-type: none"> • California State Standards textbooks/materials needed • Non-fiction informational text needed • Management, communication, and distribution |

Facilities

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none"> • Excellent garden maintenance by our District grounds workers (Monday mornings) • Overall an excellent campus for our students to play on, with access to playground equipment and open grass areas. • Consistent cleaning process implemented by custodians • Solar panels • Deep cleaning 80 hours during summer (LCAP) | <ul style="list-style-type: none"> • Custodial cleaning and on-going maintenance of cleaning needs improvement • Blacktop aging (Deferred Maintenance Plan-Budgeting) • External – mow grass shorter & pick up clippers where students play • Ant control |

California State Standards Implementation (all content areas)

| Strengths | Needs |
|---|--|
| <ul style="list-style-type: none"> • California State Standards staff development in ELA and Math • Principal Training Program – Elementary K-5 Principal PLC Meetings Sharing "Professional Practices" | <ul style="list-style-type: none"> • More instructional resources • Adequate alignment of Interim assessments with curriculum pacing |

Course Access

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none"> • ELA/Reading block consistent across grade levels • Math curriculum, ST Math, and ST Math Fluency implementation key component of instructional materials • Greater emphasis nonfiction, informational text • Differentiated, small group instruction implementation • Greater emphasis on Listening and Speaking standards (Student Collaboration) | <ul style="list-style-type: none"> • Grade level consistency in differentiated instruction/small group implementation • Consistency in implementation of Thinking Maps and CGI Math |

Pupil Outcomes
(Refer to the School and Student Performance Data section for multi-year scores.)

California Assessment of Student Performance and Progress (CAASPP)
Smarter Balanced Assessments

| Strengths | Needs |
|--|---|
| <p>The SBAC Baseline in ELA and Math from Spring 2015 were above state and county averages.</p> <p>ELA</p> <ul style="list-style-type: none"> • 3rd: 82% At, Near, or Exceeding • 4th: 79% At, Near, or Exceeding • 5th: 81% At, Near, or Exceeding <p>Math</p> <ul style="list-style-type: none"> • 3rd: 87% At, Near, or Exceeding • 4th: 86% At, Near, or Exceeding • 5th: 81% At, Near, or Exceeding | <ul style="list-style-type: none"> • Learning Gap exists between subgroups: EL and Low income. Student with Disability enrollment numbers were not significant. <p>ELA</p> <ul style="list-style-type: none"> • 4th ELs: 44% Not Meeting the Standard compared to 21% of All Students • 5th ELs: 48% Not Meeting the Standard compared to 19% of All Students • 3rd Low Income: 25% Not Meeting the Standard compared to 18% of All Students <p>Students</p> <ul style="list-style-type: none"> • 4th Low Income: 27% Not Meeting the Standard compared to 21% of All Students • 5th Low Income: 27% Not Meeting the Standard compared to 19% of All Students <p>Math</p> <ul style="list-style-type: none"> • 5th ELs: 48% Not Meeting the Standard compared to 19% of All Students • 3rd Low Income: 23% compared to 13% of All Students • 5th Low Income: 30% compared to 19% of All Students <p>Overall, the discrepancy between general population and subgroups are not as significant as initially predicted. In fact, some of the subgroups outperformed the general population when you look at the bottom performing band (Standard Not Met). There was significantly less percentage of students in subgroups compared to All Students at the top performing band (Exceeding the Standard).</p> |

California English Language Development Test (CELDT)

| Strengths | Needs |
|--|--|
| <ul style="list-style-type: none"> • Cox students met both AMAO 1 and AMAO 2 Federal targets. | <ul style="list-style-type: none"> • 35%-50% of all Initial CELDT assessments in FVSD have come from Cox School in recent years. Thus, Cox has a large population of Beginning ELs that our staff must differentiate with in order to meet their needs. |

California English Language Development Test
AMAO 1

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none"> • 77% met AMAO 1 target in 2015 • Federal Target is 60.5% | <ul style="list-style-type: none"> • Continue to address the needs of our EL population especially in the area of writing. EL Intervention classes and a consistent writing program are needed to support these areas. |

AMAO 2

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none"> 50.9% met AMAO 2 target in 2015 Federal Target is 24.2% | <ul style="list-style-type: none"> Continue to address the needs of our EL population especially in the area of writing. EL Intervention classes and a consistent writing program are needed to support these areas. |

Reclassification Rates

| Strengths | Needs |
|---|---|
| <ul style="list-style-type: none"> R-FEP rates for Cox Elementary School are at or above County rates. | <ul style="list-style-type: none"> Cox R-FEP rates are at or below the District averages, only six students reclassified in the 2014/15 school year. |

California Physical Fitness Test

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none"> 73.8% are meeting at least 4 of the 6 fitness standards Wellness Wednesdays Noon Leagues | <ul style="list-style-type: none"> Goal of 100% meeting 4 of 6 standards Parental and community support with educating students on the importance of physical education and increasing physical activity More communication with parents regarding the progress Time to practice these skills |

Other Student Outcomes

Universal Literacy Screeners

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none"> Scholastic Reading Inventory (SRI) for all students in grades 1st - 5th DIBELS Next available across all grade levels for greater detailed data for students DIBELS Next used to identify students who may need support/intervention | <ul style="list-style-type: none"> Time to assess selected groups of students in the beginning of the year More support for certain demographics showing slower rate of progress Scores seem to go down at the end of the year |

Engagement

Parent Involvement

| Strengths | Needs |
|---|---|
| <ul style="list-style-type: none"> Strong classroom involvement; amazing group of "core" parent volunteers | <ul style="list-style-type: none"> Diversity Better communication |

Student Engagement

Attendance

| Strengths | Needs |
|--|--|
| <ul style="list-style-type: none"> Above County and State averages for 2015 Began Classroom Incentive Program for top 2 classrooms for Primary and Upper with highest percentage at 50th and 100th day of instruction Above the target mark of 97% for the 2015-2016 school year as of 1/11/16 (97.45%) | <ul style="list-style-type: none"> Address chronic absences Less than 30 minute tardy numbers need to be reduced |

Chronic Absenteeism

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none">Well below County averages | <ul style="list-style-type: none">The number of chronic absenteeism as of 1/11/16 is 31 |

School Climate

Suspensions

| Strengths | Needs |
|---|--|
| <ul style="list-style-type: none">Progressive discipline; strong classroom management | <ul style="list-style-type: none">Number of suspensions at Cox has gone down tremendously in the last 4-5 years. Need for consistency in progressive discipline as well as continuing character assemblies |

Expulsions

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none">No expulsions reported in the last 3 years | <ul style="list-style-type: none">None at this time |

Survey (California Healthy Kids Survey Results and school surveys)

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none">Overall, our students report a climate where they feel safe and adults care about them | <ul style="list-style-type: none">Continue surveys and feedback from students, parents, and staff |

Description of Barriers and Related School Goals

Description of possible barriers related to goal: Student Achievement.

- Lack of time for collaboration
- Lack of time for data analysis
- Lack of time for professional growth
- Lack of time for on-going Professional Development for the California State Standards along with newly adopted curriculum
- Lack of a consistent writing program (school and district-wide)

Description of possible barriers related to goal: Special Populations

- Lack of aligned Standards based core and supplemental curriculum & materials
- Lack of professional development with SBAC assessments
- Lack of intervention extended day opportunities and participation consistency across grade levels

Description of possible barriers related to goal: Parent Involvement

- Parents are reluctant to join PTO or serve in volunteer chair positions
- Lack of primary grade parents serving in leadership positions
- Language and cultural barriers for EL parents

Description of possible barriers related to goal: Student Engagement and School Climate

- Extended school opportunities for students to be more "connected" to school
- Lack of extra school activities and programs embedded in the regular school day (staff to organize and coordinate)
- Support needed from parents to avoid taking vacations during school time and allowing students to remain at home when not sick

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 3 | 104 | 103 | 99.0 | 102 | 2439.5 | 28 | 32 | 20 | 18 |
| Grade 4 | 117 | 117 | 100.0 | 117 | 2479.5 | 27 | 32 | 21 | 21 |
| Grade 5 | 161 | 160 | 99.4 | 160 | 2530.5 | 26 | 43 | 12 | 19 |
| All Grades | 382 | 380 | 99.5 | 379 | | 27 | 37 | 17 | 19 |

| Grade Level | READING | | | WRITING | | | LISTENING | | | RESEARCH/INQUIRY | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|
| | Demonstrating understanding of literary & non-fictional texts | | | Producing clear and purposeful writing | | | Demonstrating effective communication skills | | | Investigating, analyzing, and presenting information | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 3 | 26 | 53 | 20 | 26 | 57 | 16 | 22 | 64 | 14 | 27 | 55 | 17 |
| Grade 4 | 27 | 52 | 20 | 24 | 54 | 21 | 16 | 72 | 11 | 21 | 45 | 13 |
| Grade 5 | 33 | 48 | 19 | 33 | 50 | 16 | 21 | 68 | 10 | 41 | 51 | 8 |
| All Grades | 29 | 50 | 19 | 28 | 53 | 17 | 20 | 68 | 11 | 31 | 50 | 12 |

Conclusions based on this data:

- Overall, 64% schoolwide Met or Exceeded Standards, 17% scored Near Standard, and 19% did not meet the standard for ELA SBAC.
- Approximately 80% of our students in 3rd to 5th scored AT/NEAR/or ABOVE the Standard in Reading/Understanding Text; about 20% did not.
- 20%, 21%, and 12% Near Standard for Grades 3rd-5th respectively for Reading. Target population for Extended Intervention for sessions for 2016 and beyond.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 3 | 104 | 102 | 98.1 | 102 | 2461.5 | 32 | 33 | 22 | 13 |
| Grade 4 | 117 | 117 | 100.0 | 117 | 2489.9 | 21 | 32 | 33 | 14 |
| Grade 5 | 161 | 160 | 99.4 | 160 | 2530.4 | 28 | 24 | 29 | 19 |
| All Grades | 382 | 379 | 99.2 | 379 | | 27 | 29 | 28 | 16 |

| Grade Level | CONCEPTS & PROCEDURES | | | PROBLEM SOLVING & MODELING/DATA ANALYSIS | | | COMMUNICATING REASONING | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|---|---------------------|----------------|
| | Applying mathematical concepts and procedures | | | Using appropriate tools and strategies to solve real world and mathematical problems | | | Demonstrating ability to support mathematical conclusions | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 3 | 49 | 33 | 18 | 40 | 42 | 18 | 39 | 51 | 10 |
| Grade 4 | 31 | 43 | 25 | 24 | 56 | 18 | 33 | 49 | 16 |
| Grade 5 | 37 | 38 | 26 | 25 | 49 | 26 | 24 | 54 | 22 |
| All Grades | 38 | 38 | 23 | 29 | 50 | 21 | 31 | 51 | 17 |

Conclusions based on this data:

1. 87%, 86%, and 81% Nearly, Met, or Exceeded the Standards for Math SBAC for grades 3rd -5th respectively; 13%, 14%, and 19% did not meet the Standard for Math SBAC. Target population for ST Math Fluency extended learning are those students who did not meet the Standard.
2. 22%, 33%, and 29% Nearly Met the SBAC Math Standards for grades 3rd to 5th respectively. These students are the target population for Extended Learning for Math Intervention.
3. 65%, 53%, and 52% Met or Exceeded SBAC Math for Grades 3rd to 5th respectively. We had fewer students scoring at the lowest levels for Math compared to ELA even though we had higher percentage of students Meeting or Exceeding Standards in ELA.

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | 2014-15 CELDT (Annual Assessment) Results | | | | | | | | | | | |
|--------------|---|----|----------------|----|--------------|----|--------------------|----|-----------|---|---------------|-----|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested | |
| | # | % | # | % | # | % | # | % | # | % | # | |
| K | 1 | 25 | 1 | 25 | 2 | 50 | | | | | | 4 |
| 1 | 9 | 28 | 15 | 47 | 6 | 19 | 2 | 6 | | | | 32 |
| 2 | 16 | 31 | 18 | 35 | 12 | 24 | 4 | 8 | 1 | 2 | | 51 |
| 3 | 2 | 10 | 13 | 62 | 4 | 19 | 1 | 5 | 1 | 5 | | 21 |
| 4 | 3 | 14 | 11 | 52 | 6 | 29 | | | 1 | 5 | | 21 |
| 5 | 5 | 23 | 11 | 50 | 3 | 14 | 3 | 14 | | | | 22 |
| Total | 36 | 24 | 69 | 46 | 33 | 22 | 10 | 7 | 3 | 2 | | 151 |

Conclusions based on this data:

1. Based on the total number of students taking the CELDT assessment (151), 4% of our EL students were reclassified R-FEP.
2. 70% of our EL students taking the CELDT Assessment scored Advanced or Early Advanced.

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | 2014-15 CELDT (All Assessment) Results | | | | | | | | | | |
|--------------|--|----|----------------|----|--------------|----|--------------------|----|-----------|----|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| K | 4 | 10 | 5 | 13 | 19 | 49 | 6 | 15 | 5 | 13 | 39 |
| 1 | 12 | 29 | 16 | 38 | 7 | 17 | 3 | 7 | 4 | 10 | 42 |
| 2 | 17 | 30 | 18 | 32 | 13 | 23 | 6 | 11 | 2 | 4 | 56 |
| 3 | 2 | 7 | 16 | 59 | 5 | 19 | 2 | 7 | 2 | 7 | 27 |
| 4 | 4 | 14 | 12 | 41 | 9 | 31 | 1 | 3 | 3 | 10 | 29 |
| 5 | 8 | 28 | 11 | 38 | 5 | 17 | 5 | 17 | | | 29 |
| Total | 47 | 21 | 78 | 35 | 58 | 26 | 23 | 10 | 16 | 7 | 222 |

Conclusions based on this data:

1. 71 students from Cox took the CELDT Initial Assessment.
2. About 35% of Early Intermediate and Beginning EL students from the FVSD attend Cox School.

School and Student Performance Data

Title III Accountability (School Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 137 | 144 | 151 |
| Percent with Prior Year Data | 100.0% | 100.0% | 100.0% |
| Number in Cohort | 137 | 144 | 151 |
| Number Met | 104 | 124 | 116 |
| Percent Met | 75.9% | 86.1% | 76.8% |
| NCLB Target | 57.5 | 59.0 | 60.5% |
| Met Target | Yes | Yes | Yes |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 170 | 12 | 166 | 16 | 181 | 17 |
| Number Met | 86 | -- | 90 | -- | 86 | -- |
| Percent Met | 50.6% | -- | 54.2% | -- | 47.5% | -- |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2% | 50.9% |
| Met Target | Yes | * | Yes | -- | Yes | -- |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup | | |
|---------------------------------|---|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | | | |
| Met Participation Rate | Yes | | Yes |
| Met Percent Proficient or Above | No | | -- |
| Mathematics | | | |
| Met Participation Rate | Yes | | Yes |
| Met Percent Proficient or Above | No | | -- |

Conclusions based on this data:

1. AMAO 1: Cox exceeded the Federal Target of 60.5% with 77% demonstrating growth.
2. AMAO 2 (Less Than 5 Years of EL Instruction): Cox exceeded the Federal Target of 24.2% with 47.5% attaining English Proficiency.
3. AMAO 2 (5 or More Years of EL Instruction): Cox did not have a large enough cohort to produce results.

School and Student Performance Data

Title III Accountability (District Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 635 | 666 | 698 |
| Percent with Prior Year Data | 100.0 | 100.0 | 100.0 |
| Number in Cohort | 635 | 666 | 698 |
| Number Met | 504 | 550 | 585 |
| Percent Met | 79.4 | 82.6 | 83.8 |
| NCLB Target | 57.5 | 59.0 | 60.5% |
| Met Target | Yes | Yes | Yes |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 626 | 162 | 643 | 149 | 653 | 174 |
| Number Met | 326 | 120 | 359 | 119 | 377 | 144 |
| Percent Met | 52.1 | 74.1 | 55.8 | 79.9 | 57.7 | 82.8 |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2% | 50.9% |
| Met Target | Yes | Yes | Yes | Yes | Yes | Yes |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup at the LEA Level | | |
|---------------------------------|--|-----------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | | | |
| Met Participation Rate | Yes | Yes | |
| Met Percent Proficient or Above | No | No | |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | |
| Met Percent Proficient or Above | No | No | |
| Met Target for AMAO 3 | No | No | |

Conclusions based on this data:

1. At the district level, FVSD met the AMAO 1, exceeding the Federal Target of 60.5% with 83.8% of EL demonstrating growth.
2. At the district level, FVSD met the AMAO 2 (Less than 5 Years of EL Instruction), exceeding the Federal Target of 24.2% with 57.7% attaining English Proficiency.
3. At the district level, FVSD met the AMAO 2 (5 or More Years of EL Instruction), exceeding the Federal Target of 50.9% with 82.8% attaining English Proficiency.

Planned Improvements in Student Performance

School Goal #1

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|--|
| CATEGORY/PRIORITY AREA(S): Student Achievement |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 1: To support academic success and prepare students for College and Career, students will have access to 21st Century learning tools, including technology, and engage in rigorous and relevant educational experiences that develop their knowledge, skills and ability to collaborate, create, communicate, think critically, and solve problems. |
| SCHOOL GOAL #1: |
| To support student achievement, James H. Cox Elementary School will incorporate professional development, technology integration, and when available new California State Standards aligned instructional materials, and school and District signature practices. |
| Data Used to Form this Goal: |
| Student Achievement: <ul style="list-style-type: none">• Smarter Balanced Assessments (SBAC) English Language Arts (ELA) and Math, Scholastic Reading Inventory (SRI)• Professional Development: Staff Meeting Agenda/Collaboration Notes• Technology: Survey, Device to student ratio, Chromebook and iPad distribution and classroom small group usage• Instructional Materials: Access to standards-aligned instructional materials• Thinking Maps: Write from the Beginning and Beyond Writing Curriculum for teachers, District Writing Interim Assessments (California State Standards Focus, not student achievement) |
| Findings from the Analysis of this Data: |
| Description of possible barriers related to goal: Student Achievement <ul style="list-style-type: none">• Lack of time for collaboration• Lack of time for data analysis• Lack of time for professional growth• Lack of time for on-going Professional Development for the California State Standards along with newly adopted curriculum• Lack of a consistent writing program (school and district-wide) |
| How the School will Evaluate the Progress of this Goal: |
| Student Achievement: <ul style="list-style-type: none">• SBAC ELA -increase percent scoring Standard Exceeded and Standard Met in all grades• SBAC Math -increase percent scoring Standard Exceeded and Standard Met in all grades• Instructional Materials: Implementation of standards aligned instructional materials, Thinking Maps Writing Program• Professional Development: CGI and Thinking Maps: WFTB&B, calendar, interim assessments• Technology: technology survey, device student ratio, Chromebook cart schedules |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------|--|--|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Implement California State Standards Math Materials -Math Expressions and participate in professional development | 09/2015 - 06/2018 | Teachers, Site & District Administrators | No additional cost associated with this action | | | |
| Teacher collaboration was provided in conjunction with professional development. | 09/2015 - 06/2018 | Teachers, Site & District Administrators | No additional cost associated with this action | | | |
| Cognitively Guided Instruction (CGI) | 09/2015 - 06/2018 | Teachers, Site & District Administrators | Substitutes Stipends, Trainer Fees, Materials | 4000-4999: Books And Supplies | Title I | 700 |
| | | | | | LCFF - Base | 14,893 |
| | | | | | LCFF - Supplemental | |
| Collaborative conversations and the link to reading and writing, complex reading training | 01/2016 - 06/2018 | Teachers, Site Administrators | Substitutes Stipends, Trainer Fees, Materials | 1000-1999: Certificated Personnel Salaries | Title I | 3,016 |
| Thinking Maps: Refresher and Write From the Beginning and Beyond (Site). | 10/2015 - 06/2018 | Teachers, Site Administrator | Substitutes Stipends, Trainer Fees, Materials & Curriculum | 4000-4999: Books And Supplies | Title I | 15,000 |
| | | | | 5800: Professional/Consulti ng Services And Operating Expenditures | Title I | 15,000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------------|--|--|---|------------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Technology Based Programs: ST Math, IXL, Ticket to Read, SRI (Site) | Fall 2015 - Spring 2018 | Teachers, Site Administrator, PTO | Licence Fees-SRI K-3 | 5000-5999: Services And Other Operating Expenditures | Parent-Teacher Association (PTA) | 7,000 |
| | | | ST Math & ST Math Fluency | 5000-5999: Services And Other Operating Expenditures | Title I | 7,200 |
| | | | Ticket to Read or Reading Counts | 5000-5999: Services And Other Operating Expenditures | Title I | 10,000 |
| | | | IXL- 2 year for 1: paid in 2014/15 | 5000-5999: Services And Other Operating Expenditures | Title I | 0 |
| Leadership and Grade Level Collaboration for Intervention and Professional Development Planning (Site) | Fall 2016 - Spring 2018 | Teachers & Site Administrators | Substitutes cost | 1000-1999: Certificated Personnel Salaries | Title I | 10,000 |
| Leveled Reading Books/Library | Fall 2016 - Spring 2018 | Site Administrator, Teachers, Parents | Materials, Resources | 4000-4999: Books And Supplies | Title I | 30,000 |
| | | | | | Parent-Teacher Association (PTA) | 15,000 |
| Provide ongoing training on District Signature Practices that support California State Standards. Trainings and Demos. | 09/2015 - 06/2018 | Teachers, Site & District administrators | Presenter Fees and Substitutes, Stipends | 5800: Professional/Consulting Services And Operating Expenditures | Title I | 4,295 |
| Update staff devices | 09/2015 - 06/2016 | District Staff | Staff desktops | 4000-4999: Books And Supplies | LCFF - Base LCFF - Supplemental | 3,080 |

Planned Improvements in Student Performance

School Goal #2

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|--|
| CATEGORY/PRIORITY AREA(S): Special Populations |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 2: To support academic success in the core program, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement. |
| SCHOOL GOAL #2: |
| All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math, while reducing the achievement gap between subgroups. |
| Data Used to Form this Goal: |
| SBAC Subgroup Scores, SRI, DIBELS Next, Fountain Valley School District Writing Benchmarks, CELDT, AMAO 1, and AMAO 2. |
| Findings from the Analysis of this Data: |
| Description of possible barriers related to goal: Student Achievement <ul style="list-style-type: none"> • Lack of aligned Standards based core and supplemental curriculum & materials • Lack of professional development with SBAC assessments • Lack of intervention extended day opportunities and participation • Consistency across grade levels |
| How the School will Evaluate the Progress of this Goal: |
| 2014/15 established the base scores for SBAC and Scholastic Reading Inventory (SRI), in 2015/16 every group including ELs and low income students, are expected to demonstrate improved achievement. SBAC Subgroup Scores, SRI, DIBELS Next, Writing Benchmarks, CELDT, AMAO 1 and 2, AYP. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------|--|-------------------------|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Bilingual Tutor Support for Beginning and Early Intermediate English Learner students to facilitate content mastery. | 09/2015 - 06/2018 | Teachers, Site & District Administrators | Bilingual Tutor Salary | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 55,189 |
| After School English Learner Support Class (District). | 09/2015 - 06/2018 | 4-6 Teachers, Office Manager, and Site Administrator | Stipend | 1000-1999: Certificated Personnel Salaries | Title III | 6,739 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------|--|---|--|--|--------------------|
| | | | Description | Type | Funding Source | Amount |
| Before/After School Title I Intervention (Site Specific). | 09/2015 - 06/2018 | 5-8 Teachers, Office Manager, Site Administrator | Stipend | 1000-1999: Certificated Personnel Salaries | Title I | 25,000 |
| Support implementation of Cognitively Guided Instruction (CGI) | 09/2015 - 06/2017 | Teachers, Site and District Administrator | No additional expense associated with this action | | | |
| Teachers will continue to teach using California State Standards and Differentiated Instruction model (District & Site Specific). | 09/2013 - 06/2016 | Teacher, Site & District Administrator | No additional expense associated with this action | | | |
| Analyze and disaggregate student achievement data in English language development, English/language arts, and mathematics in order to provide timely intervention and close the achievement gap | 09/2015 - 06/2018 | Teacher, Site & District Administrator | Annual service renewal fees | 5000-5999: Services And Other Operating Expenditures | LCFF - Base LCFF - Supplemental | 3,621 |
| Purchase supplemental informational text supplement existing core ELA materials | 09/2015 - 06/2018 | Teacher, Site & District Administrator | Materials | 4000-4999: Books And Supplies | LCFF - Supplemental | 5,751 |
| Participate in school library program | 09/2015 - 06/2018 | Library Media Technician | Personnel | 2000-2999: Classified Personnel Salaries | LCFF - Base LCFF - Supplemental | 16,994 |
| Utilize ST Math to support English learners, low income youth, and other high needs student populations | 09/2015 - 06/2018 | Teachers | Annual fee | 5000-5999: Services And Other Operating Expenditures | Title I LCFF - Supplemental | 3,318 2,000 |
| Continue to administer District identified assessments, including SRI | 09/2014 - 06/2017 | Teachers & Site Administrators | Materials, online subscription | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 8,050 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------|--|----------------------------|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Site specific technology/Chromebooks and auxiliary devices and to increase student device ratio | 09/2015 - 06/2016 | Teachers, Site Administrators, District Administrators | Chromebooks 182 | 5000-5999: Services And Other Operating Expenditures | Title I | 69,000 |
| | | | SMART Table 4 | 5000-5999: Services And Other Operating Expenditures | Title I | 20,000 |
| | | | Chromebook carts VLT32 | 5000-5999: Services And Other Operating Expenditures | Title I | 2,300 |
| Academic vocabulary training and materials | 09/2015 | Teachers, Site Administrator, District Administrators | Trainer Fees and materials | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 6,234 |
| | | | | 5000-5999: Services And Other Operating Expenditures | Title I | 69,000 |
| | | | | 5000-5999: Services And Other Operating Expenditures | Title I | 20,000 |
| | | | | 5000-5999: Services And Other Operating Expenditures | Title I | 2,300 |

Planned Improvements in Student Performance

School Goal #3

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|--|
| CATEGORY/PRIORITY AREA(S): Parent Involvement |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 3: To support academic success, all parents will be engaged and play an active role in the school community. |
| SCHOOL GOAL #3: |
| Increase parent involvement to include a broader representation of parents on school decision-making groups, reflective of all student demographics (parent ed nights, participation in PTO, SSC, school activities, conferences). |
| Data Used to Form this Goal: |
| SSC Roster, PTO board & Committee chair leads, PTO sign-ins, volunteer lists, parent conference attendance, "Success Needs Succession" Outreach Night attendance |
| Findings from the Analysis of this Data: |
| Description of possible barriers related to goal: Parent Involvement <ul style="list-style-type: none"> • Parents are reluctant to join PTO or serve in volunteer chair positions • Lack of primary grade parents serving in leadership positions • Language and cultural barriers for EL parents |
| How the School will Evaluate the Progress of this Goal: |
| School Site Council documentation; English Learner Advisory documentation; District English Learner Advisory documentation; Number of parent education opportunities; meeting sign ins, agendas, and resources; expenditures for interpretation, translation, and childcare; responses to parent surveys |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------|---|-----------------------------------|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Written translations and oral interpreters at meetings/events (District) | 09/2013 - 06/2014 | Parents, Classified Staff, Site & District Administrators | Expense included in other actions | | | |
| Provide childcare for parent involvement nights/events/meetings (Site Specific) | 09/2013 - 06/2014 | Parents, Classified Staff, Site & District Administrators | Additional duty | 2000-2999: Classified Personnel Salaries | PTO | 1500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------|--|---|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Utilize technology and social media to communicate with parents, promote involvement, and solicit input (District) | 09/2013 - 06/2016 | Site & District Administrator | Personnel and annual service agreements | 5000-5999: Services And Other Operating Expenditures | LCFF - Base | 4,746 |
| | | | | | Title I | 1,494 |
| PTO Parent Involvement Recruitment Night: "Success Needs Succession" (Site Specific). | 09/2013 - 06/2016 | Teachers, Site Administrators, & Parents | Dinner/Social Night | 5000-5999: Services And Other Operating Expenditures | PTO | 500 |
| Continue to provide a bilingual Community Liaison to support parent outreach | 09/2013 - 06/2016 | District staff | Personnel | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 6,297 |

Planned Improvements in Student Performance

School Goal #4

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|--|
| CATEGORY/PRIORITY AREA(S): Student Engagement & School Climate |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness. |
| SCHOOL GOAL #4: |
| Create a learning and school climate that improves students' attendance, connection, and overall involvement in all aspects of their education. |
| Data Used to Form this Goal: |
| Daily attendance Chronic absenteeism Suspensions School climate survey - grades 3-5 California Healthy Kids Survey 5th grade Upper grade lunch time noon league homeroom participation Parent and/or student surveys Student participation in spirit days/special events |
| Findings from the Analysis of this Data: |
| Description of possible barriers related to goal: Student Engagement and School Climate <ul style="list-style-type: none"> Extended school opportunities for students to be more "connected" to school Lack of extra school activities and programs embedded in the regular school day (staff to organize and coordinate) Support needed from parents to avoid vacations during school time and allowing students to remain at home when not sick |
| How the School will Evaluate the Progress of this Goal: |
| Daily attendance rates, chronic absenteeism information, suspensions, school climate survey results, California Healthy Kids Survey results |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|--------------------------------|--|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Monitor student engagement & school climate by analyzing data from discipline reports, citations, suspensions, and SARB process (Site Specific). | 09/2015b - 06/2018 | Teachers & Site Administrators | No additional expenses associated with this action | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------|---|---|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Continue Noon Leagues and Wellness Program. Monitor student participation (Site Specific). | 09/2015 - 06/2018 | PTO, Site Administrators, Student Volunteers | Equipment and supplies | 5000-5999: Services And Other Operating Expenditures | PTO | 500 |
| Provide ongoing parent education and communication related to the negative effects of chronic absenteeism (Site Specific). | 09/2015 - 06/2018 | Teachers & Site Administrators | No additional expense associated with this action | | | |
| Provide health services to support attendance for high needs student populations | 09/2013 - 06/2016 | School Staff, Site Administrators, District Staff | Personnel | 1000-1999: Certificated Personnel Salaries | LCFF - Base | 18,907 |
| Conduct Parent/Administrator/Teacher Conferences as needed for chronic absenteeism, tardies, late pickups (Site Specific). | 09/2015 - 06/2018 | Teachers, Site Administrators, Parents | No additional expense associated with this action | | | |

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|--|----------------------------------|--------------------|
| 2000-2999: Classified Personnel Salaries | PTO | 1,500.00 |
| 5000-5999: Services And Other Operating | PTO | 1,000.00 |
| | LCFF - Base | 14,893.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Base | 18,907.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Base | 16,994.00 |
| 4000-4999: Books And Supplies | LCFF - Base | 3,080.00 |
| 5000-5999: Services And Other Operating | LCFF - Base | 8,367.00 |
| | LCFF - Supplemental | 2,000.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 61,486.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 5,751.00 |
| 5000-5999: Services And Other Operating | LCFF - Supplemental | 14,284.00 |
| | Parent-Teacher Association (PTA) | 15,000.00 |
| 5000-5999: Services And Other Operating | Parent-Teacher Association (PTA) | 7,000.00 |
| | Title I | 1,494.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 38,016.00 |
| 4000-4999: Books And Supplies | Title I | 45,700.00 |
| 5000-5999: Services And Other Operating | Title I | 203,118.00 |
| 5800: Professional/Consulting Services And | Title I | 19,295.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 6,739.00 |

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

| Funding Source | Total Expenditures |
|----------------------------------|---------------------------|
| PTO | 2,500.00 |
| LCFF - Base | 62,241.00 |
| LCFF - Supplemental | 83,521.00 |
| Parent-Teacher Association (PTA) | 22,000.00 |
| Title I | 307,623.00 |
| Title III | 6,739.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|---------------------------|
| 1000-1999: Certificated Personnel Salaries | 63,662.00 |
| 2000-2999: Classified Personnel Salaries | 79,980.00 |
| 4000-4999: Books And Supplies | 54,531.00 |
| 5000-5999: Services And Other Operating Expenditures | 233,769.00 |
| 5800: Professional/Consulting Services And Operating | 19,295.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 135,184.00 |
| Goal 2 | 315,496.00 |
| Goal 3 | 14,537.00 |
| Goal 4 | 19,407.00 |

Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

THE STUDENT PLEDGE:

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- _____ I will return completed homework on time.
- _____ I will return corrected work to my parent(s).
- _____ I will arrive at school on time every day unless I am ill.
- _____ I will be responsible for my own behavior.
- _____ I will be a cooperative learner.

Student's Signature _____ Date _____

Parents Pledge:

THE PARENT PLEDGE:

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- _____ I will provide a quiet place for my child to study.
- _____ I will encourage my child to complete his/her homework.
- _____ I will make sure my child gets an adequate night's sleep.
- _____ I will see to it that my child arrives at school on time every day.
- _____ I will spend at least 20-25 minutes per day reading with my child.
- _____ I will attend Back to School Night, Parent Conferences, and Open House
- _____ I will support the school/district policies on homework, discipline and attendance.

Parent's Signature _____ Date _____

Staff Pledge:

THE TEACHER PLEDGE:

I understand the importance of the school experience to every child and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- _____ I will teach all the necessary concepts to your child before regular homework is assigned.
- _____ I will strive to be aware of the individual needs of your child.
- _____ I will regularly communicate with you regarding your child's progress.
- _____ I will provide a safe and positive learning environment for your child.

Teacher's Signature _____ Date _____

Everyone Will...

- Be equal partners to achieve successful learning.
- Communicate clearly, regularly and respectfully regarding roles and responsibilities.

School Site Council Membership

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

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Patrick Ham | X | | | | |
| Emily Takeuchi | | X | | | |
| Tracy Querry | | X | | | |
| Dana Yager | | X | | | |
| Kitty Kaufman | | | X | | |
| Elizabeth Craney | | | | X | |
| Janice Vuong | | | | X | |
| Jeanine Bui | | | | X | |
| Christine Brickner-Nye | | | | X | |
| Azucena Chavarria | | | | X | |
| Numbers of members of each category: | 1 | 3 | 1 | 5 | |

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 4, 2016.

Attested:

Patrick Ham

Typed Name of School Principal

Signature of School Principal

Date

Dana Yager

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: Harry C. Fulton Middle School
CDS Code: 30-66498-6027916
District: Fountain Valley School District
Principal: Kevin Johnson
Revision Date: April 29, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Kevin Johnson
Position: Principal
Phone Number: (714) 375-2816
Address: 8778 El Lago Street
Fountain Valley, CA 92708
E-mail Address: JohnsonK@fvsd.us

The District Governing Board approved this revision of the SPSA on June 16, 2016.

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School Vision and Mission

Harry C. Fulton Middle School's Vision and Mission Statements

A. School Mission Statement

The mission of Fulton Middle School is to empower all students to S.O.A.R. to their greatest potential.

B. School Vision Statement

It is the vision of Fulton Middle School to promote students prepared for a diverse and dynamic world who are problem solvers and lifelong learners.

Fulton Middle School is a 6-8 school located in the city of Fountain Valley, in Orange County. Our high quality instructional program is designed to meet the varied needs of the student population. All students receive core curriculum instruction as identified by the Fountain Valley School District and California State Standards. Instruction is enriched through a variety of special programs and instructional strategies. We offer a core program for identified gifted students and special services for identified special education students. Our staff is committed to high standards for students that will prepare them for their future

At Fulton Middle School, we have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring Fulton Middle School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through collaboration, our students will be challenged to reach their maximum potential.

School Profile

Fulton Middle School is a 6-8 middle school serving 820 students. Fulton is located in Fountain Valley, California in the Fountain Valley School District. Unique to Fulton Middle School is that many of the students are the second or third generation to live in the neighborhood and attend Fulton, which accounts for the closeness of the community. Another admirable quality found at Fulton is strong parental involvement. We offer many opportunities for parents to become involved on a regular basis and support the partnership between the home and school.

Fulton is a 2009 and 2013 California Distinguished School as well as a 2015 California Gold Ribbon School. We are fortunate to have a staff of 30+ teachers who are dedicated to the education of our students. Our goal is to focus on increasing student achievement through an academic, standards-based instructional program, while at the same time, providing a highly enriched educational and social environment for our middle school students.

The Fulton staff spends a great deal of time planning for each school year with the goal of making a positive and successful educational experience for all students. In addition, we recognize the importance of a home-school partnership as a necessary component to ensure the success of our Fulton students. We highly encourage our parents to assist their children by monitoring their daily progress and becoming actively involved in their child's education. Parental involvement and support are key ingredients to making Fulton Middle School one of the finest schools in Orange County.

Student Enrollment - School Demographic Characteristics

| | |
|----------------------------------|-------|
| Asian | 36.0% |
| Hispanic or Latino | 10.6% |
| White (Not Hispanic) | 39.6% |
| English Language Learners | 4.8% |
| Socio-economically Disadvantaged | 17.0% |
| Special Education | 8.5% |

*Data reported are the percentage of students in each racial and ethnic subgroup as reported in Aeries October 30, 2015.

In addition to our general program, Fulton has two full time resource specialist, three special day class teachers, a speech and language pathologist, school counselor and school psychologist. Our Special Education Program has been recognized by the state for the outstanding supports and services they provide students with special needs. The Fulton Special Education team has presented at an Association of California School Administrators conference regarding closing the achievement gap and their successes.

In addition, Fulton's general education classes offer students a variety of supports, interventions and enrichments. Based on student needs and performance, they are placed in English Language Arts and Math courses which support or enrich their skills through the offering of co-taught classes, intervention classes, and GATE or above grade level courses.

Fulton not only offers students a range of academic programs, but extracurricular activities as well. Below is a list of some of the activities students can get involved in:

- Spirit Days
- Classroom Competitions
- Noon League Games
- Assemblies and Pep Rallies
- Dances
- Clubs - homework, community service, guitar and ukulele, mud club, running, LEGO, GLEE, Rock Band, Science & Engineering Club and Robotics
- Rockin' Lunches
- Student Council
- Cheerleading
- Sports Teams
- National Junior Honor Society
- Peer Assistance League
- Student Store
- Yearbook

We also have a very active Parent Teacher Association who supports our school in many ways including:

- Student Store
- Fundraisers
- Campus volunteers
- Annual content-area rotating focus
- Classroom Enhancement Funds
- Technology
- Assemblies
- Library books
- Student awards and recognition
- PE equipment
- Family Nights and Dine Outs

While Fulton School enjoys high levels of student achievement, the staff, parents and administration are all committed to working together for continuous improvement and ways to maximize student learning and development.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

- El and Title I surveys are administered annually by the District.
- Students in grades 6 & 7 participate in an annual school climate survey.
- School-specific surveys for students, staff, and parents.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

- Administrators
- District site visits by Superintendent, Asst. Superintendents, and Board of Trustees
- Other visitors

Analysis of Current Instructional Program

The eight State priority areas listed below are outlined in the Local Control Accountability Plan regulations. These focus areas are used to analyze the current instructional practices for all students including English learners, socio-economically disadvantaged students, students with disabilities, and foster youth.

Conditions of Learning

Basic Services

Teachers

| Strengths | Needs |
|--|---|
| All teachers are teaching under a full credential and within their subject area/s of competence. | Maintain 100% compliance rate in this area. |

Textbooks

| Strengths | Needs |
|---|--|
| All students are given their own individual books for classroom/home use. All materials are aligned with State standards and approved by the Board of Trustees. | Materials are aging and need to be replenished on an ongoing basis. Materials (except math) are not yet aligned with the California State Standards. |

Facilities

| Strengths | Needs |
|--|---|
| Safe, clean environment for students. Strong coverage from custodial staff, and adequate number of hours employed. SolaTube fixtures were installed in the MPR and exterior lighting was upgraded campus-wide. | Additional student restrooms and additional student lunch tables. |

California State Standards Implementation (all content areas)

| Strengths | Needs |
|---|--|
| California State Standards staff development in ELA and Math. Principal Meetings. | Ongoing support and training for teachers to integrate technology instruction for SBAC, Next Generation Science Standards, additional instructional resources to support the California State Standards including collaboration time for teachers to deepen their understanding. |

Course Access

| Strengths | Needs |
|--|---|
| All students have access to core—ELA/Math/SCI/HSS and the following electives: Public Speaking, Woodshop, Computers, Art, Music. | Consistent electives across all middle schools to include Visual Performing Arts, additional Spanish or other foreign language. |

Pupil Outcomes
(Refer to the School and Student Performance Data section for multi-year scores.)

California Assessment of Student Performance and Progress (CAASPP)
Smarter Balanced Assessments

| Strengths | Needs |
|---|---|
| 81% of all FEP/EO students scored "Standard Exceeded" or "Standard Met" and an additional 15% of students scored "Standard Nearly Met" on the 2015 English Language Arts/Literacy SBAC. 72% of all FEP/EO students scored "Standard Exceeded" or "Standard Met" and an additional 19% of students scored "Standard Nearly Met" on the 2015 Mathematics SBAC. | Continue to seek additional targeted interventions for EL students (12mo+) who are currently scoring in the 46% range (Standard Exceeded and Standard Met) for ELA SBAC. Continue to seek additional targeted interventions for EL Students (12mo+) who are currently scoring in the 41% range (Standard Exceeded and Standard Met) for Mathematics SBAC). |

California English Language Development Test (CELDT)

| Strengths | Needs |
|--|-------|
| 19 of 20 returning ELs scored Early Advanced and Advanced. | |

California English Language Development Test
AMAO 1

| Strengths | Needs |
|---|-------|
| Fulton did not meet the minimum number of EL students threshold for reporting in this area. | |

AMAO 2

| Strengths | Needs |
|---|-------|
| Fulton did not meet the minimum number of EL students threshold for reporting in this area. | |

Reclassification Rates

| Strengths | Needs |
|--|--|
| Fulton has a current RFEP rate of 39%. | Continue to embed SDAIE strategies to support growth of EL students. Provide support electives where needed. |

California Physical Fitness Test

| Strengths | Needs |
|--|---|
| Nearly 64% of all students met the standards of the PFT in 5 - 6 of 6 areas. | Students need more education on healthy body mass index levels. Body composition continues to be a weak area. |

Other Student Outcomes

Universal Literacy Screeners

| Strengths | Needs |
|--|--------------|
| All 6th grade students participated in the Scholastic Reading Inventory. | |

Engagement

Parent Involvement

| Strengths | Needs |
|--|---|
| Strong community of committed, involved parents take on a majority of events/school needs. | Need to focus on recruitment of new, incoming parents from the elementary school. Brainstorm strategies to “entice” new and existing parents. |

Student Engagement

Attendance

| Strengths | Needs |
|---|---|
| Student attendance has remained steady at 97.8%. School newsletters and communications highlight the importance of attendance, unless a student is truly ill. | Continue to educate parents on long-term effects of high absenteeism. |

Chronic Absenteeism

| Strengths | Needs |
|--|---|
| Compared to state averages, our chronic absenteeism is low at 2.45% and is down almost a full 1% from 3.46% the previous year. | Fulton’s rate of chronic absenteeism is average for FVSD. Continue to educate parents and enforce attendance guidelines with regard to contracts to decrease this percentage. Communicate with the community the importance of taking vacations during non-school times as this impacts those represented in chronic absenteeism. Continue to issue attendance contracts and monitor transfer students' attendance records. |

School Climate

Suspensions

| Strengths | Needs |
|--|---|
| Student suspension rates have decreased nearly 38% over the previous year. | Continue to look for alternatives to out-of-house suspensions including early-intervention strategies, counseling services and suspension alternates. |

Expulsions

| Strengths | Needs |
|--|--|
| Student expulsions have been used effectively to comply with zero tolerance laws and to maximize security on campus. For the third year, Fulton has had no expulsions. | Continue with fair, consistent, fully articulated progressive discipline policy. |

Survey (California Healthy Kids Survey Results and school surveys)

| Strengths | Needs |
|--|--|
| <ul style="list-style-type: none"> • 35% perceive Caring relationships w/teacher or other adult (31% Statewide) • 51% perceive high expectations from teacher or other adult (45% Statewide) • School Connectedness Scale = 65% vs. Statewide 39% | <ul style="list-style-type: none"> • Only 74% perceive themselves to be "Safe" or "Very safe" when at school...needs to be higher. (18% Statewide) • Only 18% perceive opportunities for meaningful participation at school... needs to be higher (16% Statewide.) |

Description of Barriers and Related School Goals

Description of possible barriers related to goal: Student Achievement

- Current lack of data to analyze
- Lack of time for collaboration within departments and grade levels
- Need for additional professional growth and development in subject specific areas as well as in the technology needed and used in the implementation of SBAC testing
- Need for ongoing professional development with regards to the California State Standards
- Need California State Standards aligned materials

Description of possible barriers related to goal: Special Populations

- Current lack of data to analyze
- Need for additional professional development on strategies to support California State Standards
- Need for refinement of benchmark assessments to support students and teachers in preparing for SBAC assessments
- Continued professional development for teachers that is subject specific
- Need California State Standards aligned materials

Description of possible barriers related to goal: Parent Involvement

- Parent involvement and PTA membership tends to decrease from elementary school to middle school
- Language barrier with EL parents
- Lack of involvement opportunities that are convenient

Description of possible barriers related to goal: Student Engagement and School Climate

- Need for development of additional, consistent student recognition programs
- Increase the availability of during and after school activities and clubs that students can be involved in to increase their connectedness to the school
- Communicate with parents of the importance of regular attendance

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 6 | 252 | 251 | 99.6 | 251 | 2584.9 | 35 | 43 | 16 | 6 |
| Grade 7 | 289 | 287 | 99.3 | 287 | 2616.0 | 37 | 47 | 13 | 4 |
| Grade 8 | 250 | 243 | 97.2 | 243 | 2636.9 | 36 | 46 | 16 | 2 |
| All Grades | 791 | 781 | 98.7 | 781 | | 36 | 45 | 15 | 4 |

| Grade Level | READING | | | WRITING | | | LISTENING | | | RESEARCH/INQUIRY | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|
| | Demonstrating understanding of literary & non-fictional texts | | | Producing clear and purposeful writing | | | Demonstrating effective communication skills | | | Investigating, analyzing, and presenting information | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 6 | 40 | 44 | 16 | 47 | 46 | 7 | 28 | 67 | 4 | 45 | 52 | 3 |
| Grade 7 | 45 | 44 | 12 | 56 | 39 | 5 | 21 | 71 | 8 | 53 | 43 | 3 |
| Grade 8 | 52 | 42 | 6 | 53 | 43 | 4 | 30 | 68 | 2 | 46 | 50 | 4 |
| All Grades | 45 | 43 | 11 | 52 | 42 | 5 | 26 | 69 | 5 | 48 | 48 | 4 |

Conclusions based on this data:

- 81% of all FEP/EO students at Fulton scored "Standard Exceeded" or "Standard Met," an additional 15% of students scored "Standard Nearly Met" on the 2015 SBAC.
- While the IFEP and RFEP students at Fulton score equal to (or greater than) "All" students, EL students (12 months or longer residency) score significantly lower with 46% scoring "Standard Exceeded" or "Standard Met." It should be noted, however, that there are 8, 9, and 5 students in this classification in grades 6, 7 and 8 at Fulton respectively.
- Additional targeted interventions could be considered as a possible means of providing supports to the EL population and ELA courses at Fulton.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 6 | 252 | 251 | 99.6 | 251 | 2591.9 | 43 | 32 | 15 | 10 |
| Grade 7 | 289 | 287 | 99.3 | 286 | 2609.8 | 43 | 29 | 18 | 9 |
| Grade 8 | 250 | 243 | 97.2 | 243 | 2626.8 | 44 | 21 | 26 | 9 |
| All Grades | 791 | 781 | 98.7 | 780 | | 43 | 28 | 19 | 9 |

| Grade Level | CONCEPTS & PROCEDURES | | | PROBLEM SOLVING & MODELING/DATA ANALYSIS | | | COMMUNICATING REASONING | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|---|---------------------|----------------|
| | Applying mathematical concepts and procedures | | | Using appropriate tools and strategies to solve real world and mathematical problems | | | Demonstrating ability to support mathematical conclusions | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 6 | 53 | 33 | 14 | 40 | 51 | 9 | 43 | 47 | 10 |
| Grade 7 | 53 | 31 | 16 | 48 | 46 | 6 | 42 | 54 | 3 |
| Grade 8 | 51 | 33 | 15 | 46 | 45 | 9 | 43 | 44 | 14 |
| All Grades | 53 | 32 | 15 | 45 | 47 | 8 | 43 | 49 | 9 |

Conclusions based on this data:

- 72% of all FEP/EO students at Fulton scored "Standard Exceeded" or "Standard Met," an additional 19% of students scored "Standard Nearly Met" on the 2015 SBAC in mathematics.
- While the IFEP and RFEP students at Fulton score equal to (or greater than) "All" students, EL students (12 months or longer residency) score significantly lower with 41% scoring "Standard Exceeded" or "Standard Met." It should be noted, however, that there are 8, 9, and 5 students in this classification in grades 6, 7 and 8 at Fulton respectively.
- Additional targeted interventions could be considered as a possible means of providing supports to the EL population and mathematics courses at Fulton.

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | 2014-15 CELDT (Annual Assessment) Results | | | | | | | | | | | |
|--------------|---|----|----------------|----|--------------|----|--------------------|---|-----------|---|---------------|----|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested | |
| | # | % | # | % | # | % | # | % | # | % | # | |
| 6 | 4 | 50 | 3 | 38 | 1 | 13 | | | | | | 8 |
| 7 | 3 | 38 | 5 | 63 | | | | | | | | 8 |
| 8 | 1 | 25 | 3 | 75 | | | | | | | | 4 |
| Total | 8 | 40 | 11 | 55 | 1 | 5 | | | | | | 20 |

Conclusions based on this data:

1. 19 of 20 returning ELs scored Early Advanced and Advanced.

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | 2014-15 CELDT (All Assessment) Results | | | | | | | | | | | |
|--------------|--|----|----------------|----|--------------|----|--------------------|---|-----------|---|---------------|----|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested | |
| | # | % | # | % | # | % | # | % | # | % | # | |
| 6 | 4 | 36 | 4 | 36 | 3 | 27 | | | | | | 11 |
| 7 | 3 | 30 | 6 | 60 | 1 | 10 | | | | | | 10 |
| 8 | 3 | 38 | 4 | 50 | 1 | 13 | | | | | | 8 |
| Total | 10 | 34 | 14 | 48 | 5 | 17 | | | | | | 29 |

Conclusions based on this data:

1. Of the 9 new ELs, 4 scored at the Intermediate level
2. 24 of 29 ELs scored Early Advanced or Advanced

School and Student Performance Data

Title III Accountability (School Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 32 | 27 | 20 |
| Percent with Prior Year Data | 100.0% | 100.0% | 100.0% |
| Number in Cohort | 32 | 27 | 20 |
| Number Met | 26 | -- | -- |
| Percent Met | 81.3% | -- | -- |
| NCLB Target | 57.5 | 59.0 | 60.5% |
| Met Target | Yes | -- | -- |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 8 | 26 | 3 | 26 | 4 | 20 |
| Number Met | -- | -- | -- | -- | -- | -- |
| Percent Met | -- | -- | -- | -- | -- | -- |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2% | 50.9% |
| Met Target | * | * | -- | -- | -- | -- |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup | | |
|---------------------------------|---|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | | | |
| Met Participation Rate | -- | | -- |
| Met Percent Proficient or Above | -- | | -- |
| Mathematics | | | |
| Met Participation Rate | -- | | -- |
| Met Percent Proficient or Above | -- | | -- |

Conclusions based on this data:

1. There were insufficient numbers of returning ELs to report AMAO information

School and Student Performance Data

Title III Accountability (District Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 635 | 666 | 698 |
| Percent with Prior Year Data | 100.0 | 100.0 | 100.0 |
| Number in Cohort | 635 | 666 | 698 |
| Number Met | 504 | 550 | 585 |
| Percent Met | 79.4 | 82.6 | 83.8 |
| NCLB Target | 57.5 | 59.0 | 60.5% |
| Met Target | Yes | Yes | Yes |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 626 | 162 | 643 | 149 | 653 | 174 |
| Number Met | 326 | 120 | 359 | 119 | 377 | 144 |
| Percent Met | 52.1 | 74.1 | 55.8 | 79.9 | 57.7 | 82.8 |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2% | 50.9% |
| Met Target | Yes | Yes | Yes | Yes | Yes | Yes |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup at the LEA Level | | |
|---------------------------------|--|-----------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient or Above | No | No | |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient or Above | No | No | |
| Met Target for AMAO 3 | No | No | |

Conclusions based on this data:

1. ELs throughout the District met all AMAO targets by significant margins (23.3% to 33.5%).

Planned Improvements in Student Performance

School Goal #1

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|--|
| CATEGORY/PRIORITY AREA(S): Student Achievement |
| LEA Local Control and Accountability (LCAP) Goal: |
| To support academic success and prepare students for College and Career, students will have access to 21st Century learning tools, including technology, and engage in rigorous and relevant educational experiences that develop their knowledge, skills and ability to collaborate, create, communicate, think critically, and solve problems. |
| SCHOOL GOAL #1: |
| To support student achievement, Fulton Middle School will incorporate professional development, technology integration, school and District signature practices, and when available new California State Standards aligned instructional materials. |
| Data Used to Form this Goal: |
| Student Achievement: Smarter Balanced assessments and SchoolasticReading Inventory Instructional Materials: access to standards-aligned instructional materials that support the California State Standards Professional Development: Interim assessments, Professional Development calendar, staff meeting agendas Technology: technology survey, device:student ratio, Chromebook cart schedules, computer based classes-course syllabi |
| Findings from the Analysis of this Data: |
| Description of possible barriers related to goal: Student Achievement <ul style="list-style-type: none">• Current lack of data to analyze• Lack of time for collaboration within departments and grade levels• Need for additional professional growth and development in subject specific areas as well as in the technology needed and used in the implementation of SBAC testing• Need for ongoing professional development with regards to California State Standards• Need additional California State Standard aligned materials |
| How the School will Evaluate the Progress of this Goal: |
| Student Achievement: All students will demonstrate an increase in the percent scoring "Standard Met" and "Standard Exceeded." Instructional Materials: textbook adoption process and committee membership Professional Development: interim assessments, staff meeting agendas Technology: technology survey, device:student ratio, Chromebook cart schedules, computer based classes - course syllabi |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------|--|--|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Teacher collaboration was provided in conjunction with professional development | 09/2015 - 06/2018 | District Administrators Site Administrators Teachers | No additional expense associated with this action | | | |
| Visible Learning Team implementation | 09/2015 - 06/2018 | District Administrators Site Administrators Teachers | Substitutes, Stipends | 1000-1999: Certificated Personnel Salaries | Other | 750 |
| Monthly Co-teacher planning time | 9/2013 - 06/2016 | Teachers, Site Administrator | No additional expenses associated with this action | | | |
| Middle School Departmental PLC Collaboration times | 09/2015 - 06/2016 | Teachers, Site Administrators | Substitutes | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 13,860 |
| Implement California State Standards Math materials California Math and participate in professional development | 09/2015 - 06/2016 | Teachers Site Administrators District Administrators | | | | |
| Refresh existing staff devices and classroom technology (LCD projectors and connectivity) | 09/2015 - 06/2016 | Site Administrators District Administrators | LCD Projectors, Staff Desktops | 5000-5999: Services And Other Operating Expenditures | LCFF - Base LCFF - Supplemental | 37,032 |

Planned Improvements in Student Performance

School Goal #2

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|---|
| CATEGORY/PRIORITY AREA(S): Special Populations |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 2: To support academic success in the core program, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement. |
| SCHOOL GOAL #2: |
| All students, including significant subgroups will demonstrate achievement equal to or greater than the state average in English Language Arts and math, thereby addressing the achievement gap. |
| Data Used to Form this Goal: |
| Smarter Balanced Assessment SRI Assessment SBAC Scores Read 180 CELDT AMAO 1 and 2 AYP |
| Findings from the Analysis of this Data: |
| Description of possible barriers related to goal: Special Populations <ul style="list-style-type: none">• Current lack of data to analyze• Need for additional professional development on strategies to support the California State Standards• Need for refinement/restructuring of benchmark assessments to support students and teachers in preparing for SBAC assessment model• Continued professional development for teachers that is subject specific• Need California State Standard-aligned materials |
| How the School will Evaluate the Progress of this Goal: |
| Smarter Balanced Assessment SRI Assessment SBAC Scores Read 180 CELDT AMAO 1 and 2 AYP |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------|--|---|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Provide Resource Specialists to support the co-teaching service delivery model. | 09/2014 - 06/2017 | Teachers, Site Administrators | No additional expense associated with this action | | | |
| Provide targeted students with Math and ELA intervention classes in lieu of electives | 09/2015 - 06/2018 | Teachers, Site Administrators | No additional expense associated with this action | | | |
| Provide on-going direction, training and support for co-taught classrooms and teachers. This professional development will also be geared in developing cohesiveness between teachers and define the roles each should fill in the classroom | 09/2014 - 06/2016 | Teachers, Site Administrators, District Administrators | No additional expense associated with this action | | | |
| Provide students who are English Language Learners with daily embedded support and SDAIE strategies | 09/2013 - 06/2016 | Teachers, Site Administrators | No additional expense associated with this action | | | |
| Create a master schedule that supports the needs of all students, from GATE and advanced placement to supporting those with academic needs | 09/2015 - 06/2018 | Teachers, Site Administrators | No additional expense associated with this action | | | |
| Check in/Check out system for at-risk students | 09/2015 - 06/2018 | Teachers, Site Administrators | No additional expense associated with this action | | | |
| Analyze and disaggregate student achievement data in English language development, English/language arts, and mathematics in order to provide timely intervention and close the achievement gap | 09/2015 - 06/2018 | Teachers, Site Administrators | Renewal Fees | 5000-5999: Services And Other Operating Expenditures | LCFF - Base LCFF - Supplemental | 3,621 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------|-------------------------------|--|--|------------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Purchase supplemental instructional materials to support California State Standards implementation | 09/2015 - 06/2018 | Teachers, Site Administrators | Supplemental Informational Instructional Materials | 4000-4999: Books And Supplies | LCFF - Supplemental | 6,470 |
| Participate in school library program | 09/2013 - 06/2016 | Library Media Technician | Personnel | 2000-2999: Classified Personnel Salaries | LCFF - Base LCFF - Supplemental | 11,546 |
| Continue to administer District identified assessments | 09/2014 - 06/2017 | Teachers, Site Administrators | SRI | 4000-4999: Books And Supplies | LCFF - Base | 7,914 |
| Provide release time for team planning for co-teaching teams | 09/2014 - 06/2017 | Teachers, Site Administrators | Certificated Salary | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 2,336 |
| Participate in academic vocabulary professional development | Fall 2015 | Teachers | Materials, Presenter Fees | 4000-4999: Books And Supplies | LCFF - Supplemental | 19,645 |

Planned Improvements in Student Performance

School Goal #3

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|---|
| CATEGORY/PRIORITY AREA(S): Parent Involvement |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 3: To support academic success, all parents will be engaged and play an active role in the school community. |
| SCHOOL GOAL #3: |
| Increase involvement of parents from traditionally underrepresented subgroups with regards to school activities and home school communication. |
| Data Used to Form this Goal: |
| Involvement: School Site Council roster, PTA roster, PTA sign in, ELAC sign in, Parent Education Night Sign In, Volunteer lists, school activities, conferences Communication: E-mail blasts, marquee, newsletter, PTA, ELAC, SSC meetings |
| Findings from the Analysis of this Data: |
| Description of possible barriers related to goal: Parent Involvement <ul style="list-style-type: none"> • Parent involvement and PTA membership tends to decrease from elementary school to middle school • Language Barrier with EL parents • Lack of involvement opportunities that are convenient |
| How the School will Evaluate the Progress of this Goal: |
| School Site Council documentation; English Learner Advisory documentation; District English Learner Advisory documentation; Number of parent education opportunities; meeting sign-ins, agendas, and resources; expenditures for interpretation, translation, and childcare; responses to parent surveys |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------|------------------------------------|------------------------------------|--|------------------------|----------------|
| | | | Description | Type | Funding Source | Amount |
| Continue to provide a bilingual Community Liaison to support parent outreach | 09/2015 - 06/2018 | District Staff | Personnel | 2000-2999: Classified Personnel Salaries | LCFF-EL | 6,297 |
| Utilize technology and social media to communicate with parents, promote involvement, and solicit input | 09/2015 - 06/2018 | District Staff, Site Administrator | Personnel Annual Service Agreement | 2000-2999: Classified Personnel Salaries | LCFF - Base Title I | 4,746 1,494 |
| Provide written parent communication in English and Vietnamese | 09/2015 - 09/2018 | District and Site Translator | Expense captured in earlier action | | | |

Planned Improvements in Student Performance

School Goal #4

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|---|
| CATEGORY/PRIORITY AREA(S): Student Engagement and School Climate |
| LEA Local Control and Accountability (LCAP) Goal: |
| To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness. |
| SCHOOL GOAL #4: |
| Create a learning environment and school climate which improves student's attendance, connection and overall involvement in all aspects of their education. |
| Data Used to Form this Goal: |
| Daily attendance rates, chronic absenteeism information, suspension rates, California Healthy Kids Survey |
| Findings from the Analysis of this Data: |
| Description of possible barriers related to goal: Student Engagement and School Climate <ul style="list-style-type: none"> • Need for development of additional, consistent student recognition programs • Increase the availability of during and after school activities and clubs that students can be involved to increase their connectedness to the school. • Communicate with parents of the importance of regular attendance |
| How the School will Evaluate the Progress of this Goal: |
| Daily attendance rates, chronic absenteeism information, suspensions, California Healthy Kids Survey results, Middle School Climate Survey |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------|--|--|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Educate parents regarding legalities related to absenteeism | 09/2015 - 06/2018 | Teachers, Site Administrators, School Counselors | No additional expense associated with the action | | | |
| Provide health services to support attendance for high needs student populations | 09/2015 - 06/2018 | School Staff, Site Administrator, District Staff | Personnel | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 18,907 |
| Analyze suspension information to identify patterns in misconduct and/or student demographics | 09/2015 - 06/2018 | Site Administrator, District Staff | No additional expense associated with the action | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------|---|--|--|----------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Implementation/continuance of during and after-school clubs; expansion of offerings | 09/2015 - 06/2018 | Site Administration, Activities Director, PTA, Teachers | Personnel | 1000-1999: Certificated Personnel Salaries | Parent-Teacher Association (PTA) | 10,000 |
| Activities organized by student council to promote student engagement and school spirit | 09/2015 - 06/2018 | Activities Director, Student Council, Site Administrators | No additional expense associated with the action | | | |
| Implement Positive Behavior Intervention Systems (PBIS) in order to reduce classroom disruptions and create a positive environment for student learning. | 05/2015 - 06/2018 | Site Administration, Teachers | No additional expense associated with the action | | | |
| Provide counseling support for high needs student populations | 09/2015 - 06/2018 | District Staff | Certificated Salary | 1000-1999: Certificated Personnel Salaries | LCFF - Base | 53,333 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|--|----------------------------------|--------------------|
| 1000-1999: Certificated Personnel Salaries | LCFF - Base | 53,333.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Base | 16,292.00 |
| 4000-4999: Books And Supplies | LCFF - Base | 7,914.00 |
| 5000-5999: Services And Other Operating | LCFF - Base | 40,653.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 35,103.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 26,115.00 |
| 2000-2999: Classified Personnel Salaries | LCFF-EL | 6,297.00 |
| 1000-1999: Certificated Personnel Salaries | Other | 750.00 |
| 1000-1999: Certificated Personnel Salaries | Parent-Teacher Association (PTA) | 10,000.00 |
| | Title I | 1,494.00 |

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

| Funding Source | Total Expenditures |
|----------------------------------|---------------------------|
| LCFF - Base | 118,192.00 |
| LCFF - Supplemental | 61,218.00 |
| LCFF-EL | 6,297.00 |
| Other | 750.00 |
| Parent-Teacher Association (PTA) | 10,000.00 |
| Title I | 1,494.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|---------------------------|
| 1000-1999: Certificated Personnel Salaries | 99,186.00 |
| 2000-2999: Classified Personnel Salaries | 22,589.00 |
| 4000-4999: Books And Supplies | 34,029.00 |
| 5000-5999: Services And Other Operating Expenditures | 40,653.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 51,642.00 |
| Goal 2 | 51,532.00 |
| Goal 3 | 12,537.00 |
| Goal 4 | 82,240.00 |

Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

_____ I will return completed homework on time.

_____ When I am absent, it is my responsibility to communicate with my teachers or follow their absent procedures to ensure I make up missed assignments.

_____ I will communicate my academic progress with my parents through the use of School Loop and/or return corrected work and tests.

_____ I will follow the Fulton Honor Code policy and always do my own work.

_____ I will arrive at school on time every day unless I am ill.

_____ I will be responsible for my own behavior and show respect to all people and objects.

_____ I will be a cooperative learner by participating in class and following directions

_____ I will be kind and respectful to others.

Student's Signature _____ Date _____

Parents Pledge:

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

_____ I will provide a quiet time and place for my child to study.

_____ I will encourage my child to complete his/her homework.

_____ I will make sure my child gets an adequate night's sleep.

_____ I will see to it that my child arrives at school on time every day (between 7:50 and 8:05)

_____ I will stay informed about my child's progress through the use of School Loop or another means of communication.

_____ I will attend Back to School Night, Parent Conferences, and Open House.

_____ I will support the school/district policies on homework, discipline and attendance.

Parent's Signature _____ Date _____

Staff Pledge:

We understand the importance of the school experience to every child and our role as teachers and models. Therefore, we agree to carry out the following responsibilities to the best of our ability:

* I will teach all the necessary concepts to your child before regular homework is assigned.

* I will strive to be aware of the individual needs of your child.

* I will regularly communicate with you regarding your child's progress through School Loop, progress reports, and report cards.

* I will provide a safe and positive learning environment for your child.

Everyone Will...

- Be equal partners to achieve successful learning.
- Communicate clearly, regularly and respectfully regarding roles and responsibilities.

School Site Council Membership

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

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Kevin Johnson | X | | | | |
| Matt Ploski | | | X | | |
| Gayle Parra | | X | | | |
| Alyssa Gaebel | | X | | | |
| Jenny Rose | | X | | | |
| Kara Thomas-Shepard | | X | | | |
| Laura Giuntoli | | | | X | |
| Liz Smilor | | | | X | |
| Barbra Wittick | | | | X | |
| Julia Wong | | | | X | |
| Leah Stewart | | | | | X |
| Kara Tran-Wright | | | | | X |
| Coltin Dowland | | | | | X |
| Numbers of members of each category: | 1 | 4 | 1 | 4 | 3 |

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on March 23, 2016.

Attested:

Kevin Johnson

Typed Name of School Principal

Signature of School Principal

Date

Matt Ploski

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: Robert Gisler Elementary School
CDS Code: 30-66498-6027973
District: Fountain Valley School District
Principal: Erin Bains
Revision Date: May 5, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Erin Bains
Position: Principal
Phone Number: (714) 378-4211
Address: 18720 Las Flores Street
Fountain Valley, CA 92708
E-mail Address: BainsE@fvdsd.us

The District Governing Board approved this revision of the SPSA on June 16, 2016.

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School Vision and Mission

Robert Gisler Elementary School's Vision and Mission Statements

MISSION STATEMENT:

The mission of Gisler School is a commitment to provide a safe and academically challenging environment for all students. It is our expectation that all students will succeed in the acquisition of basic academic and social skills to become life-long learners and quality citizens. Certificated and classified staff along with our parent community are dedicated to assisting all students in achieving this mission.

VISION STATEMENT:

The success of our Gisler Elementary School depends on the commitment of all staff (administrators, teachers, and support staff) to high quality standards, expectations and performances.

- We believe all students can learn and are each a valued individual with unique physical, social, emotional, and intellectual needs.
- Professional development is an integral part of our ongoing plan for continuous improvement; curriculum development, design of instructional activities, and the use of assessment measures are focused on providing learning opportunities and feedback systems that enable students to achieve success.
- Effective collaboration and communication with families as partners in the education of their children is essential to the success of Gisler Elementary School.

School Profile

Robert Gisler Elementary School is a Tk-5 elementary school serving approximately 540 students. Gisler School is located in the Fountain Valley School District in Orange County. Gisler students represent a cross-section of cultural, racial and ethnic backgrounds, displaying various levels of abilities from gifted to at-risk. All students receive core curriculum instruction as identified by the Fountain Valley School District and California State Standards. Teachers work collaboratively to design an instructional program to meet the specific needs of students using research-based instructional practices, strategies, and techniques. Gisler is committed to every student reaching a level of proficient performance in order to prepare him/her for the future. Strong parent involvement is evident and supports the vital partnership between home and school.

School Demographics:

Enrollment: 533

English Learners: 12%

Gifted and Talented Education: 1%

Special Education: 9%

Socio-Economically Disadvantaged: 18%

Hispanic: 21%

Vietnamese: 15%

White (not Hispanic): 49%

R-FEP: 1%

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Gisler Elementary school uses surveys to collect data from the community. EL surveys are administered annually by the District. Students in grades 3rd - 5th participate in an annual school climate survey. Staff surveys regarding professional development, instructional practices and curriculum implementation are also used.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Board of Trustees and District administrators value learning and teaching. Throughout the year, District leaders make it a priority to visit every school multiple times. Site visits by the Superintendent, Asst. Superintendents of Personnel, Instruction and Business and the Board of Trustees are conducted throughout the year. The principal conducts classroom visits on a regular basis both formally and informally. Schools within our district use release time to observe the instructional strategies used at our site.

Analysis of Current Instructional Program

The eight State priority areas listed below are outlined in the Local Control Accountability Plan regulations. These focus areas are used to analyze the current instructional practices for all students including English learners, socio-economically disadvantaged students, students with disabilities, and foster youth.

Basic Services

Teachers

| Strengths | Needs |
|---|---|
| <ul style="list-style-type: none">All teachers are qualified/credentialed; none teach outside the credentialed area | <ul style="list-style-type: none">Time to work with California State Standards and continue to work with Differentiated Instruction during grade level meetings, prep time and staff development. |

Textbooks

| Strengths | Needs |
|--|--|
| <ul style="list-style-type: none">Textbooks for all subject areas are available for all studentsCalifornia State Standards-aligned Math textbook adopted in the 2015-2016 school year | <ul style="list-style-type: none">Current ELA materials are not aligned to the California State StandardsNon-fiction informational text needed in library and classroomsNon-fiction magazines needed: Time 4 Kids, Scholastic, Weekly Reader |

Facilities

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none">Regular garden maintenance by our District grounds workersKindergarten, primary, and upper grades have access to playground equipment and open grass areasSolar panelsDeep cleaning of entire schoolSolar tubes were installed to enhance natural lighting | <ul style="list-style-type: none">Custodial cleaning and on-going maintenance of cleaning needs improvement.Repainting of games on playgroundHeavy/deep cleaning (carpets, vents, etc.) more often throughout the yearAir conditioningExtra light bulbs for projectors that are kept on campusNew teacher chairsUpgraded student furniture to make flexible groupings throughout the day easier |

California State Standards Implementation (all content areas)

| Strengths | Needs |
|---|---|
| <ul style="list-style-type: none"> California State Standards staff development in ELA and Math. Principal Training Program – Principal Meetings, Cotsen Principal Trainings Site focus on reading instruction and assessments Schoolwide reading assessments | <ul style="list-style-type: none"> More instructional resources to support California State Standards Collaboration time for teachers to deepen their understanding with California State Standards (planning time, visiting other schools/districts) Training: Jr. Great Books, Readers’ Workshop, Words their Way, CGI, Angela Tran Materials: Jr. Great Books, Number Talk Books, math manipulatives, class sets of small white boards Online Subscriptions: Sumdog, Brainpop, Raz kids |

Course Access

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none"> ELA/Math block consistent across grade levels Greater emphasis on nonfiction, informational text Differentiated, small group instruction | <ul style="list-style-type: none"> Grade level consistency in differentiated instruction/small group implementation. Cross grade articulation meetings on a regular basis |

Pupil Outcomes

(Refer to the School and Student Performance Data section for multi-year scores.)

California Assessment of Student Performance and Progress (CAASPP)
Smarter Balanced Assessments

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none"> Standards Exceeded and Standards Met ELA scores were 14% above County average and 23% above State average. Standards Exceeded and Standards Met Math scores were 26% above County average and 37% above State average | <ul style="list-style-type: none"> Discrepancy between socioeconomically disadvantaged and non socioeconomically disadvantaged students: roughly 30% in ELA and math Discrepancy between students with disabilities and students without disabilities: approximately 40% in both ELA and math |

California English Language Development Test (CELDT)

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none"> Almost 90% of ELs ate Intermediate or higher Over half (53%) are Early Advanced or Advanced | <ul style="list-style-type: none"> Providing adequate support for the two upper graders below Intermediate |

California English Language Development Test
AMAO 1

| Strengths | Needs |
|--|-------|
| <ul style="list-style-type: none"> Gisler ELs exceeded the Federal AMAO 1 target by 25.8% (Federal target: 60.5%) | |

AMAO 2

| Strengths | Needs |
|---|-------|
| <ul style="list-style-type: none"> Gisler ELs exceeded the Federal AMAO 2 (Less than 5 years of EL Instruction) by 28.6% (Federal target: 24.2%) | |

Reclassification Rates

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none"> • 10% R-FEP students | <ul style="list-style-type: none"> • Inconsistent rates: 13% -22% -10% |

California Physical Fitness Test

| Strengths | Needs |
|--|-------|
| <ul style="list-style-type: none"> • Aerobic Capacity: 73.7% met standard • Body Composition: 76.8% met standard • Abdominal Strength: 78.8% met standard • Trunk Extension: 97.0% met standard • Upper Body Strength: 70.7% met standard • Flexibility: 68.7% met standard • Food Fact Fridays • Noon Leagues | |

Other Student Outcomes

Universal Literacy Screeners

| Strengths | Needs |
|---|---|
| <ul style="list-style-type: none"> • SRI used in 4th and 5th grades • Core Phonics Survey in Kinder and some of 1st grade • School wide leveled reader scores with Fountas and Pinnell | <ul style="list-style-type: none"> • Time to assess all students in the beginning of the year as well as throughout the year |

Engagement

Parent Involvement

| Strengths | Needs |
|--|--|
| <ul style="list-style-type: none"> • School Site Council • PTO • ELAC • Reading Club • Classroom Volunteers | <ul style="list-style-type: none"> • Diversity • Better communication • Use of technology |

Student Engagement

Attendance

| Strengths | Needs |
|---|---|
| <ul style="list-style-type: none"> • Steadily increasing from 96.37% - 96.47% (District average: 97.16%) • Monthly attendance letters | <ul style="list-style-type: none"> • Accountability of parents with absences and tardies |

Chronic Absenteeism

| Strengths | Needs |
|---|---|
| <ul style="list-style-type: none"> • Below District average • Monthly attendance letters • SART meetings • Parent Education • SARB | <ul style="list-style-type: none"> • Increase from 4.19% - 6.33% • Accountability of parents with absences and tardie |

School Climate

Suspensions

| Strengths | Needs |
|--|--|
| <ul style="list-style-type: none">• 1 suspension in 15-16• PBIS- positive reinforcement• Progressive discipline; strong classroom management | <ul style="list-style-type: none">• Increase participation in PBIS |

Expulsions

| Strengths | Needs |
|---|--------------|
| <ul style="list-style-type: none">• No expulsions reported in the last 3 years. | |

Survey (California Healthy Kids Survey Results and school surveys)

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none">• High percentages of students with no drug/alcohol/tobacco use• High percentage of students that feel safe and connected at school | <ul style="list-style-type: none">• Provide a site specific survey• Continued education for students |

Description of Barriers and Related School Goals

Description of possible barriers related to goal: Student Achievement

- Lack of time for collaboration within grade levels as well as articulation across grade levels
- Lack of time for data analysis
- Lack of time for professional growth (ELA, Math, technology)
- Lack of time for on-going Professional Development for California State Standards

Description of possible barriers related to goal: Special Populations

- Lack of manipulatives and/or kits to supplement math instruction
- Lack of professional development on California State Standards strategies (Reading Interventions, Leveled Readers, Jr. Great Books)
- Motivation needed for students who struggle and reach plateaus in Jiji math
- More intervention classes needed for after school support for our at-risk students

Description of possible barriers related to goal: Parent Involvement

- Parents are reluctant to join PTA or serve in volunteer positions (usually in K-2). Parents of older students tend to join the PTA board in 3-5th grade, rather than K-2
- Language barrier with our EL parents
- Lack of involvement opportunity convenient to parent schedules.

Description of possible barriers related to goal: Student Engagement and School Climate

- Staff members need to be more consistent with PBIS rewards and program components
- More after school programs, both academic and enrichment, needed to allow more access for students to become more "connected" to school. More paid programs: computer driven, foreign language, enrichment, etc.
- Support from parents to not take vacations during school time or allow students to remain at home except when sick.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 3 | 79 | 79 | 100.0 | 79 | 2444.5 | 32 | 33 | 23 | 13 |
| Grade 4 | 102 | 100 | 98.0 | 100 | 2492.6 | 32 | 34 | 20 | 14 |
| Grade 5 | 99 | 98 | 99.0 | 97 | 2539.7 | 33 | 39 | 16 | 11 |
| All Grades | 280 | 277 | 98.9 | 276 | | 32 | 35 | 19 | 13 |

| Grade Level | READING | | | WRITING | | | LISTENING | | | RESEARCH/INQUIRY | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|
| | Demonstrating understanding of literary & non-fictional texts | | | Producing clear and purposeful writing | | | Demonstrating effective communication skills | | | Investigating, analyzing, and presenting information | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 3 | 32 | 51 | 18 | 29 | 57 | 14 | 22 | 70 | 9 | 28 | 54 | 18 |
| Grade 4 | 31 | 56 | 13 | 33 | 46 | 21 | 17 | 72 | 11 | 28 | 58 | 14 |
| Grade 5 | 30 | 56 | 13 | 42 | 38 | 16 | 27 | 63 | 10 | 35 | 54 | 11 |
| All Grades | 31 | 54 | 14 | 35 | 46 | 17 | 22 | 68 | 10 | 30 | 55 | 14 |

Conclusions based on this data:

- 67% of Gisler students scored Standard Exceeded or Standard Met.
- 83% of Gisler students scored Above Standard or At Near Standard in Writing.
- 86% of Gisler students scored Above Standard or At Near Standard in Reading and Research Inquiry.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 3 | 79 | 78 | 98.7 | 78 | 2459.9 | 32 | 36 | 19 | 13 |
| Grade 4 | 102 | 100 | 98.0 | 100 | 2499.1 | 24 | 39 | 25 | 12 |
| Grade 5 | 99 | 97 | 98.0 | 97 | 2525.3 | 28 | 21 | 39 | 12 |
| All Grades | 280 | 275 | 98.2 | 275 | | 28 | 32 | 28 | 12 |

| Grade Level | CONCEPTS & PROCEDURES | | | PROBLEM SOLVING & MODELING/DATA ANALYSIS | | | COMMUNICATING REASONING | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|---|---------------------|----------------|
| | Applying mathematical concepts and procedures | | | Using appropriate tools and strategies to solve real world and mathematical problems | | | Demonstrating ability to support mathematical conclusions | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 3 | 50 | 37 | 13 | 41 | 40 | 19 | 44 | 45 | 12 |
| Grade 4 | 38 | 45 | 16 | 32 | 50 | 18 | 38 | 40 | 21 |
| Grade 5 | 33 | 38 | 28 | 27 | 52 | 22 | 19 | 69 | 11 |
| All Grades | 40 | 40 | 19 | 33 | 48 | 20 | 33 | 52 | 15 |

Conclusions based on this data:

- 60% of Gisler students scored Standard Exceeded of Standard Met in math.
- 85% of Gisler students scored Above Standard or At or near Standard in Communicating Reasoning

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | 2014-15 CELDT (Annual Assessment) Results | | | | | | | | | | |
|--------------|---|----|----------------|----|--------------|----|--------------------|----|-----------|----|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| K | | | | | 4 | 80 | 1 | 20 | | | 5 |
| 1 | 1 | 14 | 3 | 43 | 3 | 43 | | | | | 7 |
| 2 | | | 9 | 82 | 1 | 9 | 1 | 9 | | | 11 |
| 3 | 5 | 42 | 5 | 42 | 2 | 17 | | | | | 12 |
| 4 | 2 | 22 | 2 | 22 | 3 | 33 | 1 | 11 | 1 | 11 | 9 |
| 5 | 3 | 43 | 2 | 29 | 2 | 29 | | | | | 7 |
| Total | 11 | 22 | 21 | 41 | 15 | 29 | 3 | 6 | 1 | 2 | 51 |

Conclusions based on this data:

1. With the exception of kindergarten, 4th grade has the lowest percentage of students in Advanced and Early Advanced.
2. Most students (92%) scored Intermediate or higher.

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | 2014-15 CELDT (All Assessment) Results | | | | | | | | | | |
|--------------|--|----|----------------|----|--------------|----|--------------------|----|-----------|----|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| K | | | | | 10 | 71 | 3 | 21 | 1 | 7 | 14 |
| 1 | 1 | 14 | 3 | 43 | 3 | 43 | | | | | 7 |
| 2 | | | 9 | 82 | 1 | 9 | 1 | 9 | | | 11 |
| 3 | 5 | 42 | 5 | 42 | 2 | 17 | | | | | 12 |
| 4 | 2 | 22 | 2 | 22 | 3 | 33 | 1 | 11 | 1 | 11 | 9 |
| 5 | 3 | 43 | 2 | 29 | 2 | 29 | | | | | 7 |
| Total | 11 | 18 | 21 | 35 | 21 | 35 | 5 | 8 | 2 | 3 | 60 |

Conclusions based on this data:

1. There were only 9 ELs who participated in initial testing and all were in kindergarten.
2. Including initial and annual testing, almost 90% were Intermediate or higher.

School and Student Performance Data

Title III Accountability (School Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 47 | 48 | 51 |
| Percent with Prior Year Data | 100.0% | 100.0% | 100.0% |
| Number in Cohort | 47 | 48 | 51 |
| Number Met | 42 | 38 | 44 |
| Percent Met | 89.4% | 79.2% | 86.3% |
| NCLB Target | 57.5 | 59.0 | 60.5% |
| Met Target | Yes | Yes | Yes |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 51 | 6 | 46 | 10 | 53 | 7 |
| Number Met | 31 | -- | 29 | -- | 28 | -- |
| Percent Met | 60.8% | -- | 63.0% | -- | 52.8% | -- |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2% | 50.9% |
| Met Target | Yes | * | Yes | -- | Yes | -- |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup | | |
|---------------------------------|---|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | | | |
| Met Participation Rate | -- | | -- |
| Met Percent Proficient or Above | -- | | -- |
| Mathematics | | | |
| Met Participation Rate | -- | | -- |
| Met Percent Proficient or Above | -- | | -- |

Conclusions based on this data:

1. Gisler ELs far exceeded Federal targets for AMAO 1 (86.3% vs 60.5%) and AMAO 2 less than 5 years in English instruction (52.8% vs 24.2%)

School and Student Performance Data

Title III Accountability (District Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 635 | 666 | 698 |
| Percent with Prior Year Data | 100.0 | 100.0 | 100.0 |
| Number in Cohort | 635 | 666 | 698 |
| Number Met | 504 | 550 | 585 |
| Percent Met | 79.4 | 82.6 | 83.8 |
| NCLB Target | 57.5 | 59.0 | 60.5% |
| Met Target | Yes | Yes | Yes |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 626 | 162 | 643 | 149 | 653 | 174 |
| Number Met | 326 | 120 | 359 | 119 | 377 | 144 |
| Percent Met | 52.1 | 74.1 | 55.8 | 79.9 | 57.7 | 82.8 |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2% | 50.9% |
| Met Target | Yes | Yes | Yes | Yes | Yes | Yes |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup at the LEA Level | | |
|---------------------------------|--|-----------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | | | |
| Met Participation Rate | Yes | Yes | |
| Met Percent Proficient or Above | No | No | |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | |
| Met Percent Proficient or Above | No | No | |
| Met Target for AMAO 3 | No | No | |

Conclusions based on this data:

1. FVSD ELs met all three AMAOs, exceeding AMAO 1 and AMAO 2 targets by more than 20%
2. Over the last three years the percent of ELs meeting AMAOs 1 and 2 have increased (AMAO 1: 4.4% and AMAO 2: 5.6% and 8.7%).

Planned Improvements in Student Performance

School Goal #1

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|---|
| CATEGORY/PRIORITY AREA(S): Student Achievement |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 1: To support academic success and prepare students for College and Career, students will have access to 21st Century learning tools, including technology, and engage in rigorous and relevant educational experiences that develop their knowledge, skills and ability to collaborate, create, communicate, think critically, and solve problems. |
| SCHOOL GOAL #1: |
| To support student achievement, Gisler Elementary will incorporate professional development, technology integration, school and District signature practices, and when available new standards-aligned instructional materials. |
| Data Used to Form this Goal: |
| Student Achievement: Smarter Balanced Assessments (SBAC) English Language Arts (ELA) and Math, Scholastic Reading Inventory (SRI) Instructional Materials: Access to standards-aligned instructional materials that support the California State Standards Professional Development: CGI, Math Expressions, Jr. Great Books, and Academic Vocabulary Technology: Technology survey, device to student ratio, Chromebook cart schedule |
| Findings from the Analysis of this Data: |
| <ul style="list-style-type: none">• Lack of time for collaboration within grade levels as well as articulation across grade levels• Lack of time for data analysis• Lack of time for professional growth (ELA, Math, technology)• Lack of time for on-going Professional Development for California State Standards |
| How the School will Evaluate the Progress of this Goal: |
| <ul style="list-style-type: none">• Student Achievement: SBAC ELA -increase percent scoring Standard Exceeded and Standard Met in all grades. SBAC Math -increase percent scoring Standard Exceeded and Standard Met in all grades• Access to instructional materials and technology -increase/improve materials and technology available for students• Participation in high quality and relevant professional development |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|--|---|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Site based professional development | Sept 2014 - June 2016 | Teachers, Site Administrator | Substitutes Consultants | 1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures | | |
| Implement California State Standards Math materials Math Expressions and participate in professional development | Sept 2015 - June 2016 | Teachers, Site Administrators, District Administrators | No additional expense associated with this action | | | |
| Technology professional development | Sept 2013 - June 2016 | District Administrators | No additional expense associated with this action | | | |
| Update staff devices | Sept 2015 - June 2016 | District Staff | Staff Desktops | 4000-4999: Books And Supplies | LCFF - Base LCFF - Supplemental | 3,080 |
| Participate in and begin to explore Cognitively Guided Instruction (CGI) | Sept 2015 - June 2016 | Administrators, Teachers | Trainer fees, substitutes, stipends, materials | 1000-1999: Certificated Personnel Salaries | LCFF - Base LCFF - Supplemental | 11,617 |

Planned Improvements in Student Performance

School Goal #2

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|---|
| CATEGORY/PRIORITY AREA(S): Special Populations |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 2: To support academic success in the core program, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement. |
| SCHOOL GOAL #2: |
| All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math thereby addressing the achievement gap. |
| Data Used to Form this Goal: |
| <ul style="list-style-type: none">• SBAC Subgroup Scores• CELDT• AMAO 1 & 2• AYP <p>Progress Monitoring</p> <ul style="list-style-type: none">• Fontas & Pinnell Literacy Screener• SRI (Scholastic Reading Inventory)• FVSD writing benchmarks |
| Findings from the Analysis of this Data: |
| <ul style="list-style-type: none">• Lack of manipulatives and/or kits to supplement math instruction• Lack of professional development on CCSS strategies (CGI, Fosnot, Leveled Readers, Jr. Great Books)• Motivation needed for students who struggle and reach plateaus in ST Math• More intervention classes needed for after school support for our at-risk students |

How the School will Evaluate the Progress of this Goal:

2014/2015 established the base scores for SBAC. In 2015/2016 every group including English learners and low income student are expected to demonstrate improved achievement. Progress monitoring using district assessments will continue to be used to ensure students have the greatest opportunity to meet grade level expectations on state tests.

- Fountas and Pinnell/Teachers College reading scores
- SRI
- Writing Benchmarks
- CELDT
- AMAO 1 & 2
- AYP

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------------|---|---|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Bilingual tutor support for Beginning and Early Intermediate English Learners to facilitate content mastery | Sept 2015 - June 2017 | Teachers, Support Staff, Site Administrator, District Administrator | Classified salaries | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 4,832 |
| Explore and pilot Paths to Proficiency | Sept 2015 - June 2017 | Teacher | Training fees, stipends, substitutes, materials | 1000-1999: Certificated Personnel Salaries | Title I | 1,727 |
| Participate in District provided California State Standards Professional Development | Sept 2015 - June 2017 | Teachers, Site and District Administrators | Expenses outlined in Goal 1 | | | |
| Analyze and disaggregate student achievement data in English language development, English/language arts, and mathematics in order to provide timely intervention and close the achievement gap | Sept 2015 - June 2017 | Teachers, Site Administrator | Annual renewal fees | 5000-5999: Services And Other Operating Expenditures | LCFF - Base LCFF - Supplemental | 3,621 |
| Collaboration in grade levels on district signature practices and California State Standards instruction to further support student learning in student learning. | Sept 2015 - June 2017 | Teachers, Site Administrator | No additional expense associated with this action | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|---|------------------------------------|--|---|-----------------|
| | | | Description | Type | Funding Source | Amount |
| Purchase supplemental informational text instructional materials to support California State Standards implementation | Sept 2015 - June 2017 | Teachers, Site Administrator | Materials | 4000-4999: Books And Supplies | LCFF - Supplemental | 4,184 |
| Participate in school library program | Sept 2015 - June 2017 | Library Media Technician | Personnel | 2000-2999: Classified Personnel Salaries | LCFF - Base LCFF - Supplemental | 11,564 |
| Utilize ST Math to support English learners, low income youth, and other high needs student populations | Sept 2015 - June 2017 | Teachers | Renewal fees | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 1,250 |
| Implement Academic Vocabulary Toolkit | Sept 2015 - June 2017 | Teachers, Site Administrators | Presenter fees, materials | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 5,073 |
| Continue to administer District identified assessments (CORE Phonics, FVSD Writing Benchmarks, Scholastic Reading Inventory) | Sept 2015 - June 2017 | Teachers, Site Administrators | Materials, online subscription | 4000-4999: Books And Supplies | LCFF - Base | 7,914 |
| Pilot Fountas and Pinnell Benchmark assessments, participate in professional development, and pilot reading intervention program | Jan 2016 - June 2017 | Teachers, Site Administrator, District Administration | Presenter fees, materials, stipend | 4000-4999: Books And Supplies | Title I Part A: Parent Involvement LCFF - Base | 29,615 1,200 |
| Support implementation of Cognitively Guided Instruction (CGI) | Sept 2015 - June 2017 | Teachers, Site, Administrators, District Administrators | Expense captured in Goal 1 | | | |
| After school EL writing intervention program | Sept 2015 - June 2016 | Teachers | Stipends | 1000-1999: Certificated Personnel Salaries | Title III | 4,137 |
| Utilize a system for staff to analyse and disaggregate student achievement | Sept 2014 - June 2017 | Teachers, Administrator | Online subscription | 5000-5999: Services And Other Operating Expenditures | LCFF - Base LCFF - Supplemental | 3,621 |

Planned Improvements in Student Performance

School Goal #3

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|---|
| CATEGORY/PRIORITY AREA(S): Parental Involvement |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 3: To support academic success, all parents will be engaged and play an active role in the school community. |
| SCHOOL GOAL #3: |
| Increase parent involvement to include a broader representation of parents on school decision-making groups, reflective of all student demographics. |
| Data Used to Form this Goal: |
| School Site Council documentation, English Learner Advisory documentation, District English Learner Advisory documentation, school level parent education documentation |
| Findings from the Analysis of this Data: |
| <ul style="list-style-type: none"> Parents are reluctant to join PTO or serve in volunteer positions (usually in TK-2nd) Parents of older students tend to join the PTA board in 3rd-5th grades, rather than Tk-2nd Language barrier with our English Learner parents. Lack of involvement opportunity convenient to parent schedules |
| How the School will Evaluate the Progress of this Goal: |
| School Site Council documentation; English Learner Advisory documentation; District English Learner Advisory documentation; Number of parent education opportunities; meeting sign ins, agendas, and resources; expenditures for interpretation, translation, and childcare; responses to parent surveys |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------------|--|---|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Alternate PTO meetings in between evening and daytime. | Sept 2015 - June 2017 | PTO Executive Board, Teachers, Members, Site Principal | No expense associated with this action | | | |
| Publicize meetings via newsletters, flyers, and phone system. | Sept 2015 - June 2017 | PTO Executive Board, Site Principal | Duplication expenses | 5000-5999: Services And Other Operating Expenditures | PTO | 200 |
| Expand parent education nights and include childcare | March 2014-June 2016 | Teachers, PTO, Site Principal | No additional expense associated with this action | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------------|------------------------------------|---|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Continue to provide a bilingual Community Liaison to support parent outreach | Sept 2013 - June 2016 | District Staff | Personnel | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 6,297 |
| Utilize technology and social media to communicate with parents, promote involvement, and solicit input | Sept 2013 - June 2016 | District staff, Site Administrator | Personnel and annual service agreements | 2000-2999: Classified Personnel Salaries | LCFF - Base | 4,746 |
| | | | | | Title I | 1,494 |
| Provide written parent communication in English and Vietnamese | Sept 2014 - June 2017 | District and Site Translator | Expense captured in Goal 2 and earlier in a Goal 3 action | | | |

Planned Improvements in Student Performance

School Goal #4

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|--|
| CATEGORY/PRIORITY AREA(S): Student Engagement & School Climate |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness |
| SCHOOL GOAL #4: |
| Create a learning and school climate that improves students' attendance, connection, and overall involvement in all aspects of their education. |
| Data Used to Form this Goal: |
| Daily attendance rates, chronic absenteeism information, suspensions, School Climate Survey results, California Healthy Kids Survey results, PBIS |
| Findings from the Analysis of this Data: |
| <ul style="list-style-type: none"> • Staff members need to be more consistent with PBIS rewards and program components. • More after school programs, both academic and enrichment, needed to allow more access for students to become more "connected" to school. • Support needed from parents to not take vacations during school time or allow students to remain at home except when sick. |
| How the School will Evaluate the Progress of this Goal: |
| Daily attendance rates, chronic absenteeism information, suspensions, School Climate Survey results. California Healthy Kids Survey results |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------------|--|--|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Monthly attendance reports run and letters sent to parents | Sept 2015 - June 2017 | SAA, Teachers, Site Principal | No additional expense associated with the action | | | |
| Increase membership on Student Council | Sept 2015 - June 2017 | Teachers, Students, Site Principal | No additional expense associated with the action | | | |
| Continue to utilize strategies from PBIS and honor students for their positive behavior | Sept 2015 - June 2017 | Teachers, Staff, Site Principal | No additional expense associated with the action | | | |
| Investigate before and after school clubs for academics and enrichment activities | Sept 2015 - June 2017 | Teachers, PTO, Staff, Site Administrator | No additional expense associated with the action | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------------|--|--|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Continue with Noon League Sports at lunch | Sept 2015 - June 2017 | Students, Site Administrator | No additional expense associated with the action | | | |
| Educate parents regarding legalities related to absenteeism | Sept 2015 - June 2017 | Teachers, Site Administrators | No additional expense associated with the action | | | |
| Provide health services to support attendance for high needs student populations | Sept 2015 - June 2017 | School Staff, Site Administrator, District Staff | Personnel | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 18,907 |
| Analyze suspension information to identify patterns in misconduct and/or student demographics | Sept 2015 - June 2017 | Site Administrator, District Staff | No additional expense associated with the action | | | |
| Use school/parent/community committees to solicit input to reduce chronic absenteeism, suspensions and increase student participation | Sept 2015 - June 2017 | Teachers, Site Administrators, Parents | No additional expense associated with the action | | | |

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|--|------------------------------------|--------------------|
| 5000-5999: Services And Other Operating | PTO | 200.00 |
| | LCFF - Base | 1,200.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Base | 11,617.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Base | 16,310.00 |
| 4000-4999: Books And Supplies | LCFF - Base | 10,994.00 |
| 5000-5999: Services And Other Operating | LCFF - Base | 7,242.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 18,907.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 11,129.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 4,184.00 |
| 5000-5999: Services And Other Operating | LCFF - Supplemental | 6,323.00 |
| | Title I | 1,494.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 1,727.00 |
| 4000-4999: Books And Supplies | Title I Part A: Parent Involvement | 29,615.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 4,137.00 |

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

| Funding Source | Total Expenditures |
|------------------------------------|---------------------------|
| PTO | 200.00 |
| LCFF - Base | 47,363.00 |
| LCFF - Supplemental | 40,543.00 |
| Title I | 3,221.00 |
| Title I Part A: Parent Involvement | 29,615.00 |
| Title III | 4,137.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|---------------------------|
| 1000-1999: Certificated Personnel Salaries | 36,388.00 |
| 2000-2999: Classified Personnel Salaries | 27,439.00 |
| 4000-4999: Books And Supplies | 44,793.00 |
| 5000-5999: Services And Other Operating Expenditures | 13,765.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 14,697.00 |
| Goal 2 | 78,738.00 |
| Goal 3 | 12,737.00 |
| Goal 4 | 18,907.00 |

Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

THE STUDENT PLEDGE:

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will return completed homework on time.
- I will return corrected work to my parent(s).
- I will arrive at school on time every day unless I am ill.
- I will be responsible for my own behavior.
- I will be a cooperative learner.

Student's Signature _____ Date _____

Parents Pledge:

THE PARENT PLEDGE:

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will provide a quiet place for my child to study.
- I will encourage my child to complete his/her homework.
- I will make sure my child gets an adequate night's sleep.
- I will see to it that my child arrives at school on time every day.
- I will spend at least 15 minutes per day reading with my child.
- I will attend Back to School Night, Parent Conferences, and Open House
- I will support the school/district policies on homework, discipline and attendance.

Parent's Signature _____ Date _____

Staff Pledge:

THE TEACHER PLEDGE:

I understand the importance of the school experience to every child and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will teach all the necessary concepts to your child before regular homework is assigned.
- I will strive to be aware of the individual needs of your child.
- I will regularly communicate with you regarding your child's progress.
- I will provide a safe and positive learning environment for your child.

Teacher's Signature _____ Date _____

Everyone Will...

- Be equal partners to achieve successful learning.
- Communicate clearly, regularly and respectfully regarding roles and responsibilities.

School Site Council Membership

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

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Erin Bains | X | | | | |
| Suzie Davis | | | X | | |
| Lynn Blankenship | | X | | | |
| Ti McCormick | | | | X | |
| Leslie Crossett | | | | X | |
| Jim Kilroy | | | | X | |
| Kelly Correa | | X | | | |
| Numbers of members of each category: | 1 | 2 | 1 | 3 | |

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 5, 2016.

Attested:

Erin Bains

Typed Name of School Principal

Signature of School Principal

Date

Leslie Crossett - Chairperson

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: Kazuo Masuda Middle School
CDS Code: 30-66498-6094627
District: Fountain Valley School District
Principal: Jay Adams
Revision Date: January 27, 2016/April 27, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Kazuo Masuda Middle School's Vision and Mission Statements

School Vision Statement:

All Students. All Staff. Believe, Achieve, Succeed.

School Mission Statement

Masuda Middle School is committed to providing a safe, supportive learning environment which promotes academic excellence through the mastery of basic skills while challenging students to become life-long learners and to reach their highest potential. Students at Masuda, guided by a team of knowledgeable, highly-trained teachers, administrators, and parents, will become effective communicators and creative thinkers who will be successful and responsible citizens.

School Profile

Masuda Middle School is a 6-8 middle school located in Fountain Valley, California in the Fountain Valley School District. Unique to Masuda Middle School is the diversity of our school. Our diverse student population makes for a rich campus culture. Another admirable quality found at Masuda is strong community involvement. We offer many opportunities for parents and community members alike to become involved on a regular basis and support the partnership between the home and school connection.

Masuda is a 2009 California Distinguished School and a 2015 California Gold Ribbon School. We are fortunate to have a staff of 30+ teachers who are dedicated to the education of our students. Our goal is to focus on increasing student achievement through a highly academic, standards-based instructional program, while at the same time, providing a highly enriched educational and social environment for our middle school students.

The Masuda staff spends a great deal of time planning for each school year with the hope of making a positive and successful educational experience for all students. In addition, we recognize the importance of a home-school partnership as a necessary component to ensure the success of our Masuda students. We highly encourage our parents to assist their children by monitoring their daily progress and becoming actively involved in their child's education. Parental involvement and support are key ingredients to making Masuda Middle School one of the finest schools in Orange County.

Total Enrollment: 853

Student Enrollment - Racial and Ethnic Subgroups

Asian: about 41%

Hispanic or Latino: about 18%

White (Not Hispanic): about 27%

Special Education: about 6%

Socio-Economically Disadvantaged: about 32%

English Learners: about 13%

*Data reported are the percentage of students in each racial and ethnic subgroup as reported in CALPADS 1.1 and Aeries SIS, January, 2016.

In addition to our general program, Masuda has two full-time resource specialists, a Special Day Class teacher, a Speech and Language Pathologist, a School Counselor and a School Psychologist. Our Special Education Program has been recognized by the State for the outstanding supports and services it provides to students with special needs.

Masuda's general education classes offer students a variety of supports, interventions and enrichment. Based on students' needs and performance, they are placed in English/Language Arts and Math courses which support or enrich their skills through the offering of co-taught classes, intervention classes, GATE clusters, and above grade-level courses.

Masuda not only offers students a range of academic programs, but extracurricular activities as well. Below is a list of some of the activities students can become involved in:

- Spirit Days
- Classroom Competitions
- Noon League Sports Games
- Assemblies and Pep Rallies
- Dances
- Clubs - Homework, Community Service (Helping Hands), PAL, International, Chess, Line Dancing, Yoga, and more...
- Cheerleading
- Competitive Sports Teams
- ASB (Student Council)

We also have a very active Parent Teacher Student Organization (PTSO) which supports our school in many ways, including:

- Fundraisers
- Campus Volunteers
- Monday Envelopes
- Classroom Enhancement Funds
- Technology
- Assemblies
- Library Books
- Student Awards and Recognition
- PE Equipment
- Family Nights and Dine Outs

While Masuda Middle School enjoys high levels of student achievement, the staff, parents and administration are all committed to working together for continuous improvement and ongoing ways to maximize student learning and development.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

EL and Title I surveys are administered annually by the District to evaluate the effectiveness of each program. The California Healthy Kids Survey is administered every other year to all 7th grade students. All Students participate in an annual school climate survey.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Board of Trustees and District administrators value learning and teaching. Throughout the year, the Superintendent, Assistant Superintendents, and Board Trustees make it a priority to visit every classroom multiple times. Site administrators conduct a minimum of once-weekly instructional visits to each and every classroom.

Masuda staff and administration value collaborative practices around teaching and learning. To support this practice, the staff engages in annual peer observations through classroom and site visitations.

The Masuda staff participates in the BTSA program, which supports mentor teachers observing beginning teachers as well as beginning teachers observing veteran teachers. These observations help guide beginning teachers in developing good teaching practices.

Analysis of Current Instructional Program

The eight State priority areas listed below are outlined in the Local Control Accountability Plan regulations. These focus areas are used to analyze the current instructional practices for all students including English learners, socio-economically disadvantaged students, students with disabilities, and foster youth.

Conditions of Learning

Basic Services

Teachers

| Strengths | Needs |
|---|---|
| All teachers are teaching under a full credential and within their subject area/s of competence. All Long-Term Substitutes are appropriately qualified. | Maintain 100% compliance rate in this area. |

Textbooks

| Strengths | Needs |
|---|---|
| All students are given their own individual books for classroom/home use. Math materials are aligned with the California Content Standards (not the Common Core State Standards) and were adopted by the Board of Trustees in 2015. | Materials are aging and need to be replenished on an ongoing basis. ELA materials are to be piloted District-wide in the Fall of 2016. Other curricular materials will need to be replenished according to the State established textbook cycles. |

Facilities

| Strengths | Needs |
|--|--|
| Masuda has a safe, clean environment for students with strong coverage from custodial staff. Deep cleaning support was provided for 80 hours during summer recess. District Facilities Master Plan is in progress to determine site needs and to prioritize repairs/upgrades as District funds become available. | Work orders not always completed in a timely manner. |

California State Standards Implementation (all content areas)

| Strengths | Needs |
|--|--|
| Administrative PD trainings are provided at monthly meetings. Science teachers are focused on NGSS through District/site collaboration. Ongoing training and PD will continue throughout Spring and Fall 2016. | Ongoing support and implementation of the Writing/Listening/Speaking California State Standards is needed by Science, Social Science, and Elective teachers. |

Course Access

| Strengths | Needs |
|---|---|
| All students have access to almost all courses—with a few exceptions due to grade level considerations. (Electives only offered specified periods.) | Need to work on the “guaranteed curriculum” across class-alikes and among teachers. |

Pupil Outcomes
(Refer to the School and Student Performance Data section for multi-year scores.)

California Assessment of Student Performance and Progress (CAASPP)
Smarter Balanced Assessments

| Strengths | Needs |
|---|---|
| From 2011-2013, participation has been consistent at 100%. ELA % of students Meeting/Exceeding Standards was 66% among all grade levels. Math % of students Meeting/Exceeding Standards was 65% among all grade levels. | 6th grade students were significantly lower in ELA scores (50% Met/Exceeded Standards). |

California English Language Development Test (CELDT)

| Strengths | Needs |
|---|---|
| 89% of students who have had 5+ years of EL instruction are Meeting/Exceeding standards. Of those students who have had 1-4 years of EL instruction, 40% are Meeting/Exceeding standards. Both of these numbers greatly exceed the NCLB target. | Would like to see these numbers maintain, with an increase in proficiency for those students who have had fewer than 5 years of EL instruction. |

California English Language Development Test
AMAO 1

| Strengths | Needs |
|---|---|
| During 2014-15, the percentage of students meeting AMAO 1 increased to slightly above 85% Exceeded NCLB Target by approximately 25% each year from 2013-2015. | Would like to see this number maintain at no lower than 80% increasing one level/year (or Early Advanced/Advanced maintaining with no subsection below Intermediate). |

AMAO 2

| Strengths | Needs |
|---|--|
| During 2014-15, the percentage of students meeting AMAO 2 maintained at 89% | Inconsistent growth here through the past four years; would like to see percentages consistently high and/or increasing. |

Reclassification Rates

| Strengths | Needs |
|---|--|
| 7% of English Learners were redesignated (R-FEP) during the 2014-15 school year, despite increased standards for meeting this classification. | We have inconsistent growth in this area. We would like to see increasing numbers on a yearly basis. |

California Physical Fitness Test

| Strengths | Needs |
|--|--|
| During 2014-15, 43% of 7th graders achieved 6 of the Physical Fitness Standards. | During 2014-15, our rate of 7th graders passing with either 4, 5, or 6 of 6 Physical Fitness Standards decreased 6% to 91% |

Other Student Outcomes

Universal Literacy Screeners

| Strengths | Needs |
|--|--|
| Of all 6th graders tested over two sessions in the 2015-16 school year, there was an increase in the percentage of students who were Proficient/Advanced (from 46% to 54%, or +8%). In our 6th grade Collab class, there was an increase of 7%, from 15% to 22% Proficient/Advanced. | Ongoing school-wide monitoring of the data needs to be completed to fully utilize this assessment's information. Teachers will need ongoing support and professional development on how to continually access their independent results and use them to effectively guide instruction. |

Engagement

Parent Involvement

| Strengths | Needs |
|--|---|
| Strong small cadre of committed, involved parents take on a majority of events/school needs. New, incoming parents from the elementary feeder schools have been recruited, and the number of involved parents is continuing to rise. PTA has successfully converted to a PTSO. | Need to draw in additional parents of English learners, who are a large percentage of our school. Brainstorm strategies to “entice” new and existing parents. |

Student Engagement

Attendance

| Strengths | Needs |
|---|--|
| Student attendance has seen a slight increase from 2011-2014, from 97.63% to 98.10% School newsletter highlights the importance of attendance and ADA, unless a student is truly ill. | Student attendance dipped slightly during the 2014-15 school year (-.33%) We do, however, remain at the highest attendance rate in the FVSD. |

Chronic Absenteeism

| Strengths | Needs |
|--|--|
| Chronic absenteeism has decreased from a high of 5.17% in 2011-12 to 1.68% in 2014-15. SARB/attendance contracts have been developed for all students and are rigorously followed up on. | Chronic absenteeism will remain constant or decrease during the current school year. Inter-district transfers need to be monitored and revoked with continued chronic absentee status. |

School Climate

Suspensions

| Strengths | Needs |
|--|---|
| Student suspensions have decreased by more than 30% from 2011-2015. In-school suspensions and Saturday school sessions will continue to be utilized as an effective intervention to keep kids on campus during traditional school hours. | 2014-15 showed a slight increase of 4 additional Suspensions/In-School Suspensions (+17%) over 2013-14. |

Expulsions

| Strengths | Needs |
|---|--|
| No students have been recommended for expulsion from 2011-2015. | Continue this trend throughout the current year. |

Survey (California Healthy Kids Survey Results and school surveys)

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none"> • 40% perceive Caring Relationships w/Teacher or Other Adult (35% District-wide) • 57% perceive High Expectations from Teacher or Other Adult (51% District-wide) • School Connectedness Scale = 70% vs. District-wide 65% | <ul style="list-style-type: none"> • Only 27% perceive themselves to be “Very Safe” when at school...needs to be higher. (26% District-wide) • Only 21% perceive Opportunities for Meaningful Participation at School...needs to be higher. (18% District-wide) |

Description of Barriers and Related School Goals

Barriers related to Student Achievement Goal #1: currently outdated ELA curriculum and materials; no current implementation of FVSD Interim Assessments; rudimentary teacher knowledge and experience with California Math materials and how to most effectively use them in teaching; and teachers new to Co-Teaching model:lack of training and/or experience. Newly added technologies, i.e. Chrome carts and teacher laptops, will require increased IT support and professional development to effectively integrate them into the classroom instruction.

Barriers related to Special Populations Goal #2: lack of California State Standards and research-based intervention programs; existing Math Intervention focused primarily on basic math skills - not supporting daily content taught and/or reinforcing current skills taught in classes; Collab. teachers need ongoing support and training; New Collab. teachers lack experience; parental involvement and home support; student anxiety impacting performance; and current CAASPP data is only a baseline-so we are still learning to glean usable information from our data-stream so that we may utilize it to form our instruction and intervene on behalf of our students.

Barriers related to Parent Involvement Goal #3: availability of interpreters for varied meetings (specifically Spanish-speakers); high number of transfers outside the District impacts parents' (particularly Asian parents from GGUSD/WSD) willingness to return to Masuda for night/weekend events; events planned at last minute (i.e. PTSO events) stymie our ability to secure translators and to get appropriate notice out; lack of childcare for parents' younger children often discourages their participation in school-time and/or night events.

Barriers related to Student Engagement & School Climate Goal #4: increasing availability of illicit items (particularly e-cigs) has increased "automatic" suspensions exponentially due to Zero Tolerance, current economy/legal climate has negatively impacted our PTSO and school-wide fundraising, limiting funds available for additional after-school club offerings and supplies; lack of school/ASB funding for Noon Leagues' basic equipment; students' outside commitments/intense pressures causing overload; high numbers of Inter-District transfers indicate that parents who live some distance away do not want to return their students to the school for night activities and extracurricular events.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 6 | 251 | 250 | 99.6 | 250 | 2537.1 | 21 | 29 | 33 | 17 |
| Grade 7 | 286 | 283 | 99.0 | 283 | 2583.4 | 25 | 44 | 19 | 12 |
| Grade 8 | 245 | 243 | 99.2 | 243 | 2602.9 | 20 | 51 | 20 | 9 |
| All Grades | 782 | 776 | 99.2 | 776 | | 22 | 42 | 24 | 13 |

| Grade Level | READING | | | WRITING | | | LISTENING | | | RESEARCH/INQUIRY | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|
| | Demonstrating understanding of literary & non-fictional texts | | | Producing clear and purposeful writing | | | Demonstrating effective communication skills | | | Investigating, analyzing, and presenting information | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 6 | 24 | 52 | 24 | 23 | 52 | 26 | 18 | 72 | 10 | 31 | 58 | 11 |
| Grade 7 | 30 | 52 | 18 | 43 | 45 | 12 | 23 | 65 | 12 | 39 | 50 | 11 |
| Grade 8 | 37 | 52 | 12 | 35 | 53 | 11 | 19 | 72 | 9 | 36 | 53 | 11 |
| All Grades | 30 | 52 | 18 | 34 | 50 | 16 | 20 | 70 | 11 | 36 | 53 | 11 |

Conclusions based on this data:

1. 6th Grade students showed 50% Meeting/Exceeding Standards in ELA, which was approximately 20% lower than Grades 7 and 8.
2. Our lowest area was 6th Grade Writing, with 75% Above+At/Near Standards, which indicates that 25% were Below Standard (the discrepancy between overall achievement/writing).
3. 6th Grade Reading was at 76% Above+At/Near Standards, which indicates that 24% were Below Standard (the discrepancy between overall achievement/reading).

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 6 | 251 | 250 | 99.6 | 250 | 2561.9 | 30 | 29 | 26 | 15 |
| Grade 7 | 286 | 283 | 99.0 | 283 | 2596.9 | 40 | 27 | 23 | 11 |
| Grade 8 | 245 | 244 | 99.6 | 243 | 2611.7 | 36 | 25 | 26 | 13 |
| All Grades | 782 | 777 | 99.4 | 776 | | 36 | 27 | 25 | 13 |

| Grade Level | CONCEPTS & PROCEDURES | | | PROBLEM SOLVING & MODELING/DATA ANALYSIS | | | COMMUNICATING REASONING | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|---|---------------------|----------------|
| | Applying mathematical concepts and procedures | | | Using appropriate tools and strategies to solve real world and mathematical problems | | | Demonstrating ability to support mathematical conclusions | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 6 | 38 | 39 | 23 | 31 | 52 | 17 | 31 | 53 | 16 |
| Grade 7 | 51 | 33 | 17 | 43 | 50 | 7 | 41 | 52 | 8 |
| Grade 8 | 44 | 40 | 16 | 34 | 53 | 13 | 34 | 54 | 12 |
| All Grades | 45 | 37 | 19 | 36 | 52 | 12 | 35 | 53 | 12 |

Conclusions based on this data:

1. 6th/7th grades are over 5% lower in numbers of Standard Exceeded/Met than 8th grade.
2. 6th, 7th, and 8th grades may benefit from an increased focus on Concepts/Procedures, as this is the lowest area for all three.
3. Problem Solving & Modeling/Data Analysis and Communicating/Reasoning are strengths in 7th grade.

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | 2014-15 CELDT (Annual Assessment) Results | | | | | | | | | | |
|--------------|---|----|----------------|----|--------------|----|--------------------|----|-----------|---|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| 6 | 10 | 31 | 14 | 44 | 4 | 13 | 2 | 6 | 2 | 6 | 32 |
| 7 | 13 | 41 | 15 | 47 | 2 | 6 | 2 | 6 | | | 32 |
| 8 | 11 | 46 | 6 | 25 | 4 | 17 | 3 | 13 | | | 24 |
| Total | 34 | 39 | 35 | 40 | 10 | 11 | 7 | 8 | 2 | 2 | 88 |

Conclusions based on this data:

1. 7th grade has a significantly higher percentage of students who are Early Advanced/Advanced.
2. 7th/8th grades have no Beginning students, and only 6%/13% (respectively) in Early Intermediate.
3. Resources may need to be focused at the 6th grade "Newcomer" level and on 6th/8th reclassification candidates.

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | 2014-15 CELDT (All Assessment) Results | | | | | | | | | | |
|--------------|--|----|----------------|----|--------------|----|--------------------|----|-----------|---|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| 6 | 11 | 31 | 15 | 43 | 4 | 11 | 2 | 6 | 3 | 9 | 35 |
| 7 | 13 | 36 | 17 | 47 | 3 | 8 | 2 | 6 | 1 | 3 | 36 |
| 8 | 13 | 42 | 7 | 23 | 6 | 19 | 3 | 10 | 2 | 6 | 31 |
| Total | 37 | 36 | 39 | 38 | 13 | 13 | 7 | 7 | 6 | 6 | 102 |

Conclusions based on this data:

1. Of initial students entering Masuda who were tested on the CELDT: 3% of 6th graders, 3% of 7th graders, and 6% of 8th graders scored at the Beginning level and are considered "Newcomers" with direct ELD instruction.
2. Of initial students entering Masuda who were tested on the CELDT: 50% are Early Advanced/Advanced and 50% are Intermediate or below.
3. The number of EL students has grown significantly over the past year by 14 students, which is a school-wide increase of 14%

School and Student Performance Data

Title III Accountability (School Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 84 | 79 | 88 |
| Percent with Prior Year Data | 100.0% | 100.0% | 100.0% |
| Number in Cohort | 84 | 79 | 88 |
| Number Met | 63 | 67 | 75 |
| Percent Met | 75.0% | 84.8% | 85.2% |
| NCLB Target | 57.5 | 59.0 | 60.5% |
| Met Target | Yes | Yes | Yes |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 24 | 65 | 27 | 53 | 30 | 63 |
| Number Met | -- | 49 | -- | 47 | 12 | 56 |
| Percent Met | -- | 75.4% | -- | 88.7% | 40.0% | 88.9% |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2% | 50.9% |
| Met Target | * | Yes | -- | Yes | Yes | Yes |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup | | |
|---------------------------------|---|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | | | |
| Met Participation Rate | Yes | | Yes |
| Met Percent Proficient or Above | No | | -- |
| Mathematics | | | |
| Met Participation Rate | Yes | | Yes |
| Met Percent Proficient or Above | No | | -- |

Conclusions based on this data:

1. AMAO 1 increased over the past three years, culminating at 85% of students meeting the growth target.
2. The number of students attaining English proficiency with 5+ years of EL instruction has grown between 2012-2015, from 75% to 89%, or +14%. This is significant growth.
3. There is not significant data to determine the % of EL Subgroup students who scored in the Proficient/Above Range for the purposes of AYP.

School and Student Performance Data

Title III Accountability (District Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 635 | 666 | 698 |
| Percent with Prior Year Data | 100.0 | 100.0 | 100.0 |
| Number in Cohort | 635 | 666 | 698 |
| Number Met | 504 | 550 | 585 |
| Percent Met | 79.4 | 82.6 | 83.8 |
| NCLB Target | 57.5 | 59.0 | 60.5% |
| Met Target | Yes | Yes | Yes |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 626 | 162 | 643 | 149 | 653 | 174 |
| Number Met | 326 | 120 | 359 | 119 | 377 | 144 |
| Percent Met | 52.1 | 74.1 | 55.8 | 79.9 | 57.7 | 82.8 |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2% | 50.9% |
| Met Target | Yes | Yes | Yes | Yes | Yes | Yes |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup at the LEA Level | | |
|---------------------------------|--|-----------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | | | |
| Met Participation Rate | Yes | Yes | |
| Met Percent Proficient or Above | No | No | |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | |
| Met Percent Proficient or Above | No | No | |
| Met Target for AMAO 3 | No | No | |

Conclusions based on this data:

1. Both Masuda and the FVSD met the target for AMAO 1.
2. Both Masuda and the FVSD met the target for AMAO 2.

Planned Improvements in Student Performance

School Goal #1

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|--|
| CATEGORY/PRIORITY AREA(S): Student Achievement |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 1: To support academic success and prepare students for College and Career, students will have access to 21st Century learning tools, including technology, and engage in rigorous and relevant educational experiences that develop their knowledge, skills and ability to collaborate, create, communicate, think critically, and solve problems. |
| SCHOOL GOAL #1: |
| To support student achievement, Masuda will incorporate Professional Development, Technology Integration, and - when available - new, California State Standards-aligned instructional materials. |
| Data Used to Form this Goal: |
| Student Achievement: Smarter Balanced Assessments (SBAC) and Scholastic Reading Inventory (SRI) PROFESSIONAL DEVELOPMENT: Departmental Release Time, Master Schedule, Staff-Development re: Current Technologies, Staff Meeting Agendas, Professional Development Calendar/Attendance, Fountain Valley School District Interim Assessments TECHNOLOGY: Device:Student Ratio. Technology Survey. ChromeBook Cart Usage. Library Lab Usage. INSTRUCTIONAL MATERIALS: Current instructional materials lacking at this point--not California State Standards-aligned. Professional Development in Speaking/Listening/Writing is needed across all disciplines, especially Electives, PE, Science, and Social Studies. |
| Findings from the Analysis of this Data: |
| Barriers related to Student Achievement Goal #1: currently outdated curriculum and materials; no current implementation of FVSD Interim Assessments; rudimentary teacher knowledge and experience with California Math materials and how to most effectively use them in teaching; and teachers new to Co-Teaching model/lack of training and/or experience. Newly added technologies, i.e. ChromeCarts and Teacher Laptops, will require increased IT support and professional development to effectively integrate them into the classroom instruction. |
| How the School will Evaluate the Progress of this Goal: |
| Student Achievement: SBAC ELA and math-increase percent scoring Standard Met and Standard Exceeded in all grades. PROFESSIONAL DEVELOPMENT: Classroom Learning Walks, Master Schedule, Staff-Development re: Current Technologies, Staff Meeting Agendas, Professional Development Calendar/Attendance, Fountain Valley School District Interim Assessments TECHNOLOGY: Device:Student Ratio. Technology Survey. ChromeBook Cart Usage. Library Lab Usage. INSTRUCTIONAL MATERIALS: Current instructional materials lacking at this point--not California State Standards-aligned. Textbook Adoption Committee. Professional Development in Speaking/Listening/Writing is needed across all disciplines, especially electives, PE, Science, and Social Studies. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------------|--|--|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Teacher collaboration provided in conjunction with professional development. | Sept 2015 - June 2018 | District Administrators Site Administrators Teachers | No additional expense associated with this action. | | | |
| Academic Vocabulary -training and implementation | Sept 2015 - June 2016 | Teachers/Site Administrators | Materials, Training | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 23,574 |
| Visible Learning -professional development and implementation | Aug 2015 - June 2017 | Teachers/Site Administrators | Professional Development, Release Time | 1000-1999: Certificated Personnel Salaries | Title I | 1,500 |
| Middle School department PLCs | Sept 2015 - June 2017 | Teachers/Site Administrators District Administrators | Release Time | 1000-1999: Certificated Personnel Salaries | LCFF - Base LCFF - Supplemental | 14,868 |
| Implement California State Standards Math materials (California Math) and participate in professional development | Sept 2015 - June 2017 | Teachers/Site Administrators District Administrators | No additional expense associated with this action. | | | |
| Refresh Existing Staff/Classroom Technology | Sept 2014 - June 2017 | Site Administrators District Administrators | Teacher Laptops, Staff Desktops | 5000-5999: Services And Other Operating Expenditures | LCFF - Base LCFF - Supplemental | 40,104 |

Planned Improvements in Student Performance

School Goal #2

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|--|
| CATEGORY/PRIORITY AREA(S): Special Populations |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 2: To support academic success in the core program, English Learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement. |
| SCHOOL GOAL #2: |
| All students, including significant subgroups, will demonstrate achievement equal to, or greater than, the State average in English/Language Arts and Math, thereby addressing the Achievement Gap. |
| Data Used to Form this Goal: |
| SBAC (including sub-group scores), Accelerated Reader/STAR levels, SRI Assessment, ST Math, CELDT, AMAO I & II, Science CST scores |
| Findings from the Analysis of this Data: |
| Barriers related to Special Populations Goal #2: lack of California State Standards and research-based intervention programs; existing Math Intervention focused primarily on basic math skills--not supporting daily content taught and/or reinforcing current skills taught in classes; Collab. teachers need ongoing support and training; New Collab. teachers lack experience; parental involvement and home support; student anxiety impacting performances; and current CAASPP data is only a baseline-so we are still learning to glean usable information from our data-stream so that we may utilize it to form our instruction and intervene on behalf of our students. |
| How the School will Evaluate the Progress of this Goal: |
| SBAC (including sub-group scores), Accelerated Reader/STAR levels, SRI Assessment, Writing Benchmarks, ST Math, CELDT, AMAO 1 and 2, AYP |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|------------------------|---------------------------------|---|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Research existing intervention models and programs to be implemented | Sept. 2014 - June 2017 | Site Administrators Teachers | No expenses associated with this action | | | |
| Pilot Co-teaching for ELs and Immigrant students in science thereby increasing the teacher to student ratio | Sept 2015 - June 2016 | Teacher | Personnel | 1000-1999: Certificated Personnel Salaries | Title III | 32,333 |
| | | | | | Title III Immigrant Education Program | 13,732 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|--|---|--|---------------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Continue to administer District identified assessments (Scholastic Reading Inventory) | Sept 2015 - June 2017 | Teacher/Site Administrator | SRI Subscription | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 7,914 |
| For each trimester, appropriately place students in need of interventions according to SBAC scores, placement tests, teacher recommendations and diagnostic tests performed at the beginning of the school year and continuing throughout the school year. | Aug 2014 - June 2017 | Site Administrators, Teachers | STAR Reading/Accelerated Reader Subscriptions. Renaissance Learning, SRI Assessments, Visible Learning, Academic Vocabulary | 5000-5999: Services And Other Operating Expenditures | Title I | 8,110 |
| Progress monitoring and movement in and out of students in trimester math interventions as determined by math class grades, teacher recommendations and test data (school, District, and State) | Aug 2014 - June 2017 | Site Administrators, Teachers | ST Math Subscriptions | 5000-5999: Services And Other Operating Expenditures | Title I | 4,000 |
| Utilize web-based intervention programs to support student achievement | Sept 2013 - June 2017 | Site Administrators District Administrators | United Streaming Subscription | 5000-5999: Services And Other Operating Expenditures | Title I | 1,125 |
| Target EL students with specific instructional materials and online services | Sept 2014 - June 2017 | Teachers, Site Administrations | Instruction Materials Annual Subscription Fees | 5000-5999: Services And Other Operating Expenditures | Title III | 1,218 |
| | | | | 5000-5999: Services And Other Operating Expenditures | Title III Immigrant Education Program | 4,975 |
| Provide Resource Specialists to support the co-teaching service delivery model (collab.) | Sept 2014 - June 2017 | Site Administrators, Teachers | No additional expense associated with this action | | | |
| Increase Device:Student Ratio | Sept 2013 - June 2016 | Teachers Site Administrators District Administrators | Chrome Carts | 4000-4999: Books And Supplies | Title I | 40,000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------------|--|--|--|------------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Progress monitor throughout the year by scheduling site/District visitations with the focus on giving each other feedback | Sept 2014 - June 2017 | Site Administrators Teachers | Expense captured in Goal 1 | | | |
| Bilingual Tutors will provide support to Beginning/Early Intermediate EL students | Sept 2013 - June 2017 | Teachers/Support Staff, Site/District Administration | Bilingual Tutor Salary | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 28,027 |
| Provide a Newcomer program to students new to the US | Sept 2013 - June 2017 | Teachers/Site Administrators | Expense captured in earlier item | | | |
| After-School Homework and Math Intervention, Lunch Academy | Sept 2013 - June 2017 | Teachers, Site Administrators | Hourly Rate/Stipends | 1000-1999: Certificated Personnel Salaries | Title I | 5,400 |
| During the day intervention courses: Math Support, Reading Intervention | Sept 2013 - June 2017 | Site Administrators District Administrators | Personnel | 1000-1999: Certificated Personnel Salaries | Title I | 44,250 |
| Determine appropriate staffing to teach Collab classes, being mindful of necessary personality matches between general and special education teachers | Aug 2012 - June 2017 | Site Administrator | No additional expenses associated with this action | | | |
| Provide regular opportunities for Collab teachers to collaborate on lesson plans, to develop assessments, to discuss teaching strategies, and to reflect on the Co-teaching model to continually improve instruction. | Sept 2014 - Aug 2017 | Teachers/Site Administrators | Certificated Salary | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 2,336 |
| Participate in school library program | Sept 2013 - June 2017 | Library Media Technician | Personnel | 2000-2999: Classified Personnel Salaries | LCFF - Base LCFF - Supplemental | 11,335 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------------|------------------------------|---------------------------------|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Analyze and disaggregate student achievement data in English Language Development, English/Language Arts, and mathematics in order to provide timely intervention and close the achievement gap | Sept 2013 - June 2017 | Teachers/Site Administrators | Renewal Fees | 5000-5999: Services And Other Operating Expenditures | LCFF - Base LCFF - Supplemental | 3,621 |
| Purchase supplemental instructional materials to support California State Standards implementation | Sept 2013 - June 2017 | Teachers/Site Administrators | Supplemental Informational Text | 4000-4999: Books And Supplies | LCFF - Supplemental | 6,716 |
| Utilize and implement ELD Bridge Materials | Sept 2014 - June 2017 | District Staff | Instructional Materials | 4000-4999: Books And Supplies | Title III | 0 |

Planned Improvements in Student Performance

School Goal #3

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|---|
| CATEGORY/PRIORITY AREA(S): Parent Involvement |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 3: To support academic success, all parents will be engaged and play an active role in the school community. |
| SCHOOL GOAL #3: |
| Increase parent involvement to include a broader representation of parents, reflective of all student demographics, on school decision-making groups and at school events (i.e. parent nights, participation in PTSO, School Site Council, ELAC school activities, conferences). |
| Data Used to Form this Goal: |
| School Site Council Rosters, Sign-In Sheets from parent opportunities, Volunteer Lists, Parent Conference Lists, PTSO Membership |
| Findings from the Analysis of this Data: |
| Barriers related to Parent Involvement Goal #3: availability of interpreters for varied meetings (specifically Spanish-speakers); high number of transfers outside the District impacts parents' (particularly Asian parents from GGUSD/WSD) willingness to return to Masuda for night/weekend events; events planned at last minute (i.e. PTSO events) stymie our ability to secure translators and to get appropriate notice out; lack of childcare for parents' younger children often discourages their participation in school-time and/or night events. |
| How the School will Evaluate the Progress of this Goal: |
| School Site Council documentation; English Learner Advisory documentation; District English Learner Advisory documentation; Number of parent education opportunities; meeting sign-ins, agendas, and resources; expenditures for interpretation, translation, and childcare; responses to parent surveys, PTSO Membership |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------|--|--|---|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Annual Parent Nights | Sept 2013 - Aug 2017 | Site Administrators, Counselor, Activities Director, Teachers, Outside Agencies (i.e. Girls' Inc.) | No additional expenses associated with this action | | | |
| Utilize technology and social media to communicate with parents, promote involvement, and solicit input | Aug 2013 - June 2017 | Site Administrators District Staff | Personnel Annual Service Agreements | 2000-2999: Classified Personnel Salaries | LCFF - Base | 4,746 |
| | | | | | Title I | 1,494 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------------------|--|---|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Increase participation at ELAC meetings | Aug 2013 - June 2017 | Site Administrators District Administrators ELAC Coordinator | Interpreters Materials Refreshments | 5000-5999: Services And Other Operating Expenditures | Title III | 500 |
| Continue to provide a bilingual Community Liaison to support parent outreach | Sept 2014 - Aug 2017 | Site Administrator ELAC Coordinator District Staff | Personnel | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 6,297 |
| Provide written parent communication in English and Vietnamese | Sept 2013 - Aug 2017 | District/Site Translator | Expense is captured in Goal #2 | | | |

Planned Improvements in Student Performance

School Goal #4

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|---|
| CATEGORY/PRIORITY AREA(S): Student Engagement & School Climate |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment which promotes engagement and school connectedness. |
| SCHOOL GOAL #4: |
| Create a learning environment and school climate which improve students' attendance, school-connectedness, and overall involvement in all aspects of their education. |
| Data Used to Form this Goal: |
| Student Attendance Rates, Chronic Absenteeism information, Suspensions, Healthy Kids Survey results (7th grade), Student/Parent Annual Climate Surveys, Noon Leagues participation, Pep Rally participation, Club participation. |
| Findings from the Analysis of this Data: |
| Barriers related to Student Engagement and School Climate Goal #4: Increasing availability of illicit items (particularly e-cigs) has increased "automatic" suspensions due to Zero Tolerance; current economy/legal climate has negatively impacted our PTSO and school-wide fundraising, limiting funds available for additional after-school club offerings and supplies; lack of school/ASB funding for Noon League's basic equipment; students' outside commitments/intense pressures causing overload; high numbers of Inter-District transfers indicate that parents who live some distance away do not want to return their students to the school for night activities and extracurricular events. |
| How the School will Evaluate the Progress of this Goal: |
| Daily Attendance Rates, Chronic Absenteeism information, Suspensions, Healthy Kids Survey results (7th grade), Student/Parent Annual Climate Surveys, Visible Learning Survey/Data, Noon Leagues participation, Pep Rally participation, Club participation. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------------------|-----------------------|--|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Analyze suspension information to identify patterns in misconduct and/or student demographics. Explore alternatives to suspensions and expulsions. | Sept 2013 - Aug 2017 | Site Administrators | No additional expenses associated with this action | | | |
| Identify meaningful participation activities by administering parent and student surveys. | Sept 2014 - Aug 2016 | Site Administrators | No additional expenses associated with this action | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---|---|--|--|------------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Noon Leagues Organization/Increase Offerings | Sept 201 - Aug 2017 | Assistant Principal | No additional expenses associated with this action | | | |
| Provide After-School Homework Help to support Title I students who lack home support. Includes math and general help, as well as access to technology, to complete homework assignments. | Aug 2012 - Aug. 2017 | Site Administrators, Teachers | Expense captured in Goal 2 | | | |
| CHKS Administration | Jan 2014 - May 2014 and Jan 2016 - May 2016 | Site/District Administrators, Teachers | No additional expenses associated with this action | | | |
| Offer annual Student Nights (in conjunction with parent nights), i.e. Girls' Inc.'s "Girls' Night Out." | Sept 2013 - Aug 2017 | Site Administrators, Counselor, Activities Director, Outside Agency Personnel | No additional expenses associated with this action | | | |
| Increase after-school club offerings to include all ages, both sexes, and a variety of interest areas. | Sept 2013 - Aug 2017 | Site Administrators Teachers | Stipends | 1000-1999: Certificated Personnel Salaries | Parent-Teacher Association (PTA) | 2,200 |
| Provide health services to support attendance for high-needs student populations | Sept 2013 - Aug 2017 | Site Administrator District Staff | Personnel | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 18,907 |
| Provide counseling support for high-needs student populations | Sept 2014 - Aug 2017 | District Staff | Certificated Salary | 1000-1999: Certificated Personnel Salaries | LCFF - Base LCFF - Supplemental | 53,333 |
| Educate parents regarding legalities related to absenteeism | Sept 2014 - Aug 2017 | Teachers/Site Administrators | No additional expenses indicated | | | |

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|--|---------------------------------------|--------------------|
| 1000-1999: Certificated Personnel Salaries | LCFF - Base | 68,201.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Base | 16,081.00 |
| 5000-5999: Services And Other Operating | LCFF - Base | 43,725.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 21,243.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 34,324.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 6,716.00 |
| 5000-5999: Services And Other Operating | LCFF - Supplemental | 31,488.00 |
| 1000-1999: Certificated Personnel Salaries | Parent-Teacher Association (PTA) | 2,200.00 |
| | Title I | 1,494.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 51,150.00 |
| 4000-4999: Books And Supplies | Title I | 40,000.00 |
| 5000-5999: Services And Other Operating | Title I | 13,235.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 32,333.00 |
| 4000-4999: Books And Supplies | Title III | 0.00 |
| 5000-5999: Services And Other Operating | Title III | 1,718.00 |
| | Title III Immigrant Education Program | 13,732.00 |
| 5000-5999: Services And Other Operating | Title III Immigrant Education Program | 4,975.00 |

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

| Funding Source | Total Expenditures |
|---------------------------------------|---------------------------|
| LCFF - Base | 128,007.00 |
| LCFF - Supplemental | 93,771.00 |
| Parent-Teacher Association (PTA) | 2,200.00 |
| Title I | 105,879.00 |
| Title III | 34,051.00 |
| Title III Immigrant Education Program | 18,707.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|---------------------------|
| 1000-1999: Certificated Personnel Salaries | 175,127.00 |
| 2000-2999: Classified Personnel Salaries | 50,405.00 |
| 4000-4999: Books And Supplies | 46,716.00 |
| 5000-5999: Services And Other Operating Expenditures | 95,141.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 80,046.00 |
| Goal 2 | 215,092.00 |
| Goal 3 | 13,037.00 |
| Goal 4 | 74,440.00 |

Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will register for and regularly access on School Loop with my own account.
- I will return completed homework on time.
- I will complete at least 15 minutes of outside reading nightly.
- I will return corrected work to my parent(s).
- I will arrive at school on time every day unless I am ill.
- I will attend Parent/Student/Teacher Conferences and Open House.
- I will be responsible for my own behavior.
- I will be a cooperative learner.

Student's Name _____

Student's Signature _____ Date _____

Parents Pledge:

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will register for and regularly access School Loop with a parental account.
- I will provide a quiet place for my child to study.
- I will encourage my child to complete his/her homework.
- I will make sure my child gets an adequate night's sleep.
- I will see to it that my child arrives at school on time every day.
- I will ensure that my child reads at least 15 minutes per day.
- I will attend Back to School Night, Parent/Student/Teacher Conferences, and Open House.
- I will support the school/district policies on homework, discipline and attendance.

Parent's Signature _____ Date _____

Staff Pledge:

- We will teach all the necessary concepts to your child before regular homework is assigned.
- We will strive to be aware of the individual needs of your child.
- We will regularly communicate with you regarding your child's progress.
- We will provide a safe and positive learning environment for your child.

Everyone Will...

- Be equal partners to achieve successful learning.
- Communicate clearly, regularly and respectfully regarding roles and responsibilities.

School Site Council Membership

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

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Jay Adams | X | | | | |
| Tara Wilson | | X | | | |
| Jennifer Johnson | | X | | | |
| Natalie Allen | | | X | | |
| Jill Crooks | | X | | | |
| Patty Fredrickson | | | | X | |
| Jennifer Biehn | | | | X | |
| Erika Solorzano | | | | X | |
| Trevor Nguyen | | | | | X |
| Kaia Adams | | | | | X |
| Numbers of members of each category: | 1 | 3 | 1 | 3 | 2 |

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on January 27, 2016.

Attested:

Jay Adams

Typed Name of School Principal

Signature of School Principal

Date

Trevor Nguyen

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: William T. Newland Elementary School
CDS Code: 30-66498-6027999
District: Fountain Valley School District
Principal: Chris Mullin
Revision Date: May 8, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Chris Mullin
Position: Principal
Phone Number: (714) 378-4200
Address: 8787 Dolphin Street
Huntington Beach, CA 92646
E-mail Address: mullinc@fvsd.us

The District Governing Board approved this revision of the SPSA on June 16, 2016.

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School Vision and Mission

William T. Newland Elementary School's Vision and Mission Statements

Mission Statement

The staff and community of Newland School are committed to providing an educational environment in which academic excellence is expected and all children are encouraged to develop:

- Their maximum potential,
- A positive attitude toward self and others,
- A love of learning,
- The ability to think creatively and critically,
- An appreciation for diversity in others,
- Effective communication skills, and
- The ability to be a productive, useful member of society.

Vision Statement

Our staff is dedicated to maintaining and enhancing the spirit of excellence that pervades our school and community. All of Newland's teachers teach to the California State Standards, challenging each student to reach his maximum potential. Teachers strive to help students demonstrate mastery on the Smarter Balanced Assessments. The following special programs help students achieve their highest potential: Speech and Language, Resource Specialist Program, Gifted and Talented Program, Remediation, Special Day Classes, and Social Skills Classes. The education program is also enhanced through community involvement utilizing our hardworking and supportive parents and business partners. Parents and teachers conduct ongoing assessments of the school-based program. Our standards based program utilizes hands-on activities, manipulatives, group projects, portfolios, District Interim Assessments, and unit tests provided by the adopted publishers. The Newland staff continues to develop professionally in order to provide high quality instruction. Teachers continue to use the media center and other technology to make learning accessible and enticing for students. Finally, Newland provides a nurturing caring environment that encourages the celebration and joy of learning. The school environment is clean, orderly, and a place where all students feel safe and secure.

School Profile

William T. Newland School is a Tk-5 elementary school serving approximately 486 students. Newland is located in Huntington Beach, California.

School Demographic Characteristics:

English Learners - 29

Socio-Economic Disadvantaged - 68

Special Education - 54

Our parent community is strong and active in supporting our instructional program and students receive enriched opportunities as a result of the volunteers' countless dedicated hours. Newland School uses all available resources in the community to assist students in their emotional and academic development. Parents take advantage of the ample opportunities to be involved in activities that benefit students.

Parent Teacher Association

School Site Council

Fountain Valley Schools Foundation

Classroom Volunteers

EL Tutoring Program

GLAD

Action Committee for Education

Art Masters

Business/Community Partnerships

Mind Institute ST Math
 Accelerated Reader/Math
 Positive Intervention Behavioral Supports
 Chess Club
 Knitting Club
 Kids Art
 Band
 Extended School Program
 Child Development Center

Newland is the intake center for the District's PB5 (Parent Birth to five years) program. Students are referred for testing by Regional Center and parents or doctors when there is a suspected developmental delay. One or all of the following professionals administer the appropriate testing: the occupational therapist, classroom teacher, psychologist, speech and language pathologist, adaptive Physical Education specialist, and/or nurse. The team meets monthly to determine appropriate placement and level of services. Newland houses a special day pre-school class, a blended pre-school class, social skills groups, occupational therapy and adaptive physical education. These programs provide services for children with identified needs between the ages of three and five.

In addition to servicing the Special Day Class population, Resource Specialists and Speech and Language pathologists are also provided for the transitional kindergarten through fifth grade students that require additional support in the classroom. Students come from other schools to participate in these programs such as social skills and the SUCCESS Program, a Tk - 5th grade class for students needing additional teaching strategies in their learning environment.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Annually, the District administers a survey to parents of English learners. The complete results are available in the Fountain Valley School District Program Effectiveness document. Students in grades 3rd through 5th grades participate in a school climate survey.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Board of Trustees and District administrators value learning and teaching. Throughout the year, District leaders make it a priority to visit every school multiple times. Along with these informal visits, Newland administration conducts several instructional visits every week. Newland also opens its doors several times a year to teachers both with-in the district and from neighboring districts.

Analysis of Current Instructional Program

The eight State priority areas listed below are outlined in the Local Control Accountability Plan regulations. These focus areas are used to analyze the current instructional practices for all students including English learners, socio-economically disadvantaged students, students with disabilities, and foster youth.

Basic Services

Teachers

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none"> All highly qualified/credentialed teachers | <ul style="list-style-type: none"> Maintain 100% compliance in this area |

Textbooks

| Strengths | Needs |
|---|--|
| <ul style="list-style-type: none"> • Textbooks for all subject areas | <ul style="list-style-type: none"> • Standards-aligned textbooks/materials needed for reading and writing |

Facilities

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none"> • Excellent grounds maintenance by our District grounds workers • Overall an excellent campus for our students with access to playground equipment and open grass areas for play • Solar panels • Custodial deep cleaning over summer | <ul style="list-style-type: none"> • Custodial maintenance consistency • Patching of cracks, holes, dips caused by tree and land settlement • Aging pipe replacement |

California State Standards Implementation (all content areas)

| Strengths | Needs |
|--|--|
| <ul style="list-style-type: none"> • California State Standards based staff development in ELA and Math • CGI implementation • Principal Meetings | <ul style="list-style-type: none"> • More instructional resources • Off site staff development |

Course Access

| Strengths | Needs |
|---|---|
| <ul style="list-style-type: none"> • Protected ELA block • D.I. • ST Math • Instructional consistency at each grade level | <ul style="list-style-type: none"> • Computer lab schedules and Arts Masters conflicts with core subjects and blocks |

Pupil Outcomes

(Refer to the School and Student Performance Data section for multi-year scores.)

California Assessment of Student Performance and Progress (CAASPP)

Smarter Balanced Assessments

| Strengths | Needs |
|--|-------|
| 100% Participation in Smarter Balance Assessment | |

California English Language Development Test (CELDT)

| Strengths | Needs |
|--|-------|
| English language students represent a very small percentage but perform highly at Newland. Historically, this group represents less than 20 students school wide | |

California English Language Development Test

AMAO 1

| Strengths | Needs |
|--|-------|
| English language students represent a very small percentage but perform highly at Newland. Historically, this group represents less than 20 students school wide | |

AMAO 2

| Strengths | Needs |
|--|-------|
| English language students represent a very small percentage but perform highly at Newland. Historically, this group represents less than 20 students school wide | |

Reclassification Rates

| Strengths | Needs |
|-----------|---|
| | <ul style="list-style-type: none"> • ELs at Newland tend to reclassify before reaching middle school. This year R-FEP rates for the District was at 8% which was lower than normal |

California Physical Fitness Test

| Strengths | Needs |
|---|---|
| <ul style="list-style-type: none"> • Newland met 74.2% of at least 5 of the 6 fitness standards • 100 mile club | <ul style="list-style-type: none"> • Only 54.78% are meeting all 6 or 6 standards • Parental and community support with educating students on the importance of physical education and increasing physical activity |

Other Student Outcomes

Universal Literacy Screeners

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none"> • DIBELS Next across all grade levels • SRI for 4th and 5th grades • Small group instruction and placement based on scores | <ul style="list-style-type: none"> • Time to assess all students at the beginning of the year • DIBELS Next assesses fluency well but not comprehension |

Engagement

Parent Involvement

| Strengths | Needs |
|--|-------|
| <ul style="list-style-type: none"> • Strong PTA • Parents supporting miscellaneous teacher needs | |

Student Engagement

Attendance

| Strengths | Needs |
|--|--|
| <ul style="list-style-type: none"> • 96.3% in 2014-2015 | <ul style="list-style-type: none"> • Slightly below District average in 2014-2015 |

Chronic Absenteeism

| Strengths | Needs |
|------------------|--|
| | <ul style="list-style-type: none">• In 2014 Newland had a 17% chronic absenteeism, much higher than District average |

School Climate

Suspensions

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none">• PBIS | <ul style="list-style-type: none">• 6 suspensions in the past three years |

Expulsions

| Strengths | Needs |
|--|--------------|
| <ul style="list-style-type: none">• No expulsions reported in the last three years | |

Survey (California Healthy Kids Survey Results and school surveys)

| Strengths | Needs |
|---|--|
| <ul style="list-style-type: none">• Cigarette use was reported at 1%• Marijuana was reported at 0% | <ul style="list-style-type: none">• Alcohol use was reported at 18%• District wide, only 53% reported feeling safe at school all the time |

Description of Barriers and Related School Goals

Description of possible barriers related to goal: Student Achievement

- Lack of time for collaboration
- Lack of time for data analysis
- Lack of time for professional growth
- Lack of time for on-going Professional Development for California State Standards
- Lack of a consistent writing program (school and District-wide)

Description of possible barriers related to goal: Special Populations

- Lack of manipulatives and/or kits to supplement math instruction
- More time needed for small group math instruction
- Motivation needed for students who struggle and reach plateaus in Jiji math or AR Reading

Description of possible barriers related to goal: Parent Involvement

- Parents are reluctant to join PTA or serve in volunteer positions (usually in Tk-2). Parents of older students tend to join the PTA board in 3rd-5th grade, rather than Tk-2nd.
- Language barrier with our EL parents

Description of possible barriers related to goal: Student Engagement and School Climate

- Staff members need to be more consistent with PBIS rewards and program components
- Additional after school programs needed to allow greater access for students to become more "connected" to school
- Support needed from parents to not take vacations during school time or allow students to miss school except when sick

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 3 | 68 | 68 | 100.0 | 67 | 2448.3 | 34 | 25 | 22 | 18 |
| Grade 4 | 64 | 61 | 95.3 | 59 | 2538.1 | 49 | 38 | 8 | 2 |
| Grade 5 | 63 | 60 | 95.2 | 60 | 2563.8 | 45 | 38 | 8 | 8 |
| All Grades | 195 | 189 | 96.9 | 186 | | 42 | 33 | 13 | 10 |

| Grade Level | READING | | | WRITING | | | LISTENING | | | RESEARCH/INQUIRY | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|
| | Demonstrating understanding of literary & non-fictional texts | | | Producing clear and purposeful writing | | | Demonstrating effective communication skills | | | Investigating, analyzing, and presenting information | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 3 | 37 | 43 | 19 | 22 | 58 | 19 | 24 | 63 | 13 | 30 | 51 | 19 |
| Grade 4 | 46 | 53 | 2 | 46 | 53 | 2 | 31 | 69 | 0 | 37 | 44 | 0 |
| Grade 5 | 50 | 38 | 12 | 48 | 37 | 15 | 28 | 72 | 0 | 50 | 48 | 2 |
| All Grades | 44 | 45 | 11 | 38 | 49 | 12 | 27 | 68 | 5 | 39 | 48 | 8 |

Conclusions based on this data:

1. 75% of Newland students scored Standard Exceeded or Standard Met.
2. Only 60% of Newland students scored Standard Exceeded or Standard Met.
3. Producing clear and purposeful writing proved most difficult for Newland students.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 3 | 68 | 68 | 100.0 | 66 | 2452.9 | 29 | 35 | 12 | 21 |
| Grade 4 | 64 | 61 | 95.3 | 61 | 2531.2 | 39 | 44 | 16 | 0 |
| Grade 5 | 63 | 61 | 96.8 | 61 | 2539.2 | 33 | 28 | 25 | 15 |
| All Grades | 195 | 190 | 97.4 | 188 | | 34 | 36 | 17 | 12 |

| Grade Level | CONCEPTS & PROCEDURES | | | PROBLEM SOLVING & MODELING/DATA ANALYSIS | | | COMMUNICATING REASONING | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|---|---------------------|----------------|
| | Applying mathematical concepts and procedures | | | Using appropriate tools and strategies to solve real world and mathematical problems | | | Demonstrating ability to support mathematical conclusions | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 3 | 47 | 27 | 26 | 39 | 45 | 15 | 36 | 48 | 15 |
| Grade 4 | 57 | 36 | 7 | 44 | 46 | 10 | 48 | 51 | 2 |
| Grade 5 | 41 | 38 | 21 | 30 | 48 | 23 | 30 | 57 | 13 |
| All Grades | 48 | 34 | 18 | 38 | 46 | 16 | 38 | 52 | 10 |

Conclusions based on this data:

1. 70% of Newland students scored Standard Exceeded of Standard Met in math.
2. 90% of Newland students scored Standard Exceeded of Standard Met in Demonstrating ability to support mathematical conclusions

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | 2014-15 CELDT (Annual Assessment) Results | | | | | | | | | | | |
|--------------|---|-----|----------------|-----|--------------|-----|--------------------|-----|-------------|-----|---------------|-------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested | |
| | # | % | # | % | # | % | # | % | # | % | # | |
| K | | | | | ***** * | *** | | | | | | ***** |
| 1 | | | | | ***** * | *** | | | ***** ** | *** | | ***** |
| 2 | ***** * | *** | | | ***** * | *** | ***** * | *** | | | | ***** |
| 3 | ***** * | *** | ***** * | *** | ***** * | *** | | | | | | ***** |
| 4 | | | ***** * | *** | ***** * | *** | | | | | | ***** |
| 5 | 2 | 40 | | | 2 | 40 | | | 1 | 20 | | 5 |
| Total | 4 | 24 | 2 | 12 | 8 | 47 | 1 | 6 | 2 | 12 | | 17 |

Conclusions based on this data:

1. Most English learners are at the Intermediate, Early Advanced or Advanced levels (82%)
2. All 3rd-5th grade ELs except one are Intermediate or higher.

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | 2014-15 CELDT (All Assessment) Results | | | | | | | | | | |
|--------------|--|-----|----------------|-----|--------------|-----|--------------------|----|-------------|-----|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| K | 2 | 18 | 1 | 9 | 5 | 45 | 1 | 9 | 2 | 18 | 11 |
| 1 | | | | | ***** * | *** | | | ***** ** | *** | ***** |
| 2 | 2 | 50 | | | 1 | 25 | 1 | 25 | | | 4 |
| 3 | ***** * | *** | ***** * | *** | ***** * | *** | | | | | ***** |
| 4 | | | ***** * | *** | ***** * | *** | | | | | ***** |
| 5 | 2 | 40 | | | 2 | 40 | | | 1 | 20 | 5 |
| Total | 7 | 25 | 3 | 11 | 12 | 43 | 2 | 7 | 4 | 14 | 28 |

Conclusions based on this data:

1. About 40% of English learners are in transitional kindergarten or kindergarten.
2. The largest group of English learners (43%) is at the Intermediate level.

School and Student Performance Data

Title III Accountability (School Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 11 | 9 | 17 |
| Percent with Prior Year Data | 100.0% | 100.0% | 100.0% |
| Number in Cohort | 11 | 9 | 17 |
| Number Met | -- | -- | -- |
| Percent Met | -- | -- | -- |
| NCLB Target | 57.5 | 59.0 | 60.5% |
| Met Target | * | -- | -- |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 15 | 2 | 16 | 0 | 19 | 5 |
| Number Met | -- | -- | -- | -- | -- | -- |
| Percent Met | -- | -- | -- | -- | -- | -- |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2% | 50.9% |
| Met Target | * | * | -- | -- | -- | -- |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup | | |
|---------------------------------|---|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | | | |
| Met Participation Rate | -- | | -- |
| Met Percent Proficient or Above | -- | | -- |
| Mathematics | | | |
| Met Participation Rate | -- | | -- |
| Met Percent Proficient or Above | -- | | -- |

Conclusions based on this data:

1. Due to the small number of English learners, school performance data is not calculated.

School and Student Performance Data

Title III Accountability (District Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 635 | 666 | 698 |
| Percent with Prior Year Data | 100.0 | 100.0 | 100.0 |
| Number in Cohort | 635 | 666 | 698 |
| Number Met | 504 | 550 | 585 |
| Percent Met | 79.4 | 82.6 | 83.8 |
| NCLB Target | 57.5 | 59.0 | 60.5% |
| Met Target | Yes | Yes | Yes |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 626 | 162 | 643 | 149 | 653 | 174 |
| Number Met | 326 | 120 | 359 | 119 | 377 | 144 |
| Percent Met | 52.1 | 74.1 | 55.8 | 79.9 | 57.7 | 82.8 |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2% | 50.9% |
| Met Target | Yes | Yes | Yes | Yes | Yes | Yes |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup at the LEA Level | | |
|---------------------------------|--|-----------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | | | |
| Met Participation Rate | Yes | Yes | |
| Met Percent Proficient or Above | No | No | |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | |
| Met Percent Proficient or Above | No | No | |
| Met Target for AMAO 3 | No | No | |

Conclusions based on this data:

1. English learners District-wide met all the AMAOs.
2. English learners District-wide far exceeded the Federal targets for AMAO 1 and AMAO 2.

Planned Improvements in Student Performance

School Goal #1

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|---|
| CATEGORY/PRIORITY AREA(S): Student Achievement |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 1: To support academic success and prepare students for College and Career, students will have access to 21st Century learning tools, including technology, and engage in rigorous and relevant educational experiences that develop their knowledge, skills and ability to collaborate, create, communicate, think critically, and solve problems. |
| SCHOOL GOAL #1: |
| To support academic achievement, Newland Elementary will incorporate professional development, District signature practices, technology integration, and when available new California State Standards aligned instructional materials. |
| Data Used to Form this Goal: |
| Student Achievement: Smarter Balance assessments (SBAC) English language arts/literacy (ELA) and math, Scholastic Reading Inventory (SRI) Instructional Materials: access to standards aligned text books and instructional materials that support California State Standards Professional Development: staff meeting agendas, CGI, Math Expressions, Academic vocabulary Technology: technology survey, device student ratio, Chromebook cart schedules |
| Findings from the Analysis of this Data: |
| Description of possible barriers related to goal: Student Achievement <ul style="list-style-type: none">• Lack of time for collaboration• Lack of time for data analysis• Lack of time for professional growth• Lack of time for on-going Professional Development for California State Standards• Lack of a consistent writing program (school and District-wide) |
| How the School will Evaluate the Progress of this Goal: |
| Student Achievement: SBAC ELA -increase percent scoring Standard Exceeded and Standard Met in all grades. SBAC Math -increase percent scoring Standard Exceeded and Standard Met in all grades Instructional Materials: access to standards-aligned text books and instructional materials that support California State Standards Professional Development: Participation rates and staff development surveys Technology: Access to increased or improve technology |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------------|--|--|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Teacher collaboration was provided in conjunction with professional development. | Sept 2015-June 2018 | District Administrator Site Administrator Teachers | Expense embedded in other actions | | | |
| Provide professional development and implement Cognitively Guided Instruction (CGI) in all grade levels. | Sept 2015-June 2018 | District Administrator Site Administrator Teachers | Teacher Fees, Substitutes, Stipends, Instructional Materials | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 10,861 |
| Implementation of California State Standards Math materials Math Expressions and professional development | Sept 2015 | Teachers Site Administrators District Administrators | No additional expense associated with this action | | | |
| Update staff devices | Fall 2015 | District Staff | Library Media Technician PC, Health Assistant PC | 4000-4999: Books And Supplies | LCFF - Base | 3,080 |
| Academic vocabulary training and materials | Fall 2015 | Teachers, Site Administrator, District Administrators | Trainer fees and materials | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 4,298 |

Planned Improvements in Student Performance

School Goal #2

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|--|
| CATEGORY/PRIORITY AREA(S): Special Populations |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 2: To support academic success in the core program, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement. |
| SCHOOL GOAL #2: |
| All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math thereby addressing the achievement gap. |
| Data Used to Form this Goal: |
| SBAC Subgroup Scores, SRI, DIBELS Next, Accelerated Reader, Accelerated Math, CELDT, FVSD writing benchmarks, Theme skills tests, AMAO 1 and 2 |
| Findings from the Analysis of this Data: |
| Description of possible barriers related to goal: Special Populations <ul style="list-style-type: none"> • Lack of manipulatives and/or kits to supplement math instruction • More time needed for small group math instruction • Motivation needed for students who struggle and reach plateaus in Jiji math or AR Reading |
| How the School will Evaluate the Progress of this Goal: |
| 2014/2015 established the base scores for SBAC, in 2015/2016 every group including English Learners and Low Income Students, are expected to demonstrate improved achievement. SBAC Subgroup Scores, SRI, DIBELS Next, Writing Benchmarks, CELDT, AMAO 1 and 2 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------------|-------------------------------|---|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Continue to provide ELD on a daily basis for targeted students. | Sept 2013-June 2016 | Teachers, Site Administration | No additional expense associated with this action | | | |
| Continue to provide and expand on Small Group learning and District signature practices on a daily basis | Sept 2013-June 2016 | Teachers, Site Administrator | No additional expense associated with this action | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------------|---|---|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Support implementation of Cognitively Guided Instruction (CGI) | Sept 2015-June 2017 | Administration, Site Administrator, Teachers | Expenses captured in Goal 1 | | | |
| Analyze and disaggregate student achievement data in English language development, English/language arts, and mathematics in order to provide timely intervention and close the achievement gap | Sept 2013-June 2016 | Teachers, Site Administrator | Renewal fees | 5000-5999: Services And Other Operating Expenditures | LCFF - Base LCFF - Supplemental | 3,621 |
| Purchase supplemental instructional materials to support California State Standards implementation | Sept 2013-June 2016 | Teachers, Site Administrator | California State Standards Steering Committee selected supplemental instructional materials | 4000-4999: Books And Supplies | LCFF - Supplemental | 3,805 |
| Participate in school library program | Sept 2013-June 2016 | Library Media Technician | Personnel | 2000-2999: Classified Personnel Salaries | LCFF - Base LCFF - Supplemental | 10,657 |
| Utilize ST Math to support English learners, low income youth, and other high needs student populations | Sept 2013-June 2016 | Teachers, Site Administrator | Renewal fees | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 1,250 |
| Devote 1 day a month to formal grade level collaboration to evaluate data | Sept 2015-June 2016 | Teachers Site Administrator | No additional expense associated with this action | | | |
| Continue to administer District identified assessments (DIBELS Next, Core Phonics, FVSD Writing Benchmarks, Scholastic Reading Inventory) | Sept 2015-June 2017 | Teachers, Site Administrator | Materials | 4000-4999: Books And Supplies | LCFF - Base | 7,914 |
| Bilingual tutor support for ELs at the Beginning and Early Intermediate levels | Sept 2015-June 2016 | Administrator, Teacher, Instructional Assistant | Classified Salary | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 4,486 |
| After school EL writing classes | Fall 2015-Feb 2016 | Administrator, Teacher | Additional duty | 1000-1999: Certificated Personnel Salaries | Title III | 1,945 |

Planned Improvements in Student Performance

School Goal #3

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|---|
| CATEGORY/PRIORITY AREA(S): Parent Involvement |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 3: To support academic success, all parents will be engaged and play an active role in the school community. |
| SCHOOL GOAL #3: |
| Increase parent involvement to include a broader representation of parents on school decision-making groups, reflective of all student demographics. |
| Data Used to Form this Goal: |
| School Site Council Roster, Sign-in Sheets for Parent Opportunities, PTA roster, Parent Conference attendance, Volunteer Lists |
| Findings from the Analysis of this Data: |
| Description of possible barriers related to goal: Parent Involvement <ul style="list-style-type: none"> Parents are reluctant to join PTA or serve in volunteer positions (usually in Tk-2). Parents of older students tend to join the PTA board in 3rd-5th grade, rather than Tk-2nd. Language barrier with our EL parents. |
| How the School will Evaluate the Progress of this Goal: |
| School Site Council documentation; English Learner Advisory documentation; District English Learner Advisory documentation; Number of parent education opportunities; meeting sign ins, agendas, and resources; expenditures for interpretation, translation, and childcare; responses to parent surveys |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------------|------------------------------------|--|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Provide parent educational opportunities | Sept 2013-June 2017 | Site Administrator | No additional expenses associated with this action | | | |
| Continue to provide a bilingual Community Liaison to support parent outreach | Sept 2013-June 2017 | District Staff | Personnel | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 6,297 |
| Utilize technology and social media to communicate with parents, promote involvement, and solicit input | Sept 2013-June 2017 | District Staff, Site Administrator | Personnel Annual service agreements | 2000-2999: Classified Personnel Salaries | LCFF - Base | 4,746 |
| | | | | | Title I | 1,494 |

Planned Improvements in Student Performance

School Goal #4

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|--|
| CATEGORY/PRIORITY AREA(S): Student Engagement & School Climate |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness. |
| SCHOOL GOAL #4: |
| Create a learning and school climate that improves students' attendance, connection, and overall involvement in all aspects of their education. |
| Data Used to Form this Goal: |
| Daily attendance rates, chronic absenteeism information, suspensions, California Healthy Kids Survey results, School Climate Survey grades 3rd-5th. |
| Findings from the Analysis of this Data: |
| Description of possible barriers related to goal: Student Engagement and School Climate <ul style="list-style-type: none"> • Staff members need to be more consistent with PBIS rewards and program components • Additional after school programs needed to allow greater access for students to become more "connected" to school • Support needed from parents to not take vacations during school time or allow students to miss school except when sick |
| How the School will Evaluate the Progress of this Goal: |
| Daily attendance rates, chronic absenteeism information, suspensions, California Healthy Kids Survey results, School Climate Survey grades 3rd-5th. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------|-----------------------------|---|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Provide student clubs | Sept 2014- June 2017 | Teacher, Site Administrator | No expenses associated with this action | | | |
| Use stakeholder groups to provide input on how to improve student attendance and reduce absenteeism | Sept 2014- June 2014 | Administrators, Teachers | No expenses associated with this action | | | |
| Educate parents regarding District policy related to absenteeism | Sept 2014- June 2014 | Site Administrator | No expenses associated with this action | | | |
| Review District and school site discipline plans | Sept 2013- June 2017 | Site Administrator | No expenses associated with this action | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------|---|---|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Provide health services to support attendance for high needs student populations | Sept 2013- June 2017 | School Staff Site Administrator District Staff | Personnel | 1000-1999: Certificated Personnel Salaries | LCFF - Base LCFF - Supplemental | 18,907 |
| Analyze suspension information to identify patterns in misconduct and/or student demographics | Sept 2013- June 2017 | Site Administrator District Staff | No expenses associated with this action | | | |

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|--|---------------------|--------------------|
| 1000-1999: Certificated Personnel Salaries | LCFF - Base | 18,907.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Base | 15,403.00 |
| 4000-4999: Books And Supplies | LCFF - Base | 10,994.00 |
| | LCFF - Supplemental | 3,621.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 10,861.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 10,783.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 3,805.00 |
| 5000-5999: Services And Other Operating | LCFF - Supplemental | 5,548.00 |
| | Title I | 1,494.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 1,945.00 |

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

| Funding Source | Total Expenditures |
|---------------------|--------------------|
| LCFF - Base | 45,304.00 |
| LCFF - Supplemental | 34,618.00 |
| Title I | 1,494.00 |
| Title III | 1,945.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|---------------------------|
| 1000-1999: Certificated Personnel Salaries | 31,713.00 |
| 2000-2999: Classified Personnel Salaries | 26,186.00 |
| 4000-4999: Books And Supplies | 14,799.00 |
| 5000-5999: Services And Other Operating Expenditures | 5,548.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 18,239.00 |
| Goal 2 | 33,678.00 |
| Goal 3 | 12,537.00 |
| Goal 4 | 18,907.00 |

Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

THE STUDENT PLEDGE:

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- _____ I will return completed homework on time.
- _____ I will return corrected work to my parent(s).
- _____ I will arrive at school on time every day unless I am ill.
- _____ I will be responsible for my own behavior.
- _____ I will be a cooperative learner.

Student's Signature _____ Date _____

Parents Pledge:

THE PARENT PLEDGE:

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- _____ I will provide a quiet place for my child to study.
- _____ I will encourage my child to complete his/her homework.
- _____ I will make sure my child gets an adequate night's sleep.
- _____ I will see to it that my child arrives at school on time every day.
- _____ I will spend at least 15 minutes per day reading with my child.
- _____ I will attend Back to School Night, Parent Conferences, and Open House
- _____ I will support the school/district policies on homework, discipline and attendance.

Parent's Signature _____ Date _____

Staff Pledge:

THE TEACHER PLEDGE:

I understand the importance of the school experience to every child and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- _____ I will teach all the necessary concepts to your child before regular homework is assigned.
- _____ I will strive to be aware of the individual needs of your child.
- _____ I will regularly communicate with you regarding your child's progress.
- _____ I will provide a safe and positive learning environment for your child.

Teacher's Signature _____ Date _____

Everyone Will...

- Be equal partners to achieve successful learning.
- Communicate clearly, regularly and respectfully regarding roles and responsibilities.

School Site Council Membership

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

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Chris Mullin | X | | | | |
| Terry Johnston | | X | | | |
| Kelly Blanchard | | X | | | |
| Kenan House | | | | X | |
| Tracy Stephens | | | | X | |
| James Tilka | | X | | | |
| Numbers of members of each category: | 1 | 3 | | 2 | |

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on March 16, 2015.

Attested:

Chris Mullin

Typed Name of School Principal

Signature of School Principal

Date

Terry Johnston

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: Isojiro Oka Elementary School
CDS Code: 30-66498-6068605
District: Fountain Valley School District
Principal: Erik Miller
Revision Date: May 5, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Mr. Erik Miller
Position: Principal
Phone Number: (714) 378-4260
Address: 9800 Yorktown Ave.
Huntington Beach, CA 92646
E-mail Address: MillerE@fvsd.us

The District Governing Board approved this revision of the SPSA on June 16, 2016.

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School Vision and Mission

Isojiro Oka Elementary School's Vision and Mission Statements

Mission Statement of Fountain Valley School District:

Our mission is to promote a foundation for academic excellence, mastery of basic skills, responsible citizenship, and a desire by students to achieve their highest potential through a strong partnership between school, home and within our community as students move forward in the 21st Century.

Mission Statement of Isojiro Oka Elementary School:

Oka's mission is to provide an educational foundation and environment which fosters positive self-esteem and academic rigor. Furthermore, it supports learning so our students become productive, responsible, caring members of society. Teachers, support staff, administration, and our parent community are dedicated to assisting students in achieving this mission. Our vision is to ensure Oka is a source of great pride within our community as every student acquires the academic and social foundations needed for their future successes.

School Profile

Isojiro Oka Elementary School is a 2016 California Gold Ribbon School, recognized by our state, for excellence in providing the highest quality education to our students! We are a huge source of pride within our community! We have been previously recognized as both a California Distinguished School and the Top Elementary School in Orange County, by the OC Register. Oka is part of the illustrious Fountain Valley School District, which is comprised of seven elementary schools and three middle schools. Oka is located just south of Fountain Valley in the city limits of Huntington Beach. Oka serves students in grades kindergarten through five on a traditional calendar schedule. In addition, we have four pre-school classes, and an Early Entry Kindergarten class on our campus, as well as an Extended School Program, in order to provide before and after school child care. Oka is all about offering a family-oriented, nurturing and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first. Our educational programs are tailored to meet the needs of our specific students, however all students are given access to appropriate curriculum, in order to best achieve success in mastering the California State Standards.

Oka Elementary School was originally constructed in 1970 and has been modernized over the last several years. The campus is currently comprised of 24 permanent classrooms, a computer lab, a library, and a spacious playground. Recent upgrades to the school include installation of solar panels for more efficient electrical use, as well as increased WiFi internet capability to support over 200 mobile devices. The facility strongly supports teaching and learning through its ample classroom and recreational space.

Students are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. One essential goal is to provide students with opportunities to learn self-discipline through a system of rewards and consequences for their behavior. Trimester awards are bestowed to students who exhibit exemplary and scholarly behaviors. We also have a variety of other student recognition programs, many of which are based off of the "Values in Action" program, designed and created by National Educator of the Year, Mr. Gene Bedley. This program introduces students to a variety of character traits which help them to become well rounded citizens. Each year a new theme is introduced so that by the time a student has completed elementary school, they will have been taught all of the identified traits. The theme for the 2015-2016 school year is Compassion, whereby students are encouraged to demonstrate behavior that represents positive characteristics and qualities on the Oka "Bridge of Compassion."

Oka personnel consist of classroom and special education teachers, a part-time psychologist, as well as full and part-time classified staff members. Special programs include GATE (Gifted and Talented), Speech & Language (S/L), Resource Specialist Program (RSP), and two Special Day Classes (SDC). Oka is also identified as a Title I school, and receives funding to support students with additional needs.

We have a dedicated computer lab that can accommodate 33 students simultaneously. In addition, Oka has over 200 Chromebooks and iPads throughout our campus for student usage. Each student has a daily opportunity to have a device in his/her hands, in order to support and facilitate learning. Students in grades three through five also have the opportunity to participate in a fee based instrumental music program in either band or orchestra, while all students receive weekly vocal music instruction.

Parents and the community are very supportive of the educational program at Oka Elementary School. Parents are encouraged to

become involved in their child's education by volunteering at Oka, participating in school activities, and joining school committees and councils. In addition to community and business partnerships, Oka benefits from an extremely active Parent-Teacher Organization (PTO). The PTO sponsors numerous fundraisers, awards programs, activities, and field trips throughout the school year. This past year, the Oka PTO has been instrumental in helping provide and fund additional technology for student usage. Additional opportunities for parental and/or community involvement include, but are not limited to, the following:

ST Math
Art Masters
Best Foot Forward: Grades 1-2
Accelerated Reader: Grades 3-5
Fountain Valley Schools Foundation
Legislative Action Committee
School Site Council

We encourage open lines of communication by having a comprehensive website: oka.fvgsd.us and our PTO sends out emails to parents numerous times each month to convey information and solicit feedback. In addition, we have a monthly newsletter which highlights various features of Oka and recognizes our Students of the Month. As mentioned above, students are also recognized weekly and each trimester for their academic successes and positive behavior. Oka is a diverse campus with 415 students. The following enrollment breakdowns and demographic information is specific for 2015-16:

Kindergarten: 59
Grade 1: 69
Grade 2: 71
Grade 3: 69
Grade 4: 56
Grade 5: 71
SDC: 21

White 224
Hispanic or Latino 94
Vietnamese 49
All Other Combined ethnic sub-groups 48
English Learners 29
Socioeconomically Disadvantaged 116
Students with Disabilities 39
Gifted & Talented 12

Oka continues to be recognized for its efforts to promote student learning and development. Teachers, staff, and administration work from the principle that students come first. The educational programs at Oka are tailored to meet the needs of our changing student population. Oka is dedicated to ensuring the academic success of every student by providing them with a comprehensive education experience that becomes an integral part of their life. All students receive instruction using core curriculum that has been adopted by the California State Board of Education, and approved by the Fountain Valley School District Board of Education. Instruction is enriched through a variety of special programs and instructional strategies that work toward supporting the needs of students with diverse needs.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

EL and Title I surveys are administered annually by the Fountain Valley School District. In addition, students in Grades 3-6 participated in a school climate survey. Students in Grade 5 also have the opportunity to participate in the California Healthy Kids Survey. There are also school specific surveys for students, staff, and parents that will be administered in 2016.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Board of Trustees and District administrators value learning and teaching. Throughout the year, District leaders make it a priority to visit every school multiple times. Each classroom is visited by the principal multiple times per week on an informal basis, as well as various teachers having formal observations during the year. Fountain Valley School District instructional visits occur from our Superintendent, Assistant Superintendents, and Board of Trustee members throughout the year, in addition to other district leaders and directors.

Analysis of Current Instructional Program

The eight State priority areas listed below are outlined in the Local Control Accountability Plan regulations. These focus areas are used to analyze the current instructional practices for all students including English learners, socio-economically disadvantaged students, students with disabilities, and foster youth.

Basic Services

Teachers

| Strengths | Needs |
|---|---|
| All teachers are highly qualified and credentialed. | Due to enrollment, Oka has had multiple combination classrooms across various grade levels each of the past four years. |

Textbooks

| Strengths | Needs |
|---|---|
| California State Standards aligned math materials adopted in 2014-2015. | Not all textbooks and materials are in alignment with the California State Standards. |

Facilities

| Strengths | Needs |
|---|--|
| <p>Solar panels installed and operating since early 2014.</p> <p>Exterior and interior lighting have been replaced with energy efficient tubes and bulbs.</p> <p>Sufficient play areas for students on blacktop and grass.</p> <p>Strong custodial presence in front parking lot at arrival and dismissal times to help with safety and bus transportation.</p> <p>Grounds crew and operation staff work hard to maintain any vegetation throughout campus.</p> <p>Summer Cleaning program provides 80 additional hours of custodial support.</p> | <p>Lack of air circulation and room temperature is poor, especially on days when the outside temperature is hot.</p> <p>Insufficient number of parking spaces for the number of staff employed at school site.</p> <p>Numerous sidewalks and pavement areas with significant cracks and safety hazards.</p> <p>Grass fields are overused (includes use by outside agencies) and are filled/patched in many areas with packed dirt, rather than actual grass.</p> |

California State Standards Implementation (all content areas)

| Strengths | Needs |
|--|---|
| <p>Staff development provided in both ELA and Math, with teachers receiving multiple days of varied training.</p> <p>Administrative Training Program</p> <p>Principal Meetings</p> | <p>Necessary California State Standards aligned instructional materials are not currently available in all content areas. Currently multiple years away.</p> <p>Better alignment of FVSD Common Assessments (Benchmarks) with Smarter Balanced assessments.</p> <p>Further staff development opportunities.</p> |

Course Access

| Strengths | Needs |
|---|---|
| <p>Differentiated Instruction - Smaller group instruction for students provides a greater teacher-student connection to learning.</p> <p>Instructional consistency within each grade level.</p> <p>Protected morning time block for ELA instruction in Grades K-2, and often in Grades 3-5.</p> | <p>Computer lab schedule impacts Grades 3-5 during ELA morning block.</p> <p>Minor schedule conflicts with providing services in special education and bilingual tutor support.</p> |

Pupil Outcomes

(Refer to the School and Student Performance Data section for multi-year scores.)

California Assessment of Student Performance and Progress (CAASPP)
Smarter Balanced Assessments

| Strengths | Needs |
|--|---|
| <p>Over half of third through fifth graders scored Standard Met/Standard Exceeded in ELA and Math.</p> | <p>Gaps exist between all students and subgroups in ELA and Math.</p> |

California English Language Development Test (CELDT)

| Strengths | Needs |
|---|--|
| Most ELs scored at the highest levels, Early Advanced and Advanced. | Very few students, except at kindergarten, are at the lowest two levels, which can make it more difficult to meet their needs. |

California English Language Development Test

AMAO 1

| Strengths | Needs |
|--|---|
| The percent of students expected to meet an incremental annual growth target increases each year. For the 2014-2015 school year, the AMAO 1 target was 60.5%. Oka EL students exceeded the target, reaching 76.9%. | A little less than one-quarter of identified students did not meet incremental annual growth targets. |

AMAO 2

| Strengths | Needs |
|---|--|
| The percent of students expected to meet an incremental annual growth target increases each year. For the 2014-2015 school year, the AMAO 2 - Less than 5 year target was 24.2%. Oka ELs exceeded the target at 55.8%. The AMAO 2 - More than 5 year target was 50.9%. Oka did not have enough ELs to report progress | There remains a few students with more than 5 years of instruction, who have not reclassified. |

Reclassification Rates

| Strengths | Needs |
|--|--|
| For the 2014-15 school year, there were 3 students reclassified (R-FEP). The Oka reclassification rate was 7%. This rate has consistently varied significantly on a year-year basis. Oka is on target to have a significant increase for next school year. | There are still a significant number of students who have not met the criteria for reclassification. |

California Physical Fitness Test

| Strengths | Needs |
|--|--|
| <p>Wellness Wednesdays and promoting a variety of activities for students in our PE program.</p> <p>Teachers adhering to the number of required minutes for PE during the week.</p> <p>100% of students met at least 2 or more of the 6 standards assessed. 39.3% of students met all 6 standards.</p> | <p>36.8 % of students did not achieve 5 or all 6 of the standards, slightly above the comparable average of other schools in our District.</p> <p>Flexibility (50%) was the standard with the lowest student proficiency, while Body Composition (40%) was the second lowest rate. Together, they made up 90% of the shortcomings.</p> <p>Oka was slightly below the District average of standard achievement, but within 1-2% of the 5th grade average.</p> |

Other Student Outcomes

Universal Literacy Screeners

| Strengths | Needs |
|---|---|
| Data is used throughout all grade levels. Data is used to help students in small group placement for instruction. SRI has been implemented for teacher usage in grades 4th through 5th. Early results have provided relevant and meaningful data. | At times, results can overestimate the strength of students. Comprehension assessment of student reading can be vague. |

Engagement

Parent Involvement

| Strengths | Needs |
|--|--|
| Strong and committed parent group, some who volunteer multiple hours per day, and multiple times per week. | Increase the overall number of active participants in the Oka PTO. |

Student Engagement

Attendance

| Strengths | Needs |
|---|--|
| Oka has exceeded a student attendance rate of 96% in each of the past four years and is on pace to maintain that for the 2015-2016 school year. | Kindergarten is the grade level that has the highest rate of student absences. |

Chronic Absenteeism

| Strengths | Needs |
|--|--|
| Oka has initiated and placed over 30 students on Attendance Contracts during the past two years. This has resulted in over a 80% success rate in reducing the number of absences and tardies for those identified students. Continue with Oka's "On-Time Attendance" Incentive program, whereby students can earn extra recess time for not being late to school. | Continue to reduce the number of student absences and tardies, especially those who are chronic. Oka went from one of the lowest to one of the highest rates of student chronic absenteeism of schools within our District over the past year. This has primarily been in kindergarten. |

School Climate

Suspensions

| Strengths | Needs |
|--|--|
| <p>Continue to have a low overall rate of student suspensions at Oka. This current school year has resulted in 0 suspensions.</p> <p>Greater utilization of in-school suspension instead of an out-of-school suspension for identified students.</p> <p>Values in Action Character Education Program is a vital component of the Oka culture.</p> <p>Provide multiple assemblies / presentations to promote positive student behavior.</p> | <p>The four suspensions from last school year was the highest number in three years.</p> |

Expulsions

| Strengths | Needs |
|---|-------|
| <p>No expulsions at Oka in the past four years.</p> | |

Survey (California Healthy Kids Survey Results and school surveys)

| Strengths | Needs |
|--|---|
| <p>In reported 5th grade student results, cigarette and marijuana use is listed at 0%.</p> | <p>Alcohol use was reported by 20% of students in 5th grade, significantly higher than any other category. Inhalant use was the second highest at 4%.</p> <p>Protective Factors and Developmental Supports indicated the percent of students feeling caring relationships, having high expectations, and meaningful participation in three different environments; School, Home, and with Peers. The lowest was the School Environment with 50% rated high. While Home was 82%. Only 66% of respondents ranked School Connectedness as high.</p> <p>Only 53% of reporting 5th grade students indicated they felt safe at school all the time.</p> |

Description of Barriers and Related School Goals

BARRIERS to ACHIEVE SUCCESS in OKA'S Goal #1: Student Achievement

- Lack of time for collaboration between staff.
- Lack of time for data analysis. Insufficient time and minimal opportunities for collaboration between and across grade levels.
- Lack of time for further professional growth in reading, writing, and technology.
- Lack of currently adopted materials aligned with the California State Standards.
- Lack of consistency for a District identified writing program.

BARRIERS to ACHIEVE SUCCESS in OKA'S Goal #2: Special Populations

- Lack of meaningful and ongoing professional development opportunities that provide adequate sustainability over time.
- Minimal amount of hands-on manipulative opportunities for student usage.
- Insufficient time and minimal opportunities for collaboration between and across grade levels.
- Lack of appropriately aligned materials to California State Standards.

- Lack of sufficient before or after school remediation class opportunities.
- Lack of consistent writing program across Fountain Valley School District.

BARRIERS to ACHIEVE SUCCESS in OKA'S Goal #3: Parent Involvement

- Parent resistance to get more involved with PTO.
- Parent involvement lessens as students move into upper grades.
- Language barriers for some parents to get more involved.
- A "how to" on how parents can get better connected into school activities or programs, especially for new parents.

BARRIERS to ACHIEVE SUCCESS in OKA'S Goal #4 Student Engagement and School Climate

- Inconsistent staff participation in Oka's Value in Action program. All participate, however a few only participate minimally.
- More after school programs and lunchtime activities needed to allow for greater connectivity to school.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 3 | 55 | 55 | 100.0 | 55 | 2455.7 | 35 | 25 | 29 | 11 |
| Grade 4 | 78 | 78 | 100.0 | 78 | 2491.0 | 32 | 31 | 21 | 17 |
| Grade 5 | 85 | 80 | 94.1 | 80 | 2520.5 | 29 | 34 | 21 | 16 |
| All Grades | 218 | 213 | 97.7 | 213 | | 31 | 31 | 23 | 15 |

| Grade Level | READING | | | WRITING | | | LISTENING | | | RESEARCH/INQUIRY | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|
| | Demonstrating understanding of literary & non-fictional texts | | | Producing clear and purposeful writing | | | Demonstrating effective communication skills | | | Investigating, analyzing, and presenting information | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 3 | 31 | 51 | 18 | 29 | 62 | 9 | 36 | 55 | 9 | 27 | 55 | 18 |
| Grade 4 | 37 | 46 | 17 | 29 | 55 | 15 | 28 | 56 | 15 | 21 | 68 | 12 |
| Grade 5 | 26 | 53 | 21 | 36 | 39 | 25 | 19 | 69 | 13 | 39 | 50 | 11 |
| All Grades | 31 | 50 | 19 | 32 | 51 | 17 | 27 | 61 | 13 | 29 | 58 | 13 |

Conclusions based on this data:

1. As students move from Grade 3 toward Grade 5, the rate of Standard Met/Standard Exceeded is higher; as they get older or are in school for a longer period of time.
2. The importance of a students demonstrating a solid and clear understanding of text is critically important, as well as the area with the highest rate of students Below Standard.
3. Our socio-economically disadvantaged students still have a significant gap in achievement between their peers who are not in the same subgroup category.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 3 | 55 | 55 | 100.0 | 55 | 2463.0 | 24 | 38 | 27 | 11 |
| Grade 4 | 78 | 78 | 100.0 | 78 | 2501.2 | 28 | 33 | 27 | 12 |
| Grade 5 | 85 | 80 | 94.1 | 80 | 2524.2 | 24 | 29 | 29 | 19 |
| All Grades | 218 | 213 | 97.7 | 213 | | 25 | 33 | 28 | 14 |

| Grade Level | CONCEPTS & PROCEDURES | | | PROBLEM SOLVING & MODELING/DATA ANALYSIS | | | COMMUNICATING REASONING | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|---|---------------------|----------------|
| | Applying mathematical concepts and procedures | | | Using appropriate tools and strategies to solve real world and mathematical problems | | | Demonstrating ability to support mathematical conclusions | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 3 | 40 | 44 | 16 | 36 | 47 | 16 | 35 | 56 | 9 |
| Grade 4 | 45 | 36 | 19 | 33 | 47 | 19 | 37 | 38 | 24 |
| Grade 5 | 41 | 36 | 23 | 23 | 44 | 34 | 25 | 48 | 28 |
| All Grades | 42 | 38 | 20 | 30 | 46 | 24 | 32 | 46 | 22 |

Conclusions based on this data:

1. Problem Solving and Modeling Data Analysis is the area of greatest concern for students as they look to achieve success in math.
2. Students need a significant number of increased opportunities for exposure and instruction that requires the use of language and reasoning embedded from questions into their answer responses.
3. Our socio-economically disadvantaged students still have a significant gap in achievement between their peers who are not in the same subgroup category.

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | 2014-15 CELDT (Annual Assessment) Results | | | | | | | | | | | |
|--------------|---|----|----------------|-----|--------------|----|--------------------|----|-----------|----|---------------|-------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested | |
| | # | % | # | % | # | % | # | % | # | % | # | |
| K | | | ***** * | *** | | | | | | | | ***** |
| 1 | 1 | 25 | 1 | 25 | 2 | 50 | | | | | | 4 |
| 2 | 1 | 17 | 2 | 33 | 2 | 33 | 1 | 17 | | | | 6 |
| 3 | | | 2 | 33 | 3 | 50 | | | 1 | 17 | | 6 |
| 4 | 5 | 56 | 3 | 33 | 1 | 11 | | | | | | 9 |
| 5 | 7 | 54 | 5 | 38 | | | | | 1 | 8 | | 13 |
| Total | 14 | 36 | 14 | 36 | 8 | 21 | 1 | 3 | 2 | 5 | | 39 |

Conclusions based on this data:

1. In general, students score at the Intermediate level within two years of receiving instruction within our school.
2. Students have more difficulty moving from Early Advanced to Advanced, and eventual reclassification than moving from any other level.

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | 2014-15 CELDT (All Assessment) Results | | | | | | | | | | |
|--------------|--|----|----------------|----|--------------|----|--------------------|----|-----------|----|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| K | 1 | 8 | 4 | 33 | 1 | 8 | 3 | 25 | 3 | 25 | 12 |
| 1 | 1 | 20 | 2 | 40 | 2 | 40 | | | | | 5 |
| 2 | 1 | 14 | 3 | 43 | 2 | 29 | 1 | 14 | | | 7 |
| 3 | | | 2 | 33 | 3 | 50 | | | 1 | 17 | 6 |
| 4 | 5 | 56 | 3 | 33 | 1 | 11 | | | | | 9 |
| 5 | 7 | 54 | 5 | 38 | | | | | 1 | 8 | 13 |
| Total | 15 | 29 | 19 | 37 | 9 | 17 | 4 | 8 | 5 | 10 | 52 |

Conclusions based on this data:

1. Students who are Intermediate or lower need more support, especially for those students in grades 3 and above.
2. Most of the students at the Beginning and Early Intermediate levels in kindergarten.

School and Student Performance Data

Title III Accountability (School Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 48 | 42 | 39 |
| Percent with Prior Year Data | 100.0% | 100.0% | 100.0% |
| Number in Cohort | 48 | 42 | 39 |
| Number Met | 35 | 33 | 30 |
| Percent Met | 72.9% | 78.6% | 76.9% |
| NCLB Target | 57.5 | 59.0 | 60.5% |
| Met Target | Yes | Yes | Yes |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 44 | 8 | 43 | 5 | 31 | 12 |
| Number Met | 26 | -- | 24 | -- | 17 | -- |
| Percent Met | 59.1% | -- | 55.8% | -- | 54.8% | -- |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2% | 50.9% |
| Met Target | Yes | * | Yes | -- | Yes | -- |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup | | |
|---------------------------------|---|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | | | |
| Met Participation Rate | Yes | | -- |
| Met Percent Proficient or Above | -- | | -- |
| Mathematics | | | |
| Met Participation Rate | Yes | | -- |
| Met Percent Proficient or Above | -- | | -- |

Conclusions based on this data:

1. We continue to achieve above federal targets, however student annual achievement levels can still improve.

School and Student Performance Data

Title III Accountability (District Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 635 | 666 | 698 |
| Percent with Prior Year Data | 100.0 | 100.0 | 100.0 |
| Number in Cohort | 635 | 666 | 698 |
| Number Met | 504 | 550 | 585 |
| Percent Met | 79.4 | 82.6 | 83.8 |
| NCLB Target | 57.5 | 59.0 | 60.5% |
| Met Target | Yes | Yes | Yes |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 626 | 162 | 643 | 149 | 653 | 174 |
| Number Met | 326 | 120 | 359 | 119 | 377 | 144 |
| Percent Met | 52.1 | 74.1 | 55.8 | 79.9 | 57.7 | 82.8 |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2% | 50.9% |
| Met Target | Yes | Yes | Yes | Yes | Yes | Yes |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup at the LEA Level | | |
|---------------------------------|--|-----------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | | | |
| Met Participation Rate | Yes | Yes | |
| Met Percent Proficient or Above | No | No | |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | |
| Met Percent Proficient or Above | No | No | |
| Met Target for AMAO 3 | No | No | |

Conclusions based on this data:

1. ELs in Fountain Valley School District continue to demonstrate improvement in AMAO 2.

Planned Improvements in Student Performance

School Goal #1

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|--|
| CATEGORY/PRIORITY AREA(S): Student Achievement |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 1: To support academic success and prepare students for College and Career, students will have access to 21st Century learning tools, including technology, and engage in rigorous and relevant educational experiences that develop their knowledge, skills and ability to collaborate, create, communicate, think critically, and solve problems. |
| SCHOOL GOAL #1: |
| To support student achievement, Oka Elementary School will participate in school and District signature practices that incorporate professional development, technology integration, and when available new California State Standards aligned instructional materials. |
| Data Used to Form this Goal: |
| Student Achievement: Smarter Balanced assessments (SBAC) English Language Arts (ELA) and Math, Scholastic Reading Inventory (SRI) Professional Development Schedule and Calendar Technology Usage through Formal/Informal Classroom Observation, Technology Surveys Equitable and Flexible Technology Schedule that allows for all students to have access to wired and wireless devices on a weekly basis. Instructional Materials aligned with California State Standards |
| Findings from the Analysis of this Data: |
| BARRIERS to ACHIEVE SUCCESS in OKA'S Goal #1: Student Achievement <ul style="list-style-type: none">• Lack of time for collaboration between staff.• Lack of time for data analysis. Insufficient time and minimal opportunities for collaboration between and across grade levels.• Lack of time for professional growth in reading, writing, and technology.• Lack of currently adopted materials aligned with the California State Standards.• Lack of consistency for a District identified writing program. |
| How the School will Evaluate the Progress of this Goal: |
| Student Achievement: SBAC ELA -increase percent scoring Standard Exceeded and Standard Met in all grades. SBAC Math -increase percent Schoring Standard Exceeded and Standard Met in all grades. Professional Development Attendance, Professional Development: CCSS Steering Committee, calendar, interim assessments Technology: technology survey, device student ratio, Chromebook cart schedules Instructional Materials: textbook adoption process and committee membership |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------|--|---|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Teacher collaboration was provided in conjunction with professional development. | 09/2015 - 06/2018 | Teachers Site & District Administrators | Expense embedded in other actions | | | |
| Cognitively Guided Instruction (CGI) | 09/2015 - 06/2018 | Teachers Site & District Administrators | Substitues Stipends Instructional Materials Trainer Fees | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 9,576 |
| Academic Vocabulary | 09/2015 - 06/2016 | Teachers Site & District Administrators | Substitues Stipends Instructional Materials Trainer Fees | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 4,298 |
| SMARTBoard implementation and professional development | 09/2015 - 06/2016 | Teachers Site & District Administrators | Substitues Stipends Instructional Materials Trainer Fees | | | |
| Implement California State Standards math materials Math Expressions and participate in professional development | 09/2015 - 06/2016 | Teachers Administrators | No additional expense associated with this action | | | |
| Participate in classroom and/or site visits of District signature practices that support California State Standards | 09/2016 - 06/2017 | Teachers Administrators | No additional expense, embedded in professional development | | | |
| Collaborative conversations and the link to reading and writing, within complex reading. | 09/2015 - 06/2016 | Teachers Administrators | Substitues Stipends Transfer fees | 1000-1999: Certificated Personnel Salaries | Title I | 4,150 |

Planned Improvements in Student Performance

School Goal #2

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|---|
| CATEGORY/PRIORITY AREA(S): Special Populations |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 2: To support academic success in the core program, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement. |
| SCHOOL GOAL #2: |
| All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math thereby addressing the achievement gap. |
| Data Used to Form this Goal: |
| SBAC Subgroup Scores DIBELS Next SRI Scholastic Reading Inventory District Writing Benchmarks CELDT Results AMAO I AMAO II AYP |
| Findings from the Analysis of this Data: |
| BARRIERS to ACHIEVE SUCCESS in OKA'S Goal #2: Student Achievement <ul style="list-style-type: none">• Lack of meaningful and ongoing professional development opportunities that provide adequate sustainability over time.• Minimal amounts of hands-on manipulative opportunities for student usage.• Insufficient time and minimal opportunities for collaboration between and across grade levels.• Lack of aligned materials to California State Standards.• Lack of sufficient before or after school remediation class opportunities.• Lack of consistent writing program across Fountain Valley School District. |
| How the School will Evaluate the Progress of this Goal: |
| Continue to administer District identified assessments that include: Scholastic Reading Inventory (SRI), DIBELS Next, FVSD Writing Benchmarks, CELDT, AMAO 1 and 2, AYP, and SBAC subgroup scores from 2015. (2014-2015 established the baseline scores) |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------|---|---|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Support implementation of Cognitively Guided Instruction (CGI) in math. | 09/2015 - 06/2016 | Teachers, Support Staff, Administrators | Expense capture in Goal 1 | | | |
| Provide multiple software programs to teachers and students supporting curriculum, remediation, and instruction with a particular focus on Language Arts and Math. | 09/2015 - 06/2016 | Teachers, Administrators | Web based subscriptions for programs to facilitate greater visual supports in math, and comprehension development in Language Arts. | | Title I | 7,800 |
| Participate in classroom and/or site visits of District signature practices that support California State Standards | 09/2015 - 06/2016 | Teachers, Administrators | Expenses outlined in Goal 1 | | | |
| Participate in District provided California State Standards Professional Development | 09/2015 - 06/2016 | Teachers, Administrators | Expenses outlined in Goal 1 | | | |
| Analyze and disaggregate student achievement data in English language development, English/language arts, and mathematics in order to provide timely intervention and close the achievement gap | 09/2013 - 06/2016 | Teachers, Administrators | Renewal Fees | 5000-5999: Services And Other Operating Expenditures | LCFF - Base | 3,621 |
| | | | | | LCFF - Supplemental | |
| Purchase supplemental instructional materials to support California State Standards. | 09/2013-06/2016 | Teachers, Administrators | Informational text | 4000-4999: Books And Supplies | LCFF - Supplemental | 3,259 |
| Participate in school library program | 09/2013-06/2016 | Library Media Technician | Personnel | 2000-2999: Classified Personnel Salaries | LCFF - Base | 13,375 |
| | | | | | LCFF - Supplemental | |
| Utilize ST Math to support English learners, low income youth, and other high needs student populations | 09/2013-06/2016 | Teachers | Renewal Fees | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 2,000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------|--------------------------|---|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Utilize Thursday afternoon collaboration time for teacher planning and articulation approximately one time per month. | 09/2013-06/2016 | Teachers | No cost associated with this action. | | | |
| Before & after school remediation support classes for identified struggling students and ELs | 01/2015-03/2015 | Teachers, Administrators | Teacher Stipends | 1000-1999: Certificated Personnel Salaries | Title I | 9,000 |
| | | | | | Title III | 3,085 |
| Provide additional technology hardware and resources to facilitate a greater level of student learning. | 09/2014-05/2015 | Teachers, Administrators | Hardware, Installation, and Staff Training, | 5000-5999: Services And Other Operating Expenditures | Title I | 44,000 |
| Bilingual tutor support for Beginning and Early Intermediate EL students to facilitate content mastery | 09/2014-06/2016 | Administrators, Aide | Personnel | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 121 |
| Continue to administer District identified assessments (DIBELS Next, CORE Phonics, FVSD Writing Benchmarks, and SRI) | 09/2014-06/2016 | Teachers, Administrators | Duplication Cost, Online subscriptions | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 7,914 |

Planned Improvements in Student Performance

School Goal #3

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|--|
| CATEGORY/PRIORITY AREA(S): Parent Involvement |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 3: To support academic success, all parents will be engaged and play an active role in the school community. |
| SCHOOL GOAL #3: |
| Increase involvement of parents from traditionally underrepresented subgroups with regard to school activities and home school communication. |
| Data Used to Form this Goal: |
| Meeting Sign-In Sheets for School Site Council Meeting Sign-In Sheets for PTO Volunteer Log/Sign-In Sheet for Volunteers Parent-Teacher Conference Attendance |
| Findings from the Analysis of this Data: |
| BARRIERS to ACHIEVE SUCCESS in OKA'S Goal #3: Parent Involvement <ul style="list-style-type: none"> • Parent resistance to get more involved with PTO. • Parent involvement lessens as students move into upper grades. • Language barriers for some parents to get further involved. • A "how to" on how parents can get better connected into school activities or programs, especially for new parents. |
| How the School will Evaluate the Progress of this Goal: |
| School Site Council documentation; English Learner Advisory documentation; District English Learner Advisory documentation; Number of parent education opportunities; meeting sign-ins, agendas, and resources; expenditures for interpretation, translation, and childcare; responses to parent surveys |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------|--------------------------|---|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Home / School Communication | 09/2015 - 06/2016 | Teachers, Administrators | No additional expenses associated with this action. | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------|-----------------------|---|--|------------------------|----------------|
| | | | Description | Type | Funding Source | Amount |
| Continue to provide a bilingual Community Liaison to support parent outreach | 09/2015 - 06/2016 | District staff | Personnel | 2000-2999: Classified Personnel Salaries | LCFF-EL | 6,297 |
| Utilize technology and social media to communicate with parents, promote involvement, and solicit input | 09/2015 - 06/2016 | District staff | Personnel and Annual Service Agreements | 2000-2999: Classified Personnel Salaries | LCFF - Base Title I | 4,746 1,494 |
| Provide translation services as needed or required. | 09/2015 - 06/2016 | District staff | Expense captured in Action 1 | | | |
| Host Family Events on Oka campus such as Family Science Night, Family Movie Night, Family Learning Night, Dine-Out Programs, BTSN, and Open House. | 09/2015 - 06/2016 | Administrators | No additional expenses associated with this action. | | | |

Planned Improvements in Student Performance

School Goal #4

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|--|
| CATEGORY/PRIORITY AREA(S): Student Engagement and School Climate |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness. |
| SCHOOL GOAL #4: |
| Increase the level of student engagement and provide a school environment that is positive, student centered, and built on promoting student achievement. |
| Data Used to Form this Goal: |
| <ul style="list-style-type: none">• Establish consistent parent communication that alerts of attendance concerns.• Provide additional administrative support to students at risk of suspension.• Utilize student leadership to further engage student participation in extracurricular activities.• Healthy Kids Survey Participation - 5th Grade• School Climate Survey Participation: 3rd - 5th Grade• Wellness Wednesday Announcements• Values in Action - Behavior Program• Trimester Awards - Student Recognition• No Tardy Incentive - Additional Student Recess |
| Findings from the Analysis of this Data: |
| BARRIERS to ACHIEVE SUCCESS in OKA'S Goal #4 Student Engagement and School Climate <ul style="list-style-type: none">• Inconsistent staff participation in Oka's Value in Action program. All participate, however a few only participate minimally.• More after school programs and lunchtime activities needed to allow for greater connectivity to school. |
| How the School will Evaluate the Progress of this Goal: |
| Daily attendance rates, chronic absenteeism information, suspensions, Healthy Kids, and School Climate survey results. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---------------------------------------|---|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Weekly Recognition of student successes through Values in Action Program; Student of the Month awards; Trimester Awards for Behavior Recognition and Academic Achievement | 09/2015 - On Going | Administrators | No additional expense associated with the action. | | | |
| Communicate absent and/or tardy concerns to parents and establish attendance contracts for students who continue to struggle coming to school. | 09/2015 - On Going | Staff | No additional expense associated with the action. | | | |
| Students with zero tardy days during an attendance reporting period receive a bonus recess one time per month. | 09/2015 - On Going | Staff | No additional expense associated with the action. | | | |
| Provide health services to support attendance for high needs student populations | 09/2013-06/2016 | Staff, Administrators, District Staff | Personnel | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 18,907 |
| Analyze suspension information to identify patterns in misconduct and/or student demographics | 09/2013-06/2016 | Staff, Administrators, District Staff | No additional expense associated with the action. | | | |
| Educate parents regarding the legal ramifications of attendance. | 09/2015-06/2016 | Staff, Administrators | No additional expense associated with the action. | | | |
| Utilize existing stakeholder groups to gather information and provide better direction, including PTO and SSC. | 09/2015-06/2016 | Staff, Administrators | No additional expense associated with the action. | | | |

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|--|---------------------|--------------------|
| 2000-2999: Classified Personnel Salaries | LCFF - Base | 18,121.00 |
| 5000-5999: Services And Other Operating | LCFF - Base | 3,621.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 32,781.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 121.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 3,259.00 |
| 5000-5999: Services And Other Operating | LCFF - Supplemental | 9,914.00 |
| 2000-2999: Classified Personnel Salaries | LCFF-EL | 6,297.00 |
| | Title I | 1,494.00 |
| | Title I | 7,800.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 13,150.00 |
| 5000-5999: Services And Other Operating | Title I | 44,000.00 |
| | Title III | 3,085.00 |

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

| Funding Source | Total Expenditures |
|-----------------------|---------------------------|
| LCFF - Base | 21,742.00 |
| LCFF - Supplemental | 46,075.00 |
| LCFF-EL | 6,297.00 |
| Title I | 66,444.00 |
| Title III | 3,085.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|--------------------|
| | 7,800.00 |
| 1000-1999: Certificated Personnel Salaries | 45,931.00 |
| 2000-2999: Classified Personnel Salaries | 24,539.00 |
| 4000-4999: Books And Supplies | 3,259.00 |
| 5000-5999: Services And Other Operating Expenditures | 57,535.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 18,024.00 |
| Goal 2 | 94,175.00 |
| Goal 3 | 12,537.00 |
| Goal 4 | 18,907.00 |

Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

THE STUDENT PLEDGE:

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- _____ I will return completed homework on time.
- _____ I will return corrected work to my parent(s).
- _____ I will arrive at school on time every day, unless I am ill.
- _____ I will be responsible for my own behavior and follow school behavior expectations.
- _____ I will be a cooperative learner and strive to put my best effort into everything I do at Oka Elementary.

Student Signature _____ Date _____

Parents Pledge:

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- _____ I will provide a quiet place for my child to study at home.
- _____ I will encourage my child to complete his/her homework nightly.
- _____ I will make sure my child gets an adequate night's sleep to be successful for school.
- _____ I will see to it that my child arrives at school on time every day.
- _____ I will spend at least 15 minutes per day reading with my child.
- _____ I will attend Back to School Night, Parent Conferences, and Open House
- _____ I will support the school/district policies on homework, discipline and attendance.

Parent Signature _____ Date _____

Staff Pledge:

THE TEACHER PLEDGE:

I understand the importance of the school experience to every child and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- _____ I will teach all the necessary concepts to your child before regular homework is assigned.
- _____ I will strive to be aware of the individual needs of your child.
- _____ I will communicate with you regarding your child's academic progress, approximately every six weeks.
- _____ I will provide a safe and positive learning environment for your child.

Teacher Signature _____ Date _____

Everyone Will...

- Be equal partners to achieve successful learning.
- Communicate clearly, regularly and respectfully regarding roles and responsibilities.

School Site Council Membership

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

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Mr. Erik Miller | X | | | | |
| Ms. Melissa Kimmons | | | X | | |
| Ms. Carla Miali | | X | | | |
| Mrs. Marianne Owen | | X | | | |
| Mrs. Alexis DeVries | | | | X | |
| Mrs. Laura Lamude | | | | X | |
| Mrs. Melissa Gramata | | | | X | |
| Mr. Shane Holt | | | | X | |
| Numbers of members of each category: | 1 | 2 | 1 | 4 | |

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on April 27, 2016.

Attested:

Erik Miller

Typed Name of School Principal

Signature of School Principal

Date

Carla Miali

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: Urbain H. Plavan Elementary School
CDS Code: 30-66498-6085278
District: Fountain Valley School District
Principal: Julie Ballesteros
Revision Date: April 25, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Julie Ballesteros
Position: Principal
Phone Number: (714) 378-4230
Address: 9675 Warner Ave.
Fountain Valley, CA 92708
E-mail Address: BallesterosJ@fvsd.us

The District Governing Board approved this revision of the SPSA on June 16, 2016.

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School Vision and Mission

Urbain H. Plavan Elementary School's Vision and Mission Statements

The Plavan community, which consists of students, teachers, support staff, and parents are committed to creating a learning environment that promotes success for everyone.

Academically the Plavan community will:

- create an environment where all students are given opportunities to be successful to the best of their abilities
- implement consistent, academic programs that will be cohesive across all grade levels
- take ownership and responsibility for teaching and learning
- share in critical thinking, communication, collaboration, and creativity through our school-wide programs and curriculum in preparation for 21st century learning
- utilize technology as a learning tool for acquiring, analyzing, and applying information in preparation for college and career readiness

Socially & Emotionally the Plavan community will:

- take part in a shared responsibility as we support each other as a team
- follow our school-wide R.O.A.R. standards
- foster a love of learning that focuses on the whole child
- build a positive working relationship between all members of our community
- show mutual respect towards our common goal of student achievement & well being
- demonstrate cultural sensitivity and respect towards real-world issues and challenges
- display problem solving abilities in working with others

School Profile

SCHOOL PROFILE

Urbain H. Plavan School is a TK-5 elementary school located in the city of Fountain Valley in Orange County. Our high quality instructional program is designed to meet the varied needs of our student population. All students receive core curriculum instruction as identified by the Fountain Valley School District and California State Standards. Instruction is enriched through a variety of special programs and instructional strategies. We offer a cluster program for identified gifted students, transitional mainstream classroom instruction for English Learners (EL), and special services for identified special education students. Our staff is committed to high standards for all students that will prepare them for their future.

Teachers, staff, and administrator act on the principle that students come first. The educational programs at the school are tailored to meet the needs of the changing school population. Plavan School is dedicated to ensuring the academic success of every student, providing them with a comprehensive educational experience that becomes an integral part of their lives.

SCHOOL DEMOGRAPHIC CHARACTERISTICS based on CALPADS 1.1 and Aeries SIS.

Due to the change in definition of Hispanic, the number is an estimate

| | |
|---------------------------------|-----|
| Plavan Total Enrollment: | 533 |
| English Language Learners | 27% |
| Gifted and Talented | 2% |
| Socio-economically Disadvantage | 30% |
| Special Education | 7% |
| R-FEP | 2% |
| Asian | 46% |
| Hispanic/Latino | 16% |
| White, not Hispanic | 19% |

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

EL and Title I surveys are administered annually by the District.

Students in 3rd through 5th grades participated in an annual school climate survey.

School specific surveys are administered to students, staff, and parents.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal conducts informal classroom observations 2-3 times per week in every classroom. The principal uses these visits to guide staff development planning, evaluate effective teaching strategies and log best practices to be shared among peers. Certificated tenured teachers are formally observed every other year. The principal conducts a formal pre-observation meeting, a formal observation and a follow up meeting with a written summary.

The Board of Trustees and District administrators value learning and teaching. Throughout the year, District leaders make it a priority to visit every school multiple times. The Superintendent, Assistant Superintendents of Business, Instruction, and Personnel and the Board of the Trustees also visit the school site on a regular basis.

Schools within our district use release time to observe instructional strategies used at our site.

Analysis of Current Instructional Program

The eight State priority areas listed below are outlined in the Local Control Accountability Plan regulations. These focus areas are used to analyze the current instructional practices for all students including English learners, socio-economically disadvantaged students, students with disabilities, and foster youth.

Basic Services

Teachers

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none"> All teachers are highly qualified/credentialed; none teaching outside the credentialed area. | <ul style="list-style-type: none"> Time to work with California State Standards and continue to work with Differentiated Instruction during grade level meetings, prep time and staff development. |

Textbooks

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none"> California State math textbook adoption took place in the 2015-2016 school year. Non-fiction magazines supplement the core reading program: Time 4 Kids, Scholastic Weekly Reader | <ul style="list-style-type: none"> Current ELA materials are not aligned to the California State Standards More non-fiction informational text needed in library and classrooms |

Facilities

| Strengths | Needs |
|---|--|
| <ul style="list-style-type: none"> Regular garden maintenance by our District grounds workers Overall an excellent campus for our students to play with access to playground equipment and open grass areas Consistent cleaning process maintained. Solar panels Deep cleaning of entire school with additional custodial hours New air conditioning units were installed to conserve energy Solar lighting tubes were installed in media center to enhance lighting and conserve energy | <ul style="list-style-type: none"> Custodial cleaning and on-going maintenance of cleaning needs improvement; such as deep cleaning of carpet/air vents and dusting more often Blacktop aging with cracks and sink holes Repainting of games on playground Upgraded student furniture to make flexible groupings throughout the day easier |

California State Standards Implementation (all content areas)

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none"> CCSS staff development in ELA and Math Principal Training Program Cotsen Principal Trainings | <ul style="list-style-type: none"> More instructional resources to support California State Standards Adoption of ELA curriculum supporting California State Standards Collaboration time for teachers to deepen their understanding with California State Standards (planning time, visiting other schools/districts) |

Course Access

| Strengths | Needs |
|---|--|
| <ul style="list-style-type: none"> ELA/Math/ block consistent across grade levels ST Math key component of math curriculum Greater emphasis nonfiction, informational text Differentiated Instruction, small group, implementation Special Ed schedules developed to maximize student learning | <ul style="list-style-type: none"> Grade level consistency in Differentiated small group implementation Cross grade level articulation meetings on a regular basis |

Pupil Outcomes

(Refer to the School and Student Performance Data section for multi-year scores.)

California Assessment of Student Performance and Progress (CAASPP)

Smarter Balanced Assessments

| Strengths | Needs |
|---|---|
| <ul style="list-style-type: none"> Standards Exceeded and Standards Met ELA scores were 11% above county average and 19% above state average Standards Exceeded and Standards Met Math scores were 20% above county average and 36% above state average | <ul style="list-style-type: none"> Increase percent of students meeting and or exceeding standards in ELA and math |

California English Language Development Test (CELDT)

| Strengths | Needs |
|--|--|
| <ul style="list-style-type: none"> 53 % performed overall early advanced or advanced 34% performed overall; early intermediate or intermediate | <ul style="list-style-type: none"> Continue to maintain annual increase in growth |

California English Language Development Test
AMAO 1

| Strengths | Needs |
|--|--|
| <ul style="list-style-type: none"> 83.8% met AMAO1 target in 2015 | <ul style="list-style-type: none"> Continue to maintain annual increase in growth |

AMAO 2

| Strengths | Needs |
|--|--|
| <ul style="list-style-type: none"> 57.7% met AMAO2 target in 2015 | <ul style="list-style-type: none"> Continue to maintain annual increase in growth |

Reclassification Rates

| Strengths | Needs |
|--|-------|
| <ul style="list-style-type: none"> 13.4 % met R-FEP requirements for 2015 | |

California Physical Fitness Test

| Strengths | Needs |
|---|---|
| <ul style="list-style-type: none"> Aerobic Capacity: 78.5% met standard Body Composition: 67.7% met standard Abdominal Strength: 96.8%met standard Trunk Extension: 92.5% met standard Upper Body Strength: 87.1% met standard Flexibility: 71.0% met standard Wellness Wednesdays Noon Leagues | <ul style="list-style-type: none"> Parental and community support with educating students on the importance of physical education and increasing physical activity |

Other Student Outcomes

Universal Literacy Screeners

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none"> DIBELS Next across all grade levels DIBELS Next used to identify students who may need support/intervention SRI for 4th and 5th grade students | <ul style="list-style-type: none"> Time to assess all students in the beginning and throughout the year. |

Engagement

Parent Involvement

| Strengths | Needs |
|--|--|
| <ul style="list-style-type: none"> • Strong classroom involvement; • Consistent parent support • School Site Council • ELAC • PTO | <ul style="list-style-type: none"> • Better communication |

Student Engagement

Attendance

| Strengths | Needs |
|---|-------|
| <ul style="list-style-type: none"> • Consistent with district average of 97.19% • Steady increase over the past three years from 96.98% to 97.19% • Monthly attendance letter and phone calls • Monthly parent education • Monthly attendance incentives | |

Chronic Absenteeism

| Strengths | Needs |
|--|-------|
| <ul style="list-style-type: none"> • Below district average | |

School Climate

Suspensions

| Strengths | Needs |
|--|--|
| <ul style="list-style-type: none"> • Progressive Discipline; strong classroom management • PBIS • Student relationships | <ul style="list-style-type: none"> • Increase of consistent participation in PBIS |

Expulsions

| Strengths | Needs |
|---|-------|
| <ul style="list-style-type: none"> • No expulsions | |

Survey (California Healthy Kids Survey Results and school surveys)

| Strengths | Needs |
|---|-------|
| <ul style="list-style-type: none"> • High percent perceive caring relationships with adults in a positive manner • A high level of school connectedness | |

Description of Barriers and Related School Goals

Description of possible barriers related to goal: Student Achievement

- Lack of time for collaboration within grade levels as well as articulation across grade levels
- Lack of time for data analysis
- Lack of time for professional growth
- Lack of time for on-going professional development for California State Standards
- Lack of a consistent writing program (school and District-wide)

Description of possible barriers related to goal: Special Populations

- Lack of manipulatives and/or kits to supplement math instruction
- Lack of professional development on California State Standards-aligned strategies (CGI, Fosnot, Jr. Great Books)
- More time needed for small group math instruction
- Motivation needed for students who struggle and reach plateaus in ST Math
- More intervention classes needed for after school support for our EL and Special education students

Description of possible barriers related to goal: Parent Involvement

- Parents are reluctant to join the PTO or serve in volunteer positions
- Parents of older students tend to join the PTO board in 3rd-5th grades
- Language barrier with our EL parents

Description of possible barriers related to goal: Student Engagement and School Climate

- Staff members need to be more consistent with PBIS rewards and program components
- Additional after school programs needed to allow greater access for students to become more "connected" to school.
- Support needed from parents to not take vacations during the school year and allow students to remain at home only when sick.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 3 | 81 | 78 | 96.3 | 78 | 2440.2 | 28 | 28 | 24 | 19 |
| Grade 4 | 95 | 95 | 100.0 | 95 | 2489.4 | 40 | 25 | 15 | 20 |
| Grade 5 | 94 | 91 | 96.8 | 91 | 2519.0 | 25 | 32 | 24 | 19 |
| All Grades | 270 | 264 | 97.8 | 264 | | 31 | 28 | 21 | 19 |

| Grade Level | READING | | | WRITING | | | LISTENING | | | RESEARCH/INQUIRY | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|
| | Demonstrating understanding of literary & non-fictional texts | | | Producing clear and purposeful writing | | | Demonstrating effective communication skills | | | Investigating, analyzing, and presenting information | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 3 | 33 | 42 | 24 | 23 | 59 | 17 | 17 | 72 | 12 | 24 | 59 | 17 |
| Grade 4 | 32 | 43 | 25 | 28 | 55 | 17 | 28 | 63 | 8 | 23 | 45 | 13 |
| Grade 5 | 27 | 45 | 27 | 33 | 47 | 20 | 24 | 62 | 14 | 27 | 63 | 10 |
| All Grades | 31 | 44 | 26 | 28 | 53 | 18 | 23 | 65 | 11 | 25 | 55 | 13 |

Conclusions based on this data:

1. The majority of students (59%) scored Standard Met/Standard Exceeded in English Language Arts/Literacy.
2. Listening and Research/Inquiry were areas of strength.
3. Reading is an area of focus.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 3 | 81 | 78 | 96.3 | 78 | 2462.6 | 29 | 40 | 15 | 15 |
| Grade 4 | 95 | 95 | 100.0 | 95 | 2501.3 | 21 | 43 | 26 | 9 |
| Grade 5 | 94 | 91 | 96.8 | 91 | 2543.1 | 38 | 24 | 22 | 15 |
| All Grades | 270 | 264 | 97.8 | 264 | | 30 | 36 | 22 | 13 |

| Grade Level | CONCEPTS & PROCEDURES | | | PROBLEM SOLVING & MODELING/DATA ANALYSIS | | | COMMUNICATING REASONING | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|---|---------------------|----------------|
| | Applying mathematical concepts and procedures | | | Using appropriate tools and strategies to solve real world and mathematical problems | | | Demonstrating ability to support mathematical conclusions | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 3 | 55 | 26 | 19 | 44 | 41 | 15 | 45 | 42 | 13 |
| Grade 4 | 39 | 40 | 21 | 32 | 49 | 19 | 36 | 54 | 11 |
| Grade 5 | 49 | 25 | 25 | 31 | 49 | 20 | 31 | 51 | 19 |
| All Grades | 47 | 31 | 22 | 35 | 47 | 18 | 37 | 49 | 14 |

Conclusions based on this data:

1. Students performed better in Math than Reading with 66% scoring Standard Met/Standard Exceeded
2. Concepts & Procedures is an area of focus for all grades

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | 2014-15 CELDT (Annual Assessment) Results | | | | | | | | | | | |
|--------------|---|-----|----------------|-----|--------------|-----|--------------------|----|-----------|---|---------------|-------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested | |
| | # | % | # | % | # | % | # | % | # | % | # | |
| K | ***** * | *** | ***** * | *** | ***** * | *** | | | | | | ***** |
| 1 | 9 | 45 | 6 | 30 | 4 | 20 | 1 | 5 | | | | 20 |
| 2 | 7 | 28 | 9 | 36 | 6 | 24 | 3 | 12 | | | | 25 |
| 3 | 7 | 23 | 18 | 58 | 4 | 13 | 1 | 3 | 1 | 3 | | 31 |
| 4 | 15 | 48 | 10 | 32 | 6 | 19 | | | | | | 31 |
| 5 | 6 | 38 | 10 | 63 | | | | | | | | 16 |
| Total | 45 | 36 | 54 | 43 | 21 | 17 | 5 | 4 | 1 | 1 | | 126 |

Conclusions based on this data:

1. The vast majority of returning ELs (95%) scored Intermediate or higher.
2. Only one student who previously took the CELDT scored at the Beginning level.

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | 2014-15 CELDT (All Assessment) Results | | | | | | | | | | |
|--------------|--|----|----------------|----|--------------|----|--------------------|----|-----------|---|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| K | 3 | 10 | 10 | 33 | 11 | 37 | 4 | 13 | 2 | 7 | 30 |
| 1 | 10 | 43 | 7 | 30 | 5 | 22 | 1 | 4 | | | 23 |
| 2 | 8 | 29 | 10 | 36 | 6 | 21 | 3 | 11 | 1 | 4 | 28 |
| 3 | 8 | 25 | 18 | 56 | 4 | 13 | 1 | 3 | 1 | 3 | 32 |
| 4 | 16 | 48 | 11 | 33 | 6 | 18 | | | | | 33 |
| 5 | 6 | 33 | 10 | 56 | 1 | 6 | | | 1 | 6 | 18 |
| Total | 51 | 31 | 66 | 40 | 33 | 20 | 9 | 5 | 5 | 3 | 164 |

Conclusions based on this data:

1. Even when new ELs were included in CELDT results, the vast majority (92%) scored Intermediate or higher.
2. Of the 14 students who scored at the Beginning or Early Intermediate level, only 3 were in third grade or above.

School and Student Performance Data

Title III Accountability (School Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 100 | 118 | 126 |
| Percent with Prior Year Data | 100.0% | 100.0% | 100.0% |
| Number in Cohort | 100 | 118 | 126 |
| Number Met | 80 | 89 | 109 |
| Percent Met | 80.0% | 75.4% | 86.5% |
| NCLB Target | 57.5 | 59.0 | 60.5% |
| Met Target | Yes | Yes | Yes |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 116 | 9 | 129 | 8 | 127 | 19 |
| Number Met | 63 | -- | 65 | -- | 81 | -- |
| Percent Met | 54.3% | -- | 50.4% | -- | 63.8% | -- |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2% | 50.9% |
| Met Target | Yes | * | Yes | -- | Yes | -- |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup | | |
|---------------------------------|---|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | | | |
| Met Participation Rate | Yes | | Yes |
| Met Percent Proficient or Above | No | | -- |
| Mathematics | | | |
| Met Participation Rate | Yes | | Yes |
| Met Percent Proficient or Above | No | | -- |

Conclusions based on this data:

1. Plavan ELs have demonstrated three years of improved results on AMAO 1 and AMAO 2.
2. Plavan ELs met all three AMAOs

School and Student Performance Data

Title III Accountability (District Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 635 | 666 | 698 |
| Percent with Prior Year Data | 100.0 | 100.0 | 100.0 |
| Number in Cohort | 635 | 666 | 698 |
| Number Met | 504 | 550 | 585 |
| Percent Met | 79.4 | 82.6 | 83.8 |
| NCLB Target | 57.5 | 59.0 | 60.5% |
| Met Target | Yes | Yes | Yes |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 626 | 162 | 643 | 149 | 653 | 174 |
| Number Met | 326 | 120 | 359 | 119 | 377 | 144 |
| Percent Met | 52.1 | 74.1 | 55.8 | 79.9 | 57.7 | 82.8 |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2% | 50.9% |
| Met Target | Yes | Yes | Yes | Yes | Yes | Yes |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup at the LEA Level | | |
|---------------------------------|--|-----------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | | | |
| Met Participation Rate | Yes | Yes | |
| Met Percent Proficient or Above | No | No | |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | |
| Met Percent Proficient or Above | No | No | |
| Met Target for AMAO 3 | No | No | |

Conclusions based on this data:

1. District wide ELs met all three AMAOs.
2. Incremental growth has been made on every AMAO target over the last three years.

Planned Improvements in Student Performance

School Goal #1

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|---|
| CATEGORY/PRIORITY AREA(S): Student Achievement |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal #1 To support academic success and prepare students for College and Career, students will have access to 21st Century learning tools, including technology, and engage in rigorous and relevant educational experiences that develop their knowledge, skills and ability to collaborate, create, communicate, think critically, and solve problems. |
| SCHOOL GOAL #1: |
| To support academic achievement, Plavan will incorporate professional development, technology integration, school and District signature practices and when available new standards aligned instructional materials. |
| Data Used to Form this Goal: |
| Student Achievement: Smarter Balanced Assessments (SBAC) English Language Arts (ELA) and Math, Scholastic Reading Inventory (SRI) Instructional Materials: Access to standards-aligned instructional materials that support the California State Standards Professional Development: CGI, Math Expressions, Jr. Great Books, and Academic Vocabulary Technology: Technology survey, device to student ratio, Chromebook cart schedule |
| Findings from the Analysis of this Data: |
| <ul style="list-style-type: none">• Lack of time for collaboration within grade levels as well as articulation across grade levels• Lack of time for data analysis• Lack of time for professional growth (ELA, Math, technology)• Lack of time for on-going Professional Development for California State Standards• Lack of consistent writing program (school and District wide) |
| How the School will Evaluate the Progress of this Goal: |
| <ul style="list-style-type: none">• Student Achievement: SBAC ELA -increase percent scoring Standard Exceeded and Standard Met in all grades. SBAC Math -increase percent scoring Standard Exceeded and Standard Met in all grades• Access to instructional materials and technology -Increase/improve materials and technology available for students• Participation in high quality and relevant professional development |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------|--|--|--|------------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Participate in classroom and/or site visits of District signature practices that support California State Standards | 9/2015-6/2016 | Site Administrators | No additional expense associated with this action | | | |
| Professional development and implementation of Cognitively Guided Instruction (CGI) in all grade levels | 9/2015-6/2016 | Teachers, Site Administrator | Substitutes, Consultants | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 11,491 |
| PLC time to analyze data and improve instructional planning | 9/2015-6/2018 | Teachers, Site administrators | No additional expense associated with this action | | | |
| Implement California State Standards Math materials Math Expressions and participate in professional development | 9/2015-6/2016 | Teachers, Site Administrators, District Administrators | No additional expense associated with this action | | | |
| Increase the variety of leveled informational text in classroom libraries so children may access text on their instructional level. | 3/2016 | Teachers, site adminstartors | Purchase of leveled informational text reading books | 4000-4999: Books And Supplies | Title I | 5,500 |
| Participate in classroom and/or site visits of District signature practices that support California State Standards | 9/2015-6/2016 | teachers | Subsitutes | 1000-1999: Certificated Personnel Salaries | Title I | 2,400 |
| Refresh existing staff devices and classroom technology | 9/2013-6/2016 | Site Administrator, District Administrators | Staff desktops, LCD projectors, printers | 4000-4999: Books And Supplies | LCFF - Base LCFF - Supplemental | 26,900 |
| Smart Board Technology Professional Development | 9/2015-10/2016 | Teachers, Site Administrator, District | Substitutes, Consultants | 5000-5999: Services And Other Operating Expenditures | Title I | 7,800 |

Planned Improvements in Student Performance

School Goal #2

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|---|
| CATEGORY/PRIORITY AREA(S): Special Populations |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 2: To support academic success in the core program, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement. |
| SCHOOL GOAL #2: |
| All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math thereby addressing the achievement gap. |
| Data Used to Form this Goal: |
| <ul style="list-style-type: none">• SBAC Subgroup Scores• CELDT• AMAO I & II• AYP• Progress Monitoring* Teachers College Literacy Screener• DIBELS Next• SRI (Scholastic Reading Inventory)• FVSD writing benchmarks |
| Findings from the Analysis of this Data: |
| <ul style="list-style-type: none">• Lack of manipulatives and/or kits to supplement math instruction• Lack of professional development on California State Standards-aligned strategies (CGI, FOSNOT, Jr. Great Books)• More time needed for small group math instruction• Motivation needed for students who struggle and reach plateaus in ST Math• More intervention classes needed for after school support for our EL and Special education students |

How the School will Evaluate the Progress of this Goal:

2014/2015 established the base scores for SBAC. In 2015/2016 every group including English learners and low income students are expected to demonstrate improved achievement. Progress monitoring using District assessments will continue to be used to ensure students have the greatest opportunity to meet grade level expectations on state tests.

- DIBELS Next
- SRI
- Writing Benchmarks
- CELDT
- AMAO I / II
- AYP

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------------|--|---|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Bilingual tutor support for Beginning and Early Intermediate English learners to facilitate content mastery | 9/2015 -6/2017 | Teachers, Site Administrator, Support Staff, District Administrators | Classified Salaries | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 22,446 |
| Participate in District provided California State Standards Professional Development | 9/2015-6/2017 | Teachers, Site and District Adminisistrators | Expense outlined in Goal 1 | | | |
| Provide targeted intervention to support ELs | 9/2015-6/2017 | Administrations, Teachers | Personnel | 1000-1999: Certificated Personnel Salaries | Title III | 4,631 |
| Purchase supplemental informational text to support California State Standards implementation | 9/2015-6/2017 | Teachers, Site Administrators | instructional materials | 4000-4999: Books And Supplies | LCFF - Supplemental | 4,145 |
| Collaboration in grade levels on District signature practices and California State Standards instruction to further support student learning in student learning | 9/2015-6/2017 | Teachers, Site Administrators | No additional expense associated with this action | | | |
| Utilize ST Math to support English learners, low income youth, and other high needs student populations | 9/2015-6/2017 | Teachers, Site Administrators | Renewal fees | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 1,250 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------------|--|---|--|------------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Participate in school library program | 9/2015-6/2017 | Library Media Technician | Personnel | 2000-2999: Classified Personnel Salaries | LCFF - Base LCFF - Supplemental | 11,298 |
| Continue to administer District identified assessments (DIBELS Next, CORE Phonics, FVSD Writing Benchmarks, Scholastic Reading Inventory) | 9/2015-6/2017 | Teachers, Site and District Administrators | Materials | 4000-4999: Books And Supplies | LCFF - Supplemental | 7,914 |
| Site based professional development | 9/2015-6/2017 | Teachers, Site Administrators | No additional expense associated with this action | | | |
| Utilize Smartboards to support English Learners, low income youth, other high needs student populations and increase overall student engagement. | 6/2015-6/2018 | Teachers, Site administrators | Purchase of Smartboards Projectors Installation | 6000-6999: Capital Outlay | Title I | 50,561 |
| Analyze and disaggregate student achievement data in English language development, English language arts and mathematics in order to provide timely intervention and close the achievement gap | 9/2015-6/2017 | Teacher, Site and District Administrators | Annual service renewal | 5000-5999: Services And Other Operating Expenditures | LCFF - Base LCFF - Supplemental | 3,621 |
| Teachers will use data to drive instruction | 9/2014-2017 | Teachers, Site Administrators | No expense associated with this action | | | |
| Participate in classroom and/or site visits of District signature practices that support California State Standards | 9/2015-6/2017 | Teachers, Site Administrators | No additional expense associated with this action | | | |
| Utilize Chromebooks to provide greater access to students that struggle to meet grade level achievement | 9/2014- 6/2017 | Teachers, Site Administrators | No additional cost associated with this action | | | |
| Utilize Junior Great Books to support at risk students by providing greater access to text evidence, authors purpose and communication. | 9/2014-6/2017 | Teachers, Site Administrators | Additional audio books | 4000-4999: Books And Supplies | Title I | 59.52 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------|--|--|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Utilize web based instructional program to support greater access to the curriculum. | 9/2014-6/2016 | Teachers, Site Administrators | Brain Pop Two year subscription | 5000-5999: Services And Other Operating Expenditures | Title I | 2,300 |
| Implement Academic Vocabulary Toolkit | 9/2015-6/2017 | Teachers, Site Administrators | Training, instructional materials | 4000-4999: Books And Supplies | LCFF - Supplemental | 4,298 |
| Support Implementation of Cognitively Guided Instruction (CGI) | 9/2015-6/2017 | Teachers, Site Administrators, District Administrators | Substitutes, stipends, trainer fees | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 11,491 |
| Utilize Accelerated Reader to support English Learners, low income youth, other high needs student populations and increase overall student reading comprehension | 9/2013-6/2016 | Teachers | annual renewal fee | 7000-7439: Other Outgo | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 3,500 |
| Provide after school intervention programs for Title I eligible students for additional support in ELA and writing to support student achievement. | 9/2015-6-2016 | Teachers, Site Administrators | After School Intervention Classes | 1000-1999: Certificated Personnel Salaries | Title I | 9,000 |
| Utilize web based instructional program to support greater access to the k-2 reading curriculum. | 9/2015-9/2016 | Teachers | Star fall Reading Plus Education License | 5000-5999: Services And Other Operating Expenditures | Title I | 270 |
| Utilize Math Manipulatives to support greater access to k-5 math curriculum | 9/2015-9/2018 | teachers | Math Manipulatives | 4000-4999: Books And Supplies | Title I | 400 |
| Utilize literacy screener to target student individual needs | 9/2015-6/2018 | teachers, site administrator | Teachers College Reading Assessment kits | 4000-4999: Books And Supplies | Title I | 1,300 |

Planned Improvements in Student Performance

School Goal #3

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|--|
| CATEGORY/PRIORITY AREA(S): Parent Involvement |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 3: To support academic success, all parents will be engaged and play an active role in the school community. |
| SCHOOL GOAL #3: |
| Increase parent involvement to include a broader representation of parents on school decision-making groups, reflective of all student demographics. |
| Data Used to Form this Goal: |
| School Site Council documentation, English Learner Advisory documentation, District English Learner Advisory documentation, school level parent education and volunteer documentation. |
| Findings from the Analysis of this Data: |
| <ul style="list-style-type: none"> • Parents are reluctant to join the PTO or serve in volunteer positions. • Parents of older students tend to join the PTO board in 3rd-5th grade. • Language barrier with our EL parents. |
| How the School will Evaluate the Progress of this Goal: |
| School Site Council documentation; English Learner Advisory documentation; District English Learner Advisory documentation; number of parent education opportunities; meeting sign ins, agendas, and resources; expenditures for interpretation, translation, and childcare; responses to parent surveys |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------|--------------------------|--|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Provide parent volunteer trainings on site in the areas of clerical and small group instruction | 9/2015-6/2018 | Teachers, Administrators | No expense associated with this action | | | |
| Continue to provide a bilingual Community Liaison to support parent outreach | 9/2015 - 6/2017 | District Staff | Personnel | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 6,297 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------|--|---|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Utilize technology and social media to communicate with parents, promote involvement, and solicit input | 9/2013 - 6/2017 | District Staff, Site Administrators | Personnel Annual service agreements | 2000-2999: Classified Personnel Salaries | LCFF - Base | 4,746 |
| | | | | | Title I | 1,494 |
| Organize family nights to bring families together and build community relationships | 9/2013 - 6/2017 | Teachers, Site Administrator, PTO Members | No expense associated with this action | | | |
| Provide written parent communication in English and Vietnamese | 9/2014- 6/2017 | District and Site Translators | Expense captured in Action 2 | | | |
| Organize parent nights to educate parents on how to support their child's education. | 9/2014 - 6/2017 | Teachers, Site Administrators, PTO Members | No expenses associated with this action | | | |

Planned Improvements in Student Performance

School Goal #4

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|--|
| CATEGORY/PRIORITY AREA(S): Student Engagement & School Climate |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment which promotes engagement and school connectedness. |
| SCHOOL GOAL #4: |
| Create a learning environment and school climate which improves students' attendance, connection, and overall involvement in all aspects of their education. |
| Data Used to Form this Goal: |
| <ul style="list-style-type: none"> • Daily attendance rates • Chronic absenteeism information • Suspensions • California Healthy Kids Survey • PBIS evaluation data • Student Annual Climate Survey |
| Findings from the Analysis of this Data: |
| <ul style="list-style-type: none"> • Staff members need to be more consistent with PBIS rewards and program components • Additional after school programs needed to allow greater access for students to become more "connected" to school. • Support needed from parents to not take vacations during the school year and allow students to remain at home only when sick. |
| How the School will Evaluate the Progress of this Goal: |
| Daily attendance rates, chronic absenteeism information, suspensions, Healthy Kids Survey results, School Climate Survey |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------|------------------------------|--|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Expand and update our current PBIS plan. Our current ROAR program is still needing to be used to its fullest extent. | 9/2013-6/2017 | Teachers, Site Administrator | No expense associated with this action | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------|--|---|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Educate parents regarding legalities related to absenteeism | 9/2013-6/2017 | Teachers, Site Administrator | No additional expense associated with the action | | | |
| Provide health services to support attendance for high needs student populations | 9/2013-6/2017 | School Staff, Site Administrator, District Staff | Personnel | 1000-1999: Certificated Personnel Salaries | LCFF - Base LCFF - Supplemental | 18,907 |
| Analyze suspension information to identify patterns in misconduct and/or student demographics | 9/2013-6/2017 | Site Administrator District staff | No additional expense associated with the action | | | |
| Create school site awards for excellent attendance | 9/2014-6/2017 | Site Administrator, Office Staff, Teachers | No expense associated with this action | | | |
| Use stakeholder groups to provide input and suggestions on how to improve student attendance rates and reduce chronic absenteeism | 9/2014-6/2017 | Site Administrator | No expense associated with this action | | | |
| Monthly attendance reports run and letter sent to parents | 9/2015-6/2017 | SAA, Teachers, Site Principal | No additional expense associated with this action | | | |
| Investigate before and after school clubs for academics and enrichment activities | 9/2015-6/2017 | Teachers, PTO, Staff, Site Administrator | No additional expense associated with this action | | | |
| Continue with Noon League Sports at lunch | 9/2015-6/2017 | Students, Teachers, Site Administrator | No additional expense associated with this action | | | |

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|--|---|--------------------|
| 1000-1999: Certificated Personnel Salaries | LCFF - Base | 18,907.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Base | 16,044.00 |
| 4000-4999: Books And Supplies | LCFF - Base | 26,900.00 |
| 5000-5999: Services And Other Operating | LCFF - Base | 3,621.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 22,982.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 28,743.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 16,357.00 |
| 5000-5999: Services And Other Operating | LCFF - Supplemental | 1,250.00 |
| 7000-7439: Other Outgo | Parent Teacher Association/Parent Faculty | 3,500.00 |
| | Title I | 1,494.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 11,400.00 |
| 4000-4999: Books And Supplies | Title I | 7,259.52 |
| 5000-5999: Services And Other Operating | Title I | 10,370.00 |
| 6000-6999: Capital Outlay | Title I | 50,561.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 4,631.00 |

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

| Funding Source | Total Expenditures |
|--|--------------------|
| LCFF - Base | 65,472.00 |
| LCFF - Supplemental | 69,332.00 |
| Parent Teacher Association/Parent Faculty Club | 3,500.00 |
| Title I | 81,084.52 |
| Title III | 4,631.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|---------------------------|
| 1000-1999: Certificated Personnel Salaries | 57,920.00 |
| 2000-2999: Classified Personnel Salaries | 44,787.00 |
| 4000-4999: Books And Supplies | 50,516.52 |
| 5000-5999: Services And Other Operating Expenditures | 15,241.00 |
| 6000-6999: Capital Outlay | 50,561.00 |
| 7000-7439: Other Outgo | 3,500.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 54,091.00 |
| Goal 2 | 138,484.52 |
| Goal 3 | 12,537.00 |
| Goal 4 | 18,907.00 |

Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- _____ I will return completed homework on time.
- _____ I will return corrected work to my parent(s).
- _____ I will arrive at school on time every day unless I am ill.
- _____ I will be responsible for my own behavior.
- _____ I will be a cooperative learner.

Student's Signature: _____ Date _____

Parents Pledge:

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- _____ I will provide a quiet place for my child to study.
- _____ I will encourage my child to complete his/her homework.
- _____ I will make sure my child gets an adequate night's sleep.
- _____ I will see to it that my child arrives at school on time every day.
- _____ I will spend at least 15 minutes per day reading with my child.
- _____ I will attend Back to School Night, Parent Conferences, and Open House
- _____ I will support the school/district policies on homework, discipline and attendance.

Parent's Signature : _____ Date _____

Staff Pledge:

I understand the importance of the school experience to every child and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- _____ I will teach all the necessary concepts to your child before regular homework is assigned.
- _____ I will strive to be aware of the individual needs of your child.
- _____ I will regularly communicate with you regarding your child's progress.
- _____ I will provide a safe and positive learning environment for your child.

Teacher's Signature _____ Date _____

Everyone Will...

- Be equal partners to achieve successful learning.
- Communicate clearly, regularly and respectfully regarding roles and responsibilities.

School Site Council Membership

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

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Julie Ballesteros | X | | | | |
| Lauren Voss | | X | | | |
| Lindsey Moothart | | | X | | |
| Robyn Liger | | | | X | |
| Shannon Parker | | | | X | |
| Tishandra Decourcy | | | | X | |
| Numbers of members of each category: | 1 | 2 | 1 | 3 | |

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on April, 25, 2016.

Attested:

Julie Ballesteros

Typed Name of School Principal

Signature of School Principal

Date

Lauren Voss

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: Samuel E. Talbert Middle School
CDS Code: 30-66498-6071096
District: Fountain Valley School District
Principal: Jennifer Morgan
Revision Date: April 26, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Jennifer Morgan
Position: Principal
Phone Number: (714) 378-4220
Address: 9101 Brabham Drive
Huntington Beach, CA 92646
E-mail Address: Morganj@fvsd.us

The District Governing Board approved this revision of the SPSA on June 16, 2016.

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School Vision and Mission

Samuel E. Talbert Middle School's Vision and Mission Statements

A. Vision Statement

Talbert believes in STUDENTS: collaboration, engagement, innovation, problem solving, and rigor for ALL.

B. Mission Statement

Talbert Middle School's mission is to prepare students to become articulate, thoughtful, productive, and contributing citizens of the future. To prepare students for the future, we must provide a safe, stimulating, inspiring educational environment which challenges each student's capacity to grow intellectually while at the same time respects and supports his or her need to grow socially and emotionally. Our mission is to provide a program where students will:

- Use and apply higher level thinking skills.
- Become an integral, important part of the school and community; connected in a positive way not only to their peers but also to the staff and school as a whole.
- Become productive, culturally literate citizens.
- Develop the ability to make appropriate moral and ethical judgments as befits a citizen in a democratic society.
- Have the opportunity to participate in community service programs.

School Profile

Talbert Middle School is a 6-8 school located in Huntington Beach, Orange County. Our high quality instructional program is designed to meet the varied needs of our student population. All students receive core curriculum instruction as identified by the Fountain Valley School District and California State Standards. Instruction is enriched through a variety of special programs and instructional strategies. We offer a cluster program for identified gifted students (GATE) and English learners and special services for identified special education students. Talbert's STEAM (Science, Technology, Engineering, Arts, and Math) program provides approximately 60 students exceptional real life experiences in the fields of science and engineering. Our staff is committed to high standards for students, which will prepare them for their future.

Talbert lives and breathes the philosophy that students come first! What sets our school apart from others is the ability to challenge and nurture our students during their middle school experience in an environment that meets the needs of our kids. The transition into 6th grade is made smoother by coring our students in Language Arts and History. During the following two years, students prepare for high school by further completing rigorous academic courses. Talbert GATE and STEAM programs challenge students to achieve individual success across multiple curricular areas. For students who need additional support and interventions, we offer Homework Club and Math Lab, which provide free additional assistance specific to students' curricular needs both before and after school, as well as academic support during the school day. We are proud to recognize and reward students for their academic and behavioral achievements through a variety of programs including "Got REAL?" and Character Counts - Students of Excellence. Talbert places an emphasis on building a community with a sense of belonging, by providing students with numerous opportunities to become involved with school experiences such as ASB/Student Council, Cheerleading, Lunchtime Sports, and After School Clubs. We also have instituted PAL, Peer Assistance Leadership, designed to target student leaders and develop their leadership skills by focusing on student connectedness and anti-tobacco and drug use campaigns.

Communication between school and home is facilitated through School Loop, an on line parent portal that allows parents to monitor the progress of their child 24 hours/day.

The educational programs at the school are tailored to meet the needs of a changing school population. Talbert Middle School is dedicated to ensuring the academic success of every student, providing them with a comprehensive educational experience that becomes an integral part of their lives.

In addition to our general education staff of fully credentialed teachers, Talbert has one speech and language pathologist, one school psychologist and a part time school counselor. All staff is regularly engaged in embedded job training and improvement. Staff at Talbert are committed to continuous improvement and regularly analyze student data to improve instruction.

School Demographic Statistics

Data listed below is from Aeries October 7, 2015

Total Enrollment: 722 students

Student Enrollment - Racial and Ethnic Subgroups

- Asian 83 students
- Hispanic 113 students
- White 429 students

Special Education Enrollment: 88 students

Socially Disadvantaged Students Enrollment: 117 students

English Language Learners: 37 students

Talbert not only offers students a range of academic programs, but extracurricular activities as well. Below is a list of some of the activities students can get involved in:

- Spirit Days
- Classroom Competitions
- Noon League Games
- Assemblies and Pep rallies
- Dances
- Clubs - National History Day Club; Cube Club; Oceanography; Composition Club; Surf; Science Fair
- Student Council
- Cheerleading
- Sports Teams

We also have a very active Parent Teacher Organization who supports our school in many ways including:

- Fundraisers
- Campus Volunteers
- Classroom Enhancement Funds
- Technology Funds
- Assemblies and Field Trips
- Library Books
- Student Awards and Recognition
- PE Equipment
- Family Nights and Dine Outs
- Parent Boot Camp/Education Series
- Science Dissection Supplies
- After School Clubs and Homework Help Funding
- Intramural Sports Competitions
- Lunchtime Sports Leagues

While Talbert School enjoys high levels of student achievement, the staff, parents and administration are all committed to working together for continuous improvement and ways to maximize student learning and development.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

EL and Title 1 surveys are administered annually by the District. A school climate survey is administered to 6th and 7th graders annually. Staff was surveyed in September 2015 about what good learning looks like. This survey will provide direction for implementation of Visible Learning in the 2016-17 school year.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administration observes classrooms a minimum of once a week. Furthermore, upper management and the Fountain Valley Board of Trustees visit Talbert Middle School often to walk the campus and observe classroom instruction.

Analysis of Current Instructional Program

The eight State priority areas listed below are outlined in the Local Control Accountability Plan regulations. These focus areas are used to analyze the current instructional practices for all students including English learners, socio-economically disadvantaged students, students with disabilities, and foster youth.

Conditions of Learning

Basic Services

Teachers

| Strengths | Needs |
|--|---|
| All teachers are teaching under a full credential and within their subject area/s of competence. | Maintain 100% compliance rate in this area. |

Textbooks

| Strengths | Needs |
|--|---|
| All students are given their own individual books for classroom/home use. All materials are aligned with State standards and approved by the Board of Trustees. New math textbooks were adopted and provided in the 2015-2016 school year. | Materials are aging and need to be replenished on an ongoing basis. ELA materials in line with California State Standards are needed. |

Facilities

| Strengths | Needs |
|--|--|
| Safe, clean environment for students. Strong coverage from custodial staff, and adequate number of hours employed. | One of the pathways between quads need to be widened as a result of growth in enrollment. This need has been noted to be addressed in modernization. |

California State Standards Implementation (all content areas)

| Strengths | Needs |
|--|--|
| <p>The District adopted new textbooks this year, supporting California math standards. The ELA department has been collaborating at the site and District level in the areas of California standards instruction, academic vocabulary, supplemental texts and novels, and grammar programs. TCI curriculum has been provided for history teachers to support State Standards. As a district, the science teachers are preparing for implementation of Next Generation Science Standards.</p> | <p>Updated textbooks and novels are needed to support the ELA program. Long term, new instructional materials are needed in history and science.</p> |

Course Access

| Strengths | Needs |
|--|--|
| <p>All students have access to core—ELA/Math/SCI/HSS. Talbert does a great job supporting special education students in the general education setting through Co-lab ELA and math classes. Furthermore, in an effort to set all students up for success in core content classes, the support staff is implementing Executive Functioning training for all 6th graders.</p> | <p>Continue to train teachers and support staff in how to best support SPED students in the general education setting. Students are to be placed in the least restrictive environment with modifications to support special needs.</p> |

Pupil Outcomes

(Refer to the School and Student Performance Data section for multi-year scores.)

California Assessment of Student Performance and Progress (CAASPP)
Smarter Balanced Assessments

| Strengths | Needs |
|---|--|
| <p>Last year was the first year that SBAC scores were published. The testing rate was 98.9% school wide. In ELA, 65% of students were Standard Met/Standard Exceeded. Math was lowered at 51% Standard Met/Standard Exceeded. Talbert is above State and county averages.</p> | <p>More rigor in instructional practices and test preparation to propel Talbert to the district averages of 69% Standard Met/Standard Exceeded in ELA and 63% Standard Met/Standard Exceeded in Math</p> |

California English Language Development Test (CELDT)

| Strengths | Needs |
|---|---|
| <p>There were only 19 English learners at Talbert during the 2014-2015 school year.</p> | <p>Zero students were reclassified.</p> |

California English Language Development Test
AMAO 1

| Strengths | Needs |
|---|--|
| <p>English learners are not a significant population at Talbert, as only 19 students are identified EL.</p> | <p>Instructional support specifically for English learners continues to need to be provided.</p> |

AMAO 2

| Strengths | Needs |
|---|---|
| <p>English learners are not a significant population at Talbert, as only 19 students are identified EL.</p> | <p>Specific targeted intervention is needed for long-term English Learners.</p> |

Reclassification Rates

| Strengths | Needs |
|--|---|
| 0% of Talbert English learners were redesigned in comparison to an 8% District reclassification rate. Talbert had 19 EL students in 2014-2015. In 2015-2016 the number has grown to 37. Many ELs are receiving reading/writing support during their elective period. | ELD services continue to need to be provided within the school day or after school. |

California Physical Fitness Test

| Strengths | Needs |
|---|---|
| 62% of students met at least 5 out of 6 standards on the physical fitness test. Talbert is 2% higher on trunk extension and 3% higher on flexibility than the District average. | On the physical fitness test, Talbert scores 9% lower than the District average on aerobic capacity and 23% lower on upper body strength. |

Other Student Outcomes

Universal Literacy Screeners

| Strengths | Needs |
|---|---|
| Beginning in the 2015-2016 school year, SRI will be administered to all 6th graders three times a year. The SRI was used to assess ELs for the 2014-2015 school year. | There is currently no plan to assess reading for 7th and 8th graders. |

Engagement

Parent Involvement

| Strengths | Needs |
|--|--|
| Strong cadre of committed, involved parents take on a majority of events/school needs. New parents have volunteered to work school events through the use of a sign-up online application. | Target a wider range of parents through better communication using School Loop and Parent Link. A small group of parents provide the majority of parent support. Increase a wider range of support by building individual relationships. |

Student Engagement

Attendance

| Strengths | Needs |
|--|--|
| Student attendance has remained steady at 96.83% | Continue to educate parents on the long-term effects of high absenteeism. Continue to send attendance letters monthly as well as utilize the SARB process. |

Chronic Absenteeism

| Strengths | Needs |
|--|---|
| Talbert had a chronic absenteeism rate of 4.31% in the 2014-2015 school year. The rate dropped slightly from 4.5% in the 2013-2014 school year. The District average falls at 3.35%. | Educate parents on the financial and educational impact of absences, as well as, enforce stricter guidelines for student tardies. |

School Climate

Suspensions

| Strengths | Needs |
|--|--|
| Talbert had 37 suspensions in the 2014-2015 school year. The bullying prevention classes provided by the school counselor, the male mentoring group run by two teacher leaders on the site as well as Saturday School has helped keep the suspension rate low. | Talbert has the highest suspension rate in the District and we will continue to look for alternatives to out-of-house suspensions. |

Expulsions

| Strengths | Needs |
|--|--|
| Student expulsions have been used effectively to comply with zero tolerance laws and to maximize security on campus. | Continue with fair, consistent, fully articulated progressive discipline policy. |

Survey (California Healthy Kids Survey Results and school surveys)

| Strengths | Needs |
|---|---|
| <ul style="list-style-type: none">74% of students perceive school as safe or very safeSchool Connectedness Scale = 65% | 41% of students reported dealing with harassment or bullying. A new after school bullying education program administered by the school counselor has been put in place for offenders. Furthermore, a bullying tip line has been added to the school website (Districtwide). |

Description of Barriers and Related School Goals

Description of possible barriers related to goal: California Student Achievement

- Lack of time for collaboration within departments and grade levels
- Need for additional professional growth and development in subject specific areas, as well as, in the technology needed and used in the implementation of SBAC testing
- Need for ongoing professional development with regards to the California State Standards
- Need for State standard aligned SBE materials

Description of possible barriers related to goal: Special Populations

- Need to make learning more meaningful for students
- Need to increase student responsibility for learning
- Need to revamp enrichment programs that align with student interests
- Need to strengthen our preventative communication efforts with parents regarding frequent absences

Description of possible barriers related to goal: Parent Involvement

- Lack of convenient volunteer opportunities within PTA and at school site
- Traditional decrease in parent involvement from elementary to middle school

Description of possible barriers related to goal: Student Engagement:

- Need to increase student leadership opportunities
- Need to revamp enrichment programs that align with student interests
- Need to beef up our preventative communication efforts with parents regarding frequent absences
- Need a more clearly laid out attendance notification and site contract system
- Need to revise school tardy policy

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 6 | 238 | 237 | 99.6 | 236 | 2549.6 | 20 | 43 | 24 | 12 |
| Grade 7 | 227 | 225 | 99.1 | 225 | 2577.1 | 22 | 39 | 27 | 13 |
| Grade 8 | 260 | 255 | 98.1 | 255 | 2609.2 | 26 | 44 | 23 | 7 |
| All Grades | 725 | 717 | 98.9 | 716 | | 23 | 42 | 25 | 10 |

| Grade Level | READING | | | WRITING | | | LISTENING | | | RESEARCH/INQUIRY | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|
| | Demonstrating understanding of literary & non-fictional texts | | | Producing clear and purposeful writing | | | Demonstrating effective communication skills | | | Investigating, analyzing, and presenting information | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 6 | 25 | 54 | 21 | 32 | 53 | 15 | 20 | 73 | 7 | 30 | 58 | 11 |
| Grade 7 | 38 | 43 | 20 | 33 | 52 | 15 | 24 | 69 | 7 | 33 | 53 | 14 |
| Grade 8 | 40 | 49 | 12 | 42 | 47 | 11 | 18 | 74 | 9 | 41 | 48 | 11 |
| All Grades | 34 | 48 | 17 | 36 | 51 | 13 | 20 | 72 | 8 | 35 | 53 | 12 |

Conclusions based on this data:

1. More than half of students (65%) scored Standard Exceeded/Standard Met in English Language Arts/Literacy.
2. Only 10% scored Standard Not Met.
3. Students demonstrated the strongest achievement in Reading and weakest in Listening.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 6 | 238 | 237 | 99.6 | 235 | 2548.1 | 18 | 36 | 31 | 14 |
| Grade 7 | 227 | 225 | 99.1 | 225 | 2580.4 | 33 | 24 | 26 | 17 |
| Grade 8 | 260 | 255 | 98.1 | 255 | 2571.0 | 24 | 18 | 31 | 27 |
| All Grades | 725 | 717 | 98.9 | 715 | | 25 | 26 | 29 | 19 |

| Grade Level | CONCEPTS & PROCEDURES | | | PROBLEM SOLVING & MODELING/DATA ANALYSIS | | | COMMUNICATING REASONING | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|---|---------------------|----------------|
| | Applying mathematical concepts and procedures | | | Using appropriate tools and strategies to solve real world and mathematical problems | | | Demonstrating ability to support mathematical conclusions | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 6 | 26 | 50 | 24 | 23 | 56 | 21 | 20 | 64 | 16 |
| Grade 7 | 38 | 37 | 24 | 37 | 53 | 10 | 34 | 57 | 9 |
| Grade 8 | 28 | 36 | 35 | 30 | 53 | 17 | 25 | 50 | 24 |
| All Grades | 31 | 41 | 28 | 30 | 54 | 16 | 26 | 57 | 17 |

Conclusions based on this data:

1. A little over half (51%) scored Standard Met/Standard Exceeded in Mathematics.
2. Almost one fifth (19%) scored Standard Not Met.
3. Problem Solving & Modeling/Data Analysis was an area of strength and Concepts & Procedures an area of focus.

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | 2014-15 CELDT (Annual Assessment) Results | | | | | | | | | | |
|--------------|---|-----|----------------|----|--------------|-----|--------------------|----|-----------|----|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| 6 | 2 | 33 | 1 | 17 | 2 | 33 | 1 | 17 | | | 6 |
| 7 | 2 | 25 | 4 | 50 | | | 1 | 13 | 1 | 13 | 8 |
| 8 | ***** * | *** | | | ***** * | *** | | | | | ***** |
| Total | 5 | 29 | 5 | 29 | 4 | 24 | 2 | 12 | 1 | 6 | 17 |

Conclusions based on this data:

1. More than half (58%) of the Annual results were at the highest levels (Advanced and Early Advanced).

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | 2014-15 CELDT (All Assessment) Results | | | | | | | | | | |
|--------------|--|-----|----------------|----|--------------|-----|--------------------|----|-----------|----|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| 6 | 3 | 38 | 2 | 25 | 2 | 25 | 1 | 13 | | | 8 |
| 7 | 3 | 30 | 4 | 40 | | | 1 | 10 | 2 | 20 | 10 |
| 8 | ***** * | *** | | | ***** * | *** | | | | | ***** |
| Total | 7 | 33 | 6 | 29 | 4 | 19 | 2 | 10 | 2 | 10 | 21 |

Conclusions based on this data:

1. More than half (62%) of all ELs at Talbert were at the highest levels, Advanced and Early Advanced.

School and Student Performance Data

Title III Accountability (School Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 18 | 22 | 17 |
| Percent with Prior Year Data | 100.0% | 100.0% | 100.0% |
| Number in Cohort | 18 | 22 | 17 |
| Number Met | -- | -- | -- |
| Percent Met | -- | -- | -- |
| NCLB Target | 57.5 | 59.0 | 60.5% |
| Met Target | * | -- | -- |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 1 | 17 | 3 | 20 | 4 | 14 |
| Number Met | -- | -- | -- | -- | -- | -- |
| Percent Met | -- | -- | -- | -- | -- | -- |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2% | 50.9% |
| Met Target | * | * | -- | -- | -- | -- |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup | | |
|---------------------------------|---|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | | | |
| Met Participation Rate | -- | | -- |
| Met Percent Proficient or Above | -- | | -- |
| Mathematics | | | |
| Met Participation Rate | -- | | -- |
| Met Percent Proficient or Above | -- | | -- |

Conclusions based on this data:

1. Due to the small size of the EL population, Talbert meets the needs of students on an individual level and does not report achievement levels.

School and Student Performance Data

Title III Accountability (District Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 635 | 666 | 698 |
| Percent with Prior Year Data | 100.0 | 100.0 | 100.0 |
| Number in Cohort | 635 | 666 | 698 |
| Number Met | 504 | 550 | 585 |
| Percent Met | 79.4 | 82.6 | 83.8 |
| NCLB Target | 57.5 | 59.0 | 60.5% |
| Met Target | Yes | Yes | Yes |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 626 | 162 | 643 | 149 | 653 | 174 |
| Number Met | 326 | 120 | 359 | 119 | 377 | 144 |
| Percent Met | 52.1 | 74.1 | 55.8 | 79.9 | 57.7 | 82.8 |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2% | 50.9% |
| Met Target | Yes | Yes | Yes | Yes | Yes | Yes |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup at the LEA Level | | |
|---------------------------------|--|-----------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | | | |
| Met Participation Rate | Yes | Yes | |
| Met Percent Proficient or Above | No | No | |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | |
| Met Percent Proficient or Above | No | No | |
| Met Target for AMAO 3 | No | No | |

Conclusions based on this data:

1. ELs in Fountain Valley School District met all three AMAOs.
2. ELs in Fountain Valley School District demonstrated improvement on all three AMAOs from 2013-2014 to 2014-2015.

Planned Improvements in Student Performance

School Goal #1

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|--|
| CATEGORY/PRIORITY AREA(S): Student Achievement |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 1: To support academic success and prepare students for College and Career, students will have access to 21st Century learning tools, including technology, and engage in rigorous and relevant educational experiences that develop their knowledge, skills and ability to collaborate, create, communicate, think critically, and solve problems. |
| SCHOOL GOAL #1: |
| To support Student achievement, Talbert Middle School will incorporate professional development, technology integration, school and District signature practices, and when available new standards aligned instructional materials. |
| Data Used to Form this Goal: |
| Smarter Balanced Assessments (SBAC) Scholastic Reading Inventory (SRI) Number of teachers attending professional development sessions Observation notes Classroom visits Site/tech/leadership meeting notes/agendas Lab sign-up schedules Elective course syllabi from tech classes STEAM exit interviews Music/drama programs Science Fair & National History Day participation |
| Findings from the Analysis of this Data: |
| Description of possible barriers related to goal: Implementation of California State Standards <ul style="list-style-type: none"> • Lack of time for collaboration within departments and grade levels • Need for additional professional growth and development in subject specific areas, as well as, in the technology needed and used in the implementation of SBAC testing • Need for ongoing professional development with regards to the California State Standards • Need State standard aligned ELA, science, and history materials |
| How the School will Evaluate the Progress of this Goal: |
| Student Achievement: SBAC ELA and Math - Increase percent scoring Standard Met and Standard Exceeded in all grades Professional Development: interim assessments, Professional Development calendar, staff meeting agendas Technology: technology survey, device student ratio, Chromebook cart schedules, computer based classes - course syllabi |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------------|--|--|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Implement California State Standards math materials California Math and participate in professional development. | September 2015-June 2018 | District Administrators, Site Administrator, Teachers | No additional expense associated with this action | | | |
| Middle school department PLC's | September 2015-June 2017 | Teachers, Site Administrators, District Administrators | Substitutes stipends | 1000-1999: Certificated Personnel Salaries | LCFF - Base LCFF - Supplemental | 14,238 |
| Continue to provide structured collaboration time for co-teachers in ELA and math and the adaptation to California State Standards. | September 2013-June 2016 | Site Administrators, Co-teachers | No additional expense associated with this action | | | |
| Implement Visible Learning at Talbert Middle School | Fall 2016-Spring 2021 | Teachers, Site Administrators | Release days | 1000-1999: Certificated Personnel Salaries | Other | 1260 |
| Continue to offer a high quality STEAM program. | Fall 2013-Spring 2021 | Teachers, Site Administrators | Release days funding for field trips and instructional materials | 1000-1999: Certificated Personnel Salaries | Other | 1008 |
| Update staff devices | September 2015 | District Administrators | Library Media PC & Health Assistance PC | 4000-4999: Books And Supplies | LCFF - Base LCFF - Supplemental | 3,080 |
| Academic Vocabulary training and materials | September 2015 | Teachers, Site Administrators, District Administrators | Trainer fees and materials | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 21,609 |

Planned Improvements in Student Performance

School Goal #2

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|---|
| CATEGORY/PRIORITY AREA(S): Special Populations |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 2: To support academic success in the core program, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement. |
| SCHOOL GOAL #2: |
| All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math, while reducing the achievement gap between subgroups. |
| Data Used to Form this Goal: |
| SBAC results, CELDT test results, grades, AMAO1 and 2, AYP (Attendance & SBAC participation rate), and SRI results |
| Findings from the Analysis of this Data: |
| Description of possible barriers related to goal: Student Achievement <ul style="list-style-type: none"> • Current lack of data to analyze • Need for additional professional development on California State Standards strategies/rigor • Need for benchmark assessment refinement to support students and teachers in preparing for SBAC • Need for professional development for teachers that is subject specific • Need for State Standard aligned SBE materials |
| How the School will Evaluate the Progress of this Goal: |
| SBAC, CELDT, AYP, SRI |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------------------|------------------------------------|--|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| At-risk students will be provided a co-taught class for ELA and/or math with a resource professional pushed in services | September 2013- June 2017 | Site Administrators, Co-teachers | No additional expense associated with this action | | | |
| Teacher collaboration provided in conjunction with staff development | September 2014- June 2017 | Site Administrators, Co-teachers | Expense captured in Goal 1 | | | |
| Provide targeted math support classes for at-risk students en lieu of electives | September 2014- June 2017 | Math Teachers, Site Administrators | No additional expenses associated with this action | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------------|---------------------------------------|--|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Provide opportunities for reading and writing support en lieu of a standard elective. | September 2014-June 2017 | Writing Teachers, Site Administrators | No additional expenses associated with this action | | | |
| Provide study hall opportunities twice a week for 6th graders and once a week for 7th & 8th graders during elective periods | September 2014-June 2017 | Teachers, Site Administrators | No additional expenses associated with this action | | | |
| Analyze and disaggregate student achievement data in English language development, English/language arts, and mathematics in order to provide timely intervention and close the achievement gap | September 2013-June 2016 | Teachers, Site Administrators | Renewal fees | 5000-5999: Services And Other Operating Expenditures | LCFF - Base | 2,510 |
| | | | | | LCFF - Supplemental | 890 |
| Purchase supplemental instructional materials to support California State Standards implementation | September 2014-June 2016 | Teachers, Site Administrators | Supplemental informational text | 4000-4999: Books And Supplies | LCFF - Supplemental | 5,521 |
| Participate in school library program | September 2013-June 2017 | Library Media Technician | Personnel | 2000-2999: Classified Personnel Salaries | LCFF - Base | 11,789 |
| | | | | | LCFF - Supplemental | |
| Provide Resource Specialists to support the co-teaching service delivery model | September 2014-June 2017 | Teachers & Site Administrators | No school expense associated with this action | | | |
| Provide release time for team planning for co-teaching teams | September 2014-June 2017 | Teachers & Site Administrators | Substitutes stipends | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 3,505 |
| Assess students in a format similar to SBAC | September 2014-June 2017 | Teachers | No additional expenses associated with this action | | | |
| Continue to administer District identified assessments | September 2015-June 2016 | Teachers, Site Administrators | Online subscription | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 7,914 |

Planned Improvements in Student Performance

School Goal #3

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|--|
| CATEGORY/PRIORITY AREA(S): Parent Involvement |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 3: To support academic success, all parents will be engaged and play an active role in the school community. |
| SCHOOL GOAL #3: |
| Increase participation of parents in traditionally under-represented subgroups (i.e., parent ed nights, participation in PTO, SSC, school activities, conferences). |
| Data Used to Form this Goal: |
| SSC roster, PTA roster, parent bootcamp/ed night attendance, PTA sign-ins and volunteer lists, parent conference attendance |
| Findings from the Analysis of this Data: |
| Description of possible barriers related to goal: Parent Involvement <ul style="list-style-type: none"> Lack of convenient volunteer opportunities within PTA and at school site Traditional decrease in parent involvement from elementary to middle school |
| How the School will Evaluate the Progress of this Goal: |
| School Site Council documentation; Number of parent education opportunities; meeting sign ins, agendas, and resources; expenditures for interpretation, translation, and childcare; responses to parent surveys |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------------|--|--|--|----------------------------|--------------------|
| | | | Description | Type | Funding Source | Amount |
| The school counselor and administration will offer parent education nights based on student needs | September 2013-June 2017 | School Counselor; Site Administrators | No additional expenses associated with this action | | | |
| Utilize technology and social media to communicate with parents, promote involvement, and solicit input | September 2013-June 2017 | Site Administrators, Teachers, Support Staff | Personnel, annual service agreement | 2000-2999: Classified Personnel Salaries | LCFF - Base Title I | 4,746 1,494 |
| Continue to provide a bilingual Community Liaison to support parent outreach | September 2013-June 2017 | District Staff | Personnel | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 6,297 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------------|--|---|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Continue to provide parent education opportunities on relevant topics (i.e. self harm, e-cigarettes, ELAC, bullying) | September 2013-June 2017 | Counselors, Administrators, School Staff | No additional expense associated with this action | | | |
| Continue to encourage and market parent events such as Family Movie Nights, Back to School Night, Open House, STEAM parent meetings, Got REAL assemblies, Lunch on the Lawn, PTO meetings, SSC meetings, school dances, parent conferences, etc. | September 2013-June 2017 | Counselors, Administrators, School Staff | No additional expense associated with this action | | | |

Planned Improvements in Student Performance

School Goal #4

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|---|
| CATEGORY/PRIORITY AREA(S): Student Engagement |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness. |
| SCHOOL GOAL #4: |
| Create a learning environment and school climate which improves student attendance, connection and overall involvement in all aspects of their education. |
| Data Used to Form this Goal: |
| Daily attendance rates, chronic absenteeism information, suspensions, California Healthy Kids Survey, teacher survey, student survey |
| Findings from the Analysis of this Data: |
| Description of possible barriers related to goal: Student Engagement <ul style="list-style-type: none"> • Need to make learning more meaningful for students • Need to increase student responsibility for learning • Need to revamp enrichment programs that align with student interests • Need to strengthen our preventative communication efforts with parents regarding frequent absences |
| How the School will Evaluate the Progress of this Goal: |
| Daily attendance rates, chronic absenteeism information, suspensions, California Healthy Kids Survey results, student focus group |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------------|--|---|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Analyze suspension information to identify patterns in misconduct as well as explore alternatives | September 2013-June 2017 | Site Administrators, District Administrators | No additional expense associated with this action | | | |
| Provide health services to support attendance for high needs student populations | August 2013-June 2017 | School Staff, District Staff | Personnel | 1000-1999: Certificated Personnel Salaries | LCFF - Base LCFF - Supplemental | 18,907 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------------|----------------------------------|---|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Provide opportunities for students to participate in campus activities within the school day (i.e., reading club at lunch; noon time sports; lunch time activities) | August 2013-June 2017 | Teachers, Site Administrators | No additional expense associated with this action | | | |
| Educate parents regarding legalities related to absenteeism | August 2013-June 2017 | Teachers, Site Administrators | No additional expense associated with this action | | | |
| Provide counseling support for high needs student populations | September 2014-June 2017 | District Staff | Certificated Salary | 1000-1999: Certificated Personnel Salaries | LCFF - Base LCFF - Supplemental | 53,333 |
| Provide motivational guest speakers for students (i.e., tobacco, bullying). | September 2014-June 2017 | School Staff | Speaker fees | | | |
| Provide leadership opportunities such as ASB and PAL (Peer Assistance League) | September 2014-June 2017 | Teachers and Site Administrators | No additional expense associated with this action | | | |
| After school clubs (i.e., Science Club; Rubik's Cube Club; Oceanography; Knitting) | September 2014-June 2017 | Teachers | Teacher Stipend | | | |

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|--|---------------------|--------------------|
| 1000-1999: Certificated Personnel Salaries | LCFF - Base | 86,478.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Base | 16,535.00 |
| 4000-4999: Books And Supplies | LCFF - Base | 3,080.00 |
| 5000-5999: Services And Other Operating | LCFF - Base | 2,510.00 |
| | LCFF - Supplemental | 890.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 3,505.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 6,297.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 5,521.00 |
| 5000-5999: Services And Other Operating | LCFF - Supplemental | 29,523.00 |
| 1000-1999: Certificated Personnel Salaries | Other | 2,268.00 |
| | Title I | 1,494.00 |

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

| Funding Source | Total Expenditures |
|---------------------|--------------------|
| LCFF - Base | 108,603.00 |
| LCFF - Supplemental | 45,736.00 |
| Other | 2,268.00 |
| Title I | 1,494.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|---------------------------|
| 1000-1999: Certificated Personnel Salaries | 92,251.00 |
| 2000-2999: Classified Personnel Salaries | 22,832.00 |
| 4000-4999: Books And Supplies | 8,601.00 |
| 5000-5999: Services And Other Operating Expenditures | 32,033.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 41,195.00 |
| Goal 2 | 32,129.00 |
| Goal 3 | 12,537.00 |
| Goal 4 | 72,240.00 |

Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

Students Will...

- _ Come to school with a positive attitude and maintain self respect and discipline.
- _ Come prepared and ready for daily work.
- _ Complete all class and homework assignments.
- _ Accept responsibility for learning, effort, and behavior.
- _ Ask teachers, parents, and peers for help when needed.
- _ Make sure that you read every day at least 20 to 60 minutes

Parents Pledge:

Parents Will....

- _ Show interest in academic work by signing tests, assignments and report cards.
- _ Check homework for completion and accuracy and sign off.
- _ When possible, check school loop and email teachers questions.
- _ Ensure students make up any missing work.
- _ Ensure attendance and punctuality.
- _ Ensure your child is adhering to school and district rules.
- _ Balance praise and reward to support student effort.
- _ Ensure your child reads every day according to district guidelines.
- _ Actively participate in school activities such as parent boot camp, PTO or activities.

Staff Pledge:

Talbert Staff Will...

- _ Provide quality curriculum and instruction that enables all children to meet the standards.
- _ Develop opportunities for each student to meet their maximum potential.
- _ Provide appropriate materials and resources for students to meet 21st Century goals.
- _ Inform students and parents frequently of program and progress.
- _ Provide a safe and secure learning environment for every student.
- _ Maintain highly qualified teachers.
- _ Maintain efficient and effective public relations with parents and community.

Everyone Will...

- Be equal partners to achieve successful learning.
- Communicate clearly, regularly and respectfully regarding roles and responsibilities.

School Site Council Membership

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

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Jennifer Morgan | X | | | | |
| Alexis Chorn | | X | | | |
| Michele Courvetier | | X | | | |
| Linda Woo | | X | | | |
| William McPhaul | | | | | X |
| Sydney Rincon | | | | | X |
| Gabriella Rodriguez | | | | | X |
| Kim Dowdy | | | | X | |
| Laura Cavenar | | | | X | |
| Daryl Hansen | | | | X | |
| Numbers of members of each category: | 1 | 3 | 0 | 3 | 3 |

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 5, 2016.

Attested:

Jennifer Morgan

Typed Name of School Principal

Signature of School Principal

Date

Jennifer Edmonds Co-Chair

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: Hisamatsu Tamura Elementary School
CDS Code: 30-66498-6027924
District: Fountain Valley School District
Principal: Kathy Davis
Revision Date: May 4, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Kathy Davis
Position: Principal
Phone Number: (714) 375-6226
Address: 17340 Santa Suzanne Street
Fountain Valley, CA 92708
E-mail Address: Davisk@fvsd.us

The District Governing Board approved this revision of the SPSA on June 16, 2016.

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School Vision and Mission

Hisamatsu Tamura Elementary School's Vision and Mission Statements

Our Mission:

Tamura's Mission, along with the Fountain Valley School District's, is to promote a foundation for academic excellence, mastery of basic skills, responsible citizenship, and a desire by students to achieve their highest potential through a partnership with home and community.

Our Vision:

Working as a partnership, the Tamura staff is committed to developing the academic, social-emotional, and physical well-being of ALL children. We believe that ALL students can learn with depth and complexity when there are high expectations, rigorous standards, and caring, involved teachers. As educators, we work together to constantly refine and improve our teaching practices, monitor student achievement, and differentiate instruction based on individual student needs. We actively engage our parents and community in our efforts to make an exceptional place for students to learn. We believe we teach the whole child. We expect academic achievement, personal responsibility, honesty, cultural sensitivity, and respect for all people, property, and the environment.

Tamura students will:

- Achieve academic excellence in English-language arts, mathematics, and the sciences.
- Be critical and creative thinkers, demonstrate effective problem-solving and decision-making skills that deal with real-world issues and challenges.
- Communicate effectively in listening, speaking, reading, and writing in a technologically advanced society.
- Use technology as a tool for learning, for acquiring, analyzing, and using information, and for accessing the wider world of people and ideas.
- Learn to work cooperatively, collaboratively, and independently, making choices and taking responsibility for learning.
- Demonstrate integrity, compassion, self-discipline, and interpersonal skills.

School Profile

Teachers, staff, and administrators act on the principle that students come first. The educational programs at the school are tailored to meet the needs of a changing school population. Tamura School is dedicated to ensuring the academic success of every student, providing them with a comprehensive educational experience that becomes an integral part of their lives.

Tamura School is committed to providing a safe and challenging environment for students. It is our expectation that students will succeed in the acquisition of basic skills and become life-long learners and quality citizens. Teachers, administrators, support staff, and our parent community are dedicated to assisting students in achieving this.

Our parent community is strong and active in supporting our instructional program and students receive enriched opportunities as a result of their countless dedicated hours. Tamura School uses all available resources in the community to assist students in their emotional and academic development. Parents take advantage of the ample opportunities to be involved in activities that benefit students.

Parent Teacher Organization (PTO)
School Site Council
Fountain Valley Schools Foundation
Classroom Volunteers
Mind Institute ST Math
Action Committee for Education (ACE)
FIBO Art
Intergenerational Volunteer Program
Jog-A-Thon/ Jump-For-Heart

EL Tutoring Program
GLAD
Business/Community Partnerships
Accelerated Reading
Positive Behavioral Intervention Supports (PBIS)
Chess Club
Band
Extended School Program

The dedication of committed leaders, teachers and staff—combined with an inimitable parent community—sets up a child-centered arena where every student succeeds. We produce winning students who will succeed in a comprehensive, Standards-based curriculum and a positive transition from Transitional Kindergarten to middle school and beyond. Tamura Elementary is a dynamic school in the beautiful Orange County city of Fountain Valley. We are one of seven elementary schools and three middle schools serving over six thousand students districtwide. The school facility is attractive, well cared-for, and situated within a residential area in the northern part of our district. There are 23 classrooms which are allocated for general and special education classes, as well as support services. Assemblies, student programs, and large activities are conducted in a spacious multi-purpose room complete with stage and state-of-the-art lighting and sound system. Tamura School faces many of the same challenges and opportunities confronting schools throughout much of Southern California. Declining enrollment and the special needs of our at-risk populations have resulted in challenges to and changes in tradition. As a result of these challenges, Tamura has begun to embrace and aggressively enlist our community—drawing in members from all corners to enhance our school programs. Currently, over thirty percent of our population are transfer students—students who have chosen to come to Tamura because of our demonstrated record of excellence. Tamura has a highly qualified, talented, and enthusiastic teaching staff. Our instructional team is comprised of 23 full-time classroom teachers who work collaboratively to develop and implement programs that excite, motivate, and engage all learners. Our teachers care deeply about all aspects of the school program, participate in shared decision-making, and engage in professional development activities which enable them to meet student needs, enhance their instruction, and perform with distinction. Our support staff are non-teaching personnel who work together to nurture the intellectual, physical, and emotional capacities of each child. They are well-trained, experienced, and enthusiastic about meeting student needs. Our student body includes 42 special education students, 129 socio-economically disadvantaged students, and 136 EL students who are part of almost 630 students. Our students come from a cross section of cultural, racial, and ethnic backgrounds, as well as an array of abilities—from learning disabled to intellectually gifted. The parents and community members are an active part of Tamura’s team. They act as classroom and/or program volunteers, guest speakers, and school committee members—helping to lead our students through the school—life!

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

EL and Title I surveys are administered annually by the District.

Students in grades 3rd through 5th grade participate in an annual school climate survey.

School specific surveys for students, staff, and parents are administered on an ongoing basis.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Board of Trustees and District administrators value learning and teaching. Throughout the year, District level instructional leaders make it a priority to visit every school multiple times. School Board members and the Superintendent plan site visits, as well as, throughout the school year.

The principal conducts weekly informal classroom observations. The principal uses these visits to guide staff development planning, evaluate effective teaching strategies and log best practices to be shared among peers. Certified tenured teachers are formally observed twice a year every other year. The principal conducts a pre-observation meeting, a formal observation and a follow-up meeting with a written summary.

Schools from within the our district use release time to observe instructional strategies used at our site.

Analysis of Current Instructional Program

The eight State priority areas listed below are outlined in the Local Control Accountability Plan regulations. These focus areas are used to analyze the current instructional practices for all students including English learners, socio-economically disadvantaged students, students with disabilities, and foster youth.

Basic Services

Teachers

| Strengths | Needs |
|---|---|
| <ul style="list-style-type: none"> All highly qualified/credentialed teachers; none teaching outside the credentialed area | <ul style="list-style-type: none"> Time & familiarity with California State Standards & Differentiated Instruction |

Textbooks

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none"> Textbooks for all subject areas are present on site or at the District California State Math textbook adoption happened the 2015/16 school year | <ul style="list-style-type: none"> California State Standard-aligned textbooks/materials needed in ELA and Science Non-fiction informational text |

Facilities

| Strengths | Needs |
|---|--|
| <ul style="list-style-type: none"> Excellent grounds maintenance by our District grounds staff An excellent campus for our students to play on with access to playground equipment and open grass areas Solar panels 40 hours deep cleaning for school site in the summer | <ul style="list-style-type: none"> Custodial cleaning and on-going maintenance of cleaning needs improvement such as, heavy or deep cleaning carpets, vents, etc. more often Blacktop and concrete aging (Deferred Maintenance Plan-Budgeting) |

California State Standards Implementation (all content areas)

| Strengths | Needs |
|---|---|
| <ul style="list-style-type: none"> Staff development in Math Expressions and CGI Principal Training Program -California Reading and Literacy Project (CRLP) Cotsen Principal trainings | <ul style="list-style-type: none"> More Common Core instructional resources Adequate alignment of benchmark tests and report cards Materials: Jr. Great Books, Number Talk Books, math manipulatives, class sets of small white boards Online Subscriptions: Sumdog, Brainpop, Raz kids |

Course Access

| Strengths | Needs |
|--|--|
| <ul style="list-style-type: none"> • ELA/Math block consistent across grade levels • Differentiated, small group instruction implementation • Greater emphasis nonfiction, informational text • Special education schedules developed to maximize student learning | <ul style="list-style-type: none"> • Grade level consistency in differentiated, small group instruction • Limited bilingual tutor hours prohibits schedule that maximizes learning |

Pupil Outcomes

(Refer to the School and Student Performance Data section for multi-year scores.)

California Assessment of Student Performance and Progress (CAASPP)
Smarter Balanced Assessments

| Strengths | Needs |
|---|--|
| <ul style="list-style-type: none"> • Standards Exceeded and Standards Met were 19% above Orange County and 29% above state in ELA • Standards Exceeded and Standards Met were 15% above Orange County and 25% above state in Math | <ul style="list-style-type: none"> • Higher % needed to reach 75% in 2016 |

California English Language Development Test (CELDT)

| Strengths | Needs |
|---|-------|
| <ul style="list-style-type: none"> • In 2014/15 there were no annual CELDT scores below Intermediate • Schoolwide there were only 12 ELs new to California/US who were at the Beginning or Early Intermediate level | |

California English Language Development Test
AMAO 1

| Strengths | Needs |
|---|-------|
| <ul style="list-style-type: none"> • 93.1% met AMAO 1 target in 2015, which was an improvement from 89.8% 2014 | |

AMAO 2

| Strengths | Needs |
|---|-------|
| <ul style="list-style-type: none"> • 71.5% met AMAO 2 target for 2015, which grew from 65.1% in 2014 | |

Reclassification Rates

| Strengths | Needs |
|---|-------|
| <ul style="list-style-type: none"> • R-FEP rates meet or exceed Orange County averages | |

California Physical Fitness Test

| Strengths | Needs |
|--|--|
| <ul style="list-style-type: none"> • Aerobic Capacity: 72.7% met standard • Body Composition: 69.7% met standard • Abdominal Strength: 88.8%met standard • Trunk Extension: 100.0% met standard • Upper Body Strength: 84.8% met standard • Flexibility: 76.8% met standard • Wellness Wednesdays • Noon Leagues | <ul style="list-style-type: none"> • Goal of 100% meeting 5 of 6 standards • Parental and community support with educating students on the importance of physical education and increasing physical activity |

Other Student Outcomes

Universal Literacy Screeners

| Strengths | Needs |
|---|---|
| <ul style="list-style-type: none"> • DIBELS Next across all grade levels • DIBELS Next used to identify students who may need support/intervention • SRI used in 4th and 5th grades • Small group instruction and placement based on literacy screener scores | <ul style="list-style-type: none"> • Time to assess all students in the beginning of the year, as well, as throughout the year |

Engagement

Parent Involvement

| Strengths | Needs |
|---|---|
| <ul style="list-style-type: none"> • School wide parent involvement, such as, classroom support, School Site Council, ELAC, Lunar New Year, Accelerated Reader and PTO | <ul style="list-style-type: none"> • Better communication • use of technology |

Student Engagement

Attendance

| Strengths | Needs |
|--|---|
| <ul style="list-style-type: none"> • Working on exceeding the District average of 97.1% • Monthly attendance letters | <ul style="list-style-type: none"> • Better accountability for parents with absences and tardies |

Chronic Absenteeism

| Strengths | Needs |
|---|---|
| <ul style="list-style-type: none"> • Monthly attendance letters • SART meetings • Parent Education • SARB | <ul style="list-style-type: none"> • Better accountability for parents with absences and tardies |

School Climate

Suspensions

| Strengths | Needs |
|---|---|
| <ul style="list-style-type: none">• PBIS and strong relationships• Progressive Discipline; strong classroom management | <ul style="list-style-type: none">• Increased participation in PBIS |

Expulsions

| Strengths | Needs |
|---|--------------|
| <ul style="list-style-type: none">• No expulsions reported in the last 3 years• PBIS and relationships | |

Survey (California Healthy Kids Survey Results and school surveys)

| Strengths | Needs |
|---|--|
| <ul style="list-style-type: none">• High percentage of students connected to school• Tobacco and Drug Use was reported at 0% | <ul style="list-style-type: none">• Continued education for students |

Description of Barriers and Related School Goals

Description of possible barriers related to goal: Student Achievement

- Lack of time for collaboration within grade levels as well as articulation across grade levels
- Lack of time for data analysis
- Lack of time for professional growth (ELA, Math, technology)
- Lack of time for on-going Professional Development for California State Standards

Description of possible barriers related to goal: Special Populations

- Lack of manipulatives and/or kits to supplement math instruction
- Lack of Professional Development on mathematics strategies
- More time needed for small group math instruction
- More intervention classes needed for after school support for our EL and Special Education students

Description of possible barriers related to goal: Parent Involvement

- Parents are reluctant to join the PTO or serve in volunteer positions
- Parents of older students tend to join the PTO board in 3rd-5th grade
- Language barrier with our EL parents

Description of possible barriers related to goal: Student Engagement and School Climate

- Staff member need to be more consistent with PBIS rewards and program components
- More after school programs needed to allow more access for students to become more "connected" to school
- Support needed from parents to not take vacations during school time or allow students to remain at home except when sick

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 3 | 100 | 99 | 99.0 | 99 | 2458.5 | 33 | 28 | 29 | 9 |
| Grade 4 | 105 | 104 | 99.0 | 104 | 2502.4 | 35 | 34 | 19 | 13 |
| Grade 5 | 99 | 99 | 100.0 | 99 | 2545.9 | 33 | 43 | 13 | 10 |
| All Grades | 304 | 302 | 99.3 | 302 | | 34 | 35 | 21 | 11 |

| Grade Level | READING | | | WRITING | | | LISTENING | | | RESEARCH/INQUIRY | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|
| | Demonstrating understanding of literary & non-fictional texts | | | Producing clear and purposeful writing | | | Demonstrating effective communication skills | | | Investigating, analyzing, and presenting information | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 3 | 34 | 51 | 15 | 34 | 54 | 12 | 23 | 70 | 7 | 29 | 59 | 12 |
| Grade 4 | 38 | 45 | 17 | 34 | 54 | 13 | 23 | 69 | 8 | 23 | 44 | 12 |
| Grade 5 | 37 | 49 | 12 | 42 | 45 | 11 | 29 | 63 | 7 | 44 | 51 | 5 |
| All Grades | 36 | 48 | 15 | 37 | 51 | 12 | 25 | 67 | 7 | 32 | 51 | 10 |

Conclusions based on this data:

- Overall, 69% schoolwide Met or Exceeded Standards, 21% scored Nearly Met Standard, and 11% did not meet the standard for ELA.
- Approximately 85% of our students in 3rd to 5th grade scored At/Near or Above Standard in Reading and 15% were Below Standard.
- Approximately 88% of our students in 3rd to 5th grade scored At/Near or Above Standard in Writing and 12% were Below Standard.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 3 | 100 | 99 | 99.0 | 98 | 2476.9 | 31 | 46 | 15 | 6 |
| Grade 4 | 105 | 105 | 100.0 | 78 | 2502.1 | 18 | 28 | 23 | 6 |
| Grade 5 | 99 | 99 | 100.0 | 99 | 2538.9 | 26 | 31 | 35 | 7 |
| All Grades | 304 | 303 | 99.7 | 275 | | 25 | 35 | 24 | 6 |

| Grade Level | CONCEPTS & PROCEDURES | | | PROBLEM SOLVING & MODELING/DATA ANALYSIS | | | COMMUNICATING REASONING | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|---|---------------------|----------------|
| | Applying mathematical concepts and procedures | | | Using appropriate tools and strategies to solve real world and mathematical problems | | | Demonstrating ability to support mathematical conclusions | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 3 | 59 | 29 | 11 | 41 | 47 | 11 | 39 | 54 | 6 |
| Grade 4 | 41 | 40 | 19 | 28 | 56 | 15 | 37 | 47 | 15 |
| Grade 5 | 29 | 57 | 14 | 24 | 63 | 13 | 33 | 53 | 14 |
| All Grades | 43 | 42 | 15 | 31 | 55 | 13 | 36 | 52 | 12 |

Conclusions based on this data:

1. Overall, 85% schoolwide Above Standard or At Near Standard and 15% were below Standard for Math Concepts and Procedures.
2. Overall, 86% schoolwide Above Standard or At Near Standard and 14% were below Standard for Math Problem solving & Modeling/Data Analysis.
3. Overall, 88% schoolwide Above Standard or At Near Standard and 12% were below Standard for Math Communicating Reasoning.

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | 2014-15 CELDT (Annual Assessment) Results | | | | | | | | | | | |
|--------------|---|----|----------------|----|--------------|----|--------------------|---|-----------|---|---------------|-----|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested | |
| | # | % | # | % | # | % | # | % | # | % | # | |
| K | 1 | 14 | 3 | 43 | 3 | 43 | | | | | | 7 |
| 1 | 16 | 55 | 12 | 41 | 1 | 3 | | | | | | 29 |
| 2 | 18 | 67 | 7 | 26 | 2 | 7 | | | | | | 27 |
| 3 | 15 | 60 | 6 | 24 | 4 | 16 | | | | | | 25 |
| 4 | 9 | 45 | 8 | 40 | 3 | 15 | | | | | | 20 |
| 5 | 4 | 50 | 4 | 50 | | | | | | | | 8 |
| Total | 63 | 54 | 40 | 34 | 13 | 11 | | | | | | 116 |

Conclusions based on this data:

1. No returning English learners were at the earliest stage of English acquisition.
2. Of the 116 returning students, only 11% (13) were at the intermediate level.
3. All fifth graders were Early Advanced or Advanced.

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | 2014-15 CELDT (All Assessment) Results | | | | | | | | | | |
|--------------|--|----|----------------|----|--------------|----|--------------------|----|-----------|----|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| K | 5 | 13 | 10 | 26 | 15 | 38 | 4 | 10 | 5 | 13 | 39 |
| 1 | 16 | 50 | 14 | 44 | 1 | 3 | | | 1 | 3 | 32 |
| 2 | 18 | 67 | 7 | 26 | 2 | 7 | | | | | 27 |
| 3 | 15 | 60 | 6 | 24 | 4 | 16 | | | | | 25 |
| 4 | 9 | 43 | 9 | 43 | 3 | 14 | | | | | 21 |
| 5 | 4 | 40 | 4 | 40 | | | 1 | 10 | 1 | 10 | 10 |
| Total | 67 | 44 | 50 | 32 | 25 | 16 | 5 | 3 | 7 | 5 | 154 |

Conclusions based on this data:

1. About three-fourths (76%) of all English learners were at the highest levels of language acquisition (Early Advance and Advance.
2. Of the 38 new English learners, about one-third (12) were at the Beginning or Early Intermediate levels.
3. Two new fifth grade English learners were at the Beginning or Early Intermediate levels.

School and Student Performance Data

Title III Accountability (School Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 95 | 108 | 116 |
| Percent with Prior Year Data | 100.0% | 100.0% | 100.0% |
| Number in Cohort | 95 | 108 | 116 |
| Number Met | 78 | 97 | 108 |
| Percent Met | 82.1% | 89.8% | 93.1% |
| NCLB Target | 57.5 | 59.0 | 60.5% |
| Met Target | Yes | Yes | Yes |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 128 | 10 | 129 | 7 | 130 | 9 |
| Number Met | 60 | -- | 84 | -- | 93 | -- |
| Percent Met | 46.9% | -- | 65.1% | -- | 71.5% | -- |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2% | 50.9% |
| Met Target | Yes | * | Yes | -- | Yes | -- |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup | | |
|---------------------------------|---|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | | | |
| Met Participation Rate | Yes | | Yes |
| Met Percent Proficient or Above | No | | -- |
| Mathematics | | | |
| Met Participation Rate | Yes | | No |
| Met Percent Proficient or Above | Yes | | -- |

Conclusions based on this data:

1. Tamura far exceeded the AMAO 1 target of 60.5% with 93.1% of English learners demonstrating growth.
2. There were insufficient numbers of English learners in the Cohort to determine AMAO 2.
3. English learners at Tamura did not meet AMAO 3 for Smarter Balance Math participation.

School and Student Performance Data

Title III Accountability (District Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 635 | 666 | 698 |
| Percent with Prior Year Data | 100.0 | 100.0 | 100.0 |
| Number in Cohort | 635 | 666 | 698 |
| Number Met | 504 | 550 | 585 |
| Percent Met | 79.4 | 82.6 | 83.8 |
| NCLB Target | 57.5 | 59.0 | 60.5% |
| Met Target | Yes | Yes | Yes |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 626 | 162 | 643 | 149 | 653 | 174 |
| Number Met | 326 | 120 | 359 | 119 | 377 | 144 |
| Percent Met | 52.1 | 74.1 | 55.8 | 79.9 | 57.7 | 82.8 |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2% | 50.9% |
| Met Target | Yes | Yes | Yes | Yes | Yes | Yes |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup at the LEA Level | | |
|---------------------------------|--|-----------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | | | |
| Met Participation Rate | Yes | Yes | |
| Met Percent Proficient or Above | No | No | |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | |
| Met Percent Proficient or Above | No | No | |
| Met Target for AMAO 3 | No | No | |

Conclusions based on this data:

1. English learners in FVSD exceeded AMAO 1 target of 60.5% with 83.8%.
2. English learners in FVSD exceeded both targets for AMAO 2 (Target 24.2%, FVSD 57.7% and Target 50.9%, FVSD 82.8%)

Planned Improvements in Student Performance

School Goal #1

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|---|
| CATEGORY/PRIORITY AREA(S): Student Achievement |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 1. To support academic success and prepare students for College and Career, students will have access to 21st Century learning tools, including technology; and engage in rigorous and relevant educational experiences that develop their knowledge, skills and ability to collaborate, create, communicate, think critically, and solve problems. |
| SCHOOL GOAL #1: |
| To support academic achievement, Tamura will incorporate professional development, technology integration, school and District signature practices and when available new California State Standards aligned instructional materials. |
| Data Used to Form this Goal: |
| Student Achievement: Smarter Balanced Assessments (SBAC) English Language Arts (ELA) and Math, Scholastic Reading Inventory (SRI) Instructional Materials: Access to standards-aligned instructional materials that support the California State Standards Professional Development: CGI, Math Expressions, Jr. Great Books, and Academic Vocabulary Technology: Technology survey, device to student ratio, Chromebook cart schedule |
| Findings from the Analysis of this Data: |
| <ul style="list-style-type: none">• Lack of time for collaboration within grade levels as well as articulation across grade levels• Lack of time for data analysis• Lack of time for professional growth (ELA, Math, technology)• Lack of time for on-going Professional Development for California State Standards |
| How the School will Evaluate the Progress of this Goal: |
| <ul style="list-style-type: none">• Student Achievement: SBAC ELA - increase percent scoring Standard Exceeded and Standard Met in all grades SBAC Math - increase percent scoring Standard Exceeded and Standard Met in all grades• Access to instructional materials and technology - Increase/improve materials and technology available for students• Participation in high quality and relevant professional development |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------|--|---|--|------------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Participate in classroom and/or site visits of District signature practices that support California State Standards | 09/2013 - 06/2016 | Teachers, Site Administrators, District Administrator | No additional expense associated with this action | | | |
| Site based professional development and implement Cognitively Guided Instruction (CGI) in all grade levels | 09/2015 - 06/2018 | Teachers, Site Administrators | Substitutes, Consultant | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 13,507 |
| Implement and participate in California State Standards aligned materials Math Expressions professional development 09/2015 - 06/2016 | 09/2015 - 06/2016 | Teachers, Site Administrators, District Administrators | No additional expense associated with this action | | | |
| Technology professional development | 09/2013 - 06/2016 | District Administrators | No additional expense associated with this action | | | |
| Update staff devices | 09/2015 - 06/2016 | District staff | LCD projectors, printers | 4000-4999: Books And Supplies | LCFF - Base LCFF - Supplemental | 3,080 |

Planned Improvements in Student Performance

School Goal #2

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|---|
| CATEGORY/PRIORITY AREA(S): Special Populations |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 2: To support academic success in the core program, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement. |
| SCHOOL GOAL #2: |
| All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math thereby addressing the achievement gap. |
| Data Used to Form this Goal: |
| <ul style="list-style-type: none">• SBAC Subgroup Scores• CELDT• AMAO 1 & 2• AYP <p>Progress Monitoring</p> <ul style="list-style-type: none">• Fontas & Pinnell Literacy Screener• SRI (Scholastic Reading Inventory)• FVSD writing benchmarks |
| Findings from the Analysis of this Data: |
| <ul style="list-style-type: none">• Lack of manipulatives and/or kits to supplement math instruction• Lack of professional development on math strategies• More time needed for small group math instruction• More intervention classes needed for after school support for our at-risk students |

How the School will Evaluate the Progress of this Goal:

2014/2015 established the base scores for SBAC. In 2015/2016 every group including English learners and low income student are expected to demonstrate improved achievement. Progress monitoring using District assessments will continue to be used to ensure students have the greatest opportunity to meet grade level expectations on state tests.

- DIBELS
- SRI
- Writing Benchmarks
- CELDT
- AMAO 1 & 2
- AYP

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------|---|--|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Bilingual tutor support for Beginning and Early Intermediate English Learners to facilitate content mastery | 09/2015 - 06/2017 | Teachers, Support Staff, Site Administrator, District Administrator | Classified salaries | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 19,911 |
| Participate in District provided California State Standards Professional Development | 09/2015 - 06/2017 | Teachers, Site and District Administrators | Expenses outlined in Goal 1 | | | |
| Site based professional development | 09/2015 - 06/2017 | Teachers, Site Administrators | No additional expense associated with this action | | | |
| Participate in classroom and/or site visits of District signature practices that support California State Standards | 09/2015 - 06/2017 | Teachers, Site Administrators | Expenses outlined in Goal 1 | | | |
| Analyze and disaggregate student achievement data in English language development, English/language arts, and mathematics in order to provide timely intervention and close the achievement gap | 09/2015 - 06/2017 | Teachers, Site Administrator | Annual renewal fees | 5000-5999: Services And Other Operating Expenditures | LCFF - Base LCFF - Supplemental | 3,621 |
| Collaboration in grade levels on District signature practices and California State Standards instruction to further support student learning in student learning | 09/2015 - 06/2017 | Teachers, Site Administrator | Expenses outlined in Goal 1 - District signature practices | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------|---|---------------------------------|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Purchase supplemental informational text instructional materials to support California State Standards implementation | 09/2015 - 06/2017 | Teachers, Site Administrator | Materials | 4000-4999: Books And Supplies | LCFF - Supplemental | 4,888 |
| Participate in school library program | 09/2015 - 06/2017 | Library Media Technician | Personnel | 2000-2999: Classified Personnel Salaries | LCFF - Base LCFF - Supplemental | 12,582 |
| Utilize ST Math to support English learners, low income youth, and other high needs student populations | 09/2015 - 06/2017 | Teachers renewal fees | | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 1,250 |
| Implement Academic Vocabulary Toolkit | 09/2015 - 06/2017 | Teachers, Site Administrators | Trainer fees, material | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 5,847 |
| Continue to administer District identified assessments (CORE Phonics, FVSD Writing Benchmarks, Scholastic Reading Inventory) | 09/2015 - 06/2017 | Teachers, Site Administrators | Materials, online subscriptions | 4000-4999: Books And Supplies | LCFF - Base | 7,914 |
| Support implementation of Cognitively Guided Instruction (CGI) | 09/2015 - 06/2017 | Teachers, Site, Administrators, District Administrators | Expense captured in Goal | | | |
| After school writing program for ELs | 09/2015 - 06/2016 | Administrator, Teachers | Stipends | 1000-1999: Certificated Personnel Salaries | Title II Part A: Improving Teacher Quality | 14,611 |

Planned Improvements in Student Performance

School Goal #3

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|--|
| CATEGORY/PRIORITY AREA(S): Parent Involvement |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 3. To support academic success, all parents will be engaged and play an active role in the school community. |
| SCHOOL GOAL #3: |
| Increase participation of parents of at-risk students at school events (i.e. parents ed nights, participation in PTO, SSC, school activities, conferences). |
| Data Used to Form this Goal: |
| SSC roster, PTO roster, volunteer lists, parent conference attendance, English Learner Advisory Committee (ELAC) documentation |
| Findings from the Analysis of this Data: |
| Description of possible barriers related to goal: Parent Involvement <ul style="list-style-type: none"> • Parents are reluctant to join the PTO or serve in volunteer positions. • Parents of older students tend to join the PTO board in 3rd-5th grade. • Language barrier with our EL parents. |
| How the School will Evaluate the Progress of this Goal: |
| School Site Council documentation; English Learner Advisory documentation; District English Learner Advisory documentation; Number of parent education opportunities; meeting sign ins, agendas, and resources; expenditures for interpretation, translation, and childcare; responses to parent surveys |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------|------------------------------------|--|--|------------------------|----------------|
| | | | Description | Type | Funding Source | Amount |
| Continue to provide a bilingual Community Liaison to support parent outreach | 09/2013 - 06/2016 | District Staff | Personnel | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 6,297 |
| Utilize technology and social media to communicate with parents, promote involvement, and solicit input | 09/2013 - 06/2016 | District Staff, Site Administrator | Personnel and service agreements | 2000-2999: Classified Personnel Salaries | LCFF - Base Title I | 4,746 1,494 |
| Continue to provide home/school communication | 09/2013 - 06/2017 | Teachers, Administration | No additional expenses associated with this action | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------|--|--|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Provide translation services as needed or required | 09/2014 - 06/2015 | District Staff | Expenses captured in Goal 2 and in an earlier Action in Goal 3 | | | |
| Alternate PTO meetings between evening and daytime | 09/2013 - 06/2016 | PTO Executive Board, Teachers, Site Principal, Members | No additional expense associated with this action | | | |

Planned Improvements in Student Performance

School Goal #4

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

| |
|--|
| CATEGORY/PRIORITY AREA(S): Student Engagement & School Climate |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 4. To support academic success, students will have access to a safe supportive, and nurturing environment that promotes engagement and school connectedness. |
| SCHOOL GOAL #4: |
| Create a learning and school climate that improves students' attendance, connection, and overall involvement in all aspects of their education. |
| Data Used to Form this Goal: |
| Daily attendance rates, chronic absenteeism information, suspensions, California Healthy Kids Survey, PBIS evaluation data, student survey, parent survey, School Clime survey - grades 3-5 |
| Findings from the Analysis of this Data: |
| Description of possible barriers related to goal: Student Engagement and School Climate <ul style="list-style-type: none"> • Staff member need to be more consistent with PBIS rewards and program components • More after school programs needed to allow more access for students to become more "connected" to school • Support needed from parents to not take vacations during school time or allow students to remain at home except when sic |
| How the School will Evaluate the Progress of this Goal: |
| Daily attendance rates, chronic absenteeism information, suspensions, California Healthy Kids Survey results, School Climate survey results |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------|-----------------------------------|---|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Educate parents regarding District absenteeism policy | 09/2013 - 06/2017 | Site Administrator, Support Staff | No additional expense associated with this action | | | |
| Assemble stakeholder groups to provide input and suggestions on how to improve student attendance rates and reduce chronic absenteeism | 09/2013 - 06/2017 | Site Administrator | No additional expense associated with this action | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------|--|---|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Implement Positive Behavior Intervention Systems (PBIS) in order to reduce classroom disruptions and create a positive environment for student learning | 09/2013 - 06/2017 | Teachers, Site Administrators | No additional expense associated with this action | | | |
| Expand and update our current PBIS plan. Our current 3T program is still needing to be used to its fullest extent | 09/2013 - 06/2017 | Teachers, Site Administrators | No additional expense associated with this action | | | |
| Provide health services to support attendance for high needs student populations | 09/2013 - 06/2016 | School Staff, Site Administrator, District Staff | Personnel | 1000-1999: Certificated Personnel Salaries | LCFF - Base LCFF - Supplemental | 18,907 |
| Analyze suspension information to identify patterns in misconduct and/or student demographics | 09/2014 - 06/2016 | Site Administrator, District Staff | No additional expense associated with the action | | | |

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|--|--|--------------------|
| 1000-1999: Certificated Personnel Salaries | LCFF - Base | 18,907.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Base | 17,328.00 |
| 4000-4999: Books And Supplies | LCFF - Base | 10,994.00 |
| 5000-5999: Services And Other Operating | LCFF - Base | 3,621.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 13,507.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 26,208.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 4,888.00 |
| 5000-5999: Services And Other Operating | LCFF - Supplemental | 7,097.00 |
| | Title I | 1,494.00 |
| 1000-1999: Certificated Personnel Salaries | Title II Part A: Improving Teacher Quality | 14,611.00 |

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

| Funding Source | Total Expenditures |
|--|--------------------|
| LCFF - Base | 50,850.00 |
| LCFF - Supplemental | 51,700.00 |
| Title I | 1,494.00 |
| Title II Part A: Improving Teacher Quality | 14,611.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|---------------------------|
| 1000-1999: Certificated Personnel Salaries | 47,025.00 |
| 2000-2999: Classified Personnel Salaries | 43,536.00 |
| 4000-4999: Books And Supplies | 15,882.00 |
| 5000-5999: Services And Other Operating Expenditures | 10,718.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 16,587.00 |
| Goal 2 | 70,624.00 |
| Goal 3 | 12,537.00 |
| Goal 4 | 18,907.00 |

Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

THE STUDENT PLEDGE:

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- _____ I will return completed homework on time.
- _____ I will return corrected work to my parent(s).
- _____ I will arrive at school on time every day unless I am ill.
- _____ I will be responsible, be respectful, be safe, and be my best.

Parents Pledge:

THE PARENT PLEDGE:

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- _____ I will provide a quiet place for my child to study.
- _____ I will encourage my child to complete his/her homework.
- _____ I will make sure my child gets an adequate night's sleep.
- _____ I will see to it that my child arrives at school on time every day.
- _____ I will spend at least 15 minutes per day reading with my child.
- _____ I will attend Back to School Night, Parent Conferences, and Open House
- _____ I will support the school/district policies on homework, discipline and attendance.
- _____ I will strive to be aware of the individual needs of my child.

Staff Pledge:

THE TEACHER PLEDGE:

I understand the importance of the school experience to every child and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- _____ I will teach all the necessary concepts to your child before regular homework is assigned.
- _____ I will strive to be aware of the individual needs of your child.
- _____ I will regularly communicate with you regarding your child's progress.
- _____ I will provide a safe and positive learning environment for your child.

Everyone Will...

- Be equal partners to achieve successful learning.
- Communicate clearly, regularly and respectfully regarding roles and responsibilities.

School Site Council Membership

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

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Kathy Davis | X | | | | |
| Ashley Gatewood | | X | | | |
| Bonnie Tucker | | X | | | |
| Cheryl Hall | | | X | | |
| Andrea Carmody | | | | X | |
| Shelby Mirrotto | | | | X | |
| Numbers of members of each category: | 1 | 2 | 1 | 2 | |

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 4, 2016.

Attested:

Kathy Davis

Typed Name of School Principal

Signature of School Principal

Date

Shelby Mirrotto

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date



Fountain Valley School District
BUSINESS SERVICES DIVISION

M E M O R A N D U M

TO: Board of Trustees
FROM: Christine Fullerton, Assistant Superintendent, Business Services
SUBJECT: **APPROVAL OF CONTRACT WITH TRUE NORTH RESEARCH TO DESIGN AND CONDUCT A VOTER OPINION SURVEY IN THE AMOUNT OF \$24,950.00**
DATE: June 9, 2016

Background:

At the June 6, 2016 Board Workshop, the Board of Trustees gave staff direction to investigate the feasibility of local school bond for the improvement of school facilities. In September of 2014, the Districts contracted with Dr. Tim McLarney from True North Research to conduct a community opinion poll regarding District facilities and funding sources. The team believes that Dr. McLarney and his team provided a meaningful, reliable result in 2014, and can once again meet the District objectives in conducting this subsequent survey.

According to the proposed contract True North Research will:

- Develop a questionnaire for the District's review
- Develop a stratified and clustered sample of voters based on their voting history
- Ensure the data collected from the survey instrument is reliable and accurate
- Collect 400 quality interviews from the voter sample
- Process the data from the interviews
- Prepare a thorough report on the findings
- Prepare and deliver a presentation to the Board of Trustees on the survey findings

Fiscal Impact:

The scope of work outlined in the contact with True North Research is \$24,950.00. The District will use one-time discretionary funds to cover these expenses.

Recommendation:

It is recommended that the Board of Trustees approve the contract, in the amount of \$24,950.00, with True North Research to design and conduct a voter opinion survey and authorize the Superintendent or his designee to sign all documents.

BOND FEASIBILITY VOTER SURVEY
PROPOSAL FOR RESEARCH & CONSULTING

PREPARED FOR THE
FOUNTAIN VALLEY SCHOOL DISTRICT



JUNE 7, 2016



1061 NEPTUNE AVENUE
ENCINITAS CA 92024
760.632.9900 WWW.TN-RESEARCH.COM



WORK SCOPE & AGREEMENT

True North Research, Inc. (True North) is pleased to be the Fountain Valley School District's (District) research partner for the forthcoming baseline bond feasibility survey. Our conversations to date have been quite helpful to our understanding of the District's objectives and needs with respect to the proposed research, and we have crafted this summary description of the proposed work scope and associated costs accordingly. However, if we missed an important detail—or if other issues have arisen that should be factored into the study—please feel free to contact us (760.632.9900) and we'll be happy to revise this estimate.

SCOPE OF WORK Creating revenue measures that are ultimately approved by the necessary percentage of voters is difficult, especially in the State of California. Successful measures require insightful research. The overriding objective of the survey is thus to produce an *unbiased, statistically reliable* evaluation of voters' interest in supporting a local bond measure, as well as identify how best to align the measure with community priorities and package it for success.

The scope of services that we propose to perform for the District includes all tasks associated with designing, conducting and analyzing the survey, as well as presenting the results. Briefly, the scope of services includes:

- Meet with the District to thoroughly discuss the research objectives and methodology for the study, as well as discuss potential challenges, concerns, and issues that may surround the study.
- Develop a stratified and clustered sample of voters who—based on their voting history and registration status—are likely to participate in the elections of interest on the natural or through targeted outreach efforts.
- Develop a draft questionnaire for the District's review and make revisions as needed until all parties approve of the instrument.
- Pre-test the survey instrument to ensure its integrity.
- CATI (Computer Assisted Telephone Interviewing) program the finalized survey instrument to ensure accurate and reliable data collection using live telephone interviewers.
- Web program the same survey instrument to allow for email-based recruiting and secure, password-protected online data collection to compliment the telephone recruitment and data collection.
- Collect at least 400 quality interviews according to the sampling plan and a strict interviewing protocol. Interviewers will be professional, high quality interviewers. It is expected that the average interview will last up to 15 minutes.
- Process the data, which includes conducting validity checks, cleaning, recoding, coding open-end responses, and adjusting for strategic oversampling (if used) through a statistical procedure known as 'weighting'.
- Prepare an initial topline report which presents the overall findings of the survey.
- Prepare a thorough report on the findings, including a detailed question-by-question analysis, description of the methodology, an executive summary of the key findings and conclusions/recommendations, as well as a comprehensive set of crosstabulations showing how the answers varied by subgroups of voters. The report will include extensive full-color graphics displaying the findings, as well as insightful narrative discussion of the results and their implications.

- Prepare an electronic copy of the final report to allow the District to reproduce the report as needed.
- Prepare a PowerPoint presentation of the results and present the results to the District.
- Be available to assist and provide advice to the District after the survey is complete.

COSTS True North's fixed-fee cost estimate to design and conduct the survey as described in this proposal is \$24,950. This cost is inclusive—there will be no additional charges associated with the study.

PROJECT MANAGER BIO Timothy McLarney, Ph.D., will serve as the Project Manager for this study. As President of True North, he is responsible for the design, management and analysis of True North's qualitative and quantitative research projects, including those that address community needs assessments, revenue measures, public policy, and strategic planning issues.

Dr. McLarney is a published author and a recognized expert in survey research methodology, sampling theory, weighting, and the use of statistical methods to generalize survey results. His research has been recognized at numerous national and state conferences, has been published in academic journals, and has earned him honors including the title of Visiting Scholar at the Institute of Governmental Studies at UC Berkeley. He has also served as an independent expert witness in survey research methodology for California legal cases.

Prior to co-founding True North Research, Dr. McLarney was the Director of Research at another west-coast survey firm and a consultant for Quest. Dr. McLarney holds an M.A. and Ph.D. in Government from Cornell University with an emphasis in survey research methods, voting behavior and sampling, as well as a Bachelor's degree in Politics from the University of California, Santa Cruz.



LETTER OF AGREEMENT

This proposal and the standard business terms (see below) will serve as a letter of agreement between True North Research and the Fountain Valley School District for the services described previously. In fulfillment of this agreement, True North will perform the services described in the *Scope of Work* on page 1. True North will invoice the full amount of the contract upon delivery of the report, with full payment due within 30 days of receiving the invoice.

Sincerely,

Agreed to and accepted by:



Timothy McLarney, Ph.D.
President
True North Research
741 Garden View Court, Suite 208
Encinitas CA 92024

Christine Fullerton
Assistant Superintendent
Fountain Valley School District
10055 Slater Avenue Fountain
Valley CA 92708

BUSINESS TERMS Contracts and agreements between True North Research and its clients include the following general terms and conditions unless otherwise specified in a contract or agreement.

Flat Fees Unless otherwise specified, True North Research charges a flat fee for all or a portion of its services to a client in lieu of hourly charges.

Notices Any and all notices, demands, or other communications required or desired to be given hereunder by any party shall be documented in writing.

Confidentiality True North Research acknowledges that during the engagement it will have access to and possibly become acquainted with trade secrets, inventions, innovations, processes, information, records, and specifications owned or licensed by the Client in connection with the operation of its business including, business and product processes, methods, customer lists, accounts, and procedures. True North Research agrees that it will not disclose any of the aforesaid, directly or indirectly, or use any of them in any manner, either during the term of this Agreement or at any time thereafter, except as required in the course of this engagement with the client, or without written consent from the client.

Acting as Agent In compliance with California sales tax regulation, True North Research is designated as an Agent for the acquisition of tangible personal property and services as they apply to its clients' marketing activities.

| | |
|-------------------------------|---|
| <i>Merger</i> | The merger or consolidation of the client into or with any other entity shall not terminate or otherwise modify this Agreement. |
| <i>Ownership of Materials</i> | In producing finished products, it is expressly understood that ownership of all materials purchased by True North Research to complete the materials to be produced passes to its clients at the time of purchase and prior to any use by True North Research. |
| <i>Independent Contractor</i> | This Agreement shall not render True North Research an employee, partner, agent of, or joint venturer for the client for federal, state or local tax purposes, or for any other purpose. |
| <i>Amendment Provision</i> | This contract contains the entire agreement between the parties, and is subject to and will be construed under the laws of the State of California, and may be amended only in writing signed by both parties. |
| <i>Successors</i> | Any agreement between the agency and a client shall be binding upon, the heirs, successors and assignors of the parties. |
| <i>Termination</i> | The contract may be terminated by mutual consent of both parties, or by 10 days notice by either party. If the agreement is terminated, True North Research will bill the client for all work completed to date (including subcontractors' work). |
| <i>Attorneys' Fees</i> | Should any action be brought by one party against the other party to enforce any agreement, the prevailing party shall be entitled to recover from the other party its reasonable attorneys' fees, costs and expenses. |
| <i>Governing Law</i> | Any agreement between True North and a client shall be governed by California law and any action arising out of it shall be instituted and prosecuted in the Municipal or Superior Court of the County of San Diego. |



Fountain Valley School District
Instruction

MEMORANDUM

TO: Board of Trustees
FROM: Julianne Hoefer, Director Assessment & Accountability
SUBJECT: **APPROVAL OF ILLUMINATE EDUCATION, INC. DNA
SOFTWARE SERVICES AGREEMENT**
DATE: June 9, 2016

Background:

In September of 2010, Fountain Valley School District entered into a Software License and Support Agreement with Illuminate Education, Inc. to provide data and assessment services for the District as well as grade book and report cards modules for grades 3-5. The term of that Agreement is three years – July 1, 2016 through June 30, 2019.

Fiscal Impact:

The DNA Software Services Agreement fee for the 2016-2017 school year is \$28,575. This is an ongoing service which is included in the annual budget.

Recommendation:

It is recommended that the Board of Trustees approves the DNA Software Services Agreement between Illuminate Education, Inc. and Fountain Valley School District.

DNA SOFTWARE SERVICES AGREEMENT

This DNA Software Services Agreement (“*Agreement*”) is entered into effective as of **July 1, 2016** (“*Effective Date*”) by and between Illuminate Education, Inc., a California corporation (“*Illuminate*”), and *Fountain Valley School District* (“*District*”).

RECITALS

WHEREAS, District desires to implement a web-based software system for student data and assessment management;

WHEREAS, Illuminate has developed, owns and hosts online such a system known as the Illuminate Data and Assessment Management System (the “*System*”);

WHEREAS, Illuminate also has acquired from a third party the right to make available in conjunction with the System software for automated grading of multiple choice exams (“*Grading Software*”); and

WHEREAS, District desires to access and use the System and obtain the other services as provided herein.

NOW, THEREFORE, in consideration of the mutual representations, warranties and agreements contained herein, the parties hereto agree as follows:

AGREEMENT

1. Term of Agreement. Unless earlier terminated as provided herein, the initial term of this Agreement shall be from the Effective Date through **June 30, 2019** (“*Term*”).

2. System Services; Third Party Services.

(a) System Services. Subject to the terms of this Agreement, during the Term, District and District Users (as defined below) may access and use the System for the benefit of District’s students, but only with respect to the schools identified on Exhibit A hereto. Exhibit A may be amended for future school years to include additional District schools. District is responsible for the actions of all District Users and other District employees and agents, for ensuring that only District Users are provided access to the System (including ensuring ID and password security), and that access of District Users is limited to that portion of the System and District Data (as defined below) as is reasonably necessary in order to fulfill the purposes of this Agreement. “*District Users*” means District employees, students and such students’ parents or guardians holding a valid ID and password to use the System issued by the District.

(b) Third Party Services. Illuminate has entered into an agreement with a third party that permits it to authorize District Users to download from such third parties’ servers, or otherwise access, and use, through the System, the Grading Software subject to execution of a standard end user license agreement with the third party provider. So long as Illuminate continues to have the right from the third party to authorize District to use the Grading Software in connection with the System, it will enable the System to allow District Users to do so. In the event that Illuminate ceases to have such right, or the third party dissolves or otherwise ceases to

make such product available to Illuminate, Illuminate will work with District to identify an alternative product providing substantially similar functionality and on substantially similar terms, and make such product available to District. If Illuminate is unable to find or obtain the right to provide an alternative product on such terms, District's sole remedy will be a reduction in the Annual Fee under Section 3(a) by **\$1.00** per student. Illuminate makes no representations or warranties regarding the functionality, quality or continuing availability of the Grading Software (or any alternative product) and will have no liability with respect thereto.

3. Fees.

(a) Annual Fee. District agrees to pay to Illuminate an annual fee (the “**Annual Fee**”) for access and use of the System and applicable third party services each school year during the Term consisting of **\$4.50** per student for use of the System and the Grading Software.

(b) Student Count. The parties agree that the number of students to be used in calculating the Annual License Fee for each school year (the “**Student Count**”) shall be the number of students during the 2014-2015 school year based upon <http://data1.cde.ca.gov> at schools in the District that will be using or are authorized to use the Software.

(c) Student Count in Subsequent School Years. For each subsequent school year, the Student Count will be the number of students during the preceding school year based upon <http://data1.cde.ca.gov> at schools in the District that will be using or are authorized to use the Software.

By way of example, the estimated Annual Fees for the Term assuming a Student Count of **6,350** would be as follows:

| Product/School Year | Fee Structure | Estimate of Annual Fee |
|--|--|-------------------------------|
| System and Grading Software, July 1, 2016 – June 30, 2017 | \$4.50 per student 6,350 students | \$28,575 |
| System and Grading Software, July 1, 2017 – June 30, 2018 | \$4.50 per student 6,350 students | \$28,575 |
| System and Grading Software, July 1, 2018 – June 30, 2019 | \$4.50 per student 6,350 students | \$28,575 |

(d) Training and Services. Upon written request and authorization by District, Illuminate will conduct additional training and provide additional services to District. Custom development will be at a rate of **\$120** per hour. Training after initial training is exhausted will be at a rate of **\$1,500** per day for on-site training and **\$500** per day for on-line training.

(e) Payment. The Annual Fee for each school year and fees for training and services shall be paid by District within 30 days of receipt of an invoice from Illuminate. Illuminate may submit an invoice for the Annual Fee in advance of each school year on or after

the first day of such school year. Illuminate may submit an invoice for training and other services following the provision of such training or service.

(f) Failure to Make Payment. In the event District fails to pay the Annual Fee or other fees due hereunder when due it will constitute a material breach of this Agreement and, upon written notice from Illuminate, District agrees to immediately cease, and to cause District Users to immediately cease, using the System and Illuminate will have no further obligation to provide any maintenance or support to District or District Users.

(g) Taxes. The fees in this Section 3 do not include sales, use or similar taxes which may be applicable. District is solely responsible and liable for payment of all sales, use, excise, value added or similar taxes, duties or charges imposed by any federal, state or local government or jurisdiction with respect to any fees or other payments to be made by District to Illuminate under this Agreement, excluding taxes based on Illuminate's overall net income.

4. Ownership of System; Third Party Materials. Illuminate and its third party providers are and will remain the exclusive owners of all right, title and interest in and to the System and all derivative works, and in the materials licensed or provided by such third parties to Illuminate ("***Third Party Materials***"), including but not limited to copyrights, patent rights, and trade secrets and all other intellectual property rights as may exist now and/or hereafter come into existence, subject only to the rights of third parties in open source components. In addition, Illuminate shall own any and all other ideas, concepts, themes, technology, algorithms, programming codes, documentation or other intellectual property or copyrightable material conceived, developed, created, written or contributed by Illuminate pursuant to this Agreement ("***Specific Developments***"). District will have no rights in the System, any derivative works, the Specific Developments or Third Party Materials, except the right to access and use them as expressly set forth in this Agreement. District agrees not to (i) alter, merge, modify, adapt or translate the System or Third Party Materials, or decompile, reverse-engineer, disassemble, or otherwise reduce the System or Third Party Materials to a human-perceivable form, (ii) sell, rent, lease or license the System or Third Party Materials, (iii) create derivative works based upon the System or Third Party Materials or (iv) permit anyone other than District Users to use the System. District acknowledges that the System is confidential in nature and constitutes a trade secret of Illuminate and agrees to use reasonable efforts to prevent inadvertent disclosure of the System, or elements thereof, to any third party during the Term or thereafter.

5. Implementation, Data Conversion and Hosting. Illuminate agrees to provide the services associated with the implementation of the System and District Data conversion and hosting as follows:

(a) Hosting. The System and District Data will be hosted on Illuminate's servers.

6. System Maintenance and Support. Illuminate agrees to provide maintenance and support of the System to District. Such maintenance and support will include coverage in the form of bug fixes and other corrections to the System; telephone and e-mail support for questions regarding operations of the System; change the System as necessary to incorporate upgrades and new features; support to District in resolving problems/errors resulting from misuse or hardware/software failure; telephone or web conferences with District to address future growth or modifications to the System. Maintenance and support of the System is provided at no

additional cost to District. Illuminate is not responsible for, nor will it have any liability resulting from, (a) modifications to or alterations of the System or databases by District or District Users, District employees or agents, unless such modification or alteration is approved in writing by Illuminate, or (b) any failure of District equipment or software.

7. Responsibilities of District. District agrees to prepare and furnish to Illuminate upon request such information as is reasonably requested by Illuminate in order for Illuminate to perform its obligations under this Agreement.

8. District Data.

(a) Ownership and Control. District will retain ownership of, and the ability to control, all District information, including Pupil Records (as defined below), imported into the System (“***District Data***”). Illuminate may, however, internally use District Data that has been de-identified, including aggregated de-identified information, in order to improve its educational products, to demonstrate the effectiveness of its products and in the development and improvement of educational sites, services or applications. Upon the termination of this Agreement, to the extent District Data resides on Illuminate servers, Illuminate agrees to assist in the transfer all District Data back to District in an industry standard open format such as SQL at no charge.

(b) Sharing of District Data. Illuminate will not share District Data with or disclose it to any third party, except (i) to District Users, (ii) as directed by District or District Users, (iii) to Illuminate’s subcontractors who need access to fulfill Illuminate’s obligations under this Agreement and who have agreed to maintain the confidentiality of such information or (iv) as required by applicable law. When Illuminate believes that any disclosure is required by applicable law, it will promptly notify District prior to the disclosure and give District a reasonable opportunity to object to the disclosure.

(c) Storage and Process. Illuminate will store and process District Data in accordance with commercially reasonable practices, including appropriate administrative, physical, and technical safeguards, to secure such data from unauthorized access, disclosure, alteration, and use.

(d) Social Security Numbers. District agrees that it will not collect or store as part of the District Data or otherwise any social security numbers.

9. Privacy and Security of Student Data.

(a) Definitions.

(i) “***Pupil-Generated Content***” means materials created by a pupil, excluding pupil responses to a standardized assessment where pupil possession and control would jeopardize the validity and reliability of that assessment.

(ii) “***Pupil Records***” means any information (i) directly related to a pupil that is maintained by District or (ii) acquired directly from the pupil through the use of instructional software or applications assigned to the pupil by a teacher or other District employee, but does not include de-identified information, including aggregated de-identified

information, used by Illuminate to improve its educational products, to demonstrate the effectiveness of its products and in the development and improvement of educational sites, services or applications.

(b) Ownership and Control of Pupil Records. Pupil Records obtained by Illuminate from District will continue to be the property of and under the control of the District.

(c) Possession and Control of Pupil-Generated Content. Pupils may retain possession and control of their own Pupil-Generated Content, and may transfer their own Pupil-Generated Content to a personal account, by submitting a written request directly to the District.

(d) Use of Pupil Records. Illuminate will not use any information in a Pupil Record for any purpose other than those required or specifically permitted by this Agreement and specifically will not use personally identifiable information in a student's Pupil Records to engage in targeted advertising.

(e) Correction of Pupil Records. A parent, legal guardian, or student who has reached 18 years of age may review personally identifiable information in the student's Pupil Records and correct erroneous information contained therein by submitting a written request for access or a written description of the erroneous information and request for correction to District and furnishing District, upon request, such information as is reasonably required to respond to the request. District is responsible for correcting all such erroneous information and Illuminate agrees to fully cooperate with District to make such corrections.

(f) Security and Confidentiality. Illuminate will take all legally required actions to ensure the security and confidentiality of Pupil Records, including but not limited to the designation and training of responsible individuals. Illuminate will identify those employees and subcontractors who will have access to Pupil Records and ensure that such individuals receive instructions as to compliance with the security and confidentiality requirements of this Agreement with respect to Pupil Records. Illuminate warrants that all Pupil Records will be encrypted in transmission. Illuminate further warrants that it will deploy electronic security tools and technologies, including anti-virus protection and intrusion-detection methods in providing the services under Agreement.

(g) Notice of Unauthorized Disclosure. In the event of an unauthorized disclosure of Pupil Records, each party agrees to advise the other promptly upon discovery of such a disclosure and, if required by law, District will notify affected parents, legal guardians, or students who have reached 18 years of age, as applicable, in writing of such unauthorized disclosure.

(h) Certification of Non-Retention. Illuminate certifies that, in accordance with this Agreement, Pupil Records will not be retained or available to Illuminate upon completion of the terms of this Agreement. This certification may be enforced through any lawful means, including but not limited to civil action.

(i) FERPA and State Equivalent Compliance. District and Illuminate each represents and warrants that it and its agents, employees and subcontractors have and will continue to receive training so as to be familiar with the provisions of the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and equivalent state provisions, and each party

agrees that it will comply with such provisions and take all reasonable measures necessary to protect Pupil Records from disclosure.

(j) Other Third Party Content. Nothing in this Section shall be construed to impose liability on Illuminate for content provided by any third party.

10. Illuminate Warranty.

(a) System Warranty. Illuminate warrants to District that the System as delivered, will materially comply with the published specifications of Illuminate for such System. Illuminate does not warrant that the operation of the System will be uninterrupted or error-free. IN PARTICULAR, FOR PURPOSES OF THE FOREGOING WARRANTY, ILLUMINATE AND DISTRICT ACKNOWLEDGE THAT THE SYSTEM IS NOT AND CANNOT BE MADE TO BE 100% ACCURATE, AND THAT ANY ERRORS OR FAILURE TO PERFORM SHALL NOT BE DEEMED A BREACH OF SUCH WARRANTY UNLESS THEY ARE SIGNIFICANT AND NOT TO BE EXPECTED IN LIGHT OF THE LIMITATIONS OF SYSTEMS OF THIS TYPE.

(b) Disclaimer of Warranties. EXCEPT FOR THE EXPRESS WARRANTY SET FORTH ABOVE, THE SYSTEM AND ALL ILLUMINATE SERVICES ARE PROVIDED "AS IS" AND ILLUMINATE HEREBY DISCLAIMS ALL WARRANTIES, WHETHER EXPRESS, IMPLIED, STATUTORY OR OTHER, AND ILLUMINATE SPECIFICALLY DISCLAIMS ALL IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, TITLE AND NON-INFRINGEMENT, AND ALL WARRANTIES ARISING FROM COURSE OF DEALING, USAGE OR TRADE PRACTICE. ALL THIRD-PARTY SERVICES ARE PROVIDED "AS IS" AND ANY REPRESENTATION OR WARRANTY OF OR CONCERNING ANY THIRD PARTY SERVICES IS STRICTLY BETWEEN DISTRICT AND THE THIRD-PARTY OWNER OR DISTRIBUTOR OF THE THIRD-PARTY SERVICES.

11. Indemnification.

(a) By Illuminate. Illuminate agrees to defend, indemnify and hold harmless District and its directors, officers, employees, and agents from and against all damages, costs (including reasonable attorneys' fees), judgments and other expenses arising out of or on account of any third party claim: (i) alleging that District's use of the System infringes or misappropriates the proprietary or intellectual property rights of any third party, except to the extent that such infringement results from District's misuse of or modifications to the System; (ii) that results from the gross negligence or intentional misconduct of Illuminate or its employees or agents; or (iii) that results from any material breach of any of the representations, warranties or covenants contained herein by Illuminate.

(b) By District. To the extent permitted under applicable law, District agrees to defend, indemnify and hold harmless Illuminate and its directors, officers, employees, and agents from and against all damages, costs (including reasonable attorneys' fees), judgments and other expenses arising out of or on account of any third party claim that results from (i) the gross negligence or intentional misconduct of District or its employees or agents or (ii) any material breach of any of the representations, warranties or covenants contained herein by District.

(c) Indemnification Procedure. The parties' obligation to indemnify is subject to the conditions that the party with the obligation to indemnify ("**Indemnifying Party**") is given prompt notice of any such claims and is given primary control of and all reasonably requested assistance (at the other party's cost) for the defense of such claims (with counsel reasonably satisfactory to the party being indemnified ("**Indemnified Party**")), provided that the Indemnified Party shall under no circumstances be required to admit liability, and provided further that any delay in notification shall not relieve the Indemnifying Party of its obligations hereunder except to the extent that the delay materially impairs its ability to indemnify. Without limiting the foregoing, the Indemnified Party may participate in the defense at its own expense and with its own counsel; provided that if the Indemnified Party reasonably concludes that the Indemnifying Party has conflicting interests or different defenses available with respect to such claim, the reasonable fees and expenses of one counsel to the Indemnified Party shall be borne by the Indemnifying Party. The Indemnifying Party shall not enter into or acquiesce to any settlement containing any admission of or stipulation to any guilt, fault, liability or wrongdoing on the part of the Indemnified Party or which would otherwise adversely affect the Indemnified Party without the Indemnified Party's prior written consent (which shall not be unreasonably withheld). The Indemnifying Party shall keep the Indemnified Party advised of the status of the claims and the defense thereof and shall consider in good faith the recommendations made by the Indemnified Party with respect thereto.

12. Insurance. Illuminate agrees to carry a comprehensive general and, if Illuminate has any company-owned or company-leased vehicles, automobile, liability (including cyber) insurance with limits of Two Million Dollars (\$2,000,000.00) per occurrence combined single limit for bodily injury and property damage in a form mutually acceptable to both parties to protect Illuminate and District against liability or claims of liability which may arise out of this Agreement. Illuminate agrees to maintain workers' compensation insurance as required under applicable law.

13. Termination.

(a) Termination by District. District may terminate this Agreement without cause prior to the expiration of the Term, effective upon the end of a District fiscal year, by giving Illuminate written notice of its intent to so terminate at least sixty (60) days prior to the end of such District fiscal year.

(b) Termination for Cause. Either party may terminate this Agreement prior to the expiration of the Term, effective immediately upon written notice to the other party, in the event of a material breach of this Agreement by the other party hereto, which breach remains uncured for more than thirty (30) days after written notice thereof. In addition, either party may terminate this Agreement upon ten (10) days written notice to the other party upon the occurrence of any one or more of the following: (i) the institution by or against the other party of insolvency, receivership, or bankruptcy proceedings or any other proceedings for the settlement of the other party's debts; (ii) the other party making an assignment for the benefit of creditors; or (iii) the other party's dissolution.

(c) Rights in Law and Equity Remain. The foregoing rights to terminate are in addition to, not in lieu of, all other rights and remedies which may be available to either party under this Agreement, at law and/or in equity.

(d) Survival. The obligations in the following Sections will survive any expiration or termination of this Agreement: Sections 4, 8, 9, 10, 11, 13 and 14 and any obligations to pay for license fees, services, training or taxes pursuant to Section 3 that were earned or payable relating to the period prior to termination.

14. Miscellaneous.

(a) Entire Agreement; Counterparts. This Agreement and the Exhibits hereto contain the entire agreement between the parties with respect to the transactions contemplated hereby and supersedes all prior negotiations, commitments, agreements and understandings between them with respect thereto. This Agreement may be executed in two or more counterparts, all of which when taken together shall be considered one and the same agreement and will become effective when counterparts have been signed by each party and delivered to the other party, it being understood that both parties need not sign the same counterpart. In the event that any signature is delivered by facsimile transmission, or by e-mail delivery of a “.pdf” data file, such signature will create a valid and binding obligation of the party executing (or on whose behalf such signature is executed) with the same force and effect as if such facsimile signature page were an original thereof.

(b) Notices. All notices, requests, demands and consents to be made hereunder to the parties hereto pursuant to this Agreement will be in writing and will be sufficiently given if personally delivered, sent by other means of electronic transmission (including electronic mail) or sent by mail, postage prepaid to the party at the following addresses or to such other address as either party may hereafter designate to the other in accordance herewith:

If to Illuminate:

Illuminate Education, Inc.
6531 Irvine Center Drive, Suite 100
Irvine, California 91618
Attention: Contracts Administrator
E-mail: Contracts@IlluminateED.com

If to District:

Fountain Valley School District
10055 Slater Avenue
Fountain Valley, CA 92708
Attention: Juliane Hoefler
E-mail: hoeflerj@fvsd.us

(c) Assignment; Successors and Assigns. Neither party may assign this Agreement or its obligations hereunder without the prior written consent of the other party hereto, except that either party may assign this Agreement in connection with a sale of all or substantially all its outstanding equity or assets without the consent of the other party hereto. Subject to the foregoing, this Agreement will be binding upon, and inure to the benefit of, each

of the parties hereto and, except as otherwise expressly provided herein, their respective legal representatives, successors and assigns.

(d) Amendments, Waivers and Severability. Except as otherwise provided herein, this Agreement may be amended, and compliance with any provision of this Agreement may be omitted or waived, only by written agreement duly signed by Illuminate and District. Any provision of this Agreement that is prohibited or unenforceable in any jurisdiction will not invalidate or render unenforceable the remaining provisions of this Agreement.

(e) Governing Law. This Agreement will be governed by, and construed and enforced in accordance with, the substantive laws of the State of California, without regard to its principles of conflicts of laws.

(f) Relationship of the Parties. Nothing contained in this Agreement will be construed as creating any agency, partnership, or other form of joint enterprise between the parties. The relationship between the parties will at all times be that of independent contractors. Neither party will have authority to contract for or bind the other in any manner whatsoever. This Agreement confers no rights upon either party except those expressly granted herein.

(g) Interpretation. This Agreement will be construed without regard to any presumption or rule requiring construction or interpretation against the party drafting an instrument or causing any instrument to be drafted. The headings in this Agreement are for reference only and will not affect the interpretation of this Agreement.

(h) No Third-Party Beneficiaries. Except for the indemnification rights of certain directors, officers, employees and agents expressly set forth in Section 11, this Agreement is for the sole benefit of the parties hereto and their respective successors and permitted assigns and nothing herein, express or implied, is intended to or will confer upon any other person or entity any legal or equitable right, benefit or remedy of any nature whatsoever under or by reason of this Agreement.

(i) Improper Payments. Illuminate represents and warrants that it has not directly or indirectly offered or given, and will not directly or indirectly offer or give, to any employee, agent or representative of District any cash or noncash gratuity or payment with a view toward securing any business from District or influencing such person with respect to the conditions, or performance of any contracts with or orders from District, including without limitation this Agreement.

(j) EXCLUSION OF DAMAGES. IN NO EVENT WILL EITHER DISTRICT OR ILLUMINATE BE LIABLE UNDER OR IN CONNECTION WITH THIS AGREEMENT OR ITS SUBJECT MATTER UNDER ANY LEGAL OR EQUITABLE THEORY, INCLUDING BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY AND OTHERWISE, FOR ANY: (a) IMPAIRMENT, INABILITY TO USE OR LOSS, INTERRUPTION, OR DELAY OF THE SYSTEM, (b) LOSS, DAMAGE OR CORRUPTION OF DATA OR (c) CONSEQUENTIAL, INCIDENTAL, INDIRECT, EXEMPLARY, SPECIAL, ENHANCED OR PUNITIVE DAMAGES, REGARDLESS OF WHETHER SUCH PERSONS WERE ADVISED OF THE POSSIBILITY OF SUCH LOSSES OR DAMAGES OR SUCH LOSSES OR DAMAGES WERE OTHERWISE FORESEEABLE,

AND NOTWITHSTANDING THE FAILURE OF ANY AGREED OR OTHER REMEDY OF ITS ESSENTIAL PURPOSE.

(k) CAP ON MONETARY LIABILITY. IN NO EVENT WILL THE AGGREGATE LIABILITY OF EITHER PARTY UNDER OR IN CONNECTION WITH THIS AGREEMENT OR ITS SUBJECT MATTER, UNDER ANY LEGAL OR EQUITABLE THEORY, INCLUDING BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY AND OTHERWISE, EXCEED THE ANNUAL FEE FOR ONE YEAR SET FORTH IN SECTION 3. THE FOREGOING LIMITATION APPLIES NOTWITHSTANDING THE FAILURE OF ANY AGREED OR OTHER REMEDY OF ITS ESSENTIAL PURPOSE.

(l) Force Majeure. In no event will either party be liable or responsible to the other party, or be deemed to have defaulted under or breached this Agreement, for any failure or delay in fulfilling or performing any term of this Agreement (except for any payment obligation), when and to the extent such failure or delay is caused by any circumstance beyond such party’s reasonable control (a “*Force Majeure Event*”), including acts of God, flood, fire, earthquake or explosion, war, terrorism, invasion, riot or other civil unrest, embargoes or blockades in effect on or after the date of this Agreement, national or regional emergency, strikes, labor stoppages or slowdowns or other industrial disturbances, passage of law or any action taken by a governmental or public authority, or national or regional shortage of adequate power or telecommunications. Performance times will be considered extended for a period of time equivalent to time lost because of any such delay by providing prompt written notice of such expected delay to the other party.

(m) Due Authority of Signatories. Each individual signing this Agreement on behalf of a party represents and warrants that he or she has been duly authorized by appropriate action of such party to execute, and thereby bind such party to, this Agreement.

IN WITNESS WHEREOF, the parties have entered into this Agreement as of the Effective Date.

ILLUMINATE EDUCATION, INC.

Date: _____

By: _____
Lane Rankin, President

FOUNTAIN VALLEY SCHOOL DISTRICT

Date: _____

By: _____
Print: _____
Title: _____

EXHIBIT A

DISTRICT SCHOOL LOCATIONS

District Schools

1. Courreges (Roch) Elementary
2. Cox (James H.) Elementary
3. Fulton (Harry C.) Middle
4. Gisler (Robert) Elementary
5. Masuda (Kazuo) Middle
6. Newland (William T.) Elementary
7. District Non-Public Non-Sectarian Schools
8. Oka (Isojiro) Elementary
9. Plavan (Urbain H.) Elementary
10. Talbert (Samuel E.) Middle
11. Tamura (Hisamatsu) Elementary



Fountain Valley School District
Instruction Department

MEMORANDUM

TO: Board of Trustees
FROM: Julianne Hoefler, Director, Assessment & Accountability
SUBJECT: **APPROVAL OF DOCUMENT TRACKING SERVICES AS
SCHOOL ACCOUNTABILITY REPORT CARDS (SARCs) AND
SINGLE PLANS FOR STUDENT ACHIEVEMENT (SPSAs)
CONSULTANT**
DATE: June 9, 2016

Background:

For many years, Document Tracking Services has provided consultation services for the preparation of the annual School Accountability Report Cards (SARCs) and Single Plans for Student Achievement (SPSAs). Use of this consultant saves staff time, ensures all the required State and Federal mandates are met, provides a template for standardization, and is cost effective.

Fiscal Impact:

The licensing agreement fee for the 2016-2017 school year is \$2,750.00. This is an ongoing service which is included in the annual budget.

Recommendation:

It is recommended that the Board of Trustees approves the 2016-2017 Licensing Agreement between Document Tracking Services and Fountain Valley School District for assistance in the preparation of the annual SARCs and SPSAs.



LICENSING AGREEMENT

This Agreement effective **July 1, 2016**, is made and entered into by **Fountain Valley Elementary School District** as Licensee and Document Tracking Services (DTS) as Licensor each a "Party" and collectively the "Parties".

Licensee desires that DTS provide a license to use DTS proprietary web-based application in accordance with the following provisions:

- A. License. DTS hereby grants to Licensee a non-exclusive license to use DTS application in order to create, edit, update, print and track specific documents as described in Exhibit **A** of this agreement.
 - (i) DTS retains all rights, title and interest in DTS application and any registered trademarks associated with the license.
 - (ii) Licensee retains all rights, title and interest in the documents as described in Exhibit **A** of this agreement.
- B. Internet Areas. All parties including third party licensees shall not be permitted to establish any "pointers" or links between the Online Area and any other area on or outside of the DTS login without the prior written approval.
- C. Term of License. The term of the Agreement is for **one (1) year** from the effective date (as noted in paragraph one) of the license agreement.
- D. Personnel. DTS will assign the appropriate personnel to represent DTS in all aspects of the license including but not limited to account set up and customer license inquiries.
- E. Content. DTS will be solely responsible for loading the content supplied by Licensee into DTS secure server and provide complete access to Licensee and its representatives.
- F. Security of Data. DTS at all times will have complete security of Licensee documents on dedicated servers that only authorized DTS personnel will have access to; all login by DTS authorized will be stored and saved as to time of log-in and log-out.
 - (i) Licensee may request DTS to only store Licensee documents for the period of time that allows Licensee and its authorized personnel to create, edit and update their documents.
- G. Management of Database. DTS shall allow Licensee to review, edit, create, update and otherwise manage all content of Licensee available through the Secure Login of DTS.
- H. Customer License. DTS shall respond promptly and professionally to questions, comments, complaints and other reasonable requests regarding any aspect of DTS application by Licensee. DTS business hours are Monday-Friday 8AM PST to 5PM PST except for national/state holidays.
- I. License Fee. Licensee shall pay a fee of **\$2,750**.



- J. Document Set Up Fee. The one-time set up fee for documents as described in Exhibit A and made a part of this Agreement is **\$0**.
- K. Payment Terms. Licensee shall pay the annual licensing fee upon execution of the Agreement between parties and the electronic submittal of the invoice to Licensee.
- L. Number of Documents. The maximum number of documents per school district is limited to **five (5)**.
- M. Warranty. Licensee represents and warrants that all information provided to DTS, including but not limited to narratives, editorials, information regarding schools, is owned by Licensee and Licensee has the right to use and allow use by DTS as called for hereunder and that no copyrights, trademark rights or intellectual property rights of any nature of any third party will be infringed by the intended use thereof. In the event any claim is brought against DTS based on an alleged violation of the rights warranted herein, Licensee agrees to indemnify and hold DTS harmless from all such claims, including attorney fees and costs incurred by DTS in defending such claims.
- N. Definitions.
 - (i) Document. A document is defined as **a)** a specific template provided by CDE or; **b)** any specific word document or forms that have different fields or school references such as elementary, middle or high schools* submitted by District or CDE; or **c)** individual inserts submitted by District or CDE that are integrated into existing documents or are offered as supplemental and/or addendums to other report documents.
 - * Licensee submits a SPSA template for their elementary, middle and high schools, which is counted as three (3) separate documents.
 - (ii) Customized Documents. Any document that is not a standard CDE template is considered a custom document and as such may be subject to additional setup fees; DTS shall provide an estimated cost of these additional fees prior to the execution of this agreement.
- O. Document Setup Fee. DTS will charge a one-time setup fee of \$200 per standard document up to a maximum of \$850 for customized documents.
- P. Additional Fees. Licensee shall pay additional fees if Licensee exceeds the number of documents as described in section L of this agreement. The fee for each additional document is \$39 per document times the number of schools in the district. The fee shall be payable within thirty (30) days from DTS invoice.



Q. Additional Services. DTS can also provide Data Transfer and Document Translation services to Licensee for an additional fee. The fee for each additional service would be agreed upon between the parties and invoiced at the time the services were requested. The fee shall be payable within thirty (30) days from DTS invoice.

The Parties hereto have executed this Agreement as of the Effective Date.

Document Tracking Services, LLC

By: Aaron Tarazon, Director
Document Tracking Services
10225 Barnes Canyon Road, Suite A200
San Diego, CA 92121
858-784-0967 - Phone
858-587-4640 - Corporate Fax

Date: May 15, 2016

Licensee

By: _____

Date: _____

Fountain Valley Elementary School District



Exhibit A

The following are standard documents to be used in conjunction with the license.

1. 2016 School Accountability Report Card, English (CDE Template)
2. 2016 School Accountability Report Card, Spanish (CDE Template)
3. 2016 School Accountability Report Card, Vietnamese (CDE Template)
4. 2016 Single Plan for Student Achievement (Custom Template)
5. Others to be identified as needed.



May 15, 2016

Fountain Valley School District
10055 Slater Ave
Fountain Valley, CA 92708

Re: Document Tracking Services

INVOICE #9270806

Pursuant to the licensing agreement between Fountain Valley Elementary School District and Document Tracking Services (DTS):

Document Tracking Services

Document Tracking Services [7/1/16 to 6/30/17]: \$2,750
10 schools and District = 11 sites
License Agreement includes up to 5 documents, \$250 per site

Total Balance Due: \$2,750

Please Make Checks Payable To: Document Tracking Services

Send to:

Aaron Tarazon, Director
Document Tracking Services
10225 Barnes Canyon Road, Suite A200
San Diego, CA 92121
858-784-0967 - Phone
858-587-4640 - Corporate Fax

Approved Per Payment (Signature)

Name/Role (Printed)

Request for Taxpayer Identification Number and Certification

**Give Form to the
 requester. Do not
 send to the IRS.**

| | | |
|---|--|--|
| Print or type See Specific Instructions on page 2. | 1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. Document Tracking Services, LLC | |
| | 2 Business name/disregarded entity name, if different from above | |
| | 3 Check appropriate box for federal tax classification; check only one of the following seven boxes: <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input checked="" type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ C Note. For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner. <input type="checkbox"/> Other (see instructions) ▶ | |
| | 4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <small>(Applies to accounts maintained outside the U.S.)</small> | |
| | 5 Address (number, street, and apt. or suite no.) 10225 Barnes Canyon Road, A200 | |
| | 6 City, state, and ZIP code San Diego, CA 92121 | |
| | 7 List account number(s) here (optional) | |

Requester's name and address (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the instructions for line 1 and the chart on page 4 for guidelines on whose number to enter.

| | | | | | | | | | |
|---------------------------------------|---|---|---|---|---|---|---|---|---|
| Social security number | | | | | | | | | |
| | | | | | | | | | |
| or | | | | | | | | | |
| Employer identification number | | | | | | | | | |
| 2 | 0 | - | 3 | 4 | 6 | 9 | 2 | 5 | 4 |

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

| | | |
|------------------|----------------------------|-----------------------|
| Sign Here | Signature of U.S. person ▶ | Date ▶ 4/14/16 |
|------------------|----------------------------|-----------------------|

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. Information about developments affecting Form W-9 (such as legislation enacted after we release it) is at www.irs.gov/fw9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)

- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding? on page 2.

By signing the filled-out form, you:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and
4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting?* on page 2 for further information.



Fountain Valley School District
Business Services

MEMORANDUM

TO: Board of Trustees
FROM: Christine Fullerton, Assistant Superintendent, Business Services
SUBJECT: **APPROVAL OF THE EDUCATOR EFFECTIVENESS SPENDING PLAN**
DATE: June 9, 2016

Background:

In the 2015-2016 budget, the State set aside money to improve Educator Effectiveness across the State. District funds are based on the number of certificated full time equivalents (FTE's). One of the requirements for receiving and expending these funds is the development of a spending plan. A public hearing for the plan was held at the Board Meeting on March 10, 2016. The plan is outlined below:

| Activity | Budget |
|--|-----------|
| Beginning teacher and administrator support | \$60,000 |
| Professional Development for teachers and administrators on District signature practices aligned to the California Standards | \$221,186 |
| Professional Development to promote educator quality and effectiveness including mentoring and coaching | \$140,000 |

Fiscal Impact:

The chart above reflects the Districts plan for the use of \$421,186 in Educator Effectiveness Grant fund between July 1, 2015 and June 30, 2018.

Recommendation:

It is recommended that the Board approve the Educator Effectiveness Grant Spending Plan.



Fountain Valley School District
BUSINESS SERVICES DIVISION

M E M O R A N D U M

TO: Christine Fullerton, Assistant Superintendent Business Services
FROM: Isidro Guerra, Director, Fiscal Services
SUBJECT: **Approval of Orange County Department of Education Sungard Contracts**
DATE: June 6, 2016

Background:

Business-Plus System Support Agreement #42950

The Orange County Department of Education (OCDE) provides professional services for the operation of the Sungard Business-PLUS system, including on-going training, support services and software enhancements. Services include basic financial /budget, school site finance, stores inventory and fixed assets systems. The cost of this agreement for the 2016-17 school year is \$49,304.

Human Resources Application Agreement #39389 Amendment #3

The Orange County Department of Education (OCDE) provides system as well as software support for the District's Sungard Human Resources System package. This contract is renewed annually. The cost for the 2016-17 school year is \$29,174. This is a decrease of \$2,043 over the prior year.

Recommendation

It is recommended that the Board approves Agreement Number 42950, "Sungard Business-Plus System Support" and Agreement 39389 – Amendment #3 "Human Resources Application" with the Orange County Department of Education and authorize the Superintendent or designee to sign all documents.

2 FOUNTAIN VALLEY SCHOOL DISTRICT
3 SUNGARD BUSINESS-PLUS SYSTEM SUPPORT
4 IMPLEMENTATION AND SOFTWARE SUPPORT SERVICE AGREEMENT

5 This AGREEMENT is hereby made and entered into this 26 day of
6 April, 2016, by and between the Orange County Superintendent of
7 Schools, 200 Kalmus Drive, Costa Mesa, California 92626, hereinafter
8 referred to as SUPERINTENDENT, and the Fountain Valley School
9 District, 10055 Slater Avenue, Fountain Valley, California 92708,
10 hereinafter referred to as DISTRICT. SUPERINTENDENT and DISTRICT
11 shall be collectively referred to as the Parties.

12 NOW, THEREFORE, the Parties hereto mutually agree as follows:

13 1.0 BASIS OF AGREEMENT. The SUPERINTENDENT will provide professional
14 services for the operation of the SunGard Business-PLUS System,
15 including on-going training services for present and future
16 employees, future SunGard Business-PLUS software enhancements and
17 support services. Services will include Basic Financial/Budget,
18 School Site Finance, Stores Inventory and Fixed Asset systems.

19 2.0 NETWORK INFRASTRUCTURE. The network standard protocol is TCP/IP.
20 Each DISTRICT site that uses the SunGard Business-PLUS System must
21 have a Local Area Network connected via the DISTRICT office.
22 DISTRICT will, at DISTRICT's expense, connect to SUPERINTENDENT'S
23 County-wide computer network via high speed data circuit and data
24 communication devices for the services set forth in this AGREEMENT.
25 DISTRICT costs associated with connectivity will be invoiced
separately according to the terms of the DISTRICT'S Intranet Network
Support Service Agreement with SUPERINTENDENT. SUPERINTENDENT is in

1 the process of upgrading the SunGard Business-PLUS System to a
2 Microsoft Windows platform, however until all clients are implemented
3 on the new platform, computer processing will be performed on UNIX
4 type computers at SUPERINTENDENT'S offices. DISTRICT will access
5 SunGard Business-PLUS software from DISTRICT computers through the
6 DISTRICT'S Local Area Network and from similar computers located at
7 each of the DISTRICT'S school sites.

8 3.0 ANNUAL SOFTWARE SUPPORT SERVICES

9 A. SUPERINTENDENT agrees to provide DISTRICT access to and
10 application of SunGard Business-PLUS System services via a leased
11 high speed data circuit to the SUPERINTENDENT'S Business-PLUS server
12 infrastructure located at 200 Kalmus Drive, Costa Mesa, California
13 92626. DISTRICT will be responsible for the recurring cost of the
14 leased high speed data circuit. DISTRICT shall have the ability to
15 use the following services (in Standard Mode):

16 Basic Financial/Budget

17 School Site Finance

18 Stores Inventory

19 Fixed Assets

20 B. The DISTRICT shall be entitled to ongoing software support
21 and assistance during normal business hours, provided however, that
22 the availability or performance of this software support service
23 shall not be construed as altering or affecting SUPERINTENDENT'S
24 obligations as set forth in this AGREEMENT. SUPERINTENDENT'S
25 technical support via telephone shall be provided to DISTRICT without

1 charge Monday through Friday from 8:00 a.m. - 5:00 p.m., excluding
2 SUPERINTENDENT'S holidays.

3 C. SUPERINTENDENT may, upon mutual agreement of the parties,
4 provide other services which may include but not be limited to:
5 special reporting and other software assistance. The DISTRICT shall
6 pay SUPERINTENDENT for such additional services at a rate mutually
7 agreed between the parties.

8 4.0 TERM. The term of the annual software support services portion
9 of this AGREEMENT shall be for one (1) year commencing July 1, 2016
10 and ending June 30, 2017. This AGREEMENT shall automatically be
11 renewed annually, unless DISTRICT gives written notice to
12 SUPERINTENDENT six (6) months prior to the end of each one (1) year
13 renewal period. In no event shall this AGREEMENT exceed a five (5)
14 year period, and shall terminate by its own terms on June 30, 2021.

15 5.0 PAYMENT. DISTRICT agrees to pay SUPERINTENDENT the sum of Forty-
16 nine thousand three hundred and four dollars (\$49,304.00) for annual
17 software support service fees for fiscal year 2016-2017. Annual
18 software support service fees due for each fiscal year shall be paid
19 by DISTRICT on or before August 1st of that fiscal year upon receipt
20 of an itemized invoice from SUPERINTENDENT. SUPERINTENDENT shall
21 evaluate software support service charges annually, for possible
22 upward or downward adjustments, based on SUPERINTENDENT'S actual
23 costs to support SunGard Business-PLUS software. SUPERINTENDENT will
24 provide DISTRICT written notice of the annual software support
25 service fees due for the renewal period ninety (90) days prior to the
end of each renewal period.

1 2016 - 2017 Annual Software Support Service Fees

| | | |
|---|------------------------|--------------------|
| 2 | Basic Financial/Budget | \$ 35,657.00 |
| 3 | School Site Finance | \$ 5,248.00 |
| 4 | Stores Inventory | \$ 4,199.00 |
| 5 | Fixed Assets | <u>\$ 4,199.00</u> |
| 6 | | \$ 49,304.00 |

7 6.0 EQUIPMENT/SOFTWARE REQUIREMENTS. The SunGard Business-PLUS
8 System supports the use of computers running Windows 7 or higher. In
9 order to access SunGard Business-PLUS, each DISTRICT computer on the
10 network will require Internet Explorer. A list of supported versions
11 of Internet Explorer may be obtained by contacting SUPERINTENDENT'S
12 Information Technology Division. Additionally, each DISTRICT computer
13 will require a terminal emulator software license to access SunGard
14 Business-PLUS software until such time as all districts are
15 implemented onto the Windows based version of the product. Technical
16 support for terminal emulation software will be available during
17 SUPERINTENDENT'S normal business hours. All printing requirements
18 for the SunGard Business-PLUS System will take place at the DISTRICT,
19 except vendor checks that will be printed at SUPERINTENDENT'S
20 offices. Hewlett-Packard or compatible Laser jet printers are
21 recommended.

22 7.0 DATA MIGRATION. If DISTRICT desires any data migrations from its
23 present system into SUPERINTENDENT'S SunGard Business-PLUS System, it
24 will be necessary for the DISTRICT to submit this data in a flat file
25 format according to specifications provided by SUPERINTENDENT'S
Information Technology Division. Coordination meetings between

1 DISTRICT and SUPERINTENDENT'S staff will be necessary to work out the
2 migration details. In the event that it proves impractical to
3 successfully accomplish any of the migrations, it may be necessary
4 for DISTRICT'S staff to enter in test and/or production data to
5 complete the conversion to the SunGard Business-PLUS System.

6 8.0 TRAINING. SUPERINTENDENT will provide on-going training services
7 for present and future employees as determined by SUPERINTENDENT and
8 DISTRICT to assist DISTRICT personnel in the use and operation of the
9 software to enable DISTRICT to make optimum use of the SunGard
10 Business-PLUS System. Training will be scheduled in advance and
11 DISTRICT will be notified of schedule. Training will be provided at
12 SUPERINTENDENT'S training lab between the hours of 8:30 a.m. and 4:30
13 p.m. Monday through Friday, excluding SUPERINTENDENT'S holidays.

14 9.0 FUTURE MODULES/OPTIONS. SUPERINTENDENT may offer additional
15 SunGard Business-PLUS modules and optional services in the future.
16 Each new capacity may have an additional charge. Proposals will be
17 provided upon DISTRICT request and availability.

18 10.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT is and at all times shall
19 be an independent contractor and shall be wholly responsible for the
20 manner in which the services required by the terms of this AGREEMENT
21 are performed. Nothing herein contained shall be construed as
22 creating the relationship of employer and employee, or principal and
23 agent, between SUPERINTENDENT and DISTRICT. SUPERINTENDENT assumes
24 the responsibility for the acts of its employees or agents as they
25 relate to the services to be provided. SUPERINTENDENT, its officers,
agents, and employees, shall not be entitled to any rights, and/or

1 privileges of DISTRICT'S employees and shall not be considered in any
2 manner to be DISTRICT'S employees.

3 11.0 HOLD HARMLESS

4 A. SUPERINTENDENT hereby agrees to indemnify, defend, and hold
5 harmless DISTRICT, its Governing Board, officers, agents, and
6 employees from liability and claims of liability for bodily injury,
7 personal injury, sickness, disease, or death of any person or
8 persons, or damage to any property, real personal, tangible or
9 intangible, arising out of the negligent acts or omissions of
10 employees, agents or officers of SUPERINTENDENT or the Orange County
11 Board of Education during the period of this AGREEMENT.

12 B. DISTRICT hereby agrees to indemnify, defend, and hold
13 harmless SUPERINTENDENT, the Orange County Board of Education, and
14 its officers, agents, and employees from liability and claims of
15 liability for bodily injury, personal injury, sickness, disease, or
16 death of any person or persons, or damage to any property, real,
17 personal, tangible or intangible, arising out of the negligent acts
18 or omissions of employees, agents or officers of DISTRICT during the
19 period of this AGREEMENT.

20 12.0 NON-DISCRIMINATION. SUPERINTENDENT and DISTRICT agree that they
21 will not engage in unlawful discrimination because of race, color,
22 religious creed, national origin, ancestry, physical handicap,
23 medical condition, marital status, or sex of such persons.

24 13.0 APPLICABLE LAW. SUPERINTENDENT and DISTRICT agree to comply with
25 all federal, state and local laws, rules and regulations and
ordinances that are now or may in the future become applicable to

1 SUPERINTENDENT or DISTRICT'S business, equipment and personnel
2 engaged in operations covered by this AGREEMENT or occurring out of
3 the performance of such operations.

4 14.0 ASSIGNMENT. DISTRICT or SUPERINTENDENT shall not subcontract or
5 assign the performance of any of the services in this AGREEMENT
6 without prior written approval of the other party.

7 15.0 TOBACCO USE POLICY. In the interest of public health, the
8 SUPERINTENDENT provides a tobacco-free environment. Smoking or the
9 use of any tobacco products are prohibited in buildings and vehicles,
10 and on any property owned, leased or contracted for by the
11 SUPERINTENDENT pursuant to SUPERINTENDENT Policy 400.15. Failure to
12 abide with conditions of this policy could result in the termination
13 of this AGREEMENT.

14 16.0 TERMINATION. SUPERINTENDENT or DISTRICT may terminate this
15 AGREEMENT with or without cause, upon the giving of six (6) months
16 prior written notice to the other party. Notification must be given
17 six (6) months prior to the end of each renewal period.

18 17.0 NOTICES. All notices or demands to be given under this AGREEMENT
19 by either party to the other shall be in writing and given by: i)
20 Personal service, or ii) U.S. Mail, mailed either by registered or
21 certified mail, return receipt requested, with postage prepaid.
22 Service shall be considered given when received if personally served
23 or, if mailed, on the third (3rd) day after deposit in any U.S. Post
24 Office. The address to which notices or demands may be given by
25 either party may be changed by written notice given in accordance

1 with the notice provisions of this section. As of the date of this
2 AGREEMENT the addresses of the parties are as follows:

3 DISTRICT: Fountain Valley School District
4 10055 Slater Avenue
5 Fountain Valley, California 92708
6 Attn: _____

7 SUPERINTENDENT: Orange County Superintendent of Schools
8 200 Kalmus Drive
9 Costa Mesa, California 92626
10 Attn: Patricia McCaughey

11 18.0 SEVERABILITY. If any term, condition or provision of this
12 AGREEMENT is held by a court of competent jurisdiction to be invalid,
13 void or unenforceable, the remaining provisions will nevertheless
14 continue in full force and effect and shall not be affected, impaired
15 or invalidated in any way.

16 19.0 GOVERNING LAW. The terms and conditions of this AGREEMENT shall
17 be governed by the laws of the State of California, with venue in
18 Orange County, California.

19 20.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits
20 attached hereto constitute the entire agreement between
21 SUPERINTENDENT and DISTRICT regarding the services and any agreement
22 made shall be ineffective to modify this AGREEMENT in whole or in
23 part unless such agreement is embodied in an Amendment to this
24 AGREEMENT which has been signed by both Parties. This AGREEMENT
25 supersedes all prior negotiations, understandings, representations
and agreements.

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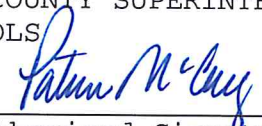
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IN WITNESS WHEREOF, the Parties hereto have caused this AGREEMENT to be executed.

DISTRICT: FOUNTAIN VALLEY SCHOOL DISTRICT

ORANGE COUNTY SUPERINTENDENT OF SCHOOLS

BY: _____
Authorized Signature

BY:  _____
Authorized Signature

PRINT NAME: _____

PRINT NAME: Patricia McCaughey

TITLE: _____

TITLE: Coordinator

DATE: _____

DATE: _____

FVSD-Master Agreement(42950)-BiTech-Sungard Bus Plus 2016-2017-mls
ZIP4

AMENDMENT #3
FOUNTAIN VALLEY SCHOOL DISTRICT
HUMAN RESOURCES APPLICATION
IMPLEMENTATION AND SOFTWARE SUPPORT SERVICE AGREEMENT

The AGREEMENT entered into April 26, 2013, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626, hereinafter referred to as SUPERINTENDENT, and Fountain Valley School District, 10055 Slater Avenue, Fountain Valley, California 92708, hereinafter referred to as DISTRICT, is hereby further amended as follows:

1.0 Section 5.0 PAYMENT shall be amended to read: DISTRICT agrees to pay SUPERINTENDENT the sum of Twenty-seven thousand one hundred thirty-one dollars (\$27,131.00) for SUPERINTENDENT'S Human Resources Application annual software support service fees for fiscal year 2016-2017. Annual software support service fees due for each fiscal year shall be paid by DISTRICT on or before August 1st of that fiscal year upon receipt of an itemized invoice from SUPERINTENDENT. Annual Human Resources Application software support service fees will be evaluated annually for possible upward or downward adjustments. SUPERINTENDENT will provide DISTRICT written notice of the annual Human Resources Application software support service fees due for the renewal period ninety (90) days prior to the end of each renewal period. Renewal fees shall be based on the actual costs incurred by SUPERINTENDENT to support the Human Resources Application software.

1 2.0 Except as expressly herein amended, including any amendments
2 thereto, said AGREEMENT shall in all respects be and remain in full
3 force and effect.

4 IN WITNESS WHEREOF, the Parties hereto set their hands.

5 DISTRICT: FOUNTAIN VALLEY SCHOOL DISTRICT ORANGE COUNTY SUPERINTENDENT
6 OF SCHOOLS

7 BY: _____ BY: *Patricia McCaughey*
8 Authorized Signature Authorized Signature

9 PRINT NAME: _____ PRINT NAME: Patricia McCaughey

10 TITLE: _____ TITLE: Coordinator

11 DATE: _____ DATE: April 26, 2016

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FVSD-Bi-Tech HR 2015-2016(39389)Amend#3
ZIP4 (MLS)

2015/2016

WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION

CONFIDENTIAL MEMO

To: FVSD Board Members
From: Anne Delfosse, Executive Director
West Orange County Consortium for Special Education
Date: April 25, 2016
Subject: **Non-Public Agency/School Contracts**

Board Meeting Date: June 16, 2016

Under current consortium budget agreements, any unfunded cost of NPS/NPA placement is a cost to the general fund of the resident district. It is recommended that the following non-public school/agency contract/addendum be approved and that the West Orange County Consortium for Special Education be authorized to receive invoices and process payment.

| Student's Name | Non-Public School/Agency | 100% Contract | Effective Dates |
|----------------|--|---------------|-------------------|
| | Approach Learning and Assessment Centers, Inc. dba Olive Crest Academy W16161 | \$11,091.64 | 4/25/16 - 6/30/16 |
| | | | |
| | | | |

Dr. Mark Johnson, Superintendent Date:

2015/2016

HBUHSD Contract No. W16161

Please refer to this number on correspondence, invoices, etc.

INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code 56365 et seq.)

All terms and conditions of the current Master Contract for Nonpublic, Nonsectarian School Agency (NPS/NPA), hereinafter referred to as the Master Contract, previously executed by the parties hereto, are incorporated herein by reference. The CONTRACTOR will implement the Individual Education Program (IEP), and will request an IEP review prior to any change in the service program.

Other Provisions (attachments as necessary): _____

The parties hereto have executed this contract by and through their duly authorized agents or representatives.

This contract is effective on: April 25, 2016
and terminates at 5:00 p.m. on: June 30, 2016
unless sooner terminated as provided herein.

-CONTRACTOR-

-DISTRICT-

Approach Learning and Assessment Centers, dba Olive Crest Academy
(Name of Nonpublic School/Agency)

Fountain Valley School District
(Name of School District)

(Contracting Officer's Signature)

(Signature)

(Type Name and Title)

Dr. Mark Johnson
(Type Name of Superintendent)

2190 N. Canal Street, Orange, CA 92865
(Address)

714-998-6571
(Telephone Number)

95-3717718
(Federal I.D. or Social Security Number)

APPROVED BY THE GOVERNING BOARD ON

June 16, 2016