



Fountain Valley School District

BOARD OF TRUSTEES
REGULAR MEETING

AGENDA

Board Room
10055 Slater Avenue
Fountain Valley, CA

June 5, 2014

- CALL TO ORDER: 6:00PM
- ROLL CALL
- APPROVAL OF AGENDA

M ___
 2nd ___
 V ___

- 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.
- Confidential 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.
- Property Negotiations: *Government Code 54956.8*
Real Property negotiator Christine Fullerton will speak to the board about price and terms of payment concerning the lease with Le Port Schools for the property at 9790 Finch Avenue, Fountain Valley, California
- PLEDGE OF ALLEGIANCE will be led by Boy Scout Troops 791 and 792.

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.

STAFF REPORTS AND PRESENTATIONS

1. BUDGET UPDATE (ORAL AND WRITTEN)

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

PUBLIC HEARINGS

2. PUBLIC HEARING FOR 2014-15 BUDGET

A public hearing shall be held for the purpose of discussing the proposed 2014-15 final budget prior to approval by the Board of Trustees. Public input is welcomed.

3. 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

4. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS

M _____
2nd _____
V _____

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

- 4-A. Board Meeting Minutes from May 15th regular meeting
- 4-B. Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- 4-C. Donations
- 4-D. Warrants
- 4-E. Purchase Order Listing
- 4-F. Budget Adjustments

Consent Items

4-G. EARLY CHILDHOOD EDUCATION SCHOOL READINESS INITIATIVE GRANT AGREEMENT NUMBER 39794 BETWEEN THE ORANGE COUNTY SUPERINTENDENT OF SCHOOLS AND FOUNTAIN VALLEY SCHOOL DISTRICT

Superintendent's Comments: It is recommended that the Board of Trustees approve Grant Agreement Number 39794, for the period July 1, 2013 through June 30, 2014 between the Orange County Superintendent of Schools and Fountain Valley School District.

4-H. NOTICE OF LAYOFF FOR CLASSIFIED POSITIONS

Superintendent's Comments: It is recommended that the Board of Trustees reduce the services of the position so designated on the effective date as listed above.

4-I. SINGLE PLANS FOR STUDENT ACHIEVEMENT

Superintendent's Comments: It is recommended that the Board of Trustees approves revised Single Plans for Student Achievement for Courreges, Cox, Newland, Talbert, and Tamura. The remaining five will be included on the June 18, 2014 agenda.

4-J. APPROVAL OF ORANGE COUNTY DEPARTMENT OF EDUCATION PROVIDER OF SOFTWARE APPLICATIONS FOR HUMAN RESOURCES AND BI-TECH (ACCOUNTING SYSTEMS) FOR 2014/2015 SCHOOL YEAR

Superintendent's Comments: It is recommended that the Board approve the amendments to Agreement Number 39389, "Human Resources Application Implementation and Software Support Agreement" and Agreement Number 36833, "Sungard Bi-Tech System Implementation and Software Support Service Agreement," with the Orange County Department of Education for services in the 2014-2015 school year.

4-K. RESOLUTION 2014-28 AND ORDER OF BIENNIAL TRUSTEE ELECTIONS AND SPECIFICATIONS OF THE ELECTION ORDER

Superintendent's Comments: It is recommended that the Board of Trustees adopts Resolution 2014-28 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 4, 2014.

4-L. RECOGNITION OF FVSD TEACHERS COMPLETING TWO-YEAR BTSA INDUCTION PROGRAM

Superintendent's Comments: It is an interest of the Board of Trustees to recognize commitment to the teaching profession and our students and therefore, the Board wishes to recognize the following four teachers who have completed the Fountain Valley School District's rigorous two-year Induction Program and are now eligible to receive their clear teaching credential. The District recognizes their dedication and hard work as well as that of their mentors who supported them while they completed the program.

4-M. SECOND AMENDMENT TO AGREEMENT FCI-SD-07 BY AND BETWEEN THE CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY AND FOUNTAIN VALLEY SCHOOL DISTRICT FOR COMPLETION OF THE EARLY DEVELOPMENT INDEX

Superintendent's Comments: It is recommended that the Board of Trustees approves the Second Amendment to Agreement FCI-SD-07 by and between the Children and Families Commission of Orange County and the Fountain Valley School District for completion of the Early Development Index.

4-N. SISTER SCHOOL PARTNERSHIP AGREEMENT BETWEEN URBAIN H. PLAVAN SCHOOL AND CHUIYANGLIU CENTRAL PRIMARY SCHOOL IN BEIJING

Superintendent's Comments: It is recommended that the Board of Trustees approve the sister school partnership between Urbain H. Plavan and Chuiyangliu Central Primary School in Beijing.

4-O. APPROVAL TO SOLICIT REQUESTS FOR PROPOSAL FOR ENERGY SAVING LIGHTING REPLACEMENT

Superintendent's Comments: It is recommended that the Board of Trustees approve the solicitation of Requests for Proposal for energy saving lighting replacement.

4-P. APPROVAL TO PUBLISH AND SOLICIT REQUESTS FOR PROPOSAL FOR ENERGY SAVING HVAC AND THERMOSTAT REPLACEMENT

Superintendent's Comments: It is recommended that the Board of Trustees give approval to publish and solicit Requests for Proposal for energy saving HVAC and thermostat replacement.

4-Q. APPROVAL OF A CONTRACT WITH SILVER CREEK INDUSTRIES, INC. FOR TWO RELOCATABLE CLASSROOM BUILDINGS AT FULTON MIDDLE SCHOOL

Superintendent's Comments: Approval of a contract with Silver Creek Industries, Inc. for the purchase of two relocatable classroom buildings at Fulton Middle School.

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.

- CLOSED SESSION
- APPROVAL TO ADJOURN

The next regular meeting of the Fountain Valley School District Board of Trustees is on Thursday, June 18, 2014 at 7:00pm.

A copy of the Board Meeting agenda is posted on the District's web site (www.fvsd.k12.ca.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.



PLEASE NOTE:

A copy of the **2014-15 Budget**
for the Fountain Valley School District
is available for review at the District Office.

Please contact the Superintendent's office at 714.843.3255.

FOUNTAIN VALLEY SCHOOL DISTRICT

BUSINESS SERVICES DIVISION

DFS/14-15 - 59

MEMORANDUM

TO: Christine Fullerton, Assistant Superintendent, Business Services
FROM: Scott R. Martin, Director, Fiscal Services
SUBJECT: **PUBLIC HEARING OF 2014-15 DISTRICT BUDGET**
DATE: May 23, 2014

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
2014-2015 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 05, 2014, 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 2014-2015 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 Monday, June 02, 2014, and Thursday, June 05, 2014, 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 Scott R. Martin, Director, Fiscal Services, Fountain Valley School District, 10055 Slater Avenue, Fountain Valley, CA 92708, telephone: (714) 843-3249.

FOUNTAIN VALLEY SCHOOL DISTRICT

By: 
Scott R. Martin, Director
Fiscal Services
Business Services Division

cl

srm59



FOUNTAIN VALLEY SCHOOL DISTRICT
Curriculum/Instruction

MEMORANDUM

TO: Marc Ecker, Superintendent
FROM: Anne Silavs, Assistant Superintendent, Instruction
SUBJECT: *LOCAL CONTROL ACCOUNTABILITY PLAN – PUBLIC HEARING*
DATE: May 23, 2014

As part of the new 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 of the planning process.

The Governing Board of 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.

NOTICE OF PUBLIC HEARING

FOUNTAIN VALLEY SCHOOL DISTRICT

LOCAL CONTROL ACCOUNTABILITY PLAN

At the June 5, 2014, 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, 2015, prior to Final Adoption as required by Education Code Section 52062. The Notice of Public Hearing was posted at each of the school district's elementary schools, middle schools, and the District Office.

The proposed LCAP will be available for public inspection at the District Office from May 30, 2014 through June 6, 2014 between the hours of 8:00 am to 4:30 pm.

Dated: May 27, 2014

FOUNTAIN VALLEY SCHOOL DISTRICT
Marc Ecker

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Fountain Valley School District Contact: Anne Silavs, Asst. Superintendent, Instruction, silavs@fvsd.us 714.843.3285

LCAP Year: 2014/2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to Standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Fountain Valley School District has always valued active parent involvement and participation. As the District embarked upon the LCAP development process, existing stakeholder groups were utilized and new groups were formed to broaden input, particularly community involvement. The LCAP Leadership Work Group was formed with administrative, parent, and bargaining unit representation to lead this effort. Prior to their first meeting, staff compiled District data for each of the State priority areas. The Leadership Work Group analyzed it for trends, areas of strength and relative weakness, and began developing draft goals. The draft goals were shared with stakeholder groups, including the District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC). Concurrently, School Site Councils replicated the same process and provided information to the Leadership Work Team. Stakeholder feedback was used to refine draft goals and inform development of actions and services. Revised and proposed actions and services were presented to stakeholder groups, including the DAC and DELAC, for further input. In addition, community town hall meetings were held during the entire process to disseminate information and solicit feedback regarding perceived program strengths and District needs. In April, a Study Session was held during a public meeting to update the Board of Trustees regarding the District’s progress in the LCAP development process. The final draft was reviewed by the Leadership Work Group, DAC, and DELAC in early May. The draft was posted on the website along with a survey in order to solicit staff and community feedback prior to the public hearing on June 5, 2014. See Appendix A for the complete meeting schedule for stakeholder input. See Appendix B for a list of the data analyzed by the Leadership Work Group and shared with stakeholder groups, including DAC and DELAC.</p>	<p>Through the staff, parent, and community involvement process the following areas of need were identified and included in the LCAP:</p> <ul style="list-style-type: none"> ✓ Arts and music instruction ✓ Technology and infrastructure ✓ Library services ✓ School cleanliness and maintenance ✓ Attendance ✓ Professional development ✓ Extended learning opportunities ✓ Intervention programs/supports for English learners, students with disabilities, and other high needs student populations ✓ Universal, high quality electives ✓ New instructional materials ✓ Parent education ✓ Counseling services ✓ Health services

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate “all” for all pupils.)	School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<u>Need:</u> While all teachers are qualified for their assignments, hiring teachers with multiple	Provide all students with Highly Qualified Teachers who have English learner certifications and	All, Asian, Latino, White, English learners (ELs), low income students, foster youth,	All		All students will benefit from a broad course of study and continue to receive	All students will benefit from a broad course of study and continue to receive	All students will benefit from a broad course of study and continue to receive	Basic Services & Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
authorizations benefits students and enables the District to provide a broad course of study. <u>Metric:</u> Monitor teacher assignments through CALPADS.	multiple authorizations to support a broad course of study.	students with disabilities, and other high needs student populations			instruction from Highly Qualified teachers, 100% of whom will be appropriately assigned as reported in the School Accountability Report Cards (SARCs).	instruction from Highly Qualified teachers, 100% of whom will be appropriately assigned as reported in the SARCs.	instruction from Highly Qualified teachers, 100% of whom will be appropriately assigned as reported in the SARCs.	
<u>Need:</u> While all students are provided with a textbook in accordance with State mandates, the textbooks are not aligned	All students will have access to textbooks and instructional materials aligned to the Common Core State Standards (CCSS),	All, Asian, Latino, White, ELs, low income students, foster youth, students with disabilities,	All		All students will have access to instructional materials as required by the Williams settlement as	All students will benefit from mathematics materials aligned to CCSS as reported in	All students will benefit from materials aligned to English language arts CCSS as reported in	Basic Services & Implementation of Common Core State Standards

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
to current Standards. <u>Metric:</u> Continue to monitor textbook sufficiency through annual Board resolution.	California English Language Development (ELD) Standards, and Next Generation Science Standards (NGSS).	and other high needs student populations			reported in the SARCs. Students will have access to CCSS aligned math materials during the textbook adoption pilot process.	the SARCs.	the SARCs.	
<u>Need:</u> While all facilities are safe, revenue reductions have impacted cleanliness and upkeep. <u>Metric:</u> Monitor with the Facility Inspection Tool and completion	Maintain District facilities that are safe, clean, and in good working order.	All, Asian, Latino, White, ELs, low income students, foster youth, students with disabilities, and other high needs student populations	All		All students will benefit from the opportunity to learn in safe and clean facilities as reported in the SARCs.	All students will benefit from the opportunity to learn in safe and clean facilities as reported in the SARCs.	All students will benefit from the opportunity to learn in safe and clean facilities as reported in the SARCs.	Basic Services

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
of work orders.								
<u>Need:</u> Teachers need support in providing an instructional program that ensures student success with the CCSS. <u>Metric:</u> Monitor through Board approved Professional Development contracts, substitute usage, and professional development sign in sheets.	To support effective implementation of the CCSS, provide professional development that includes specialized training, team planning within and across grade levels, and classroom visitations within and among schools.	All, Asian, Latino, White, ELs, low income students, foster youth, students with disabilities, and other high needs student populations	All		All students will benefit from an instructional program that is aligned to the CCSS and California ELD Standards as reflected in student achievement on State mandated assessments.	All students will benefit from an instructional program that is aligned to the CCSS, California ELD Standards, and NGSS as reflected in student achievement on State mandated assessments.	All students will benefit from an instructional program that is aligned to the CCSS, California ELD Standards, and NGSS as reflected in student achievement on State mandated assessments.	Implementation of Common Core State Standards
<u>Need:</u> There is	In order to	ELs	All		ELs will benefit	ELs will benefit	ELs will benefit	Implementation

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
not consistent implementation of an ELD program District wide. <u>Metric:</u> Monitor through Board adoption of ELD materials, substitute usage, professional development sign in sheets, and school schedules.	ensure English learners (ELs) develop English proficiency skills within five years of enrollment in the District, provide a high quality English language development (ELD) program aligned with the new California ELD Standards.				from an instructional program that is aligned to the California ELD Standards and supported with the use of supplemental bridge materials as reflected in student achievement on State mandated assessments.	from an instructional program that is aligned to the California ELD Standards and supported with the use of supplemental bridge materials as reflected in student achievement on State mandated assessments	from an instructional program that is aligned to the California ELD Standards and new ELD instructional materials as reflected in student achievement on State mandated assessments.	of the Common Core State Standards
<u>Needs:</u> Staff devices are old, and the student to computer	Provide the necessary technology hardware and	All, Asian, Latino, White, ELs, low income	All		All students will benefit from increased access to	All students will benefit from increased access to	All students will benefit from improved classroom	Implementation of the Common Core State Standards &

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
ratio is insufficient. Classrooms lack instructional technology and infrastructure. <u>Metric:</u> Monitor through Board approved contracts, purchase requisitions, device refreshment plans, and computer ratios.	infrastructure for the implementation of the CCSS and Smarter Balanced assessments, including personnel to provide technical support.	students, foster youth, students with disabilities, and other high needs student populations			wireless connectivity and additional devices as reflected on State mandated assessments.	wireless connectivity and improved classroom technology as reflected on State mandated assessments.	technology as reflected on State mandated assessments.	Basic Services
<u>Needs:</u> Multiple subject teachers lack specialized training in physical	To complement the strong English language arts and math programs,	All, Asian, Latino, White, ELs, low income students,	All		All students will benefit from a broad course of study that	All students will benefit from a broad course of study that	All students will benefit from a broad course of study that	Course Access, Student Achievement & Other Student Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
education (PE), arts, and technology. There are limited middle school elective offerings. <u>Metric:</u> Monitor through the California Physical Fitness Test, school schedules, and annual District technology survey.	improve services in the areas of K-5 PE, K-8 arts, and K-8 technology.	foster youth, students with disabilities, and other high needs student populations			includes quality instruction in the arts and technology as reflected on State mandated assessments.	includes quality instruction in PE, arts, and technology as reflected on State mandated assessments.	includes quality instruction in PE, arts, and technology as reflected on State mandated assessments.	
<u>Needs:</u> Support services for ELs, students with disabilities, and other high needs	Implement a service delivery model that ensures course access.	ELs, students with disabilities, and other high needs student	All		ELs, student with disabilities, and other high needs student	ELs, student with disabilities, and other high needs student	ELs, student with disabilities, and other high needs student	Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
student populations are typically delivered utilizing a pull out model. This increases the likelihood that students experience gaps in their instruction. <u>Metric:</u> Monitor through elementary daily schedules and middle school schedules.		populations			populations will benefit from being provided full course access as reflected on State mandated assessments.	populations will benefit from being provided full course access as reflected on State mandated assessments.	populations will benefit from being provided full course access as reflected on State mandated assessments.	
<u>Needs:</u> Student achievement in the District has	Students will demonstrate achievement in	All, Asian, Latino, White, ELs, low	All		All students will demonstrate	All students will demonstrate	All students will demonstrate	Student Achievement & Other Student

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
historically been well above the State average, but growth over time has not kept up with the State average. <u>Metric:</u> Monitor through State mandated assessments and local measures.	English language arts and math equal to or greater than the State average.	income students, foster youth, students with disabilities, and other high needs student populations			growth on State mandated assessments.	growth on State mandated assessments.	growth on State mandated assessments.	Outcomes
<u>Needs:</u> Student achievement in the District has historically been well above the State average, but a significant gap persists for historically	Reduce the achievement gap in English language arts and math that exists among student groups equal to or greater than the	Latino, ELs, low income students, foster youth, students with disabilities, and other high needs student populations	All		Historically underserved and other high needs student populations will perform commensurate to District averages as	Historically underserved and other high needs student populations will perform commensurate to District averages as	Historically underserved and other high needs student populations will perform commensurate to District averages as	Student Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
underserved and other high needs student populations. <u>Metric:</u> Monitor through State mandated assessments and local measures.	State average.				reflected on State mandated assessments.	reflected on State mandated assessments.	reflected on State mandated assessments.	
<u>Needs:</u> The District enjoys strong parent involvement, but there is a need to broaden the engagement of historically underserved and other high needs student populations.	Increase parent engagement and involvement of historically underserved and other high needs student populations.	All, Asian, Latino, White, ELs, low income students, foster youth, students with disabilities, and other high needs student populations	All		Historically underserved and other high needs student populations will benefit from higher levels of parent involvement as reflected on State	Historically underserved and other high needs student populations will benefit from higher levels of parent involvement as reflected on State	Historically underserved and other high needs student populations will benefit from higher levels of parent involvement as reflected on State	Parent Involvement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<u>Metric:</u> Monitor through the number of parent involvement opportunities, meeting sign ins, annual interpretation and childcare expenditures, and parent survey responses.					mandated assessments.	mandated assessments.	mandated assessments.	
<u>Needs:</u> District attendance rates are 96%-98%, but 4-16% of students are chronically absent.	Reduce chronic absenteeism.	All, Asian, Latino, White, ELs, low income students, foster youth, students with	All		Chronically absent students will benefit from increased access to health and	Chronically absent students will benefit from increased access to health and	Chronically absent students will benefit from improved attendance rates as	Student Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<u>Metric:</u> Monitor through attendance and chronic absenteeism rates.		disabilities, and other high needs student populations			counseling services.	counseling services as reflected in improved attendance rates.	reflected on State mandated assessments.	
<u>Needs:</u> There is a need to improve the accuracy of the information in the District student database. <u>Metric:</u> Monitor through CALPADS.	Ensure that District records accurately reflect the next school for students who move or matriculate out of the District in order to maintain a zero dropout rate.	All, Asian, Latino, White, ELs, low income students, foster youth, students with disabilities, and other high needs student populations	Middle Schools Only		Accurate record keeping will help to monitor enrollment and prevent reported student drop outs as reflected in DataQuest.	Accurate record keeping will help to monitor enrollment and prevent reported student drop outs as reflected in DataQuest.	Accurate record keeping will help to monitor enrollment and prevent reported student drop outs as reflected in DataQuest.	Student Engagement
<u>Needs:</u> Suspension and expulsion rates are low, but	Expand behavioral interventions and supports to	All, Asian, Latino, White, ELs, low income	All		All students will benefit from positive behavioral	All students will benefit from expanded	All students will benefit from expanded	School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
behavioral interventions and supports are not used consistently District wide. <u>Metric:</u> Monitor through CALPADS.	further reduce student suspension and expulsion rates.	students, foster youth, students with disabilities, and other high needs student populations			interventions and supports as reported in school SARCs.	positive behavioral interventions and supports as reported in school SARCs.	positive behavioral interventions and supports as reported in school SARCs.	
<u>Needs:</u> The California Healthy Kids Survey (CHKS) indicates students feel safe at school, but some indicated little opportunity for meaningful participation.	Increase meaningful student participation.	All, Asian, Latino, White, ELs, low income students, foster youth, students with disabilities, and other high needs student populations	All		All students will benefit from an increased focus on meaningful school participation as reflected on the CHKS.	All students will have the opportunity for meaningful school participation as reflected on the CHKS.	All students will have the opportunity for meaningful school participation as reflected on the CHKS.	School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Metric: Monitor through the CHKS and student surveys.								

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions

and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?
--	---	-----------------------------	--	--	--

					LCAP YEAR Year 1: 2014- 2015	Year 2: 2015- 2016	Year 3: 2016- 2017
Provide all students with Highly Qualified Teachers who have English learner certifications and multiple authorizations to support a broad course of study.	Basic Services & Course	<p>Interview and consider candidates with multiple authorizations</p> <p>-----</p> <p>Build capacity of staff to support school programs, including elective, to increase course access, career readiness, and computer skills</p> <p>-----</p> <p>Employ a highly qualified staff</p> <p>-----</p> <p>Support new teachers in obtaining a clear credential and becoming High Qualified</p>	LEA-wide		<p>Estimated Cost \$0</p> <p>-----</p> <p>Review master schedules, evaluate staffing, and identify needed authorizations Estimated Cost \$0</p> <p>-----</p> <p>Personnel Estimated Cost \$41,500,000 All Funding Sources</p> <p>-----</p>	<p>Estimated Cost \$0</p> <p>-----</p> <p>Reimbursement program for CSET authorizations Estimated Cost \$1500 Base</p> <p>-----</p> <p>Personnel Estimated Cost \$41,950,000 All Funding Sources</p> <p>-----</p>	<p>Estimated Cost \$0</p> <p>-----</p> <p>Provide stipend for teaching newly authorized area Estimated Cost TBD Base</p> <p>-----</p> <p>Personnel Estimated Cost \$42,400,000 All Funding Sources</p> <p>-----</p> <p>Reimburse the successful completion of approved induction program Estimated Cost \$10,500 Base</p>
All students will have access to textbooks and instructional materials aligned to the Common Core State	Basic Services & Implementation of Common Core State Standards	<p>Conduct pilot of CCSS aligned mathematics materials</p> <p>-----</p> <p>Adopt CCSS aligned mathematics</p>	LEA-wide		<p>Personnel Estimated Cost \$25,500 CCSS</p> <p>-----</p> <p>Instructional materials</p>		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Standards (CCSS), California English Language Development (ELD), and Next Generation Science Standards (NGSS).		materials			Estimated Cost \$500,000 CCSS		

		Provide professional development on CCSS aligned mathematics materials				Personnel Estimated Cost \$60,000 Base	Personnel Estimated Cost \$60,000 Supplemental

		Conduct pilot of CCSS aligned English/language arts materials				Personnel Estimated Cost \$25,500 Lottery	

Adopt CCSS aligned English/language arts materials					Instructional materials Estimated Cost \$500,000 Base		

Provide professional development on CCSS aligned English/language arts materials						Personnel Estimated Cost \$60,000 Base	

Conduct pilot of California ELD						Personnel Estimated Cost	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Standards aligned materials ----- Adopt California ELD Standards aligned materials ----- Continue to provide and maintain existing instructional materials and supplies					\$25,500 Lottery ----- Instructional materials Estimated Cost \$70,000 Base ----- Instructional materials Estimated Cost \$185,000 Lottery
Maintain District facilities that are safe, clean, and in good working order.	Basic Services	Establish a communication system to increase efficiency in completing work orders ----- Evaluate custodial services and apply District ratios, including preschool ----- Establish a deep cleaning program for schools	LEA-wide		Existing personnel Estimated Cost \$0 ----- Personnel Estimated Cost \$33,000 Base ----- Personnel Estimated Cost \$10,000 Base		Personnel Estimated Cost \$0 ----- Personnel Estimated Cost \$33,000 Base ----- Personnel Estimated Cost \$10,000 Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>----- Evaluate the need for a custodial supervisor -----</p> <p>----- Adopt a deferred maintenance plan -----</p> <p>----- Evaluate options for increasing air flow in classrooms -----</p> <p>----- Clean and maintain District facilities -----</p>			<p>-----</p> <p>None Estimated Cost \$0</p> <p>-----</p> <p>None Estimated Cost \$0</p> <p>-----</p> <p>Personnel, equipment, and supplies Estimated Cost \$1,900,000 Base</p>	<p>-----</p> <p>Personnel and supplies Estimated Cost TBD</p> <p>-----</p> <p>Personnel, equipment, and supplies Estimated Cost \$2,000,000 Base</p>	<p>-----</p> <p>Existing personnel Estimated Cost \$0</p> <p>-----</p> <p>Personnel and supplies Estimated Cost TBD</p> <p>-----</p> <p>Personnel, equipment, and supplies Estimated Cost \$2,100,000 Base</p>
To support effective implementation of the CCSS, provide professional development that includes	Implementation of the Common Core State Standards	<p>Publish a multi-year plan to roll out all aspects of the CCSS including the California ELD Standards and NGSS -----</p> <p>Provide District</p>	LEA-wide		<p>None Estimated Cost \$0</p> <p>-----</p> <p>Personnel,</p>	<p>None Estimated Cost \$0</p> <p>-----</p> <p>Personnel,</p>	<p>None Estimated Cost \$0</p> <p>-----</p> <p>Personnel,</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
specialized training, team planning within and across grade levels, and classroom visitations within and among schools.		wide professional development			consultant fees, materials, and supplies Estimated Cost \$45,500 CCSS	consultant fees, materials, and supplies Estimated Cost \$45,500 Base	consultant fees, materials, and supplies Estimated Cost \$45,500 Base
		----- Work with principals to create a schedule for site/classroom visits and team planning			Personnel Estimated Cost \$62,500 Base	Personnel Estimated Cost \$62,500 Base	Personnel Estimated Cost \$62,500 Base
		----- Provide CCSS training for paraprofessionals			Personnel Estimated Cost \$8,000 Supplemental		
		----- Provide ongoing professional development on District identified signature practices that support CCSS			Personnel, consultant fees, materials and supplies Estimated Cost \$10,000 Title I	Personnel, consultant fees, materials and supplies Estimated Cost \$10,000 Title I	Personnel, consultant fees, materials and supplies Estimated Cost \$10,000 Title I
Provide the necessary technology hardware and infrastructure for	Implementation of the Common Core State Standards	Assess existing infrastructure at all sites, including the District Office -----	LEA-wide		None Estimated Cost \$0		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
the implementation of the CCSS and Smarter Balanced assessments, including personnel to provide technical support.		<p>Create a schedule and upgrade infrastructure</p> <p>-----</p> <p>Maintain existing staff devices and classroom technology</p> <p>-----</p> <p>Identify the standard for classroom technology</p> <p>-----</p> <p>Provide professional development for certificated and classified staff on technology</p> <p>-----</p>			<p>Personnel, materials, and supplies Estimated Cost \$96,360 Base, \$35,640 Supplemental</p> <p>-----</p> <p>Staff devices and classroom technology Estimated Cost \$102,930 Base, \$38,070 Supplemental</p> <p>-----</p> <p>Personnel and consultant fees Estimated Cost \$11,000 Base</p> <p>-----</p>	<p>Personnel, materials, and supplies Estimated Cost \$62,415 Base, Supplemental \$23,085</p> <p>-----</p> <p>Staff devices and classroom technology Estimated Cost \$102,200 Base, \$37,800 Supplemental</p> <p>-----</p> <p>None Estimated Cost \$0</p> <p>-----</p> <p>Personnel and consultant fees Estimated Cost \$11,000 Base</p> <p>-----</p>	<p>Personnel, materials, and supplies Estimated Cost \$62,415 Base, Supplemental \$23,085</p> <p>-----</p> <p>Staff devices and classroom technology Estimated Cost \$52,925 Base, \$19,575 Supplemental</p> <p>-----</p> <p>Personnel and consultant fees Estimated Cost \$11,000 Base</p> <p>-----</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Provide greater access to technology for students ----- Evaluate and adjust IT staffing for appropriate staff-device ratio			Student devices Estimated Cost \$230,000 CCSS -----	Student devices Estimated Cost \$20,000 Supplemental ----- Personnel Estimated Cost \$65,7000 Base, \$24,300 Supplemental	Student devices Estimated Cost \$20,000 Supplemental ----- Personnel Estimated Cost \$65,7000 Base, \$24,300 Supplemental
To complement the strong English language arts and math programs, improve services in the areas of K-5 PE, K-8 arts, and K-8 technology.	Course Access, Student Achievement & Other Student Outcomes	Provide professional development to support K-5 PE ----- Provide professional development to support K-5 arts and K-8 technology ----- Hire itinerant PE teacher for elementary schools to provide teacher release time for	LEA-wide		----- ----- -----	Personnel and consultant fees Estimated Cost \$20,000 Base ----- Personnel and consultant fees Estimated Cost \$20,000 Base ----- Personnel Estimated Cost \$150,000 Supplemental	----- ----- ----- Personnel Estimated Cost \$150,000 Supplemental

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		work in Professional Learning Communities ----- Provide certificated music instruction at the elementary and middle school levels which will result in elementary teacher release time for work in Professional Learning Communities			----- Personnel Estimated Cost \$113,000 Base, \$112,000 Supplemental	----- Personnel Estimated Cost \$113,000 Base, \$232,000 Supplemental	----- Personnel Estimated Cost \$113,000 Base, \$232,000 Supplemental
Students will demonstrate achievement in English language arts and math equal to or greater than the State average.	Student Achievement & Other Student Outcomes	Assess students in the CCSS in a format similar to Smarter Balanced assessments ----- Purchase supplemental English language arts instructional materials to support CCSS implementation -----	LEA-wide		Duplication Estimated Cost \$10,000 Base ----- Instructional materials Estimated Cost \$50,000 Supplemental -----	Duplication Estimated Cost \$10,000 Base ----- Instructional materials Estimated Cost \$50,000 Supplemental -----	Duplication Estimated Cost \$10,000 Base ----- ----- -----

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>Improve school library program</p> <p>-----</p> <p>Identify students for participation in supplemental services, including GATE and intervention</p>			<p>Personnel, supplies, devices, and web subscription Estimated Cost \$25,000 Base \$45,000 Supplemental</p> <p>-----</p> <p>Personnel, supplies, and materials Estimated Cost \$17,000 Base</p>	<p>Personnel, supplies, devices, and web subscription Estimated Cost \$43,800 Base \$16,200 Supplemental</p> <p>-----</p> <p>Personnel, supplies, and materials Estimated Cost \$17,000 Base</p>	<p>Personnel, supplies, devices, and web subscription Estimated Cost \$43,800 Base \$16,200 Supplemental</p> <p>-----</p> <p>Personnel, supplies, and materials Estimated Cost \$17,000 Base</p>
Increase parent engagement and involvement of historically underserved and other high needs student populations.	Parent Involvement	<p>Assemble stakeholders to provide input on strategies to better engage our diverse parent community</p> <p>-----</p> <p>Provide parent training to support engagement, involvement, and student achievement</p>	LEA-wide		<p>Interpretation and childcare Estimated Cost \$1,000 Supplemental</p> <p>-----</p> <p>Personnel, materials, supplies, interpretation, and childcare Estimated Cost</p>	<p>-----</p> <p>Personnel, materials, supplies, interpretation, and childcare Estimated Cost</p>	<p>-----</p> <p>Personnel, materials, supplies, interpretation, and childcare Estimated Cost</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>-----</p> <p>Utilize technology and social media to communicate with parents, promote involvement, and solicit input</p> <p>-----</p> <p>Identify and provide training for volunteer parent liaisons at the site level to support parent involvement</p> <p>-----</p> <p>Provide information, written in parent friendly language, on the CCSS and Smarter Balanced Assessment Consortium in school newsletters and on school and District websites</p> <p>-----</p>			<p>\$1,000 Supplemental</p> <p>-----</p> <p>Personnel and annual service agreements Estimated Cost \$101,200 Base</p> <p>-----</p> <p>Existing Personnel Estimated Cost \$0</p> <p>-----</p>	<p>\$1,000 Supplemental</p> <p>-----</p> <p>Personnel and annual service agreements Estimated Cost \$110,200 Base</p> <p>-----</p> <p>Existing Personnel Estimated Cost \$0</p> <p>-----</p>	<p>\$1,000 Supplemental</p> <p>-----</p> <p>Personnel and annual service agreements Estimated Cost \$110,200 Base</p> <p>-----</p> <p>Personnel, materials, and supplies Estimated Cost \$1,000 Supplemental</p> <p>-----</p> <p>Existing Personnel Estimated Cost \$0</p> <p>-----</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Provide parent training on CCSS ----- Continue to provide a bilingual Community Liaison to support parent outreach			----- Personnel Estimated Cost \$41,000 Supplemental	Personnel, interpretation, translation, materials, and supplies Estimated Cost \$2,000 Supplemental ----- Personnel Estimated Cost \$41,000 Supplemental	Personnel, interpretation, translation, materials, and supplies Estimated Cost \$2,000 Supplemental ----- Personnel Estimated Cost \$41,000 Supplemental
Reduce chronic absenteeism.	Student Engagement	Assemble stakeholders to provide input on strategies to improve student attendance rates and reduce chronic absenteeism ----- Educate parents regarding legalities related to absenteeism ----- Evaluate School	LEA-wide		Interpretation and childcare Estimated Cost \$500 Supplemental ----- None Estimated Cost \$0 ----- None	----- None Estimated Cost \$0 ----- None	----- None Estimated Cost \$0 ----- None

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Attendance Review Board process and consider additional interventions ----- Provide increased health services to support attendance for high needs student populations ----- Provide counseling services to support high needs student populations, K-8			Estimated Cost \$0 ----- Personnel Estimated Cost \$42,000 Supplemental ----- Personnel Estimated Cost \$120,000 Base	Estimated Cost \$0 ----- Personnel Estimated Cost \$42,000 Supplemental ----- Personnel Estimated Cost \$120,000 Base \$30,000 Supplemental	Estimated Cost \$0 ----- Personnel Estimated Cost \$42,000 Supplemental ----- Personnel Estimated Cost \$120,000 Base \$125,000 Supplemental
Ensure that District records accurately reflect the next school for students who move or matriculate out of the District in order to maintain a zero dropout rate.	Student Engagement	Provide annual Aeries training to improve accurate record keeping	Middle Schools Only		None Estimated Cost \$0	None Estimated Cost \$0	None Estimated Cost \$0
Expand behavioral	School Climate	Analyze suspension information to	LEA-wide		None Estimated Cost		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
interventions and supports to further reduce student suspension and expulsion rates.		identify patterns in misconduct and/or student demographics ----- Explore appropriate alternatives to suspensions and expulsions ----- Review/revise school discipline plans and develop a consistent District wide approach to address student conduct ----- Support implementation of a consistent District wide approach to address student conduct ----- Provide professional development for staff on positive			\$0 ----- ----- ----- -----	----- None Estimated Cost \$0 ----- ----- -----	----- ----- None Estimated Cost \$0 ----- ----- Materials, supplies, and training fees Estimated Cost \$2,000 Base ----- ----- Materials, supplies, and training fees Estimated Cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		behavioral interventions and supports ----- Provide counseling services to support high needs student populations, K-8			----- Personnel Estimated Cost \$120,000 Base	\$2,000 Base ----- Personnel Estimated Cost \$120,000 Base \$30,000 Supplemental	\$2,000 Base ----- Personnel Estimated Cost \$120,000 Base \$125,000 Supplemental
Increase meaningful student participation.	School Climate	Assemble student stakeholders to identify gaps in meaningful participation ----- Address identified gaps to increase meaningful participation	LEA-wide		None Estimated Cost \$0 -----	None Estimated Cost \$0	None Estimated Cost \$0

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Implement a service delivery model that ensures course access.	Course Access	<p>For low income pupils: Provide Resource Specialists to support the Co-teaching service delivery model</p> <p>-----</p> <p>Pilot the Co-teaching service delivery model and provide professional development for fifth grade teachers and elementary Resource Specialists</p>	LEA-wide		<p>Personnel Estimated Cost \$105,000 Supplemental</p> <p>-----</p> <p>Personnel and professional development fees Estimated Cost \$21,000 Supplemental</p>	<p>Personnel Estimated Cost \$105,000 Supplemental</p> <p>-----</p> <p>Personnel and professional development fees Estimated Cost \$21,000 Supplemental</p>	<p>Personnel Estimated Cost \$105,000 Supplemental</p> <p>-----</p> <p>Personnel and professional development fees Estimated Cost \$21,000 Supplemental</p>
Reduce the Achievement gap in English language arts and math that exists among student groups equal to or greater than the State average.	Student Achievement	<p>For low income pupils: Continue to support deeper implementation of Differentiated Instruction (K-5) and Co-teaching (6-8) through site/classroom visits and team planning</p> <p>-----</p> <p>Implement and</p>	LEA-wide		<p>Personnel Estimated Cost \$10,000 Title I</p> <p>-----</p> <p>License and</p>	<p>Personnel Estimated Cost \$10,000 Title I</p> <p>-----</p> <p>Renewal fees</p>	<p>Personnel Estimated Cost \$10,000 Supplemental</p> <p>-----</p> <p>Renewal fees</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>support ST Math at elementary schools</p> <p>-----</p> <p>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</p> <p>-----</p> <p>Identify District needs and purchase research-based intervention materials</p> <p>-----</p> <p>Provide professional development for intervention programs</p>			<p>renewal fees Estimated Cost \$40,000 Supplemental</p> <p>-----</p> <p>Annual service agreements Estimated Cost \$23,214 Base, \$8,586 Supplemental</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p>Estimated Cost \$17,500 Supplemental</p> <p>-----</p> <p>Annual service agreements Estimated Cost \$23,214 Base, \$8,586 Supplemental</p> <p>-----</p> <p>-----</p>	<p>Estimated Cost \$17,500 Supplemental</p> <p>-----</p> <p>Annual service agreements Estimated Cost \$23,214 Base, \$8,586 Supplemental</p> <p>-----</p> <p>-----</p> <p>Intervention materials Estimated Cost \$50,000 Supplemental</p> <p>-----</p> <p>Personnel Estimated Cost \$20,000 Supplemental</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>-----</p> <p>Provide intervention training for paraprofessionals</p> <p>-----</p> <p>Utilize Implementation Specialists to support teachers in meeting the needs of historically underserved students</p> <p>-----</p> <p>Provide professional development for Implementation Specialists</p> <p>-----</p> <p>Provide parent training to support academic achievement</p>				<p>-----</p> <p>Personnel Estimated Cost \$5,000 Supplemental</p> <p>-----</p> <p>Personnel Estimated Costs \$300,000 Supplemental</p> <p>-----</p> <p>Professional development fees Estimated Cost \$10,000 Supplemental</p> <p>-----</p> <p>Childcare, materials, supplies, translation, and interpretation Estimated Cost</p>	

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>-----</p> <p>Build master schedules and school schedules to support intervention</p> <p>-----</p> <p>Provide intervention for identified students utilizing existing staff</p> <p>-----</p> <p>Provide extended learning opportunities for high needs student populations</p>			<p>\$1,000 Supplemental</p> <p>-----</p> <p>None Estimated Cost \$0</p> <p>-----</p> <p>None Estimated Cost \$0</p> <p>-----</p>	<p>\$1,000 Supplemental</p> <p>-----</p> <p>None Estimated Cost \$0</p> <p>-----</p> <p>None Estimated Cost \$0</p> <p>-----</p>	<p>\$1,000 Supplemental</p> <p>-----</p> <p>None Estimated Cost \$0</p> <p>-----</p> <p>None Estimated Cost \$0</p> <p>-----</p> <p>Personnel, materials, and supplies Estimated Cost TBD</p>
In order to ensure English learners (ELs) develop English proficiency skills within five years of enrollment in the District, provide a high quality English language	Implementation of the Common Core State Standards	<p>For English learners:</p> <p>Purchase support materials to bridge current ELD program with the new California ELD Standards</p> <p>-----</p> <p>Provide professional development to support</p>	LEA-wide		<p>Instructional materials Estimated Cost \$50,000 Title III \$5,000 Supplemental</p> <p>-----</p> <p>Personnel Estimated Cost</p>	<p>Instructional materials Estimated Cost \$5,000 Supplemental</p> <p>-----</p> <p>Personnel Estimated Cost</p>	<p>Instructional materials Estimated Cost \$5,000 Supplemental</p> <p>-----</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
development (ELD) program aligned with the new California ELD Standards.		implementation of ELD bridge materials ----- Provide professional development on the new California ELD Standards for teachers and paraprofessionals ----- Pilot and adopt California ELD Standards aligned ELD materials ----- Evaluate the level of English proficiency using State mandated assessments ----- Support middle school ELs new to the country by providing a Newcomer Program -----			\$11,000 Title III ----- Personnel Estimated Cost \$22,500 Supplemental ----- ----- Personnel and supplies Estimated Cost \$57,000 Supplemental ----- Personnel Estimated Cost \$88,000 Supplemental	\$11,000 Title III ----- Personnel Estimated Cost \$22,500 Supplemental ----- ----- Personnel and supplies Estimated Cost \$57,000 Supplemental ----- Personnel Estimated Cost \$88,000 Supplemental	----- Personnel Estimated Cost \$22,500 Supplemental ----- ----- Personnel and instructional materials Estimated Cost See Table 3 Goal 2 (pg.22) ----- Personnel and supplies Estimated Cost \$57,000 Supplemental ----- Personnel Estimated Cost \$88,000 Supplemental

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Support ELs district wide with primary language support ----- Coordinate EL services at the school sites			----- Personnel Estimated Cost \$185,000 Supplemental ----- Personnel and professional development fees Estimated Cost \$15,000 Supplemental	----- Personnel Estimated Cost \$185,000 Supplemental ----- Personnel and professional development fees Estimated Cost \$15,000 Supplemental	----- Personnel Estimated Cost \$185,000 Supplemental ----- Personnel and professional development fees Estimated Cost \$15,000 Supplemental
Implement a service delivery model that ensures course access.	Course Access	For English learners: Provide Resource Specialists to support the Co-teaching service delivery model ----- Pilot the Co-teaching service delivery model and provide professional development for fifth grade teachers and elementary Resource Specialists -----	LEA-wide		----- Personnel Estimated Cost \$105,000 Supplemental ----- Personnel and professional development fees Estimated Cost \$21,000 Supplemental -----	----- Personnel Estimated Cost \$105,000 Supplemental ----- Personnel and professional development fees Estimated Cost \$21,000 Supplemental -----	----- Personnel Estimated Cost \$105,000 Supplemental ----- Personnel and professional development fees Estimated Cost \$21,000 Supplemental -----

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Utilize Bilingual Instructional Assistants in the classroom to support access to grade level Standards			Personnel Estimated Cost \$185,000 Supplemental	Personnel Estimated Cost \$185,000 Supplemental	Personnel Estimated Cost \$185,000 Supplemental
Reduce the Achievement gap in English language arts and math that exists among student groups equal to or greater than the State average.	Student Achievement	<p>For English learners: Continue to support deeper implementation of Differentiated Instruction (K-5) and Co-teaching (6-8) through site/classroom visits and team planning</p> <p>-----</p> <p>Implement and support ST Math at elementary schools</p> <p>-----</p> <p>Analyze and disaggregate student achievement data in English language development,</p>	LEA-wide		<p>Personnel Estimated Cost \$10,000 Title I</p> <p>-----</p> <p>License and renewal fees Estimated Cost \$40,000 Supplemental</p> <p>-----</p> <p>Annual service agreements Estimated Cost \$23,214 Base, \$8,586</p>	<p>Personnel Estimated Cost TBD</p> <p>-----</p> <p>Renewal fees Estimated Cost \$17,500 Supplemental</p> <p>-----</p> <p>Annual service agreements Estimated Cost \$23,214 Base, \$8,586</p>	<p>Personnel Estimated Cost TBD</p> <p>-----</p> <p>Renewal fees Estimated Cost \$17,500 Supplemental</p> <p>-----</p> <p>Annual service agreements Estimated Cost \$23,214 Base, \$8,586</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>English/language arts, and mathematics in order to provide timely intervention and close the achievement gap</p> <p>-----</p> <p>Identify District needs and purchase research-based intervention materials</p> <p>-----</p> <p>Provide professional development for intervention programs</p> <p>-----</p> <p>Provide intervention training for paraprofessionals</p> <p>-----</p> <p>Utilize Implementation Specialists to support teachers in</p>			Supplemental	Supplemental	Supplemental
					-----	-----	-----
							Intervention materials Estimated Cost \$50,000 Supplemental
					-----	-----	-----
							Personnel Estimated Cost \$20,000 Supplemental
					-----	-----	-----
							Personnel Estimated Cost \$5,000 Supplemental
					-----	-----	-----
							Personnel Estimated Costs \$300,000 Supplemental

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		meeting the needs of historically underserved students ----- Provide professional development for Implementation Specialists ----- Provide parent training to support academic achievement ----- Build master schedules and school schedules to support intervention ----- Provide intervention for identified			----- ----- ----- Childcare, materials, supplies, translation, and interpretation Estimated Cost \$1,000 Supplemental ----- None Estimated Cost \$0 ----- None Estimated Cost	----- ----- ----- Childcare, materials, supplies, translation, and interpretation Estimated Cost \$1,000 Supplemental ----- None Estimated Cost \$0 ----- None Estimated Cost	----- Professional development fees Estimated Cost \$10,000 Supplemental ----- Childcare, materials, supplies, translation, and interpretation Estimated Cost \$1,000 Supplemental ----- None Estimated Cost \$0 ----- None Estimated Cost

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		students utilizing existing staff ----- Provide extended learning opportunities for high needs student populations			\$0	\$0	\$0
					-----	-----	-----
							Personnel, materials, and supplies Estimated Cost TBD
Implement a service delivery model that ensures course access.	Course Access	For foster youth: Provide Resource Specialists to support the Co-teaching service delivery model ----- Pilot the Co-teaching service delivery model and provide professional development for fifth grade teachers and elementary Resource Specialists	LEA-wide		Personnel Estimated Cost \$105,000 Supplemental ----- Personnel and professional development fees Estimated Cost \$21,000 Supplemental	Personnel Estimated Cost \$105,000 Supplemental ----- Personnel and professional development fees Estimated Cost \$21,000 Supplemental	Personnel Estimated Cost \$105,000 Supplemental ----- Personnel and professional development fees Estimated Cost \$21,000 Supplemental
Reduce the Achievement gap in English language arts and math that exists among	Student Achievement	For foster youth: Continue to support deeper implementation of Differentiated Instruction (K-5) and	LEA-wide		Personnel Estimated Cost \$10,000 Title I	Personnel Estimated Cost TBD	Personnel Estimated Cost TBD

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
student groups equal to or greater than the State average.		<p>Co-teaching (6-8) through site/classroom visits and team planning</p> <p>-----</p> <p>Implement and support ST Math at elementary schools</p> <p>-----</p> <p>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</p> <p>-----</p> <p>Identify District needs and purchase research-based math intervention</p>			<p>-----</p> <p>License and renewal fees Estimated Cost \$40,000 Supplemental</p> <p>-----</p> <p>Annual service agreements Estimated Cost \$23,214 Base, \$8,586 Supplemental</p> <p>-----</p>	<p>-----</p> <p>Renewal fees Estimated Cost \$17,500 Supplemental</p> <p>-----</p> <p>Annual service agreements Estimated Cost \$23,214 Base, \$8,586 Supplemental</p> <p>-----</p>	<p>-----</p> <p>Renewal fees Estimated Cost \$17,500 Supplemental</p> <p>-----</p> <p>Annual service agreements Estimated Cost \$23,214 Base, \$8,586 Supplemental</p> <p>-----</p> <p>Intervention materials Estimated Cost \$50,000</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>materials</p> <p>-----</p> <p>Provide professional development for math intervention programs</p> <p>-----</p> <p>Provide math intervention training for paraprofessionals</p> <p>-----</p> <p>Utilize Implementation Specialists to support teachers in meeting the needs of historically underserved students</p> <p>-----</p> <p>Provide professional development for Implementation Specialists</p> <p>-----</p>			-----	-----	<p>Supplemental</p> <p>-----</p> <p>Personnel Estimated Cost \$20,000 Supplemental</p> <p>-----</p> <p>Personnel Estimated Cost \$5,000 Supplemental</p> <p>-----</p> <p>Personnel Estimated Costs \$300,000 Supplemental</p> <p>-----</p> <p>Professional development fees Estimated Cost \$10,000 Supplemental</p> <p>-----</p>
					Childcare,	Childcare,	Childcare,

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>Provide parent training to support academic achievement</p> <p>-----</p> <p>Build master schedules and school schedules to support intervention</p> <p>-----</p> <p>Provide intervention for identified students utilizing existing staff</p> <p>-----</p> <p>Provide extended learning opportunities for high needs student populations</p>			<p>materials, supplies, translation, and interpretation Estimated Cost \$1,000 Supplemental</p> <p>-----</p> <p>None Estimated Cost \$0</p> <p>-----</p> <p>None Estimated Cost \$0</p> <p>-----</p> <p>None Estimated Cost \$0</p> <p>-----</p>	<p>materials, supplies, translation, and interpretation Estimated Cost \$1,000 Supplemental</p> <p>-----</p> <p>None Estimated Cost \$0</p> <p>-----</p> <p>None Estimated Cost \$0</p> <p>-----</p>	<p>materials, supplies, translation, and interpretation Estimated Cost \$1,000 Supplemental</p> <p>-----</p> <p>None Estimated Cost \$0</p> <p>-----</p> <p>None Estimated Cost \$0</p> <p>-----</p> <p>Personnel, materials, and supplies Estimated Cost TBD</p>
Reduce the Achievement gap in English language arts	Student Achievement	For redesignated fluent English proficient pupils: Continue to support	LEA-wide		Personnel	Personnel	Personnel

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
and math that exists among student groups equal to or greater than the State average.		<p>deeper implementation of Differentiated Instruction (K-5) and Co-teaching (6-8) through site/classroom visits and team planning</p> <p>-----</p> <p>Implement and support ST Math at elementary schools</p> <p>-----</p> <p>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</p> <p>-----</p>			<p>Estimated Cost \$10,000 Title I</p> <p>-----</p> <p>License and renewal fees Estimated Cost \$40,000 Supplemental</p> <p>-----</p> <p>Annual service agreements Estimated Cost \$23,214 Base, \$8,586 Supplemental</p> <p>-----</p>	<p>Estimated Cost TBD</p> <p>-----</p> <p>Renewal fees Estimated Cost \$17,500 Supplemental</p> <p>-----</p> <p>Annual service agreements Estimated Cost \$23,214 Base, \$8,586 Supplemental</p> <p>-----</p>	<p>Estimated Cost TBD</p> <p>-----</p> <p>Renewal fees Estimated Cost \$17,500 Supplemental</p> <p>-----</p> <p>Annual service agreements Estimated Cost \$23,214 Base, \$8,586 Supplemental</p> <p>-----</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Identify District needs and purchase research-based intervention materials ----- Provide professional development for intervention programs ----- Provide intervention training for paraprofessionals ----- Utilize Implementation Specialists to support teachers in meeting the needs of historically underserved students ----- Provide professional development for Implementation Specialists				Intervention materials Estimated Cost \$50,000 Supplemental ----- Personnel Estimated Cost \$20,000 Supplemental ----- Personnel Estimated Cost \$5,000 Supplemental ----- Personnel Estimated Costs \$300,000 Supplemental ----- Professional development fees Estimated Cost	

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>-----</p> <p>Provide parent training to support academic achievement</p> <p>-----</p> <p>Build master schedules and school schedules to support intervention</p> <p>-----</p> <p>Provide intervention for identified students utilizing existing staff</p> <p>-----</p> <p>Provide extended learning opportunities for high needs student populations</p>			<p>-----</p> <p>Childcare, materials, supplies, translation, and interpretation Estimated Cost \$1,000 Supplemental</p> <p>-----</p> <p>None Estimated Cost \$0</p> <p>-----</p> <p>None Estimated Cost \$0</p> <p>-----</p>	<p>-----</p> <p>Childcare, materials, supplies, translation, and interpretation Estimated Cost \$1,000 Supplemental</p> <p>-----</p> <p>None Estimated Cost \$0</p> <p>-----</p> <p>None Estimated Cost \$0</p> <p>-----</p>	<p>\$10,000 Supplemental</p> <p>-----</p> <p>Childcare, materials, supplies, translation, and interpretation Estimated Cost \$1,000 Supplemental</p> <p>-----</p> <p>None Estimated Cost \$0</p> <p>-----</p> <p>None Estimated Cost \$0</p> <p>-----</p> <p>Personnel, materials, and supplies Estimated Cost TBD</p>

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Fountain Valley School District is committed to providing students with an effective, high quality core instructional program. Given the pattern of District enrollment of unduplicated and other high needs student populations, increased services are provided District wide. Our English learners, low income students, foster youth, students with disabilities, and other high needs student population are enrolled in all ten schools but to varying degrees. Therefore in order to meet their needs, services are most effectively administered District wide. In support of English learners, low income students, foster youth, students with disabilities, and other high needs student populations, the District will spend an estimated \$918,788 in Year One on supplemental services in the following areas:

- Extended learning opportunities to support ELD and achievement in English/language arts and mathematics
- A "push-in" service delivery model for primary language support and specialized instruction that ensures course access
- Increased student access to health services and school library services
- Assessment and data analysis in English language development, English/language arts, and mathematics
- Elementary teacher release time for Professional Learning Communities to plan differentiated instruction, evaluate student results, and coordinate educational services
- Increased access to instructional technology to support student learning
- Parent engagement, involvement, and education to support increased levels of student achievement
- Professional development in the California ELD Standards and the CCSS to ensure English language proficiency and academic success in English/language arts and mathematics

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR

15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

California Education Code requires increased or improved services for unduplicated students in proportion to increased supplemental funding. For Fountain Valley School District the proportionality percentage is 2.4%. The services below exceed this requirement and reflect the District's commitment to improve student achievement:

- Extended learning opportunities to support ELD and achievement in English/language arts and mathematics (Increased Expenditure Year 1 – 66%)
- A “push-in” service delivery model for specialized instruction that ensures course access (Increased Expenditure Year 1 – 9%)
- Increased student access to health services (Increased Expenditure Year 1 – 14%) and school library services (Increased Expenditure Year 1 – 33%)
- Elementary teacher release time for Professional Learning Communities to plan Differentiated Instruction, evaluate student results, and coordinate educational services (New Expenditure Year 1 – 100%)
- Professional development in the California ELD Standards (New Expenditure Year 1 – 100%)

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Appendix A
2013/2014 LCAP Development

Date	Group	Purpose
October		
10/31/2013		District LCAP Planning Meeting
November		
11/05/2013		District LCAP Planning Meeting
11/14/2013	Board of Trustees	Written Report with Tentative Timeline
December		
12/17/2013		District LCAP Planning Meeting
January		
01/09/2014	Community Event – Kiwanis Club	Share District Strengths/Needs & Solicit Input
01/13/2014	LCAP Leadership Work Group	Overview LCFF & LCAP
01/22/2014	District English Learner Advisory Committee	Overview LCFF & LCAP
01/23/2014	6-8 Principals	Overview LCFF & LCAP
01/28/2014	English Learner Coordinators	Overview LCFF & LCAP
01/29/2014	School Site Council - Masuda	Solicit School LCAP Input
01/30/2014	K-5 Principals	Overview LCFF & LCAP
February		
02/03/2014	LCAP Leadership Work Group	Review Data & Draft Goals
02/04/2014	LCAP Leadership Work Group	Review Data & Draft Goals
02/06/2014	Board of Trustees	Written Update
02/11/2014	School Site Council - Talbert	Solicit School LCAP Input
02/11/2014	Community Leadership Committee	Share District Strengths/Needs & Solicit Input
02/18/2014	School Site Council - Courreges	Solicit School LCAP Input
02/20/2014	School Site Council - Plavan	Solicit School LCAP Input
02/20/2014	School Site Council - Newland	Solicit School LCAP Input
02/19/2014	School Site Council - Tamura	Solicit School LCAP Input
02/20/2014	School Site Council - Gisler	Solicit School LCAP Input
02/24/2014	District Advisory Committee (DAC)	Overview LCFF, LCAP & Review Draft Goals
02/24/2014	School Site Council - Fulton	Solicit School LCAP Input
02/24/2014	School Site Council - Oka	Solicit School LCAP Input
02/26/2014	District English Learner Advisory Committee (DELAC)	Review Draft Goals
02/26/2014	School Site Council - Cox	Solicit School LCAP Input
March		
03/04/2014	LCAP Leadership Work Group	Review Goals & Draft Actions
03/19/2014	Community Information Meeting	Share District Strengths/Needs & Solicit Input
03/20/2014	Community Event – Mayor’s Breakfast	Share District Strengths/Needs & Solicit Input
03/31/2014	Action Committee for Education Meeting	Solicit LCAP Input
April		
04/03/2014	Board of Trustees	Study Session on LCAP Process & Progress to Date
04/03/2014	Common Core Steering Committee	Solicit LCAP Input
04/09/2014	LCAP Leadership Work Group	Review Goals & Actions to Date
04/21/2014	Community Information Meeting	Share District Strengths/Needs & Solicit Input
04/22/2014	Community Event – Rotary Club	Share District Strengths/Needs & Solicit Input
04/22/2014	Community Leadership Committee	Solicit LCAP Input
04/22/2014	DELAC	Review Goals & Actions to Date
04/24/2014	DAC	Review Goals & Actions to Date
May		
05/08/2014	LCAP Leadership Work Group	Review draft LCAP
05/08-21/2014		Post draft LCAP & community survey on website
05/13/2014	Community Information Meeting	Share District Strengths/Needs & Solicit Input
05/13/2014	English Learner Coordinators	Share draft LCAP
05/15/2014	DAC & DELAC	Provide input to Superintendent on draft LCAP
June		
06/05/2014	Board of Trustees	LCAP Public Hearing
06/26/2014	Board of Trustees	LCAP Final Approval

Appendix B
2013/2014 LCAP Data

Priority Area	Goal	Data Analyzed
Basic Services & Course Access	Provide all students with Highly Qualified Teachers who have English learner certifications and multiple authorizations to support a broad course of study.	SARCs
Basic Services & Implementation of Common Core State Standards	All students will have access to textbooks and instructional materials aligned to the Common Core State Standards (CCSS), California English Language Development (ELD) Standards, and Next Generation Science Standards (NGSS).	SARCs
Basic Services	Maintain District facilities that are safe, clean, and in good working order.	SARCs
Implementation of Common Core State Standards	To support effective implementation of the CCSS, provide professional development that includes specialized training, team planning within and across grade levels, and classroom visitations within and among schools.	CCSS Report Cards Staff Development Schedules District Memos CCSS Presentations
Implementation of Common Core State Standards	In order to ensure English learners (ELs) develop English proficiency skills within five years of enrollment in the District, provide a high quality English language development program aligned with the new California ELD Standards.	10/11, 11/12, 12/13 Dataquest reports - AYP, API, Title III 10/11, 11/12, 12/13 Reclassification rates DIBELS Next Data District Writing Benchmark Data
Implementation of Common Core State Standards	Provide the necessary technology hardware and infrastructure for the implementation of the CCSS and Smarter Balanced assessments, including personnel to provide technical support.	Infrastructure Documentation Staff & Classroom Refreshment Schedules Student-Device Ratios
Course Access, Student Achievement & Other Student Outcomes	To complement the strong English language arts and math programs, improve services in the areas of K-5 PE, K-8 arts and K-8 technology.	Daily Schedules Master Schedules
Course Access	Implement a service delivery model that ensures course access.	Daily Schedules Master Schedules
Student Achievement & Other Student Outcomes	Students will demonstrate achievement in English language arts and math equal to or greater than the State average.	10/11, 11/12, 12/13 Dataquest reports - AYP, API, Title III 10/11, 11/12, 12/13 Reclassification rates DIBELS Next Data District Writing Benchmark Data
Student Achievement	Reduce the achievement gap in English language arts and math that exists among student groups equal to or greater than the State average.	10/11, 11/12, 12/13 Dataquest reports - AYP, API, Title III 10/11, 11/12, 12/13 Reclassification rates DIBELS Next Data District Writing Benchmark Data
Parent Involvement	Increase parent engagement and involvement of historically underserved and other high needs student populations.	Membership lists, minutes, and agendas - DAC, DELAC, School Site Councils, Surplus Property Committee, and School Boundary & Closure Committee Single Plans for Student Achievement Parent Involvement Board Policy & Administrative Regulations
Student Engagement	Reduce chronic absenteeism.	10/11, 11/12, 12/13 Aeries reports – Attendance Rates & Chronic Absenteeism
Student Engagement	Ensure that District records accurately reflect the next school for students who move or matriculate out of the District in order to maintain a zero dropout rate.	2011, 2012, 2013 CALPADS Report 1.9
School Climate	Expand behavioral interventions and supports to further reduce student suspension and expulsion rates.	10/11, 11/12, 12/13 District Documentation - Suspension and Expulsion
School Climate	Increase meaningful student participation.	California Healthy Kids Survey – FVSD Elementary & Secondary/OC Elementary & Secondary

Appendix C

Glossary of Terms and Acronyms in the Fountain Valley School District Local Control Accountability Plan

Terms	Definition of Terms
Base (Grant)	State funds are allocated according to student enrollment in each grade spans (K-3, 4-6, 7-8, 9-12)
Concentration (Grant)	If 55% of the District's students are English learner, foster youth, or low income students, the District qualifies for additional funds for each student over the 55% threshold
Co-teaching	When a general education teacher and special education service provider work together in the same classroom to instruct students both with and without disabilities
DIBELS Next	An assessment that measures Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
Implementation Specialist	A teacher identified to support of Common Core State Standards and District Signature Practices by working with colleagues in the classroom
High Needs Student Populations	Students receiving special education services, academically underachieving students, behaviorally challenged students, and chronically absent students
Service Delivery Model	The method of providing additional academic support for identified students
School Site Council	A decision-making group of parents and school staff that has as its major responsibility the development, implementation, and evaluation of the School Plan for Student Achievement
Supplemental (Grant)	Additional funding beyond the Base Grant to support English learners, foster youth, and low income students
Title I	Title I is a Federal program that provides funds to support students who qualify for the Free and Reduced Lunch Program and/or whose parents have less than a high school education
Title III	Title III is a Federal program that provides funds to support English learners and Immigrant youth
Unduplicated Pupil	Any student to whom one or more of the following categories applies - English learner, foster youth, and low income students

Acronyms	Glossary of Acronyms
CCSS	Common Core State Standards
CHKS	California Healthy Kids Survey
DAC	District Advisory Committee
DELAC	District English Learner Advisory Committee
EL	English Learner
ELD	English Language Development
FVSD	Fountain Valley School District
IT	Information Technology
LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Education Agency (most often a school district)
NGSS	Next Generation Science Standards
PE	Physical Education
SARC	School Accountability Report Card

Fountain Valley School District
Superintendent's Office

REGULAR MEETING OF THE BOARD OF TRUSTEES

10055 Slater Avenue
Fountain Valley, CA 92708

May 15, 2014

MINUTES

President Edwards 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

Judith Edwards	President
Jimmy Templin	President Pro Tem
Ian Collins	Clerk
Jeanne Galindo	Member
Sandra Crandall	Member

Mrs. Edwards noted the following addendum to the agenda with corrections to the support for item 7-B on the agenda:

AGENDA APPROVAL

7-B. ADDITION OF ITEM 1.6 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE PROMOTION OF PRINCIPAL CARA ROBINSON TO DIRECTOR, SUPPORT SERVICES EFFECTIVE JULY 1, 2014.

Superintendent's Comments: It is recommended that the Board of Trustees approves the revised personnel item.

Motion: Mr. Ian Collins moved to approve the meeting agenda.

Second: Mr. Jimmy Templin

Vote: 5-0

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

PUBLIC COMMENTS

Mrs. Edwards announced that the Board would retire into Closed Session. Action is anticipated. The following would be 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.
- Liability Claims: *Government Code Section 54961, 54956.95 & 54957*
The Board will discuss the claim involving Employee #0394 against the Fountain Valley School District with respect to a workers' compensation settlement.
- 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 board will meet in closed session to discuss the annual performance evaluation of the superintendent.

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

PLEDGE OF ALLEGIANCE

Girl Scout Troop 2827 led the Pledge of Allegiance.

Mrs. Edwards made the following Closed Session announcements:

CLOSED SESSION READOUT

“In Closed Session the Board took action to authorize the Superintendent designee to approve a Worker’s Compensation Liability Settlement with a future medical for employee #0394 by a stipulation in the amount of \$19,696.93 of permanent disability. This was made in a 5-0 vote.”

“Also in closed session the Assistant Superintendent of Personnel would like to announce that the position of Principal Cara Robinson as of July 1st will be the new Director of Support Services.”

SPECIAL PRESENTATIONS

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 Cox and Newland Schools. From Cox School, the Board honored Michael Guzman (K), Chanel Lee (1st), Diego Chavarria (2nd), Evelyn Pham (3rd), Alisha Sinha (4th), Ellen Johnson (5th). From Newland School, the Board honored Hanna Ritter (K), Hayden Durell (1st), Emma Harriman (2nd), Kayse Laird (3rd), Kaia Seck (4th), Katie Schutt (5th). The Board was joined by family members and staff in congratulating these students for their outstanding achievements.

RECOGNITION OF COX
AND NEWLAND
SCHOOLS STUDENTS

It is an interest of the Board of Trustees to recognize outstanding volunteers who give generously of their time and talents to our schools. From Cox School, the Board recognized and thanked Iona Bresnahan and Melissa Garcia. From Newland School, the Board recognized and thanked Elaine Bonner and Stacy Ferris.

RECOGNITION OF COX
AND NEWLAND
SCHOOLS VOLUNTEERS

The California Distinguished Schools Program honors some of the state's most exemplary and inspiring public schools. The schools which were selected for the Distinguished School Award demonstrated educational excellence for all students and significant gains in narrowing the achievement gap. Roch Courreges, Robert Gisler, and William T. Newland Schools have been selected for this prestigious recognition.

2014 CALIFORNIA
DISTINGUISHED
SCHOOL RECOGNITION
PROGRAM

Annually the Association of California School Administrators celebrates outstanding performance and achievements in 21 job-alike categories through their Administrators of the Year awards. The Board of Trustees is honored to celebrate Cathie Abdel's recognition as the 2014 ACSA Personnel/HR Administrator of the Year.

RECOGNITION OF ACSA
PERSONNEL
ADMINISTRATOR OF
THE YEAR CATHIE
ABDEL

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 made a presentation to the Board of Trustees on ACE's recent participation in the Sacramento Safari.

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

STAFF REPORTS AND PRESENTATIONS

The Board of Trustees received notification of the upcoming

ANNOUNCEMENT OF

Public Hearing on the Personnel Commission's proposed budget for 2014-15. The Public Hearing shall be held on June 26, 2014 at 4:30 pm. Public input will be welcomed.

**PUBLIC HEARING FOR
PERSONNEL
COMMISSION BUDGET
(WRITTEN ONLY)**

BOARD REPORTS AND COMMUNICATIONS

**BOARD REPORTS AND
COMMUNICATIONS**

Mrs. Crandall attended both community briefings, OCSBA Annual Meeting, the open houses at Newland and Plavan, the Mayor's Breakfast, FV Planning Commission, and the Government Leaders' Prayer Breakfast. She also toured Gisler, Courreges, Tamura, Newland, Fulton and Plavan, attended Newland's carnival, Special Education Recognition Awards, community outreach, and ACSA Region XVII Celebration of Excellence.

Mr. Templin attended the volleyball tournament at Fulton. He thanked Mr. Collins and Mrs. Galindo for attending the SPC meeting. He also attended the open house at Courreges, and ACSA Region XVII Celebration of Excellence.

Mr. Collins attended SPC meeting, Newland's carnival, OCSBA Annual Meeting, Government Leaders' Prayer Breakfast, ACSA Region XVII Celebration of Excellence and The Children's Needs Task Force.

Mrs. Galindo attended the FVEF meeting, California Schools Board Association Dinner and visited Tamura. She also attended the ACSA Region XVII Celebration of Excellence.

Mrs. Edwards attended the reception honoring Greg Franklin as 2014 Superintendent of the Year, open house at Tamura, Plavan visitation, Health and Wellness meeting, and ACSA Region XVII Celebration of Excellence. She will be attending the final Delegate Assembly for the California School Boards Association tomorrow.

PUBLIC COMMENTS

There were six requests to address the Board. Teachers, parents and students addressed the Board regarding VAPA strategic plan, music education, speech language pathologists, LCFF, LCAP, FVEA, and air conditioning.

PUBLIC COMMENTS

LEGISLATIVE SESSION

There were two addendum items to the consent calendar one of which was discussed in the closed session. The other one was the announcement of Mrs. Robinson.

Motion: Mr. Templin moved to approve the Consent Calendar.

CONSENT
CALENDAR/
ROUTINE ITEMS OF
BUSINESS

Second: Mr. Collins

Vote: 5-0

The Consent Calendar included:

- Board Meeting Minutes from April 3rd regular meeting
- Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- Donations
- Warrants
- Purchase Order Listing
- Budget Adjustments
- Approval of Master Plan for English Learners
- Approval of Special Education Settlement Agreement April 22, 2014
- Approval of Special Education Settlement Agreement May 6, 2014
- Approval of Revised Strategic Arts Education Plan for 2014-2019
- Approval of Talbert Middle School Seventh Grade Stem Trip to the Ocean Institute at Dana Point
- Approval of Financial Advisory Service Agreement with Governmental Financial Strategies, Inc.
- Approval of Student Accident Insurance 2014/2015
- Approval of Layoff for Classified Positions-Elimination of Positions
- Received Fountain Valley Education Association Initial Proposal for 2014/2015
- Approval of 2014/2015 initial contract proposals of the

Fountain Valley Education Association

- Non-Public Agency Contracts

Non-Public School/Agency	100% Contract Cost	Effective Dates
Therapeutic Education Cntrs	\$2,300.00	7/1/2013-6/30/2014
Dr. Chris Davidson	\$4,500.00	7/1/2013-6/30/2014
Abby Rozenberg	\$1,870.00	7/1/2013-6/30/2014

SUPERINTENDENT’S COMMENTS/NEW ITEMS OF BUSINESS

- Dr. Ecker Thanked the Action Committee for Education for their representation at the Sacramento Safari.
- Dr. Ecker Congratulated Cathy Abdel on her receipt of the ACSA Region XVII award.
- Dr. Ecker Thanked Anne Silavs, Christine Fullerton, Cathie Abdel and Julianne Hoefler and LCAP Development Team for the efforts on the LCAP report.
- Dr. Ecker Noted that in reference to the SBAC testing that Sacramento consider to expand the transition period from two years to three years.
- Dr. Ecker Thanked teachers for their efforts during the hot weather conditions.
- Dr. Ecker Announced his retirement as Superintendent effective December 31, 2014.
- Mrs. Edwards Announced a new item of business that the Board will be holding a special meeting on June 2nd to interview candidates for proposal for search firms to look for new superintendents.

Mrs. Edwards announced that the Board would retire into a second Closed Session. Action was still not anticipated. The following would be 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.

- **Liability Claims:** *Government Code Section 54961, 54956.95 & 54957*
The Board will discuss the claim involving Employee #0394 against the Fountain Valley School District with respect to a workers' compensation settlement.
- **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 board will meet in closed session to discuss the annual performance evaluation of the superintendent.

ADJOURNMENT

Motion: Mr. Templin moved to adjourn the meeting at 10:05pm.

Second: Mr. Collins

Vote: Unanimously approved

/jd

FOUNTAIN VALLEY SCHOOL DISTRICT

2014–2015 CALENDAR

START AND END DATES FOR:

PRINCIPALS, ASST. PRINCIPALS
COORDINATORS, AUTISM &
PROGRAM SPECIALISTS
(210 DAYS)

AUGUST 4, 2014 TO JUNE 26, 2015

PSYCHOLOGISTS
(192 DAYS)

AUGUST 25, 2014 TO JUNE 25, 2015

12 MONTH CERTIFICATED

JULY 1, 2014 TO JUNE 30, 2015

DIRECTORS, SUPERVISORS,
CONFIDENTIALS
12 MONTH CLASSIFIED

JULY 1, 2014 TO JUNE 30, 2015

200 DAY CLASSIFIED

AUGUST 14, 2014 TO JUNE 23, 2015

180 DAY CLASSIFIED

SEPTEMBER 3, 2014 TO JUNE 17, 2015

NOTE 1: All 200 day Classified Employees will return on 8/14/2014, and the Office open to public on Thursday, 8/21/2014.

NOTE 2: Middle School Principals will work an additional 5 days.

Board Approved: _____

FOUNTAIN VALLEY SCHOOL DISTRICT

CERTIFICATED SALARY SCHEDULE 2014-2015 (185 Days)

STEP	COLUMN S1	COLUMN S2	COLUMN I	COLUMN II	COLUMN III
	BA	BA + 15	BA + 30	MA or BA +45	BA + 60
1	41,355	44,263	47,140	50,048	52,942
2	43,033	46,527	49,627	52,644	55,635
3	45,488	48,800	52,103	55,221	58,330
4	47,763	51,072	54,593	57,809	61,032
5	49,627	53,349	57,074	60,394	63,729
6	51,700	55,632	59,551	62,982	66,431
7	53,749	57,906	62,030	65,570	69,114
8			64,518	68,424	71,834
9			67,002	70,737	74,529
10			69,476	73,325	77,227
11				75,889	79,926
12				78,547	82,706
15					87,143
18					90,198
21					91,591
24					94,357

Hourly Rate \$27.08

Board Approved: _____
 Effective Date: 07-01-2014

FOUNTAIN VALLEY SCHOOL DISTRICT

**CERTIFICATED SALARY SCHEDULE
SCHEDULE 2014-2015**

Speech and Language 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	43,592	46,656	49,687	52,753	55,805
2	45,358	49,042	52,311	55,490	58,642
3	47,948	51,438	54,920	58,205	61,483
4	50,345	53,832	57,544	60,933	64,331
5	52,311	56,233	60,159	63,659	67,174
6	54,494	58,639	62,770	66,385	70,021
7	56,655	61,036	65,382	69,114	72,850
8			68,006	72,123	75,717
9			70,624	74,561	78,557
10			73,231	77,289	81,401
11				79,992	84,246
12				82,794	87,176
15				91,853	
18				95,074	
21				96,541	
24				99,457	

Hourly Rate \$27.08

**FOUNTAIN VALLEY SCHOOL DISTRICT
PERSONNEL ITEMS FOR APPROVAL
June 5, 2014**

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	Hertzberg, Page	Talbert	Teacher	Maternity	05/27/2014
1.1.2	Warf, Thomas	Masuda	Teacher	Personal	2014-2015 School Year
1.1.3	Perkins, Jennifer	Fulton	Principal	Personal	2014-2015 School Year

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

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>EFFECTIVE</u>
1.2.1	McWhorter, Jenny	Teacher/SDC	Talbert	06/18/2014

1.3 ASSISTANT SUPERINTENDENT, PERSONNEL HAS ACCEPTED THE RETIREMENT OF THE FOLLOWING CERTIFICATED EMPLOYEES:

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>EFFECTIVE</u>
1.3.1	Plummer, Cynthia	Teacher	Newland	06/18/2014
1.3.2	Knutsen, Jeanette	Teacher/SDC	Plavan	06/18/2014

1.4 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE START AND END DATES CALENDAR FOR THE 2014-2015 SCHOOL YEAR (see attachments).

1.5 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE 185 AND 195 DAYS CERTIFICATED SALARY SCHEDULES TO REFLECT A 1% INCREASE FOR THE 2014-2015 SCHOOL YEAR, EFFECTIVE 07/01/2014 (see attachments).

1.6 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE HOURLY RATE OF \$27.08 FOR ADDITIONAL DUTY FOR ALL CERTIFICATED PERSONNEL FOR THE 2014-2015 SCHOOL YEAR

1.7 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE PROMOTION OF TEACHER ON SPECIAL ASSIGNMENT (TOSA) MATT PLOSKI TO ASSISTANT PRINCIPAL, FULTON MIDDLE SCHOOL EFFECTIVE AUGUST 4, 2014.

2.0 EMPLOYMENT FUNCTIONS

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

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
2.1.1	Tran, Maria	Gisler	ESP Instructor	04/01/2014
2.1.2	Pham, Van	Oka	IA Bilingual-Viet	04/28/2014

2.2 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE HIRE OF CLASSIFIED EMPLOYEE STEVE BENNER (ELECTRICIAN) AS MATERIAL EXPEDITER AT THE MAINTENANCE YARD, EFFECTIVE 06/02/14.

2.3 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING LIMITED TERM 2014 SPECIAL EDUCATION SUMMER SCHOOL CLASSIFIED EMPLOYEES AT NEWLAND SCHOOL FROM 6/23/14 – 7/18/14:

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>		<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>
2.3.1	O'Toole, Sandy	School Admin. Asst.	2.3.13	Curoso, Sheree	I.A. DTT
2.3.2	Houry, Hala	I.A. Special Ed.	2.3.14	Gagnon, Marina	I.A. DTT
2.3.3	Nguyen, Kelly	I.A. Special Ed.	2.3.15	Linares, Lisa	I.A. DTT
2.3.4	Wagoner, Cynthia	I.A. Special Ed	2.3.16	Nasab, Betty	I.A. DTT
2.3.5	Schmikus, Rose	I.A. Special Ed	2.3.17	Nielsen, Candace	I.A. DTT
2.3.6	Agbulos, Dayna	I.A. SH/PH	2.3.18	Perkins, Robin	I.A. DTT
2.3.7	Clouthier, David	I.A. SH/PH	2.3.19	Plemons, Lori	I.A. DTT
2.3.8	DiCorpo, Louise	I.A. SH/PH	2.3.20	Reither, Marie	I.A. DTT
2.3.9	Goris, Yolanda	I.A. SH/PH	2.3.21	Skaar, Betsy	I.A. DTT
2.3.10	Smith, Jessica	I.A. SH/PH	2.3.22	Sugden-Davis, Jane	I.A. DTT
2.3.11	Musacchio, Kathy	I.A. DTT	2.3.23	Talley, Jeremy	I.A. DTT
2.3.12	Escala, Cathy	FSW	2.3.24	Texeira, Danielle	I.A. DTT

3.0 INDEPENDENT CONTRACTOR AGREEMENT:

3.1 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF A EDUCATIONAL FIELDWORK AGREEMENT WITH THE UNIVERSITY OF REDLANDS EFFECTIVE APRIL 1, 2014 TO APRIL 30, 2016.

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

June 5, 2014

INSTRUCTION

4.0 INDEPENDENT CONTRACTOR AGREEMENTS/RESOLUTIONS

	<u>NAME</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>BUDGET</u>	<u>DATE</u>
4.1	RINCON, Kimberly (State Preschool)	Sign language interpreter for a State Preschool family during parent/teacher conference	\$50.00	120016198-1255	June 5, 2014

REASON FOR LATE SUBMITTAL: The family requested this interpreter too late for the May 15, 2014 Board approval.

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	DAO, Huong (Tamura)	Inquiring Minds: Teaching the Arts in the 21 st Century	Southern Counties Arts Project ~ San Diego St Univ.	Actual and Necessary	012331055-5210	7/14-18, 2014 9/19-20, 2014 1/24/2015

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

All donations to the district must be officially accepted by the Fountain Valley School District Board of Trustees inasmuch as their acceptance may involve an expenditure of district funds for installation, use, and/or maintenance. Before any donation is supplied or purchased by your organization, or formally accepted for a school, the following information is requested on this form. Upon site/document approval, a copy of the form shall be presented to Business Services or Technology/Media for further consideration and approval in accordance with Board Policy 3290, Donations to School District.

SCHOOL RECEIVING DONATION: Cox Elementary

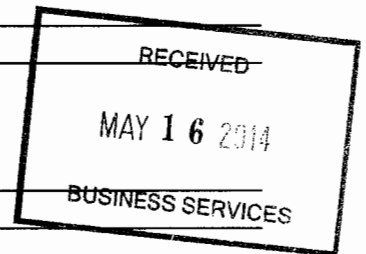
NAME OF DONOR: Cox PTO

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)

4427 \$ 26.84

ESTIMATED INSTALLATION COST: (Note software needs, special wiring required, additional components needed, transportation, etc.)

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)



ESTIMATED COST OF ANNUAL UPKEEP: (Electricity, special supplies, accessories, etc.)

REVENUE ACCT: 01030 0000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0100132894310

INTENDED USE: (State how this will be used)

classroom enhancement

REVIEWED: [Signature] APPROVED/DISAPPROVED: _____
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 5/15/14
Assistant Superintendent Business/Administration Date

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Director, Technology/Media Date

BOARD APPROVAL DATE: 6/5/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

All donations to the district must be officially accepted by the Fountain Valley School District Board of Trustees inasmuch as their acceptance may involve an expenditure of district funds for installation, use, and/or maintenance. Before any donation is supplied or purchased by your organization, or formally accepted for a school, the following information is requested on this form. Upon site/document approval, a copy of the form shall be presented to Business Services or Instruction for further consideration and approval in accordance with Board Policy 3290, Donations to School District.

SCHOOL RECEIVING DONATION: Fulton

NAME OF DONOR: Fulton PTA

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.) \$782.73

ESTIMATED INSTALLATION COST: (Note software needs, special wiring required, additional components needed, transportation, etc.)

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)

ESTIMATED COST OF ANNUAL UPKEEP: (Electricity, special supplies, accessories, etc.)

REVENUE ACCT: 010290000-8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010142989-5899

INTENDED USE: (State how this will be used) Coach stipends and benefits

REVIEWED:  APPROVED/DISAPPROVED: 5/15/14
Principal/Department Head Date

REVIEWED:  APPROVED/DISAPPROVED: 5/15/14
Assistant Superintendent Business/Administration Date

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Assistant Superintendent Instruction Date

BOARD APPROVAL DATE: 6/5/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

All donations to the district must be officially accepted by the Fountain Valley School District Board of Trustees inasmuch as their acceptance may involve an expenditure of district funds for installation, use, and/or maintenance. Before any donation is supplied or purchased by your organization, or formally accepted for a school, the following information is requested on this form. Upon site/document approval, a copy of the form shall be presented to Business Services or Instruction for further consideration and approval in accordance with Board Policy 3290, Donations to School District.

SCHOOL RECEIVING DONATION: Fulton

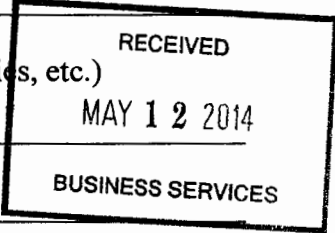
NAME OF DONOR: De Nguyen and Dao Huynh

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.) \$200.00 *ok 104*

ESTIMATED INSTALLATION COST: (Note software needs, special wiring required, additional components needed, transportation, etc.)

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)

ESTIMATED COST OF ANNUAL UPKEEP: (Electricity, special supplies, accessories, etc.)



REVENUE ACCT: 010290000-8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010142989-5899

INTENDED USE: (State how this will be used) Principal's discretion

REVIEWED: [Signature] APPROVED/DISAPPROVED: 5-9-14
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 5-14-14
Assistant Superintendent Date
Business/Administration

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Assistant Superintendent Date
Instruction

BOARD APPROVAL DATE: 6/3/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

All donations to the district must be officially accepted by the Fountain Valley School District Board of Trustees inasmuch as their acceptance may involve an expenditure of district funds for installation, use, and/or maintenance. Before any donation is supplied or purchased by your organization, or formally accepted for a school, the following information is requested on this form. Upon site/document approval, a copy of the form shall be presented to Business Services or Instruction for further consideration and approval in accordance with Board Policy 3290, Donations to School District.

SCHOOL RECEIVING DONATION: Fulton

NAME OF DONOR: James Favreau of Williams Woodwork

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)

18" Jet Woodworking Band Saw, Model JWBS-18, 1-1/2 hp Approx age: 8 years, present value \$750.00

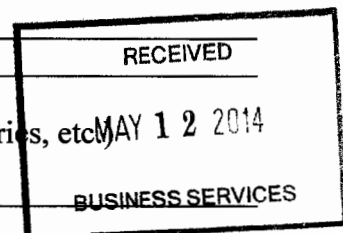
ESTIMATED INSTALLATION COST: (Note software needs, special wiring required, additional components needed, transportation, etc.)

Saw to be picked up at Williams Woodworks, 2911 S. Main St, Unit D; Santa Ana, CA 92707 714-435-0603

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)

1 Jet Woodworking Band Saw, Model JWBS-18, Serial # 211113248

ESTIMATED COST OF ANNUAL UPKEEP: (Electricity, special supplies, accessories, etc)



REVENUE ACCT: 010290000-8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE:

INTENDED USE: (State how this will be used) Woodshop program at Fulton Middle School

REVIEWED: [Signature] APPROVED/DISAPPROVED: 5.9.14
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 5-14-14
Assistant Superintendent Date
Business/Administration

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Assistant Superintendent Date
Instruction

BOARD APPROVAL DATE: 6/5/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

All donations to the district must be officially accepted by the Fountain Valley School District Board of Trustees inasmuch as their acceptance may involve an expenditure of district funds for installation, use, and/or maintenance. Before any donation is supplied or purchased by your organization, or formally accepted for a school, the following information is requested on this form. Upon site/document approval, a copy of the form shall be presented to Business Services or Instruction for further consideration and approval in accordance with Board Policy 3290, Donations to School District.

SCHOOL RECEIVING DONATION: Oka

NAME OF DONOR: Oka PTO

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)
Check #5500 in the amount of \$200

ESTIMATED INSTALLATION COST: (Note software needs, special wiring required, additional components needed, transportation, etc.)

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)

RECEIVED
MAY 07 2014
BUSINESS SERVICES

ESTIMATED COST OF ANNUAL UPKEEP: (Electricity, special supplies, accessories, etc.)

REVENUE ACCT: -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0103700008699

INTENDED USE: (State how this will be used) Pay for subs for Jog A Thon field trip reward.

REVIEWED: [Signature] APPROVED/DISAPPROVED: 5/6/2014
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 5/9/14
Assistant Superintendent Business/Administration Date

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Assistant Superintendent Instruction Date

BOARD APPROVAL DATE: 6/3/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

All donations to the district must be officially accepted by the Fountain Valley School District Board of Trustees inasmuch as their acceptance may involve an expenditure of district funds for installation, use, and/or maintenance. Before any donation is supplied or purchased by your organization, or formally accepted for a school, the following information is requested on this form. Upon site/document approval, a copy of the form shall be presented to Business Services or Instruction for further consideration and approval in accordance with Board Policy 3290, Donations to School District.

SCHOOL RECEIVING DONATION: Talbert Middle School

NAME OF DONOR: Talbert PTO

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)
\$1,222.41 check # 3834

ESTIMATED INSTALLATION COST: (Note software needs, special wiring required, additional components needed, transportation, etc.)

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)

ESTIMATED COST OF ANNUAL UPKEEP: (Electricity, special supplies, accessories, etc.)

REVENUE ACCT: 010380000-8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010143889-4310

RECEIVED
MAY 16 2014
BUSINESS SERVICES

INTENDED USE: (State how this will be used) Science, Barn Owl Pellets, Fetal Pigs

REVIEWED: [Signature] APPROVED/DISAPPROVED: 5/15/14
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 5/16/14
Assistant Superintendent Business/Administration Date

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Assistant Superintendent Instruction Date

BOARD APPROVAL DATE: 6/5/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

All donations to the district must be officially accepted by the Fountain Valley School District Board of Trustees inasmuch as their acceptance may involve an expenditure of district funds for installation, use, and/or maintenance. Before any donation is supplied or purchased by your organization, or formally accepted for a school, the following information is requested on this form. Upon site/document approval, a copy of the form shall be presented to Business Services or Instruction for further consideration and approval in accordance with Board Policy 3290, Donations to School District.

SCHOOL RECEIVING DONATION: Tamura Elementary

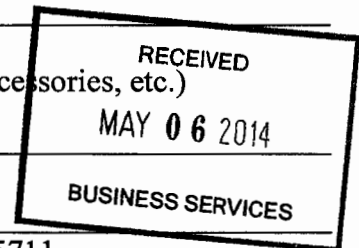
NAME OF DONOR: PTO

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)
\$291.50 Check #3472

ESTIMATED INSTALLATION COST: (Note software needs, special wiring required, additional components needed, transportation, etc.)

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)

ESTIMATED COST OF ANNUAL UPKEEP: (Electricity, special supplies, accessories, etc.)



REVENUE ACCT: 010100000 - 8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010011089 5711

INTENDED USE: (State how this will be used)
Transportation for 5th Grade to O.C. Performing Arts Center

REVIEWED: [Signature] APPROVED/DISAPPROVED: 5/5/14
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 5/6/14
Assistant Superintendent Business/Administration Date

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Assistant Superintendent Instruction Date

BOARD APPROVAL DATE: 6/5/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

All donations to the district must be officially accepted by the Fountain Valley School District Board of Trustees inasmuch as their acceptance may involve an expenditure of district funds for installation, use, and/or maintenance. Before any donation is supplied or purchased by your organization, or formally accepted for a school, the following information is requested on this form. Upon site/document approval, a copy of the form shall be presented to Business Services or Instruction for further consideration and approval in accordance with Board Policy 3290, Donations to School District.

SCHOOL RECEIVING DONATION: Tamura Elementary

NAME OF DONOR: Tamura PTO

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)
\$1,037.54 check #3461

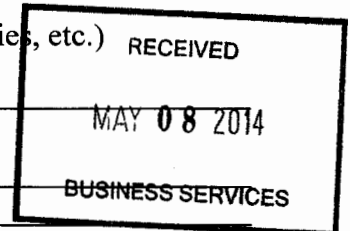
ESTIMATED INSTALLATION COST: (Note software needs, special wiring required, additional components needed, transportation, etc.)

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)

ESTIMATED COST OF ANNUAL UPKEEP: (Electricity, special supplies, accessories, etc.)

REVENUE ACCT: 010100000 - 8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010011089 - 4310



INTENDED USE: (State how this will be used) Teacher Supplies

REVIEWED: *Kalhu Da* APPROVED/DISAPPROVED: 4/28/2014
Principal/Department Head Date

REVIEWED: *Chiu* APPROVED/DISAPPROVED: 5/9/14
Assistant Superintendent Date
Business/Administration

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Assistant Superintendent Date
Instruction

BOARD APPROVAL DATE: 6/3/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

All donations to the district must be officially accepted by the Fountain Valley School District Board of Trustees inasmuch as their acceptance may involve an expenditure of district funds for installation, use, and/or maintenance. Before any donation is supplied or purchased by your organization, or formally accepted for a school, the following information is requested on this form. Upon site/document approval, a copy of the form shall be presented to Business Services or Instruction for further consideration and approval in accordance with Board Policy 3290, Donations to School District.

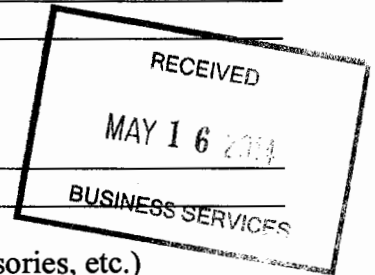
SCHOOL RECEIVING DONATION: Tamura Elementary

NAME OF DONOR: PTO

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)
\$1,089.92 Check #3480

ESTIMATED INSTALLATION COST: (Note software needs, special wiring required, additional components needed, transportation, etc.)

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)



ESTIMATED COST OF ANNUAL UPKEEP: (Electricity, special supplies, accessories, etc.)

REVENUE ACCT: 010100000 - 8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010011089 5811

INTENDED USE: (State how this will be used)
Transportation for 5th Grade to Griffith Park Observatory

REVIEWED: [Signature] APPROVED/DISAPPROVED: 5/16/14
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 5/15/14
Assistant Superintendent Date
Business/Administration

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Assistant Superintendent Date
Instruction

BOARD APPROVAL DATE: 6/5/14

FOUNTAIN VALLEY SCHOOL DISTRICT

BOARD MEETING JUNE 5, 2014

TO: Christine Fullerton

FROM: Martha Lockwood

SUBJECT: Warrant Listing - Check Numbers 65547 - 65782

DATES: 5/2/14 - 5/20/14

FUND 01	GENERAL FUND	\$290,671.85
FUND 12	CHILD DEVELOPMENT	\$10,668.12
FUND 13	CAFETERIA	\$53,128.37
FUND 25	CAPITAL FACILITIES	
FUND 40	SPECIAL RESERVE	\$9,053.59
FUND 68	WORKERS COMP	\$58,701.48
FUND 69	INSURANCE	\$68,403.18
TOTAL		\$490,626.59

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

BOARD OF TRUSTEES

06/05/2014

FROM 05/07/2014 TO 05/28/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>CHANGE AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H20M4283	WESTERN GLASS RESTORATION	718.00	+118.00	012879390 4347	Vandalism / Repair & Upkeep Equip Supplies
H20R0168	BEST BEST & KRIEGER LLP	70,000.00	+30,000.00	015659860 5830	Special Ed. - Legal Services / Legal Fees
H20R0288	UNITED PARCEL SERVICE	2,000.00	+500.00	012719385 4335	Purchasing / Postage, Bulk Mail, Freight
H20R0336	RALPHS GROCERY COMPANY	1,450.00	+150.00	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
H20R0365	SOUTHWEST SCHOOL AND OFFICE SU	6,500.00	+2,500.00	010014040 4310	Sch Site Instr - Plavan / Instructional Supplies
H20R0575	STAPLES	116.00	+16.00	015514960 4310	Special Ed. - Masuda RSP / Instructional Supplies
H20R0667	SOUTHWEST SCHOOL AND OFFICE SU	1,000.00	+400.00	012721010 4325	Sch Site Admin - Tamura / Office Supplies
H20R0771	SOUTHWEST SCHOOL AND OFFICE SU	492.00	+342.00	010014089 4310	Donations - Plavan / Instructional Supplies
H20R0859	WOODCRAFT	2,100.00	+480.00	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
H20R0931	A1GM	760.00	+260.00	010014747 4310	Sch Site Instr - Courreges / Instructional Supplies
H20R1234	PEARSON	555.28	+4.91	016158155 4322	7140 Gifted & Talented - Instr / Testing Supplies
H20R1308	SOUTHWEST SCHOOL AND OFFICE SU	127.87	+63.94	012719275 4325	Curriculum/Instruction Office / Office Supplies
Fund 01 Total:			+34,834.85		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

BOARD OF TRUSTEES

06/05/2014

FROM 05/07/2014 TO 05/28/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>CHANGE AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H20R0088	P & R PAPER SUPPLY COMPANY	6,970.25	+1,970.25	133207380 4790	Cafeteria Fund / Food Services Supplies
H20R0106	SOUTHWEST SCHOOL AND OFFICE SU	2,110.00	+110.00	133207380 4790	Cafeteria Fund / Food Services Supplies
H20R0203	REFRIGERATION CONTROL COMPANY	16,500.00	+6,500.00	133207380 4347	Cafeteria Fund / Repair & Upkeep Equip Supplies
H20R0410	FRESH GRILL LLC	7,000.00	-3,800.00	133207380 4710	Cafeteria Fund / Food
H20R0411	SUBWAY	19,529.75	-470.25	133207380 4710	Cafeteria Fund / Food
H20R0414	SUNRISE PRODUCE COMPANY	25,000.00	-5,000.00	133207380 4710	Cafeteria Fund / Food
Fund 13 Total:			-690.00		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

BOARD OF TRUSTEES 06/05/2014

FROM 05/07/2014 TO 05/28/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>CHANGE AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
Total Account Amount:			+34,144.85		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/05/2014

FROM 05/07/2014 TO 05/28/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H20M4283	WESTERN GLASS RESTORATION	718.00	118.00	012879390 4347	Vandalism / Repair & Upkeep Equip Supplies
H20M4284	TIME AND ALARM SYSTEMS INC.	650.00	650.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4286	BEACH WIRE & CABLE INC.	450.00	450.00	016689380 4347	7394 THIG Admin Tech-Operation / Repair & Upkeep Equip
H20M4287	CALIFORNIA WESTERN VISUALS	614.96	614.96	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4288	ALLIED REFRIGERATION INC.	150.00	150.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4289	HILLYARD / LOS ANGELES	75.00	75.00	012889390 4347	Custodial / Repair & Upkeep Equip Supplies
H20M4290	A GOOD SIGN	700.00	700.00	012879390 4347	Vandalism / Repair & Upkeep Equip Supplies
H20M4291	DAPPER TIRE COMPANY	600.00	600.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4292	DEWALT-PORTER CABLE-DELTA SERV	250.00	250.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4293	ROBERT SKEELS & COMPANY	600.00	600.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4294	OC DESIGN SPECIALIST-BUDGET BL	155.55	155.55	014869390 5645	STAR Building DO-Routine Maint / Outside Srvs-Repairs &
H20M4302	HOME DEPOT	322.92	322.92	012889390 4347	Custodial / Repair & Upkeep Equip Supplies
H20M4303	CRANDALL'S PLUMBING INC.	430.00	430.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
H20R1296	SUPER DUPER SCHOOL COMPANY	19.45	19.45	015643860 4310	Special Ed. - Talbert S&L / Instructional Supplies
H20R1301	STAPLES	496.79	-496.79	010014747 4320	Sch Site Instr - Courreges / Computer Supplies
			496.79	010014747 4399	Sch Site Instr - Courreges / Equipment Under \$500
H20R1308	SOUTHWEST SCHOOL AND OFFICE SU	127.87	63.94	012719275 4325	Curriculum/Instruction Office / Office Supplies
H20R1313	FOREST PLYWOOD SALES	369.31	369.31	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
H20R1314	APPLE AWARDS	66.00	66.00	016359380 5828	Staff Recognition Program / Staff Recognition
H20R1315	LEAF CAPITAL FUNDING LLC	2,654.60	2,654.60	012719385 5640	Purchasing / Outside Services - Leases
H20R1316	PEARSON	193.47	193.47	012289963 4322	MAA - Instructional / Testing Supplies
H20R1317	BEST OF THE BEST PARTY RENTALS	2,700.00	2,700.00	010149380 4310	Promotion Activities / Instructional Supplies
H20R1318	STAPLES	248.00	248.00	015514960 4310	Special Ed. - Masuda RSP / Instructional Supplies
H20R1319	TARGET STORES	174.00	174.00	015512960 4310	Special Ed. - Fulton RSP / Instructional Supplies
H20R1320	SAMS CLUB	200.00	200.00	012719470 5828	Personnel Department / Staff Recognition
H20R1321	STAPLES	154.00	154.00	015102960 4310	Special Ed. - Fulton SDC / Instructional Supplies
H20R1322	SAMS CLUB	45.00	45.00	012719385 5390	Purchasing / Dues and Membership Non Taxabl
H20R1323	VAVRINEK TRINE DAY AND CO.	27,000.00	27,000.00	012169380 5810	Business - Audit Services / Audit
H20R1324	ORANGE COUNTY DEPARTMENT OF ED	1,500.00	1,500.00	012109078 5899	Tech/Media Office Operation / Other Operating Expenses
H20R1325	SCANTRON	2,404.74	2,404.74	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
H20R1326	PACIFIC COAST SPEECH SERVICES	66,928.00	66,928.00	012289863 5813	MAA - Instructional S&L / Consultant
H20R1327	ORANGE COUNTY DEPARTMENT OF ED	7,800.00	7,800.00	015309860 5813	Federal Early Intervening-Inst / Consultant
H20R1328	ORANGE COUNTY DEPARTMENT OF ED	500.00	500.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/05/2014

FROM 05/07/2014 TO 05/28/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H20R1330	STAPLES	150.00	150.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
H20R1331	STAPLES	74.18	74.18	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
H20R1333	AMAZON.COM LLC	566.95	150.00	010143838 4310	Sch Site Instr - Talbert / Instructional Supplies
			100.00	010143838 4311	Sch Site Instr - Talbert / Elective Supplies
			316.95	010143889 4310	Donations - Talbert / Instructional Supplies
H20R1334	OCSBA	32.00	32.00	012719165 5210	Superintendent / Travel, Conference, Workshop
H20R1335	AMAZON.COM LLC	216.75	108.37	012333255 4320	Title III-LEP-Cox / Computer Supplies
			108.38	012333755 4320	Title III-LEP-Oka / Computer Supplies
H20R1337	STAPLES	25.00	25.00	010013232 4310	Sch Site Instr - Cox / Instructional Supplies
H20R1338	STAPLES	56.00	56.00	010013232 4310	Sch Site Instr - Cox / Instructional Supplies
H20R1339	LAKESHORE LEARNING MATERIALS	100.00	100.00	010013232 4310	Sch Site Instr - Cox / Instructional Supplies
H20R1340	STAPLES	56.00	56.00	010013232 4310	Sch Site Instr - Cox / Instructional Supplies
H20R1341	LAKESHORE LEARNING MATERIALS	100.00	100.00	010013232 4310	Sch Site Instr - Cox / Instructional Supplies
H20R1342	LAKESHORE LEARNING MATERIALS	65.00	65.00	010013232 4310	Sch Site Instr - Cox / Instructional Supplies
H20R1343	APPLE COMPUTER ORDER DEPARTMEN	2,231.28	2,231.28	012395098 4320	7395 Sch/Libr Imp Instr-DO / Computer Supplies
H20R1344	LAKESHORE LEARNING MATERIALS	63.00	63.00	010013232 4310	Sch Site Instr - Cox / Instructional Supplies
H20R1345	CENTRAL DRUG SYSTEM	146.00	146.00	012719470 5820	Personnel Department / Physical Exam, Drug testing
H20R1347	CURRICULUM ASSOCIATES INC.	119.40	119.40	015513760 4310	Special Ed. - Oka RSP / Instructional Supplies
H20R1348	BEYOND PLAY	32.74	32.74	015644060 4310	Special Ed. - Plavan S&L / Instructional Supplies
H20R1349	ACSA FOUNDATION FOR	455.00	455.00	012719470 5825	Personnel Department / Advertising
H20R1350	SOUTHWEST SCHOOL AND OFFICE SU	1,000.00	1,000.00	010011010 4310	Sch Site Instr - Tamura / Instructional Supplies
H20R1356	STAPLES	150.00	150.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
H20R1358	AMERICAN LANGUAGE SERVICES	5,000.00	5,000.00	012509861 5813	Interpreter Aide / Consultant
H20R1359	LIFESIGNS INC.	5,000.00	5,000.00	012509861 5813	Interpreter Aide / Consultant
H20R1360	STAPLES	200.00	200.00	015514060 4310	Special Ed. - Plavan RSP / Instructional Supplies
H20R1361	LAKESHORE LEARNING MATERIALS	201.19	201.19	015514060 4310	Special Ed. - Plavan RSP / Instructional Supplies
H20R1362	LAKESHORE LEARNING MATERIALS	81.00	81.00	010013232 4310	Sch Site Instr - Cox / Instructional Supplies
H20R1363	LAKESHORE LEARNING MATERIALS	162.00	162.00	015103760 4310	Special Ed. - Oka SDC / Instructional Supplies
H20R1364	LAKESHORE LEARNING MATERIALS	114.00	114.00	010013737 4310	Sch Site Instr - Oka / Instructional Supplies
H20R1367	OFFICE DEPOT	35.63	35.63	012719165 4325	Superintendent / Office Supplies
H20R1368	TARGET STORES	150.00	150.00	012731010 4327	Health Supplies - Tamura / Health Supplies
H20R1369	LAKESHORE LEARNING MATERIALS	200.00	200.00	010011010 4310	Sch Site Instr - Tamura / Instructional Supplies
H20R1370	STAPLES	25.00	25.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
H20R8053	HILLYARD / LOS ANGELES	2,304.80	2,304.80	011000000 9320	Revenue Limit - State Revenues / STORES

FOUNTAIN VALLEY SD

**PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 06/05/2014**

FROM 05/07/2014 TO 05/28/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H20S8047	ARIEL SUPPLY INC.	2,931.77	2,931.77	011000000 9320	Revenue Limit - State Revenues / STORES
H20S8048	WAXIE	10,337.14	10,337.14	011000000 9320	Revenue Limit - State Revenues / STORES
H20S8049	EMPIRE CLEANING SUPPLY	388.58	388.58	011000000 9320	Revenue Limit - State Revenues / STORES
H20S8050	UNITED HEALTH SUPPLIES	117.72	117.72	011000000 9320	Revenue Limit - State Revenues / STORES
H20S8051	SCHOOL SPECIALTY	183.06	183.06	011000000 9320	Revenue Limit - State Revenues / STORES
H20S8052	METRO BUSINESS SOLUTIONS INC.	2,654.64	2,654.64	011000000 9320	Revenue Limit - State Revenues / STORES
H20S8054	CROWN CARTON COMPANY	120.99	120.99	011000000 9320	Revenue Limit - State Revenues / STORES
H20S8055	WAXIE	742.09	742.09	011000000 9320	Revenue Limit - State Revenues / STORES
H20S8056	AMAZON.COM LLC	1,401.37	1,401.37	011000000 9320	Revenue Limit - State Revenues / STORES
H20S8057	CANNON SPORTS	297.00	297.00	011000000 9320	Revenue Limit - State Revenues / STORES
H20S8058	P & R PAPER SUPPLY COMPANY	798.86	798.86	011000000 9320	Revenue Limit - State Revenues / STORES
	Fund 01 Total:	158,383.80	157,223.08		

FOUNTAIN VALLEY SD

**PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 06/05/2014**

FROM 05/07/2014 TO 05/28/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H20R1310	RINCON, KIMBERLY	54.00	-54.00	120016198 1255	State Preschool Instructional / Stipend - Psych,Nurse,Counse
			54.00	120016198 5813	State Preschool Instructional / Consultant
H20R1332	AMAZON.COM LLC	226.80	226.80	120016898 4310	Child Dev Gisler Presch-Instr / Instructional Supplies
H20R1336	TARGET STORES	500.00	500.00	120016098 4310	Extended School Instructional / Instructional Supplies
H20R1351	AMAZON.COM LLC	322.92	322.92	120016998 4310	Child Dev Plavan Presch-Instr / Instructional Supplies
H20R1353	BEST BUY GOV LLC	660.08	660.08	120016098 4410	Extended School Instructional / Fixed Assets \$500-\$5000
H20R1354	PREHISTORIC PETS	108.00	108.00	120016098 4310	Extended School Instructional / Instructional Supplies
H20R1355	PARTY BOUNCE	108.00	108.00	120016498 4310	Child Dev Oka Preschool-Instr / Instructional Supplies
H20R1357	STEELCRAFT	1,596.24	1,596.24	120016998 4410	Child Dev Plavan Presch-Instr / Fixed Assets \$500-\$5000
	Fund 12 Total:	3,576.04	3,522.04		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 06/05/2014

FROM 05/07/2014

TO 05/28/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H20R1329	A & R WHOLESALE	1,000.00	1,000.00	133207380 4710	Cafeteria Fund / Food
H20R1366	HEARTLAND PAYMENT SYSTEMS INC.	4,880.19	4,880.19	133207380 5826	Cafeteria Fund / Licensing/Software,Maint/Supp
Fund 13 Total:		5,880.19	5,880.19		

FOUNTAIN VALLEY SD

**PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 06/05/2014**

FROM 05/07/2014 TO 05/28/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H20M4281	GOLDEN STATE PAVING INC.	5,500.00	5,500.00	402998990 6111	Moiola Improvement Projects / Site Improvement - Asphalt
H20M4282	APOLLO WOOD RECOVERY INC.	14,305.00	14,305.00	402998990 6110	Moiola Improvement Projects / Site Improvement -
H20M4304	GOLDEN STATE PAVING INC.	3,800.00	3,800.00	404839380 6111	Energy Efficient Project / Site Improvement - Asphalt
H20M4305	DIVISION OF THE STATE ARCHITEC	6,950.00	6,950.00	402869380 6220	Spec Res Maintenance Services / Architectural &
H20M4306	R JENSEN CO INC.	14,950.00	14,950.00	402998990 5645	Moiola Improvement Projects / Outside Srvs-Repairs &
Fund 40 Total:		45,505.00	45,505.00		

FOUNTAIN VALLEY SD

**PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 06/05/2014**

FROM 05/07/2014 TO 05/28/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
Total Account Amount:			212,130.31		

FOUNTAIN VALLEY SD

Reference #:

Transfer of Funds

2014 54

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	37,447.00	96,905.00
1200	CERTIFICATED PUPIL SUPPORT		4,511.00
2200	CLASSIFIED SUPPORT	2,217.00	122.00
2400	CLERICAL & OFFICE SALARIES	660.00	
2900	OTHER CLASSIFIED SALARIES		15,702.00
3101	STRS-CERTIFICATED POSITIONS	3,267.00	7,288.00
3202	PERS-CLASSIFIED	328.00	14.00
3313	MEDICARE-CERTIFICATED	746.00	1,465.00
3314	MEDICARE-CLASSIFIED	42.00	21.00
3353	ARP-CERTIFICATED	23.00	254.00
3356	OASDI-CLASSIFIED	178.00	25.00
3401	HEALTH & WELFARE-CERTIFICATED		2,000.00
3402	HEALTH & WELFARE-CLASSIFIED		696.00
3501	SUI-CERTIFICATED	16.00	49.00
3502	SUI-CLASSIFIED	1.00	
3601	WORKERS'COMP-CERTIFICATED	747.00	2,156.00
3602	WORKERS'COMP-CLASSIFIED	61.00	32.00
4300	MATERIALS & SUPPLIES	39,342.00	14,236.00
4400	NONCAPITALIZATION EQUIPMENT	8,094.00	19,375.00
5200	TRAVEL & CONFERENCES	1,067.00	1,081.00
5600	RENTAL,LEASE,REPAIR & NON CAP	30,105.00	706.00
5800	PROF/CONS SERV & OPER EXPENSE	213,768.00	34,188.00
6400	EQUIPMENT	4,359.00	138,715.00
9790	UNASSIGNED/UNAPPROPRIATED	129,578.00	132,505.00
Subfund Total:		472,046.00	472,046.00

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 5, 2014.

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 SD

Reference #:

Transfer of Funds

2014 55

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

Fund: 1212 CHILD DEVELOPMENT

Object	Description	FROM	TO
4300	MATERIALS & SUPPLIES		2,000.00
4700	FOOD		800.00
5600	RENTAL, LEASE, REPAIR & NON CAP		100.00
5800	PROF/CONS SERV & OPER EXPENSE	800.00	
9740	RESTRICTED BALANCE	2,100.00	
Subfund Total:		2,900.00	2,900.00

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 5, 2014.

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 SD

Reference #:

Transfer of Funds

2014 56

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

Fund: 1313 CAFETERIA FUND

Object	Description	FROM	TO
4300	MATERIALS & SUPPLIES	626.00	
4400	NONCAPITALIZATION EQUIPMENT		626.00
Subfund Total:		626.00	626.00

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 5, 2014.

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 SD

Reference #:

Transfer of Funds

2014 57

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

Fund: 4040 SPECIAL RESERVE/C.O.P.
--

Object	Description	FROM	TO
6200	BUILDING AND IMPROVE OF BLDGS		8,000.00
9780	OTHER ASSIGNMENTS	8,000.00	
Subfund Total:		8,000.00	8,000.00

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 5, 2014.

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 SD

Reference #:

Adjustment of Funds

2014 58

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

Fund: 0101 GENERAL FUND

Object	Description	FROM	TO
1100	TEACHERS' SALARIES	62,019.00	10,813.00
1200	CERTIFICATED PUPIL SUPPORT		1,478.00
1300	SUPERVISION AND ADMINISTRATORS		34,216.00
2200	CLASSIFIED SUPPORT		92.00
2400	CLERICAL & OFFICE SALARIES		2,500.00
3101	STRS-CERTIFICATED POSITIONS	5,013.00	3,972.00
3313	MEDICARE-CERTIFICATED	929.00	706.00
3314	MEDICARE-CLASSIFIED		37.00
3353	ARP-CERTIFICATED		5.00
3354	ALTERNATIVE RETIRE-CLASSIFIED		1.00
3356	OASDI-CLASSIFIED		155.00
3501	SUI-CERTIFICATED	33.00	25.00
3502	SUI-CLASSIFIED		2.00
3601	WORKERS'COMP-CERTIFICATED	1,364.00	1,040.00
3602	WORKERS'COMP-CLASSIFIED		55.00
4100	TEXTBOOKS		46,246.00
4200	BOOKS OTHER THAN TEXTBOOKS		229.00
4300	MATERIALS & SUPPLIES	12,681.00	16,241.00
4400	NONCAPITALIZATION EQUIPMENT	2,933.00	
5100	SUBAGREEMENTS FOR SERVICE		85,030.00
5200	TRAVEL & CONFERENCES		150.00
5500	OPERATIONS & HOUSEKEEPNG SVCS	15,869.00	84,000.00
5600	RENTAL,LEASE,REPAIR & NON CAP		9,888.00
5752	Direct Cost - Postage		2.00
5800	PROF/CONS SERV & OPER EXPENSE	6,785.00	48,026.00
7141	Excess Costs/Deficit Pay-Schls		3,819.00
7350	TRANSFER INDIRECT COST IFT	313.00	
8000	REVENUE LIMIT SOURCES		250,745.00
8500	STATE INCOME		95,018.00
8600	LOCAL INCOME	2,992.00	33,049.00
9790	UNASSIGNED/UNAPPROPRIATED	234,101.00	369,132.00

FOUNTAIN VALLEY SD

Reference #:

Adjustment of Funds

2014 58

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

Fund: 0101 GENERAL FUND

Object	Description	FROM	TO
	Subfund Total:	345,032.00	1,096,672.00

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 5, 2014.

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 #:

Adjustment of Funds

2014 59

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

Fund: 1212 CHILD DEVELOPMENT

Object	Description	FROM	TO
2100	INSTRUCTIONAL AIDES' SALARIES	6,506.00	4,000.00
3202	PERS-CLASSIFIED	287.00	
3314	MEDICARE-CLASSIFIED	36.00	
3356	OASDI-CLASSIFIED	155.00	
3502	SUI-CLASSIFIED	1.00	
3602	WORKERS'COMP-CLASSIFIED	53.00	
4300	MATERIALS & SUPPLIES	5,550.00	29,233.00
4700	FOOD		350.00
5600	RENTAL,LEASE,REPAIR & NON CAP	173.00	
5800	PROF/CONS SERV & OPER EXPENSE	70.00	11,361.00
5900	COMMUNICATIONS		230.00
7350	TRANSFER INDIRECT COST IFT		313.00
8500	STATE INCOME		12,000.00
8600	LOCAL INCOME	6,883.00	4,406.00
9740	RESTRICTED BALANCE	35,133.00	
9790	UNASSIGNED/UNAPPROPRIATED		12,000.00
Subfund Total:		54,847.00	73,893.00

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 5, 2014.

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

Adjustment of Funds

Reference #:
2014 60

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

Fund: 1313 CAFETERIA FUND

Object	Description	FROM	TO
4300	MATERIALS & SUPPLIES	1,600.00	1,427.00
4400	NONCAPITALIZATION EQUIPMENT	2,254.00	3,862.00
4700	FOOD	2,538.00	3,000.00
5200	TRAVEL & CONFERENCES	1,000.00	
5800	PROF/CONS SERV & OPER EXPENSE	2,000.00	
8200	FEDERAL INCOME		39,420.00
9740	RESTRICTED BALANCE		40,523.00
Subfund Total:		9,392.00	88,232.00

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 5, 2014.

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 #:

Adjustment of Funds

2014 61

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

Fund: 4040 SPECIAL RESERVE/C.O.P.
--

Object	Description	FROM	TO
5800	PROF/CONS SERV & OPER EXPENSE		2,400.00
8600	LOCAL INCOME		20,599.00
9780	OTHER ASSIGNMENTS		18,199.00
Subfund Total:		0.00	41,198.00

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 5, 2014.

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 #:

Adjustment of Funds

2014 62

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

Fund: 6768 INSURANCE-WCI

Object	Description	FROM	TO
4300	MATERIALS & SUPPLIES		558.00
9790	UNASSIGNED/UNAPPROPRIATED	558.00	
Subfund Total:		558.00	558.00

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 5, 2014.

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 #:

Adjustment of Funds

2014 63

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

Fund: 6769 INSURANCE HEALTH/WELFARE
--

Object	Description	FROM	TO
5752	Direct Cost - Postage	2.00	
5800	PROF/CONS SERV & OPER EXPENSE		1,805.00
5900	COMMUNICATIONS		60.00
8600	LOCAL INCOME		304.00
9790	UNASSIGNED/UNAPPROPRIATED	1,863.00	304.00
Subfund Total:		1,865.00	2,473.00

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 5, 2014.

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 School District
Curriculum/Instruction

M E M O R A N D U M

TO : Marc Ecker, PhD., Superintendent
FROM : Anne Silavs, Assistant Superintendent, Instruction
SUBJECT : **EARLY CHILDHOOD EDUCATION SCHOOL READINESS
INITIATIVE GRANT AGREEMENT NUMBER 39794 BETWEEN
THE ORANGE COUNTY SUPERINTENDENT OF SCHOOLS AND
FOUNTAIN VALLEY SCHOOL DISTRICT**
DATE : May 21, 2014

Background:

Through a grant funded by the Orange County Children and Families Commission, the Orange County Superintendent of Schools has awarded three hundred dollars (\$300.00) to Fountain Valley School District for participation in the School Readiness Initiative Grant Program. Fountain Valley School District agrees to use these grant funds on training and technical assistance. The term of this Agreement shall commence on July 1, 2013 and terminate on June 30, 2014.

Recommendation:

It is recommended that the Board of Trustees approve Grant Agreement Number 39794, for the period July 1, 2013 through June 30, 2014 between the Orange County Superintendent of Schools and Fountain Valley School District.

FOUNTAIN VALLEY SCHOOL DISTRICT
EARLY CHILDHOOD EDUCATION
SCHOOL READINESS INITIATIVE GRANT

This AGREEMENT is hereby made and entered into this 1st day of July, 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. SUPERINTENDENT and DISTRICT shall be collectively referred to as the Parties.

WHEREAS, SUPERINTENDENT has received grant funds from the Orange County Children and Families Commission to provide services to Orange County students through the delivery of the School Readiness Initiative Grant;

WHEREAS, SUPERINTENDENT is in need of special services and advice; and

WHEREAS, the Orange County Children and Families Commission requires that SUPERINTENDENT allocate a portion of the School Readiness Initiative grant funds to school districts for implementation of the Early Childhood Education Program, hereinafter referred to as PROGRAM; and

WHEREAS, DISTRICT and its school teachers have expertise with the targeted school population and in providing the services required.

NOW, THEREFORE, the Parties hereto mutually agree as follows:

1.0 TERM. This AGREEMENT shall be in full force and effect for the period commencing July 1, 2013 and ending on June 30, 2014, subject to termination as set forth in this AGREEMENT.

2.0 GRANT AWARDS. SUPERINTENDENT has awarded grant funds to DISTRICT for participation in the School Readiness Initiative Grant Program. DISTRICT agrees to use grant funds on training and technical assistance. Grant funds shall only be used for the activities described in Exhibit "A", Sample List of Program Activities, which is attached hereto and incorporated by reference.

3.0 ASSURANCES. DISTRICT agrees to abide by the sample list of program activities as described in Exhibit "A", which is attached hereto and incorporated by reference herein. ***All funds must be spent by June 30, 2014. It is the responsibility of the Coordinator at the grant funded site to submit all required paperwork to SUPERINTENDENT'S designated grant Coordinator.***

4.0 PAYMENT.

A. SUPERINTENDENT agrees to pay DISTRICT the total sum not to exceed Three hundred dollars (\$300.00) for those activities identified in Section 2.0 of this AGREEMENT. ***Pre-approval must be obtained by submitting the Expenditures Pre-Approval Form, which is attached hereto as Exhibit "B" and incorporated by reference herein, and reimbursement must be obtained by submitting the Expenditures Claim Form attached as Exhibit "C" and incorporated by reference herein.*** Payment shall be made to DISTRICT upon completion of approved activity identified in Section 2.0, SUPERINTENDENT'S receipt and approval of an invoice in triplicate, Exhibit "B", Expenditures

1 Pre-Approval Form, and Exhibit "C", Expenditures Claim Form. All
2 invoices to SUPERINTENDENT shall be supported at DISTRICT'S facility
3 by source documentation which shall include, but not be limited to:
4 ledgers, journals, time sheets, invoices, bank statements, canceled
5 checks, receipts, receiving records, and records of services
6 provided. DISTRICT'S invoice for the period commencing July 1, 2013,
7 and ending June 30, 2014, Exhibit "B", Expenditures Pre-Approval
8 Form, and Exhibit "C", Expenditures Claim Form, are due on or before
9 April 30, 2014. Payment shall be mailed to: Fountain Valley School
10 District, 10055 Slater Avenue, Fountain Valley, California 92708, or
11 at such other place as DISTRICT may designate in writing.

12 B. DISTRICT shall not claim reimbursement for items as
13 described in Exhibit "A", Sample List of Program Activities, provided
14 under this AGREEMENT.

15 C. SUPERINTENDENT may withhold or delay any payment should
16 DISTRICT fail to comply with any of the provisions set forth in this
17 AGREEMENT.

18 D. The obligation of SUPERINTENDENT under this AGREEMENT is
19 contingent upon the availability of funds furnished by the Orange
20 County Children and Families Commission. In the event that such
21 funding is terminated or reduced, this AGREEMENT may be terminated,
22 and SUPERINTENDENT fiscal obligations hereunder shall be limited to a
23 pro rated amount of funding actually received by the SUPERINTENDENT
24 under the grant. SUPERINTENDENT shall provide DISTRICT written
25 notification of such termination. Notice shall be deemed given when

1 received by the DISTRICT or no later than three (3) days after the
2 day of mailing, whichever is sooner.

3 5.0 INDEPENDENT CONTRACTOR. DISTRICT is and at all times to be an
4 independent contractor and shall be wholly responsible for the manner
5 in which the services required by the terms of this AGREEMENT are
6 performed. Nothing herein contained shall be construed as creating
7 the relationship of employer and employee, or principal and agent,
8 between SUPERINTENDENT and DISTRICT. DISTRICT assumes the
9 responsibility for the acts and omissions of its employees or agents
10 as they relate to the services to be provided. DISTRICT, its
11 officers, agents and employees, shall not be entitled to any rights,
12 and/or privileges of SUPERINTENDENT'S employees and shall not be
13 considered in any manner to be SUPERINTENDENT'S employees.

14 6.0 HOLD HARMLESS/INDEMNIFICATION.

15 A. DISTRICT hereby agrees to indemnify, defend, and hold
16 harmless SUPERINTENDENT, the Orange County Board of Education, and
17 its officers, agents and employees from every claim or demand made
18 and every liability, loss, damage or expense, of any nature
19 whatsoever, which may be incurred by reason of any negligent acts or
20 omissions of employees, agents, or officers of DISTRICT during the
21 period of this AGREEMENT.

22 B. SUPERINTENDENT hereby agrees to indemnify, defend, and hold
23 harmless DISTRICT, its Governing Board, officers, agents and
24 employees from every claim or demand made and every liability, loss,
25 damage or expense, of any nature whatsoever, which may be incurred by
reason of any negligent acts or omissions of employees, agents, or

1 officers of SUPERINTENDENT or the Orange County Board of Education
2 during the period of this AGREEMENT.

3 7.0 COPYRIGHT/TRADEMARK/PATENT. CONTRACTOR understands and agrees
4 that all matters produced under this AGREEMENT shall become the
5 property of SUPERINTENDENT and cannot be used without
6 SUPERINTENDENT'S prior express written permission. SUPERINTENDENT
7 shall have all right, title and interest in said matters, including
8 the right to secure and maintain the copyright, trademark and/or
9 patent of said matter in the name of the SUPERINTENDENT. Therefore,
10 all matters produced and created by DISTRICT for SUPERINTENDENT'S
11 School Readiness Initiative Grant Program shall become the property
12 of SUPERINTENDENT.

13 8.0 NON-DISCRIMINATION. DISTRICT agrees that it will not engage in
14 unlawful discrimination of persons because of race, color, religious
15 creed, national origin, ancestry, physical handicap, medical
16 condition, marital status, or age or sex of such persons.

17 9.0 APPLICABLE LAW. The services completed herein must meet the
18 approval of the SUPERINTENDENT'S general right of inspection to
19 secure the satisfactory completion thereof. DISTRICT agrees to
20 comply with all federal, state and local laws, rules, regulations and
21 ordinances that are now or may in the future become applicable to
22 DISTRICT, DISTRICT'S business, equipment and personnel engaged in
23 operations covered by this AGREEMENT or occurring out of the
24 performance of such operations.
25

1 10.0 ASSIGNMENT. DISTRICT shall not subcontract or assign the
2 performance of any of the services in this AGREEMENT without prior
3 written approval of the SUPERINTENDENT.

4 11.0 RETENTION OF RECORDS. DISTRICT shall preserve and make
5 available, to SUPERINTENDENT and the State of California, all records
6 for a period of five (5) years from the date of final payment under
7 this AGREEMENT, and for such a longer period, if any, as is required
8 by applicable statute, or by any other clause of this AGREEMENT.

9 12.0 TOBACCO USE POLICY. In the interest of public health,
10 SUPERINTENDENT provides a tobacco-free environment. Smoking or the
11 use of any tobacco products are prohibited in buildings and vehicles,
12 and on any property owned, leased or contracted for by the
13 SUPERINTENDENT pursuant to SUPERINTENDENT Policy 400.15. Failure to
14 abide with conditions of this policy could result in the termination
15 of this AGREEMENT.

16 13.0 TERMINATION. This AGREEMENT may be terminated by SUPERINTENDENT
17 or DISTRICT with or without cause, upon the giving of thirty (30)
18 days prior written notice to the other party.

19 14.0 NOTICES. All notices or demands to be given under this AGREEMENT
20 by either party to the other shall be in writing and given either by:
21 i) Personal service, or ii) U.S. Mail, mailed either by registered or
22 certified mail, return receipt requested, with postage prepaid.
23 Service shall be considered given when received if personally served
24 or, if mailed, on the third (3rd) day after deposit in any U.S. Post
25 Office. The address to which notices or demands may be given by
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 15.0 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 16.0 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 17.0 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.

////

////

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

IN WITNESS WHEREOF, the Parties hereto set their hands.

DISTRICT: FOUNTAIN VALLEY
SCHOOL DISTRICT

ORANGE COUNTY SUPERINTENDENT
OF SCHOOLS

BY: _____
Authorized Signature

BY: *Patricia McCaughey*
Authorized Signature

PRINTED NAME: _____

PRINTED NAME: Patricia McCaughey

TITLE: _____

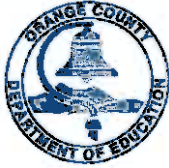
TITLE: Coordinator

DATE: _____

DATE: May 16, 2014

TAXPAYER IDENTIFICATION NUMBER

Local-Fountain Valley School District-School Readiness(39794)14
ZIP9



WILLIAM M. HABERMEHL
County Superintendent of Schools

EXHIBIT "A"

School Readiness Program Training & Technical Assistance Funding



Services for
Early Education
& Development

Sample List of Program Activities

(Pre-Approval is REQUIRED for ALL activities)



Preschool GLAD Training (Retained Cost)



Early Language and Literacy Classroom Observation Training (ELLCO)



Early Childhood Environment Rating Scale-R (ECERS)



Center for Improving the Readiness of Children for Learning and Education Transitions (CIRCLE)



Preschool Learning Foundations



Assessment and Observation - data to drive training and instruction



Desired Results Development Profile - Revised (DRDP-R)



Latino Family Literacy Project



Other appropriate training and training materials pre-approved by the OCDE School Readiness Coordinator



Food, Mileage, Lodging, Travel Expenses



Training not pre-approved by the OCDE School Readiness Coordinator



Substitute Teachers/Extra work hours stipends



Other



School Readiness Program
Training & Technical Assistance Funding

EXHIBIT "B"



T&TA Expenditures Pre-Approval Form

Please submit prior to any T&TA expenditure. Once approved, a copy will be emailed to you.
Submit Form To: Cristina Blevins, Project Specialist, Orange County Department of Education
E-MAIL: cblevins@ocde.us FAX: 714.437.5446 PHONE: 714.327.8185

School District _____

Early Learning Specialist _____ Date _____

Expenditure Description

Vendor Name:	Total Cost:
Materials Description and Rationale for Purchase (Impact on Programs/Services for Children 0-5):	

Conference/Training Name and Date:	Total Cost:
List of Attendees	

REQUIRED ATTACHMENTS:

Materials – Attach list of materials to include vendor name, shipping cost, taxes, and any additional cost in excess of actual materials.

Conferences/Trainings – Attach flyer/registration form.

REIMBURSEMENT PROCEDURE:

OCDE Retained Costs- Some OCDE Provided Trainings/Materials are considered retained costs (i.e. Preschool GLAD, CPIN, SEED Trainings) and require no Purchase Order for payment. Please contact Cristina Blevins @ 714.327.8185 or cblevins@ocde.us to verify.

Other Pre-Approved Expenditures- School District is responsible for purchase. Upon expenditure of total allotted T&TA funds, please submit **T&TA Expenditure Claim Form** to request reimbursement. (Proof of payment is required to be reimbursed).

Approval: _____
Cristina Blevins, Project Specialist, School Readiness

_____ Date



EXHIBIT "C"

School Readiness Program
Training & Technical Assistance Funding



Services for
Early Education
& Development

T & TA Expenditures Claim Form

To be submitted by April 30, 2014 OR upon expenditure of total allotted funds

Submit Form To:

Orange County Department of
Education
Cristina Blevins
Project Specialist, School Readiness
FAX: 714.437.5446
E-Mail: cblevins@ocde.us

School District _____

Early Learning Specialist _____

Date _____

Expenditure Description	Pre- Approval Date	Amount
Vendor Name: <input type="checkbox"/> Reimbursement Requested <input type="checkbox"/> OCDE Retained Cost		
Vendor Name: <input type="checkbox"/> Reimbursement Requested <input type="checkbox"/> OCDE Retained Cost		
Vendor Name: <input type="checkbox"/> Reimbursement Requested <input type="checkbox"/> OCDE Retained Cost		
Vendor Name: <input type="checkbox"/> Reimbursement Requested <input type="checkbox"/> OCDE Retained Cost		
Vendor Name: <input type="checkbox"/> Reimbursement Requested <input type="checkbox"/> OCDE Retained Cost		

Required Attachments:

Reimbursement Requests – Please attach proof of payment (copy of check that paid for the expenditure, paid purchase order or receipt).

OCDE Retained Costs:

Attachments for retained costs (e.g. sign-in sheets for Preschool GLAD, CPIN, SEED trainings) will be attached by OCDE.

Approval: _____

Cristina Blevins, Project Specialist, School Readiness

Date _____

**FOUNTAIN VALLEY SCHOOL DISTRICT
PERSONNEL**

M E M O R A N D U M

TO: Marc Ecker, Superintendent

FROM: Cathie Abdel, Assistant Superintendent, Personnel

SUBJECT: NOTICE OF LAYOFF FOR CLASSIFIED POSITION

DATE: May 23, 2014

BACKGROUND

This year FVSD had the need for two Licensed Vocational Nurse (LVN) positions. One LVN was assigned at Plavan for procedures and medication administration. One LVN was assigned to a class with a student who had a tracheostomy tube and required suctioning and airway monitoring. This student will not be in our district next year. Therefore, in the 2014-15 school year, we only have the need for one LVN at Plavan.

Notice to the person serving in the position affected by this layoff shall be in accordance with Education Code 45117, Article XI, Section 2.A. of the collective bargaining agreement, and Personnel Commission Rule 603.

IMPACT

The following classified position in the Licensed Vocational Nurse classification shall be eliminated following the required 60 day notice (as of August 8, 2014):

<u>Site</u>	<u>Hours/week</u>
Plavan School	25

RECOMMENDATION

It is recommended that the Board of Trustees reduce the services of the position so designated on the effective date as listed above.



FOUNTAIN VALLEY SCHOOL DISTRICT

10055 Slater Avenue • Fountain Valley, CA 92708 • (714)843-3200 • www.fvsd.k12.ca.us

Board Meeting
June 5, 2014

Memorandum

TO: Anne Silavs, Assistant Superintendent, Instruction

FROM: Julianne Hoefler, Director, Assessment and Accountability

DATE: May 27, 2014

SUBJECT: **Single Plans for Student Achievement**

Background

California Ed Code and the federal Elementary and Secondary Education Act require School Plans for Student Achievement as a condition for accepting categorical funds, including Title I and Title III. The purpose of school plans is to consolidate school programs and create blueprints to improve academic achievement of all students. This year due to the Local Control Accountability Plan (LCAP) and the desire to solicit input to ensure alignment, the School Plans for Student Achievement were completely rewritten. 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 were used to guide the process. 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

Recommendation

It is recommended that the Board of Trustees approve the School Plans for Student Achievement for the following five schools: Courreges, Cox, Oka, Plavan, and Tamura. The remaining five will be included in the June 18, 2014 agenda.

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: May 20, 2014

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 4, 2014.

Table of Contents

School Vision and Mission.....	3
School Profile	3
Comprehensive Needs Assessment Components	4
Data Analysis.....	4
Surveys.....	4
Classroom Observations	4
Analysis of Current Instructional Program.....	4
Description of Barriers and Related School Goals	11
School and Student Performance Data.....	12
Academic Performance Index by Student Group	12
English-Language Arts Adequate Yearly Progress (AYP).....	13
Mathematics Adequate Yearly Progress (AYP)	14
CELDT (Annual Assessment) Results.....	15
CELDT (All Assessment) Results	16
Title III Accountability (School Data).....	17
Title III Accountability (District Data).....	18
Planned Improvements in Student Performance	19
School Goal #1	19
School Goal #2	22
School Goal #3	25
School Goal #4	27
Summary of Expenditures in this Plan	30
Total Expenditures by Object Type and Funding Source	30
Total Expenditures by Funding Source	31
Total Expenditures by Object Type.....	32
Total Expenditures by Goal.....	33
Home/School Compact	34
School Site Council Membership	35
Recommendations and Assurances	36

School Vision and Mission

Urbain H. Plavan Elementary School's Vision and Mission Statements

Mission Statement

The mission of Plavan Elementary School is to provide each student with opportunities to reach his/her full potential as a lifelong learner through implementation of high academic standards, providing differentiated instruction to all students, in a safe and nurturing learning environment while maintaining strong home-school-community connections and promoting individual responsibility.

Vision Statement

Our staff will be dedicated to maintaining and enhancing the spirit of excellence that pervades our school and community. All Plavan teachers will teach the Common Core State Standards challenging each student to reach his or her maximum potential. The following special programs will help students achieve their highest potential: Speech and Language, Resource Specialist Program, Gifted and Talented Program, English Language Development, and Special Day Classes. Our programs will also be enhanced through community involvement utilizing our supportive parents and business partners. Our standards based programs will utilize hands-on activities, manipulatives, group projects, portfolios, District Benchmark Tests, and unit tests provided by the adopted publishers. The Plavan staff will continue to develop professionally in order to provide high quality instruction. Teachers will continue to use technology to make learning accessible and enticing for students. Finally, Plavan will provide a safe and nurturing learning environment while maintaining strong home-school-community connections and promoting individual responsibility.

School Profile

SCHOOL PROFILE

Urbain H. Plavan School is a K-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 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 Illuminate Education, October 2013.

Due to the change in definition of Hispanic, the number/percent are estimates

- Plavan Total Enrollment: 507
- White, not Hispanic 150
- English Language Learners 135
- Title II Eligible Immigrants 15
- Gifted and Talented 13
- Socio- economically Disadvantage 145
- Special Education 38
- LEP 156
- Asian 281
- Hispanic/Latino 83

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. Parents consistently indicate they are pleased with the progress their children are making learning English. The complete results are available in the Fountain Valley School District Program Effectiveness document.

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 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. Certificated tenured teachers are formally observed twice a year every other year. The principal conducts a formal pre-observation meeting, a formal observation and a follow up meeting with a written summary.

Analysis of Current Instructional Program

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

1. Conditions of Learning

Basic Services (refer to SARC)

Teachers (SARC Section VII)

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 Common Core & Differentiated Instruction

Textbooks (SARC – Section IX)

Strengths	Needs
<ul style="list-style-type: none"> Textbooks for all subject areas are present on site or in the district. 	<ul style="list-style-type: none"> Common Core textbooks/materials needed Non-fiction informational text Current material not aligned to common core

Facilities (SARC – Section VI)

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 with Antonio and Gabriel. Solar panels 	<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.

Common Core State Standards (CCSS professional development calendar, Interim Assessment results & school related information)

All Students

Strengths	Needs
<ul style="list-style-type: none"> CCSS staff development in ELA and Math. (See professional development calendar) Principal Training Program – Pivot & Elementary Principal PLC Meetings Interim assessment develop by steering committee 	<ul style="list-style-type: none"> More Common Core instructional resources Adequate alignment of benchmark tests. The Common Core Steering Committee will continue to monitor and track benchmark Need State adopted materials

English Learners

Strengths	Needs
<ul style="list-style-type: none"> Bilingual aide support High performing EL students in standardized assessments EL students have plenty of collaborative opportunities with native speakers. Teacher created materials 	<ul style="list-style-type: none"> ELD consistent resource/curriculum for teachers Need State adopted materials

English Language Development (ELD)

Strengths	Needs
<ul style="list-style-type: none"> • Before/After School Intervention for EL students. 	<ul style="list-style-type: none"> • No specific ELD program • Need state adopted materials

Fountain Valley School District Common Core State Standards Interim Assessments

English Language Arts

Strengths	Needs
<ul style="list-style-type: none"> • Teacher involvement. The Common Core Steering Committee working to align the Interim Assessments with the new Common Core 	<ul style="list-style-type: none"> • Time to reflect and adjust assessments as needed.

Math

Strengths	Needs
<ul style="list-style-type: none"> • Teacher involvement. The Common Core Steering Committee working to align the Interim Assessments with the new Common Core • ST Math implementation and incentive programs 	<ul style="list-style-type: none"> • Time to reflect and adjust assessments as needed.

Course Access (middle school Master Schedule/Elementary school instructional minutes, Bilingual Tutor schedules. Special Education schedules)

All Students

Strengths	Needs
<ul style="list-style-type: none"> • ELA/Math/ block consistent across grade levels. • ST Math key component of student curriculum access • Greater emphasis nonfiction, informational text • Differentiated, Small Group Instruction implementation • Special Ed schedules developed to maximize student learning. 	<ul style="list-style-type: none"> • Grade level consistency in Differentiated Instruction/Small Group implementation. • Limited bilingual tutor hours prohibits schedule that maximizes learning.

English Learners

Strengths	Needs
<ul style="list-style-type: none"> • Bilingual aide support • Collaborative grouping opportunities with Native speakers. • Students appropriately identified • Small group instruction 	<ul style="list-style-type: none"> • Limited bilingual tutor hours prohibits schedule that maximizes learning.

Low Income Students

Strengths	Needs
<ul style="list-style-type: none"> • Equal access • Small group instruction 	<ul style="list-style-type: none"> • More support and intervention opportunities need to be available for our low income students. • Counseling and emotional support

Students with Disabilities

Strengths	Needs
<ul style="list-style-type: none"> • Excellent Support Staff • Students appropriately placed per IEP; including inclusion when appropriate and feasible • IEP goals are attainable for each student 	<ul style="list-style-type: none"> • Balancing “pull out” vs core access • More consistent inclusion opportunities

California English Language Development Test (SPSA School and Student Performance Data)

AMAO 1

Strengths	Needs
<ul style="list-style-type: none"> 80.0% met AMAO1 target in 2013 	

AMAO 2

Strengths	Needs
<ul style="list-style-type: none"> 54.3% met AMAO2 target in 2013 	

Reclassified Rates (Aeries report)

Strengths	Needs
	<ul style="list-style-type: none"> Plavan R-FEP rates are below the district averages by 3%.

California Physical Fitness Test (SARC – Section III)

Strengths	Needs
<ul style="list-style-type: none"> 95.3% 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 Adhering to P.E. required minutes Parental and community support with educating students on the importance of physical education and increasing physical activity.

Other Student Outcomes (Illuminate)

Dibels Next

All Students

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 	<ul style="list-style-type: none"> Time to assess all students in the beginning and throughout the year.

English learners

Strengths	Needs

Socioeconomically Disadvantaged (Low Income)

Strengths	Needs

Students with Disabilities

Strengths	Needs

2. Pupil Outcomes

Adequate Yearly Progress (SPSA School and Student Performance Data)

All Students

Strengths	Needs
<ul style="list-style-type: none"> All students performed near 75% proficient and advanced in ELA All students performed at 84.4% proficient and advanced in math. 	<ul style="list-style-type: none"> 11% decline from 2012-2013 in ELA. All students did not meet the AYP target of 89.5% in math.

White

Strengths	Needs
<ul style="list-style-type: none"> All white students performed at 75.0% proficient and advanced in math. 	<ul style="list-style-type: none"> White students did not meet the AYP target of 89.2% in ELA with a 8.6% decrease from 78.3 (2012) to 69.7 (2013) White students did not meet the AYP target of 89.5% in math with a 6% decrease from 84.5 (2012) to 78.8 (2013)

Asian

Strengths	Needs
<ul style="list-style-type: none"> Our Asian population continues to out-perform all other subgroups in ELA with 80.0% proficient and advanced. Our Asian population continues to out-perform all other subgroups in Math with 91.1% proficient and advanced. 	<ul style="list-style-type: none"> Although our Asian population scored 80.0% in ELA, they did not meet the AYP of 89.2%.

Hispanic

Strengths	Needs
<ul style="list-style-type: none"> The Hispanic subgroup performed at 64.3% proficient or advance...well above state average. They maintained their percentage of proficient and advanced with a 76% in math. 	<ul style="list-style-type: none"> Our Hispanic population did not meet the AYP of 89.2% in ELA. Or 89.5% in math.

English Learners

Strengths	Needs
<ul style="list-style-type: none"> Our EL population is only 1.9% below the school average, which is easily attainable for future growth in ELA. They maintained above an 80% in math. 	<ul style="list-style-type: none"> Identifying specific needs of our EL students. Our ELs did not meet the AYP of 89.2% in ELA or 89.5% in math.

Socioeconomically Disadvantaged (Low Income)

Strengths	Needs
	<ul style="list-style-type: none"> Low income students did not meet the AYP target of 89.2% in ELA with a 9.1% decrease from 79.0 (2012) to 69.9 (2013) Low income students did not meet the AYP target of 89.5% in math with a 5.2% decrease from 84.0 (2012) to 78.8 (2013)

Students with Disabilities

Strengths	Needs
<ul style="list-style-type: none"> 6.4% growth over the past 3 years in ELA. 20.8% growth over the past 3 years in Math. 	<ul style="list-style-type: none"> 26.1% decline from 2012-2013 in ELA; greatest discrepancy with school average. 6.1% decline from 2012-2013 in math.

Academic Performance Index (SPSA School and Student Performance Data)

All Students

Strengths	Needs
<ul style="list-style-type: none"> 12 point growth in API from 2011 to 2013. 	<ul style="list-style-type: none"> 33 point drop from 2012-2013 after 45 point increase from 2011-2012. Consistency; grade level and classrooms

White

Strengths	Needs
	<ul style="list-style-type: none"> White API decreased 38 points from 2012-2013.

Asian

Strengths	Needs
<ul style="list-style-type: none"> Asian API is higher than the school average at 932 	<ul style="list-style-type: none"> Asian API declined by 24 points from 2012 to 2013.

Hispanic

Strengths	Needs
<ul style="list-style-type: none"> Hispanic API increased 63 points from 2011 to 2013. 	<ul style="list-style-type: none"> Hispanic API is 48 points lower than the school average.

English Learner

Strengths	Needs
<ul style="list-style-type: none"> EL API is only 1 point less than the school average. 	<ul style="list-style-type: none"> EL API has decreased by 46 points from 2012.

Socioeconomically Disadvantaged (Low Income)

Strengths	Needs
<ul style="list-style-type: none"> Low income sub-group has improved by 18 points since 2011. 	<ul style="list-style-type: none"> A 16 point gap still exists between low income and the school average.

Students with Disabilities

Strengths	Needs
<ul style="list-style-type: none"> 79 point increase since 2011 	<ul style="list-style-type: none"> A 95 point gap still exists.

Writing Benchmarks (Illuminate – In Progress)

Narrative

Strengths	Needs
<ul style="list-style-type: none"> • Consistent genres at each grade level. • Flexibility in choosing genre. • Writing data used for reclassification and student progress 	<ul style="list-style-type: none"> • Writing Benchmark closely aligned to new SBAC...citing text evidence.

Argument (Opinion)

Strengths	Needs
<ul style="list-style-type: none"> • On-going; more data will be available 	<ul style="list-style-type: none"> • More relevant prompts. • Citing text evidence.

Information/Explanatory

Strengths	Needs
<ul style="list-style-type: none"> • On-going; more data will be available 	<ul style="list-style-type: none"> • Need more informational text to practice writing skills

3. Engagement

Parent Involvement (School Information): Team Feedback: Available Docs

Strengths	Needs
<ul style="list-style-type: none"> • Strong classroom involvement; Amazing parent support • School Site Council • ELAC • PTO 	<ul style="list-style-type: none"> • Better communication

Student Engagement (refer to Aeries)

Attendance (Aeries)

Strengths	Needs
<ul style="list-style-type: none"> • At District average attendance in 2012 and 2013. • Monthly attendance letter and phone calls. 	

Chronic Absenteeism (Aeries)

Strengths	Needs
<ul style="list-style-type: none"> • Below district average in 2013 	

School Climate

Suspensions (Aeries)

Strengths	Needs
<ul style="list-style-type: none"> • Progressive Discipline; strong classroom management • PBIS • Student relationships 	

Expulsions (Aeries)

Strengths	Needs

Strengths	Needs

Description of Barriers and Related School Goals

Description of possible barriers related to goal: Implementation of CCSS

- 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 CCSS
- Lack of a consistent writing program (school and district-wide)

Description of possible barriers related to goal: Student Achievement

- 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
- 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
- More after school programs needed to allow more access for students to become more "connected" to school.
- Support needed from parents by not taking vacations during school time and allowing students to remain at home when the child is not sick.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	295	301	347	105	92	99	5	4	6	138	153	180
Growth API	888	933	900	878	917	879				925	955	932
Base API	917	888	933	925	878	917				933	925	956
Target	A	A	A	A	A	A				A	A	A
Growth	-29	45	-33	-47	39	-38				-8	30	-24
Met Target	Yes	Yes	Yes	Yes	Yes	Yes				Yes	Yes	Yes

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	35	38	42	81	85	108	62	81	109	36	38	43
Growth API	789	903	852	901	941	899	866	908	884	726	888	805
Base API	822	789	903	900	901	942	878	866	908	803	726	891
Target				A	A	A	A	A	A			
Growth				1	40	-43	-12	42	-24			
Met Target				Yes	Yes	Yes	Yes	Yes	Yes			

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	99	100	100	100	100	100	100	100
Number At or Above Proficient	223	256	257	76	72	69	--	--		118	138	144
Percent At or Above Proficient	75.6	85.0	74.1	72.4	78.3	69.7	--	--	--	85.5	90.2	80.0
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	--	--	--	Yes	Yes	No

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	99	99	99	98	98	98
Number At or Above Proficient	17	32	27	66	75	78	46	64	77	15	32	25
Percent At or Above Proficient	48.6	84.2	64.3	81.5	88.2	72.2	74.2	79.0	70.6	41.7	84.2	58.1
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
Met AYP Criteria	--	--	--	Yes	Yes	No	Yes	Yes	No	--	--	--

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	99	100	100	100	100	100	100	100
Number At or Above Proficient	232	264	292	83	78	78	--	--		117	143	164
Percent At or Above Proficient	78.6	87.7	84.1	79.0	84.8	78.8	--	--	--	84.8	93.5	91.1
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	--	--	--	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	99	99	99	98	98	98
Number At or Above Proficient	18	29	32	66	77	91	42	68	85	21	32	34
Percent At or Above Proficient	51.4	76.3	76.2	81.5	90.6	84.3	67.7	84.0	78.0	58.3	84.2	79.1
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
Met AYP Criteria	--	--	--	Yes	Yes	No	Yes	Yes	No	--	--	--

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	5	25	7	35	8	40					20
2	10	30	14	42	7	21	1	3	1	3	33
3	9	29	16	52	6	19					31
4	2	29	3	43	2	29					7
5	4	44	3	33	2	22					9
Total	30	30	43	43	25	25	1	1	1	1	100

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	4	2	8	7	27	10	38	6	23	26
1	6	24	10	40	8	32			1	4	25
2	10	30	14	42	7	21	1	3	1	3	33
3	10	30	17	52	6	18					33
4	2	25	4	50	2	25					8
5	4	31	6	46	2	15			1	8	13
Total	33	24	53	38	32	23	11	8	9	7	138

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	79	93	100
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	79	93	100
Number Met	66	78	80
Percent Met	83.5%	83.9%	80.0%
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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	106	8	110	4	116	9
Number Met	46	--	61	--	63	--
Percent Met	43.4%	--	55.5%	--	54.3%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	*	Yes	*	Yes	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	No

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	627	623	635
Percent with Prior Year Data	100	100.0	100.0
Number in Cohort	627	623	635
Number Met	455	493	504
Percent Met	72.6	79.1	79.4
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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	587	194	597	150	626	162
Number Met	247	139	312	112	326	120
Percent Met	42.1	71.6	52.3	74.7	52.1	74.1
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	No
Met Target for AMAO 3	Yes	Yes	No

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the eight State priority area. As a result, it has adopted the following school goals, related, actions, and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Implementation Of Common Core
LEA GOAL:
Goal 2: All students will have access to textbooks and instructional materials aligned to the Common Core State Standards (CCSS), California English Language Development (ELD), and Next Generation Science Standards (NGSS). Goal 4: To support effective implementation of the CCSS, provide professional development that includes specialized training, team planning within and across grade levels, and classroom visitations within and among schools. Goal 6: Provide the necessary technology hardware and infrastructure for the implementation of the CCSS and Smarter Balanced assessments, including personnel to provide technical support.
SCHOOL GOAL #1:
To support implementation of the Common Core State Standards, Plavan will incorporate professional development, technology integration, and when available new Common Core State Standards aligned instructional materials.
Data Used to Form this Goal:
Instructional Materials: textbook adoption process and committee membership Professional Development: CCSS Steering Committee, calendar, interim assessments Technology: technology survey, device student ratio, Chromebook cart schedules
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Implementation of CCSS <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 CCSS• Lack of a consistent writing program (school and district-wide)
How the School will Evaluate the Progress of this Goal:
Instructional Materials: textbook adoption process and committee membership Professional Development: CCSS Steering Committee, 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
Participate in District provided Common Core State Standards Professional Development	09/2013 - 06/2016	Teachers, Site Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	Common Core	12,855
Participate in school site provided Common Core State Standards professional development	09/2013-06/2016	Site Administrator, Teachers	No expenses associated with this action			
Participate in classroom and/or site visits of District signature practices that support Common Core State Standards	09/2013-06/2016	Teachers, Site Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	Title I	2,286
Increase student access to technology and increase student device ratio	09/2013-06/2015	Teachers, Site Administrator and District administrators.	Computers, mice, headphones	4000-4999: Books And Supplies	Common Core	26,798
Pilot Common Core State Materials	Sept 2014-June 2015	Pilot Teachers	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	Common Core	2,757
Refresh existing staff devices and classroom technology	09/2013-06/2016	Teachers Site Administrator District Administrators	Laptops Printers	5000-5999: Services And Other Operating Expenditures	District Funded	25,757
Purchase Common Core State Standards math materials	Spring 2015	District Administration	Instructional Materials	4000-4999: Books And Supplies	Common Core	40,132
Implement Common Core State Standards math materials and participate in professional development	Sept. 2015- June 2016	Teachers, Site Administrator, District administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	District Funded	5,093
Pilot Common Core State Materials in ELA	Sept.2015-June 2016	Pilot Teachers	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	District Funded	2,757
Purchase Common Core State Standards ELA materials	Spring 2016	District Administration	Instructional Materials	4000-4999: Books And Supplies	District Funded	40,132

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for Administrators	09/2013-6/2014	Site Administrators & District Administrators	Presenter fees	5800: Professional/Consulting Services And Operating Expenditures	Common Core	1,500
Technology professional development	09/2013-6/2014	Teachers, Site Administrator, District administrators	Substitutes Stipends Presenter Fees	1000-1999: Certificated Personnel Salaries	District Funded	1,000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the eight State priority area. As a result, it has adopted the following school goals, related, actions, and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Student Achievement
LEA GOAL:
Goal 9: Students will demonstrate achievement in English language arts and math equal to or greater than the State average. Goal 10: Reduce the Achievement Gap in English language arts and math that exists among student groups equal to or greater than the State average.
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 DIBELS Next Fountain Valley School District Writing Benchmarks CELDT AMAO I & II AYP API
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Student Achievement <ul style="list-style-type: none">• 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• 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:
SBAC, DIBELS Next, Writing Benchmarks, CELDT, AMAO 1 and 2, AYP, API

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	09/2013-6/2016	Teachers, Site Administration, Support Staff, District administration	Classified Salaries	2000-2999: Classified Personnel Salaries	LCFF-EL	31,841
Teachers will continue to teach using CCSS and differentiated instruction model.	09/2013-June 2016	Teachers	Expense outlined in Goal 1			
Provide targeted intervention to support ELs	Sept.2013- June 2016	Administration Teachers	Personnel	1000-1999: Certificated Personnel Salaries	Title III	4,469
Purchase supplemental instructional materials to support CCSS implementation	June 2014-June 2016	Teachers Site Administrators	CCSS Steering Committee selected supplemental instructional materials	4000-4999: Books And Supplies	District Funded	5,000
Collaboration: Devote one day per month to formal grade level collaboration to plan and analyze data	March 2012-2015	Teachers Site Administrators	No expenses associated with this action			
Utilize ST Math to support English learners, low income youth, and other high needs student populations	Sept.2013- June 2016	Teachers Site Administrators	Renewal fees	5000-5999: Services And Other Operating Expenditures	Common Core	2,500
Participate in school library program	Sept.2013- June 2016	Library Media Technician	Personnel	2000-2999: Classified Personnel Salaries	District Funded	6,364
Common Core State Standards: Begin to bridge the gap between Ca content standards and the new CCSS	Jan 2013-2015	Teachers Site Administrators	No expenses associated with this action			
Teachers will collaborate to share ideas and strategies, as well as "best practices". Learning walks through classrooms will be used to reinforce the collaboration process.	March 2013 - May 2013	Teachers Site Administrators	Expenses captured in Goal 1			
Implement Positive Behavior Intervention System (PBIS).	Sept. 2011 - 2014	Teachers Site Administrators	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
Teachers will use data to drive instruction.	Sept. 2011-2014					

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the eight State priority area. As a result, it has adopted the following school goals, related, actions, and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Parent Involvement
LEA GOAL:
Goal 11: Increase parent engagement and involvement of historically underserved and other high needs student populations.
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 PTO, 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 and 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 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.	June 2013-June 2016	Teachers Administrator				
Continue to provide a bilingual Community Liaison to support parent outreach	9/2013 - 6/2016	District Staff	Personnel	2000-2999: Classified Personnel Salaries	LCFF-EL	4,100

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 - 6/2016	District Staff Site Administrator	Personnel Annual service agreements	2000-2999: Classified Personnel Salaries	District Funded	10,120
Organize family nights to bring families together and build community relationships.	9/2013 - 6/2016	Teachers Site Administration PTO Members				
Provide written parent communication in English and Vietnamese.	9/2013 - 6/2016	District and site translator				
Organize parent nights to educate parents on how to support their child's education.	9/2013 - 6/2016	Teachers Site Administration PTO Members				
Implement Positive Behavior Interventions and Support (PBIS) in order to reduce classroom disruptions and create a positive environment for student learning.	Sept. 2011 - June 2015					
Teachers will collaborate to share ideas and strategies, as well as "best practices". Learning walks through classrooms will be used to reinforce the collaboration process.	March 2012 (ongoing)					

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the eight State priority area. As a result, it has adopted the following school goals, related, actions, and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Student Engagement & School Climate
LEA GOAL:
Goal 12: Reduce chronic absenteeism. Goal 14: Expand behavioral interventions to further reduce student suspension and expulsion rates. Goal 15: Increase meaningful student participation.
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 Student/ Parent surveys
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 • More after school programs needed to allow more access for students to become more "connected" to school. • Support needed from parents by not taking vacations during school time and allowing students to remain at home when the child is not sick.
How the School will Evaluate the Progress of this Goal:
Daily attendance rates, chronic absenteeism information, suspensions, Healthy Kids Survey results

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.	9/2013-6/2016	Teachers 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
Educate parents regarding legalities related to absenteeism	9/2013-6/2016	Teachers Site Administrator	No additional expense associated with the action			
Provide health services to support attendance for high needs student populations	9/2013-6/2016	School Staff Site Administrator District Staff	Personnel	1000-1999: Certificated Personnel Salaries	District Funded	4,200
Analyze suspension information to identify patterns in misconduct and/or student demographics	9/2013-6/2016	Site Administrator District staff	No additional expense associated with the action			
Create school site awards for excellent attendance						
Maintain consistent communication						
All teachers will use Thinking Maps to enhance instruction across the curriculum	On-going					
Teachers will collaborate to share ideas and strategies, as well as "best practices". Learning walks through classrooms will be used to reinforce the collaboration process.	Sept. 2013-June 2013					
Implement Positive Behavior Intervention Systems (PBIS) in order to reduce classroom disruptions and create a positive environment for student learning.	Sept. 2011-2014					
Begin to bridge the gap between CA Content Standards and the new Common Core Standards	March 2012-2015					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
DIBELS Next: Use assessment results to drive instructions and monitor progress of at-risk students	Sept. 2011-June 2012					
Library Media Technician: Provide access to leveled reading materials and support students	Sept. 2012- June 2013					
Teachers will use data to drive instruction.	Sept. 2012- on going					
Bilingual tutors in Vietnamese, Spanish and Arabic will work with identified students.	Sept. 2012-June 2013					

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	Common Core	15,612.00
1000-1999: Certificated Personnel Salaries	District Funded	13,050.00
1000-1999: Certificated Personnel Salaries	Title I	2,286.00
1000-1999: Certificated Personnel Salaries	Title III	4,469.00
2000-2999: Classified Personnel Salaries	District Funded	16,484.00
2000-2999: Classified Personnel Salaries	LCFF-EL	35,941.00
4000-4999: Books And Supplies	Common Core	66,930.00
4000-4999: Books And Supplies	District Funded	45,132.00
5000-5999: Services And Other Operating	Common Core	2,500.00
5000-5999: Services And Other Operating	District Funded	25,757.00
5800: Professional/Consulting Services	Common Core	1,500.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Common Core	86,542.00
District Funded	100,423.00
LCFF-EL	35,941.00
Title I	2,286.00
Title III	4,469.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	35,417.00
2000-2999: Classified Personnel Salaries	52,425.00
4000-4999: Books And Supplies	112,062.00
5000-5999: Services And Other Operating Expenditures	28,257.00
5800: Professional/Consulting Services And Operating	1,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	161,067.00
Goal 2	50,174.00
Goal 3	14,220.00
Goal 4	4,200.00

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Andrews	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autumn Burza	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Becky DeJulio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marcia Tengan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Liz Madden	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theresa Payne	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teshi Decourcy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kara Dang Vu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	4	0	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):**

- | | |
|--|--------------------|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | _____
Signature |
| <input checked="" type="checkbox"/> English Learner Advisory Committee | _____
Signature |
| <input type="checkbox"/> Special Education Advisory Committee | _____
Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee | _____
Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | _____
Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | _____
Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | _____
Signature |
| <input type="checkbox"/> 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 20, 2014.

Attested:

Julie Ballesteros		
Typed Name of School Principal	Signature of School Principal	Date

Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

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: May 15, 2014

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 4, 2014.

Table of Contents

School Vision and Mission.....	3
School Profile	3
Comprehensive Needs Assessment Components	3
Data Analysis.....	3
Surveys.....	4
Classroom Observations	4
Analysis of Current Instructional Program.....	4
Description of Barriers and Related School Goals	10
School and Student Performance Data.....	11
Academic Performance Index by Student Group	11
English-Language Arts Adequate Yearly Progress (AYP).....	12
Mathematics Adequate Yearly Progress (AYP)	13
CELDT (Annual Assessment) Results.....	14
CELDT (All Assessment) Results	15
Title III Accountability (School Data).....	16
Title III Accountability (District Data).....	17
Planned Improvements in Student Performance	18
School Goal #1	18
School Goal #2	21
School Goal #3	23
School Goal #4	25
Summary of Expenditures in this Plan	27
Total Expenditures by Object Type and Funding Source	27
Total Expenditures by Funding Source	28
Total Expenditures by Object Type.....	29
Total Expenditures by Goal.....	30
Home/School Compact	31
School Site Council Membership	32
Recommendations and Assurances	33

School Vision and Mission

Roch Courreges Elementary School's Vision and Mission Statements

Mission Statement

Courreges School is committed to provide 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 720 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 January 2014 Illuminateed.com data collection

- Demographics %
- White - 54%
- Asian - 36%
- Hispanic - 10%

- Socio-economically disadvantaged - 10%
- English Learners - 15%
- Special Education - 9%

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. Parents consistently indicate they are pleased with the progress their children are making learning English. The complete results are available in the Fountain Valley School District Program Effectiveness document.

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. Principals conduct formal teacher evaluations each year for qualified teachers based on union contract (yearly, every other year, or every three years depending on tenure status). Principals also conduct frequent classroom visits throughout the year to evaluate teacher effectiveness and program continuity.

Analysis of Current Instructional Program

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

1. Conditions of Learning

Basic Services (refer to SARC)

Teachers (SARC Section VII)

Strengths	Needs
<ul style="list-style-type: none">All highly qualified/credentialed teachers	

Textbooks (SARC – Section IX)

Strengths	Needs
<ul style="list-style-type: none">Textbooks for all subject areas	<ul style="list-style-type: none">Common Core textbooks/materials neededNon-fiction informational text

Facilities (SARC – Section VI)

Strengths	Needs
<ul style="list-style-type: none">Excellent grounds maintenance by our district grounds workersOverall an excellent campus 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

Common Core State Standards (CCSS professional development calendar, Interim Assessment results & school related information)

All Students

Strengths	Needs
<ul style="list-style-type: none"> CCSS staff development in ELA and Math. (See professional development calendar) Principal Training Program - Pivot 	<ul style="list-style-type: none"> More instructional resources Adequate alignment of benchmark tests. The CC steering committee will continue to monitor and track benchmark effectiveness and alignment. Off site staff development Cross-school ideas at grade levels.

English Learners

Strengths	Needs
<ul style="list-style-type: none"> EL aide support 	<ul style="list-style-type: none"> More aide support needed for ELs.

English Language Development (ELD)

Strengths	Needs
	<ul style="list-style-type: none"> No specific ELD program

Fountain Valley School District Common Core State Standards Interim Assessments

English Language Arts

Strengths	Needs
<ul style="list-style-type: none"> CC Steering Committee formed to create, evaluate, and monitor new CC benchmark tests. 	<ul style="list-style-type: none"> Need time to evaluate new assessments

Math

Strengths	Needs
<ul style="list-style-type: none"> CC Steering Committee formed to create, evaluate, and monitor new CC benchmark tests. 	<ul style="list-style-type: none"> Need time to evaluate new assessments

Course Access (middle school Master Schedule/Elementary school instructional minutes, Bilingual Tutor schedules. Special Education schedules)

All Students

Strengths	Needs
<ul style="list-style-type: none"> Protected ELA block D.I. – More 1:1 instruction for each student ST Math Instructional consistency at each grade level Students appropriately identified 	<ul style="list-style-type: none"> Computer lab schedules and Arts Masters conflicts with core subjects and blocks.

English Learners

Strengths	Needs
<ul style="list-style-type: none"> Aide support Clustering of similar EL level students 	<ul style="list-style-type: none"> Need more direct small group ELD instruction

Low Income Students

Strengths	Needs
<ul style="list-style-type: none"> Free-reduced lunch program Teachers/families provide materials for low income students. 	<ul style="list-style-type: none"> More support and intervention opportunities need to be available for our low income students. Counseling and emotional support

Students with Disabilities

Strengths	Needs
<ul style="list-style-type: none"> Excellent special ed teachers and aides Students appropriately placed per IEP; including inclusion when appropriate and feasible IEP goals are attainable for each student 	<ul style="list-style-type: none"> Are students on an IEP missing course(s) during “pull out” services? More consistent inclusion opportunities

California English Language Development Test (SPSA School and Student Performance Data)

AMAO 1

Strengths	Needs
<ul style="list-style-type: none"> 90.5% met AMAO1 target in 2013 	

AMAO 2

Strengths	Needs
<ul style="list-style-type: none"> 65.2% met AMAO2 target in 2013 	

Reclassified Rates (Aeries report)

Strengths	Needs
<ul style="list-style-type: none"> R-FEP rates meet or exceed district rates each year. 	

California Physical Fitness Test (SARC – Section III)

Strengths	Needs
<ul style="list-style-type: none"> 84% are meeting at least 5 of the 6 fitness standards Wellness Wednesdays. 	<ul style="list-style-type: none"> Only 65.4% are meeting all 6 or 6 standards Adhering to P.E. required minutes Parental and community support with educating students on the importance of physical education and increasing physical activity. Educating all grade levels in fitness; not just 5th grade. Articulating with other grade levels.

Other Student Outcomes (Illuminate)

Dibels Next

All Students

Strengths	Needs
<ul style="list-style-type: none"> DIBELS across all grade levels Small group instruction and placement is based on scores. 	<ul style="list-style-type: none"> Time to assess all students in the beginning of the year Revising DIBELS assessment requirements for K-2, K-3, K-5? DIBELS does not always assess actual reading skills (especially with fluent readers)

English learners

Strengths	Needs

Socioeconomically Disadvantaged (Low Income)

Strengths	Needs

Students with Disabilities

Strengths	Needs

2. Pupil Outcomes

Adequate Yearly Progress (SPSA School and Student Performance Data)

All Students

Strengths	Needs
<ul style="list-style-type: none"> Positive school-wide growth in both ELA and math 	

White

Strengths	Needs
<ul style="list-style-type: none"> White students made growth over previous year... White students met AYP in math 	<ul style="list-style-type: none"> Although white students made growth, they did not meet the AYP target of 89.2% in ELA. However, AYP was met through "safe harbor."

Asian

Strengths	Needs
<ul style="list-style-type: none"> Our Asian population continues to out-perform all other subgroups 	<ul style="list-style-type: none"> Although our Asian population scored 87.2% in ELA, they did not meet the AYP of 89.2% in ELA. The Asian subgroup is the only group to NOT meet AYP because they did not meet safe harbor

Hispanic

Strengths	Needs
<ul style="list-style-type: none"> The Hispanic subgroup grew 4% from 70% in 2012 to 74% in 2013. 	<ul style="list-style-type: none"> Our Hispanic subgroup consistently scores about 10% lower than our school average

English Learners

Strengths	Needs
<ul style="list-style-type: none"> Our EL population is only 12% below the school average, which is easily attainable for future growth 	<ul style="list-style-type: none"> Our EL population has declined each year since 2011; down 10% since 2011. Challenge in meeting the varied EL levels of students at each grade level

Socioeconomically Disadvantaged (Low Income)

Strengths	Needs
	<ul style="list-style-type: none"> Scoring 18% below the school average. Inconsistent growth

Students with Disabilities

Strengths	Needs
<ul style="list-style-type: none"> 11% growth over the past 3 years 	<ul style="list-style-type: none"> 2% decline from 2012-2013

Academic Performance Index (SPSA School and Student Performance Data)

All Students

Strengths	Needs
<ul style="list-style-type: none"> 2 years of API growth. API is now at 936 	<ul style="list-style-type: none"> Continue to sustain growth, even though the new testing model will be different and API scores will not be available in the coming year. Instructional materials not aligned with new CC standards

White

Strengths	Needs
<ul style="list-style-type: none"> White API has grown 25 points since 2011 	<ul style="list-style-type: none"> White API growth is 6 points below the school average.

Asian

Strengths	Needs
<ul style="list-style-type: none"> Asian API is higher than the school average. 	<ul style="list-style-type: none"> Asian API declined by 8 points from 2012 to 2013.

Hispanic

Strengths	Needs
<ul style="list-style-type: none"> Hispanic API increased 15 points from 2012 to 2013. 	<ul style="list-style-type: none"> Hispanic API is 46 points lower than the school average.

English Learner

Strengths	Needs
<ul style="list-style-type: none"> EL API increased 15 points from 2012 to 2013. 	<ul style="list-style-type: none"> EL API has decreased by 19 points since 2011.

Socioeconomically Disadvantaged (Low Income)

Strengths	Needs
<ul style="list-style-type: none"> Low income sub-group has improved by 5 points each year since 2011. 	<ul style="list-style-type: none"> A 66 point gap still exists between low income and the school average.

Students with Disabilities

Strengths	Needs
<ul style="list-style-type: none"> 63 point increase since 2011 	<ul style="list-style-type: none"> A 137 point gap still exists.

Writing Benchmarks (Illuminate – In Progress)

Narrative

Strengths	Needs
<ul style="list-style-type: none"> Consistent genres at each grade level. Flexibility in choosing genre. 	<ul style="list-style-type: none"> Assess prompts at each grade level

Argument (Opinion)

Strengths	Needs
	<ul style="list-style-type: none"> More relevant prompts. Citing text evidence.

Information/Explanatory

Strengths	Needs
	<ul style="list-style-type: none"> Need more informational text to practice writing skills

3. Engagement

Parent Involvement (School Information): Team Feedback: Available Docs

Strengths	Needs
	<ul style="list-style-type: none"> Parents supporting misc. teacher needs

Student Engagement (refer to Aeries)

Attendance (Aeries)

Strengths	Needs
<ul style="list-style-type: none"> Above district average attendance in 2011 and 2012 	<ul style="list-style-type: none"> Slightly below district average attendance in 2013

Chronic Absenteeism (Aeries)

Strengths	Needs
<ul style="list-style-type: none"> % of chronic absenteeism was lower than district average in 2011 and 2012 	<ul style="list-style-type: none"> % of chronic absenteeism was higher than district average in 2013

School Climate

Suspensions (Aeries)

Strengths	Needs
<ul style="list-style-type: none"> PBIS 	<ul style="list-style-type: none"> Number of suspensions at Courreges is higher than the district average for elementary schools. Although, our number of suspensions is still within a reasonable range and most of the suspensions are for repeat offenders.

Expulsions (Aeries)

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">• Cigarette use is only reported at 1%• Marijuana was reported at 0%	<ul style="list-style-type: none">• Alcohol use was reported at 20%.• Inhalants were reported at 4%, which is well above cigarette use.

Description of Barriers and Related School Goals

Description of possible barriers related to goal: Implementation of CCSS

- 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 CCSS
- Lack of a consistent writing program (school and district-wide)

Description of possible barriers related to goal: Student Achievement

- 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
- Motivation needed for students who struggle and reach plateaus in Jiji math
- More intervention classes needed for after school support for our EL and Special Ed. students.

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

- Staff members 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 by not taking vacations during school time and allowing students to remain at home when the child is not sick.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	456	467	531	228	238	270	3	4	3	173	164	179
Growth API	923	932	936	905	922	930				954	963	955
Base API	937	923	933	928	905	923				957	954	962
Target	A	A	A	A	A	A				A	A	A
Growth	-14	9	3	-23	17	7				-3	9	-7
Met Target	Yes	Yes	Yes	Yes	Yes	Yes				Yes	Yes	Yes

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	36	40	51	74	58	69	56	61	69	49	48	52
Growth API	887	875	890	922	889	903	860	865	871	736	797	799
Base API	910	887	878	931	922	890	884	860	867	813	736	798
Target				A								
Growth				-9								
Met Target				Yes								

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	99	100	100	99	100	100	100	100	100	100
Number At or Above Proficient	368	383	440	176	192	221	--	--		151	143	156
Percent At or Above Proficient	80.7	82.0	83.5	77.2	80.7	82.8	--	--	--	87.3	87.2	87.2
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	Yes	Yes	No

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	98	98	99	100	100	100	100	100	99	98	98	91
Number At or Above Proficient	26	28	37	60	43	49	39	43	44	24	30	29
Percent At or Above Proficient	72.2	70.0	74.0	81.1	74.1	71.0	69.6	70.5	64.7	49.0	62.5	60.4
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
Met AYP Criteria	--	--	--	Yes	--	--	--	--	--	--	--	--

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100	99	100	100	99	100	100	100	100	100	100
Number At or Above Proficient	392	418	487	190	203	245	--	--		158	160	167
Percent At or Above Proficient	86.3	89.5	92.2	83.7	85.3	91.4	--	--	--	91.3	97.6	93.3
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	95	98	99	100	100	100	100	100	99	98	98	93
Number At or Above Proficient	28	33	45	64	52	60	40	48	56	25	35	41
Percent At or Above Proficient	80.0	82.5	90.0	86.5	89.7	87.0	71.4	78.7	82.4	51.0	72.9	83.7
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
Met AYP Criteria	--	--	--	Yes	--	--	--	--	--	--	--	--

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
1	7	41	8	47	2	12						17
2	8	50	4	25	2	13	2	13				16
3	7	47	5	33	1	7	1	7	1	7		15
4	1	13	5	63	1	13	1	13				8
5	4	57	3	43								7
Total	27	43	25	40	6	10	4	6	1	2		63

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K			2	14	7	50	5	36				14
1	7	39	9	50	2	11						18
2	8	50	4	25	2	13	2	13				16
3	7	41	5	29	1	6	1	6	3	18		17
4	1	11	6	67	1	11	1	11				9
5	4	50	3	38					1	13		8
Total	27	33	29	35	13	16	9	11	4	5		82

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	44	49	63
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	44	49	63
Number Met	33	37	57
Percent Met	75.0%	75.5%	90.5%
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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	48	8	56	6	69	7
Number Met	20	--	31	--	45	--
Percent Met	41.7%	--	55.4%	--	65.2%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	*	Yes	*	Yes	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	--	--
Met Percent Proficient or Above	Yes	--	--
Mathematics			
Met Participation Rate	Yes	--	--
Met Percent Proficient or Above	Yes	--	--

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	627	623	635
Percent with Prior Year Data	100	100.0	100.0
Number in Cohort	627	623	635
Number Met	455	493	504
Percent Met	72.6	79.1	79.4
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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	587	194	597	150	626	162
Number Met	247	139	312	112	326	120
Percent Met	42.1	71.6	52.3	74.7	52.1	74.1
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	No
Met Target for AMAO 3	Yes	Yes	No

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the eight State priority area. As a result, it has adopted the following school goals, related, actions, and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Implementation of Common Core State Standards
LEA GOAL:
Goal 2: All students will have access to textbooks and instructional materials aligned to the Common Core State Standards (CCSS), California English Language Development (ELD), and Next Generation Science Standards (NGSS). Goal 4: To support effective implementation of the CCSS, provide professional development that includes specialized training, team planning within and across grade levels, and classroom visitations within and among schools. Goal 6: Provide the necessary technology hardware and infrastructure for the implementation of the CCSS and Smarter Balanced assessments, including personnel to provide technical support.
SCHOOL GOAL #1:
To support implementation of the Common Core State Standards, Courreges Elementary School will incorporate professional development, technology integration, and when available, new Common Core State Standards aligned instructional materials.
Data Used to Form this Goal:
Instructional Materials: textbook adoption process and committee membership Professional Development: CCSS Steering Committee, calendar, interim assessments Technology: technology survey, device student ratio, Chromebook cart schedules
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Implementation of CCSS <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 CCSS• Lack of a consistent writing program (school and district-wide)
How the School will Evaluate the Progress of this Goal:
Instructional Materials: textbook adoption process and committee membership Professional Development: CCSS Steering Committee, 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
Participate in District provided Common Core State Standards Professional Development	Sept. 2013 - June 2016	Teachers and Site Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	Common Core	16,493
Participate in school site provided Common Core State Standards Professional Development	Sept. 2013 - June 2016	Teacher and site administrators	No expenses associated with this action			
Increase student access to technology and increase student:device ratio.	Sept. 2013 - June 2016	District and Site Administration.	Computers, mice, headsets	5000-5999: Services And Other Operating Expenditures	Common Core	94,557
CCSS professional development for site administrators (Pivot training)	Sept. 2013 - June 2014	Site Administrators & District Administrators	Presenter fees	5800: Professional/Consulting Services And Operating Expenditures	Common Core	1,500
Pilot Common Core State Standards math materials	Sept. 2014 - June 2015	Pilot teachers	Substitutes and stipends	1000-1999: Certificated Personnel Salaries	Common Core	2,757
Purchase Common Core State Standards math materials	Spring 2015	District administrators	Instructional materials	4000-4999: Books And Supplies	Common Core	56,564
Implement Common Core State Standards math materials and participate in professional development	Sept. 2015 - June 2016	Teachers, Site Administrators, District Administrators	Substitutes and stipends	1000-1999: Certificated Personnel Salaries	District Funded	6,791
Pilot Common Core State Standards ELA materials	Sept. 2015 - June 2016	Pilot teachers	Substitutes and stipends	1000-1999: Certificated Personnel Salaries	District Funded	2,757
Purchase Common Core State Standards ELA materials	Spring 2016	District administrators	Instructional materials	4000-4999: Books And Supplies	District Funded	56,564
Participate in classroom and/or site visits of District signature practices that support Common Core State Standards	09/2013-06/2016	Teachers, site administrators	Substitutes and stipends	1000-1999: Certificated Personnel Salaries	Title I	3,222

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide staff printers at an approximate ratio of one printer per four teachers	09/2013-06/2016	Teachers, site administrator, district administrators	Printers	5000-5999: Services And Other Operating Expenditures	District Funded	1,533
Technology professional development	09/2013-06/2016	Teachers, administrators	Substitutes, stipends	1000-1999: Certificated Personnel Salaries	District Funded	1,000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the eight State priority area. As a result, it has adopted the following school goals, related, actions, and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Student Achievement
LEA GOAL:
Goal 9: Students will demonstrate achievement in English language arts and math equal to or greater than the State average. Goal 10: Reduce the Achievement Gap in English language arts and math that exists among student groups equal to or greater than the State average.
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 DIBELS Next FVSD writing benchmarks Theme skills tests CELDT AMAO I & II AYP API
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Student Achievement <ul style="list-style-type: none">• 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• Motivation needed for students who struggle and reach plateaus in Jiji math• More intervention classes needed for after school support for our EL and Special Ed. students.
How the School will Evaluate the Progress of this Goal:
SBAC, DIBELS Next, Writing Benchmarks, CELDT, AMAO 1 and 2, AYP, API

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 2016	Administration, teachers, and aides	Personnel	2000-2999: Classified Personnel Salaries	LCFF-EL	12,129
Teachers will continue to teach using CCSS and Differentiated Instruction model.	Sept. 2013 - June 2016	Teachers	No additional expenses associate with this action			
Before and after school intervention classes for EL support	Sept. 2013 - June 2016	Administration and teachers	Salaries/stipends for after school program.	1000-1999: Certificated Personnel Salaries	Title III	5,637
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	9/2013-6/2016	Teachers, site administrator	Renewal fees	5000-5999: Services And Other Operating Expenditures	LCFF-EL	3,180
Purchase supplemental instructional materials to support CCSS implementation	9/2013-6/2016	Teachers, site administrator	CCSS Steering Committee selected supplemental instructional materials	4000-4999: Books And Supplies	District Funded	5,000
Participate in school library program	9/2013-6/2016	Library media technician	Personnel	2000-2999: Classified Personnel Salaries	District Funded	9,545
Utilize ST Math to support English learners, low income youth, and other high needs student populations	9/2013-6/2016	Teachers	Renewal fees	5000-5999: Services And Other Operating Expenditures	LCFF-EL	2,500

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the eight State priority area. As a result, it has adopted the following school goals, related, actions, and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Parent Involvement
LEA GOAL:
Goal 11: Increase parent engagement and involvement of historically underserved and other high needs student populations.
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 2016	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 2016	Disrict staff	Personnel	2000-2999: Classified Personnel Salaries	LCFF-EL	4,100

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 2016	District staff, site administrator	Personnel and annual service agreements	2000-2999: Classified Personnel Salaries	District Funded	10,120

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the eight State priority area. As a result, it has adopted the following school goals, related, actions, and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Student Engagement and School Climate
LEA GOAL:
Goal 12: Reduce chronic absenteeism. Goal 14: Expand behavioral interventions to further reduce student suspension and expulsion rates. Goal 15: Increase meaningful student participation.
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 Student/Parent surveys
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 • More after school programs needed to allow more access for students to become more "connected" to school. • Support needed from parents by not taking vacations during school time and allowing students to remain at home when the child is not sick.
How the School will Evaluate the Progress of this Goal:
Daily attendance rates, chronic absenteeism information, suspensions, 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
Provide ongoing parent education related to the negative effects (educationally and financially) of chronic absenteeism.	June 2014-June 2016	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
Expand and update our current PBIS plan. Our current Power Paw program is not being utilized to its fullest extent.	June 2014-June 2015	Administration and Teachers	Release Time for Teachers	1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	1500
			Leadership Team/PBIS Committee	1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	750
Provide health services to support attendance for high needs student populations	June 2014-June 2016	School staff, site administrator, district staff	Personnel	1000-1999: Certificated Personnel Salaries	District Funded	4,200
Analyze suspension information to identify patterns in misconduct and/or student demographics	June 2014-June 2016	Site administrator, district staff	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	Common Core	19,250.00
1000-1999: Certificated Personnel Salaries	District Funded	14,748.00
1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	2,250.00
1000-1999: Certificated Personnel Salaries	Title I	3,222.00
1000-1999: Certificated Personnel Salaries	Title III	5,637.00
2000-2999: Classified Personnel Salaries	District Funded	19,665.00
2000-2999: Classified Personnel Salaries	LCFF-EL	16,229.00
4000-4999: Books And Supplies	Common Core	56,564.00
4000-4999: Books And Supplies	District Funded	61,564.00
5000-5999: Services And Other Operating	Common Core	94,557.00
5000-5999: Services And Other Operating	District Funded	1,533.00
5000-5999: Services And Other Operating	LCFF-EL	5,680.00
5800: Professional/Consulting Services	Common Core	1,500.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Common Core	171,871.00
District Funded	97,510.00
LCFF-EL	21,909.00
Parent-Teacher Association (PTA)	2,250.00
Title I	3,222.00
Title III	5,637.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	45,107.00
2000-2999: Classified Personnel Salaries	35,894.00
4000-4999: Books And Supplies	118,128.00
5000-5999: Services And Other Operating Expenditures	101,770.00
5800: Professional/Consulting Services And Operating	1,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	243,738.00
Goal 2	37,991.00
Goal 3	14,220.00
Goal 4	6,450.00

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Megan Peterson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Abir Kim	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeff Doherty	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nicola Weiss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Meg Westrup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Harris Shen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Celia Yeung	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sandy O'Toole	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	2	2	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)**:

- | | |
|--|---|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input checked="" type="checkbox"/> English Learner Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Special Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Other committees established by the school or district (list): | <hr style="border: 0; border-top: 1px solid black;"/> 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 15, 2014.

Attested:

Chris Christensen		
Typed Name of School Principal	Signature of School Principal	Date

Abir Kim, Vice Chairperson		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

The Single Plan for Student Achievement

School: James Cox Elementary School
CDS Code: 30-66498-6066922
District: Fountain Valley School District
Principal: Patrick Ham
Revision Date: 5-8-2014

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: Patrick Ham
Position: Principal
Phone Number: (714) 378-4240
Address: 17615 Los Jardines, East
Fountain Valley, CA 92708
E-mail Address: HamP@fvsd.us

The District Governing Board approved this revision of the SPSA on June 5, 2014.

Table of Contents

School Vision and Mission.....	3
School Profile	3
Comprehensive Needs Assessment Components	5
Data Analysis.....	5
Surveys.....	6
Classroom Observations	6
Analysis of Current Instructional Program.....	6
Description of Barriers and Related School Goals	12
School and Student Performance Data.....	13
Academic Performance Index by Student Group	13
English-Language Arts Adequate Yearly Progress (AYP).....	14
Mathematics Adequate Yearly Progress (AYP)	15
CELDT (Annual Assessment) Results.....	16
CELDT (All Assessment) Results	17
Title III Accountability (School Data).....	18
Title III Accountability (District Data).....	19
Planned Improvements in Student Performance	20
School Goal #1	20
School Goal #2	23
School Goal #3	25
School Goal #4	27
Summary of Expenditures in this Plan	29
Total Expenditures by Object Type and Funding Source	29
Total Expenditures by Funding Source	30
Total Expenditures by Object Type.....	31
Total Expenditures by Goal.....	32
Home/School Compact	33
School Site Council Membership	34
Recommendations and Assurances	35

School Vision and Mission

James 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.

The school motto "Soaring to Excellence" reflects 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 our creative and flexible teaching of our Common Core 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 approximately 750 elementary 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 Common Core 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 principle 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 since 1999: 804 to 2013: 904). 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

Ethnic/Racial 2014 (Based on CALPADS October 2, 2013)

- Asian-45.6%
- White, non-Hispanic-32.4%
- Hispanic or Latino-23%
- Two or More Races-5%
- African American, non-Hispanic-1%

- English Learners-25%
- GATE Identified-24
- Special Ed-6.3%
- Socio-Economically Disadvantaged (Low Income)-28%

Staffing

James H. Cox School houses self-contained general education classes, a Resource Specialist Program (RSP), Speech and Language Program (SLP), Library Media Center, Reading Clinic, 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, reading clinician, 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 the Cox staff. In addition, teachers and staff serve on the SSC, Parent Teacher Organization (PTO), Student Study Team (SST), School Solution Action Team (SSAT), Beginning Teacher Support and Assessment Program (BSTA), District committees, 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
- 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/Common Core
- 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

Intervention

- Reading Clinician
- Kindergarten and RSP Aides
- Bilingual Tutors
- Purple Folder Tutors
- Ticket to Read (before & after school intervention)
- EL Intervention Classes

Instructional Supplies

- Duplication materials – ink and masters
- Lamination
- Fosnot units and materials
- Thinking Maps materials
- Intervention materials
- Professional literature
- ST Math site license
- Discovery United Streaming license
- Computer software licenses

Technology

- Ticket to Read Reading Program
- ST Math
- 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 and pull-out programs. 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. During the school day, pull-out reading intervention for primary students is provided by our Title I Reading Teacher. In addition, students in grades 1-5 participate in intervention provided outside the regular 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).

The annual Program Effective Parent Survey for Title I Program was administered by our Title I teacher. 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 also 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 annual administers a survey to solicit input from parents of English learners.

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 multiple times. The site administrator 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). Principals also place a high value on classroom visits. At Cox Elementary School, each classroom teacher is visited 3-4 times a week totaling approximately 100 classroom visits throughout the school year. To promote a healthy and "Balanced" Instructional presentation to our students, teachers receive positive feedback from administration regarding the classroom visits. Each grade level team spent one professional development day visiting other classrooms at different school sites.

Analysis of Current Instructional Program

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

1. Conditions of Learning

Basic Services (refer to SARC)

Teachers (SARC Section VII)

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 Common Core & Differentiated InstructionMore hours for librarian & music teachers for vocal music.

Textbooks (SARC – Section IX)

Strengths	Needs
<ul style="list-style-type: none">Textbooks for all subject areas are present on site or in the district.	<ul style="list-style-type: none">Common Core textbooks/materials neededNon-fiction informational textManagement, communication, and distributionUp to date textbooks.

Facilities (SARC – Section VI)

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 with access to playground equipment and open grass areas.Consistent cleaning process maintained with Marcos and Gary.Solar panels	<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

Common Core State Standards (CCSS professional development calendar, Interim Assessment results & school related information)

All Students

Strengths	Needs
<ul style="list-style-type: none"> CCSS staff development in ELA and Math. (See professional development calendar) Principal Training Program – Pivot & Elementary Principal PLC Meetings 	<ul style="list-style-type: none"> More instructional resources Adequate alignment of Interim assessments with curriculum pacing. The CC Steering Committee will continue to monitor and track benchmark

English Learners

Strengths	Needs
<ul style="list-style-type: none"> Bi-lingual aide support High performing EL students in standardized assessments EL students have plenty of collaborative opportunities with native speakers. 	<ul style="list-style-type: none"> ELD consistent resource/curriculum.

English Language Development (ELD)

Strengths	Needs
<ul style="list-style-type: none"> Before/After School Intervention for EL students. 	<ul style="list-style-type: none"> No specific ELD program

Fountain Valley School District Common Core State Standards Interim Assessments

English Language Arts

Strengths	Needs
<ul style="list-style-type: none"> Teacher involvement. The Common Core Steering Committee working to align the Interim Assessments with the new Common Core 	<ul style="list-style-type: none"> Time to reflect and adjust assessments as needed.

Math

Strengths	Needs
<ul style="list-style-type: none"> Teacher involvement. The Common Core Steering Committee working to align the Interim Assessments with the new Common Core ST Math implementation and incentive programs 	<ul style="list-style-type: none"> Time to reflect and adjust assessments as needed.

Course Access (middle school Master Schedule/Elementary school instructional minutes, Bilingual Tutor schedules. Special Education schedules)

All Students

Strengths	Needs
<ul style="list-style-type: none"> ELA/Reading block consistent across grade levels. Math & ST Math key component of student curriculum access Greater emphasis nonfiction, informational text Differentiated, Small Group Instruction implementation 	<ul style="list-style-type: none"> Grade Level consistency in Differentiated Instruction/Small Group implementation.

English Learners

Strengths	Needs
<ul style="list-style-type: none"> • Bi-Lingual aide support • Collaborative grouping opportunities with Native speakers. • Students appropriately identified 	<ul style="list-style-type: none"> • Need more direct small group ELD instruction with appropriate material.

Low Income Students

Strengths	Needs
<ul style="list-style-type: none"> • Equal access • Previous year, LI students provided after school computer lab time for reading and math (Ticket to Read & ST Math) 	<ul style="list-style-type: none"> • More support and intervention opportunities need to be available for our low income students. • Counseling and emotional support

Students with Disabilities

Strengths	Needs
<ul style="list-style-type: none"> • Excellent Support Staff • Students appropriately placed per IEP; including inclusion when appropriate and feasible • IEP goals are attainable for each student 	<ul style="list-style-type: none"> • Balancing “pull out” vs core access • More consistent inclusion opportunities

California English Language Development Test (SPSA School and Student Performance Data)

AMAO 1

Strengths	Needs
<ul style="list-style-type: none"> • 79.4% met AMAO1 target in 2013 	

AMAO 2

Strengths	Needs
<ul style="list-style-type: none"> • 74.1% met AMAO2 target in 2013 	<ul style="list-style-type: none"> • Attaining English Proficiency dropped from last year, district wide

Reclassified Rates (Aeries report)

Strengths	Needs
<ul style="list-style-type: none"> • R-FEP rates meet or exceed county averages 	<ul style="list-style-type: none"> • Cox R-FEP rates are at or below the district averages.

California Physical Fitness Test (SARC – Section III)

Strengths	Needs
<ul style="list-style-type: none"> • 74.4% 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 • Adhering to P.E. required minutes • 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 (Illuminate)

Dibels Next

All Students

Strengths	Needs
<ul style="list-style-type: none"> • Goal of 100% meeting 4 of 6 standards • Adhering to P.E. required minutes • 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. 	<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. • Score seem to go down at the end of the year

English learners

Strengths	Needs

Socioeconomically Disadvantaged (Low Income)

Strengths	Needs

Students with Disabilities

Strengths	Needs

2. Pupil Outcomes

Adequate Yearly Progress (SPSA School and Student Performance Data)

All Students

Strengths	Needs
<ul style="list-style-type: none"> • Positive school-wide growth in both ELA and Math tracking 3 years...2011 to 2013 (ELA +1.7 %; Math +5% proficient or above) 	More support time in ELA: <ul style="list-style-type: none"> • 2011-7.11 • 2012-81.4 • 2013-72.8

White

Strengths	Needs
<ul style="list-style-type: none"> • White students decreased from 81% to 72% proficient & Adv, but well above state and county average. 	<ul style="list-style-type: none"> • Although white students did not meet the AYP target of 89.2%

Asian

Strengths	Needs
<ul style="list-style-type: none"> • Our Asian population continues to out-perform all other subgroups. 81.3% 	<ul style="list-style-type: none"> • Although our Asian population scored 81.3% in ELA, they did not meet the AYP of 89.2% in ELA. • Inconsistent Growth

Hispanic

Strengths	Needs
<ul style="list-style-type: none"> The Hispanic subgroup close to 60% proficient or advance...well above state average. 	<ul style="list-style-type: none"> Our Hispanic subgroup consistently scores about 10% - 15% below school average. Inconsistent Growth

English Learners

Strengths	Needs
<ul style="list-style-type: none"> Our EL population is only 2.7% below the school average, which is easily attainable for future growth 	<ul style="list-style-type: none"> Identifying specific needs of our EL students. Inconsistent Growth

Socioeconomically Disadvantaged (Low Income)

Strengths	Needs
<ul style="list-style-type: none"> 62% proficient or adv. Growth of 1.5% from 2012. Steady growth in Math 5% 	<ul style="list-style-type: none"> Scoring 11% below the school average. Inconsistent growth

Students with Disabilities

Strengths	Needs
<ul style="list-style-type: none"> 1.7% growth over the past 3 years. Math 9.4% increase 	<ul style="list-style-type: none"> 4.3% decline from 2012-2013; greatest discrepancy with school average.

Academic Performance Index (SPSA School and Student Performance Data)

All Students

Strengths	Needs
<ul style="list-style-type: none"> 100 point growth in API...1999 to 2013; 2 years above 900; 913 API highest in school history 2012. 	<ul style="list-style-type: none"> Consistency; grade level and classroom

White

Strengths	Needs
<ul style="list-style-type: none"> White API has grown 12 points since 2011 	<ul style="list-style-type: none"> White API decreased 9 points from 2012-2013.

Asian

Strengths	Needs
<ul style="list-style-type: none"> Asian API is higher than the school average at 938 	<ul style="list-style-type: none"> Asian API declined by 10 points from 2012 to 2013.

Hispanic

Strengths	Needs
<ul style="list-style-type: none"> Hispanic API increased 11 points from 2011 to 2013. 	<ul style="list-style-type: none"> Hispanic API is 61 points lower than the school average.

English Learner

Strengths	Needs
<ul style="list-style-type: none"> EL API increased 37 points from 2011 to 2013. 	<ul style="list-style-type: none"> EL API has decreased by 14 points from 2012.

Socioeconomically Disadvantaged (Low Income)

Strengths	Needs
<ul style="list-style-type: none"> Low income sub-group has improved by 5 points each year since 2011. 	<ul style="list-style-type: none"> A 65 point gap still exists between low income and the school average.

Students with Disabilities

Strengths	Needs
<ul style="list-style-type: none"> 61 point increase since 2011 	<ul style="list-style-type: none"> A 136 point gap still exists.

Writing Benchmarks (Illuminate – In Progress)

Narrative

Strengths	Needs
<ul style="list-style-type: none"> Consistent genres at each grade level. Flexibility in choosing genre. Writing Data used for reclassification and student progress 	<ul style="list-style-type: none"> Consistent genres at each grade level. Flexibility in choosing genre. Writing Data used for reclassification and student progress

Argument (Opinion)

Strengths	Needs
<ul style="list-style-type: none"> On-going; more data will be available 	<ul style="list-style-type: none"> More relevant prompts. Citing text evidence.

Information/Explanatory

Strengths	Needs
<ul style="list-style-type: none"> On-going; more data will be available 	<ul style="list-style-type: none"> Need more informational text to practice writing skills

3. Engagement

Parent Involvement (School Information): Team Feedback: Available Docs

Strengths	Needs
<ul style="list-style-type: none"> Strong classroom involvement; Amazing group of “Core” parent involvement. 	<ul style="list-style-type: none"> Diversity Better Communication

Student Engagement (refer to Aeries)

Attendance (Aeries)

Strengths	Needs
<ul style="list-style-type: none"> Above district average attendance in 2011 and 2012 	<ul style="list-style-type: none"> Slightly below district average attendance in 2013.

Chronic Absenteeism (Aeries)

Strengths	Needs
<ul style="list-style-type: none"> Below district average in 2012 Well below county averages. 	<ul style="list-style-type: none"> % of chronic absenteeism was above district average in 2013; the differences were minimal

School Climate

Suspensions (Aeries)

Strengths	Needs
<ul style="list-style-type: none">Progressive Discipline; strong classroom management	<ul style="list-style-type: none">Number of suspensions at Cox was above district average for Elementary Schools; size a factor.

Expulsions (Aeries)

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

Description of Barriers and Related School Goals

Description of possible barriers related to goal: Implementation of Common Core State Standards (CCSS)

- 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 CCSS along with its newly adopted curriculum
- Lack of a consistent writing program (school and district-wide)

Description of possible barriers related to goal: Student Achievement

- Lack of aligned Standards based core and supplemental curriculum & materials
- Lack of professional development with SBAC assessments
- Lack of intervention extended day opportunities
- Lack of baseline data as reference

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 by not taking vacations during school time and allowing students to remain at home when the child is not sick.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	494	490	476	135	126	133	8	5	5	191	202	208
Growth API	887	913	904	887	908	899				921	948	938
Base API	870	887	913	879	887	907				906	921	948
Target	A	A	A	A	A	A				A	A	A
Growth	17	26	-9	8	21	-8				15	27	-10
Met Target	Yes	Yes	Yes	Yes	Yes	Yes				Yes	Yes	Yes

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	125	126	101	152	140	127	171	175	152	25	36	36
Growth API	832	866	843	851	902	888	839	877	868	707	760	768
Base API	796	832	866	844	851	903	811	839	877	756	707	761
Target	4	A	A	A	A	A	A	A	A			
Growth	36	34	-23	7	51	-15	28	38	-9			
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes			

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	99	100	100	100	100	99	100
Number At or Above Proficient	351	399	346	98	102	95	--	--		145	175	169
Percent At or Above Proficient	71.1	81.4	72.8	72.6	81.0	72.0	--	--	--	75.9	86.6	81.3
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	--	--	--	Yes	Yes	No

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	99	100	100	98
Number At or Above Proficient	74	91	58	94	108	89	101	130	98	11	18	16
Percent At or Above Proficient	59.2	72.2	57.4	61.8	77.1	70.1	59.1	74.3	64.5	44.0	50.0	45.7
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	--	--	--

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99	100	100	99	99	100	100	100	100	99	100
Number At or Above Proficient	391	399	400	108	101	110	--	--		167	184	197
Percent At or Above Proficient	79.1	81.4	84.0	80.0	80.2	82.7	--	--	--	87.4	91.1	94.7
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	99	100	100	100
Number At or Above Proficient	83	89	65	111	115	104	121	133	118	15	22	25
Percent At or Above Proficient	66.4	70.6	64.4	73.0	82.1	81.9	70.8	76.0	77.6	60.0	61.1	69.4
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	Yes	Yes	Yes	--	--	--

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	***** *	***			***** *	***			***** **	***	*****
1	6	27	10	45	3	14	2	9	1	5	22
2	10	36	13	46	4	14	1	4			28
3	19	43	13	30	10	23	1	2	1	2	44
4	4	15	16	59	5	19	1	4	1	4	27
5	2	15	6	46	4	31			1	8	13
Total	42	31	58	42	27	20	5	4	5	4	137

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	4	7	6	11	21	38	12	21	13	23	56
1	7	27	11	42	3	12	3	12	2	8	26
2	10	34	13	45	5	17	1	3			29
3	20	42	14	29	10	21	2	4	2	4	48
4	5	17	17	59	5	17	1	3	1	3	29
5	4	24	7	41	4	24	1	6	1	6	17
Total	50	24	68	33	48	23	20	10	19	9	205

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	154	135	137
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	154	135	137
Number Met	101	105	104
Percent Met	65.6%	77.8%	75.9%
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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	169	26	146	16	170	12
Number Met	63	--	74	--	86	--
Percent Met	37.3%	--	50.7%	--	50.6%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	*	Yes	*	Yes	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	No

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	627	623	635
Percent with Prior Year Data	100	100.0	100.0
Number in Cohort	627	623	635
Number Met	455	493	504
Percent Met	72.6	79.1	79.4
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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	587	194	597	150	626	162
Number Met	247	139	312	112	326	120
Percent Met	42.1	71.6	52.3	74.7	52.1	74.1
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	No
Met Target for AMAO 3	Yes	Yes	No

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the eight State priority area. As a result, it has adopted the following school goals, related, actions, and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Implementation of Common Core State Standards
LEA GOAL:
<p>Goal 2: All students will have access to textbooks and instructional materials aligned to the Common Core State Standards (CCSS), California English Language Development (ELD), and Next Generation Science Standards (NGSS).</p> <p>Goal 4: To support effective implementation of the CCSS, provide professional development that includes specialized training, team planning within and across grade levels, and classroom visitations within and among schools.</p> <p>Goal 6: Provide the necessary technology hardware and infrastructure for the implementation of the CCSS and Smarter Balanced assessments, including personnel to provide technical support.</p>
SCHOOL GOAL #1:
To support implementation of the Common Core State Standards, James H. Cox Elementary School will incorporate professional development, technology integration, and when available new Common Core State Standards aligned instructional materials.
Data Used to Form this Goal:
<p>Professional Development: Professional Development Calendar, Staff Meeting Agenda/Collaboration Notes</p> <p>Technology: Technology survey, device student ratio, Chromebook and iPad distribution and classroom small group usage</p> <p>Instructional Materials: Textbooks adoption committee, District Math and ELA Interim Assessments (Common Core Focus, not student achievement)</p>
Findings from the Analysis of this Data:
<p>Description of possible barriers related to goal: Implementation of Common Core State Standards (CCSS)</p> <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 CCSS along with its newly adopted curriculum • Lack of a consistent writing program (school and district-wide)
How the School will Evaluate the Progress of this Goal:
<p>Instructional Materials: textbook adoption process and committee membership</p> <p>Professional Development: CCSS Steering Committee, calendar, interim assessments</p> <p>Technology: technology survey, device student ratio, Chromebook cart schedules</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Participate in District provided Common Core State Standards Professional Development (District)	09/2013-06/2016	Teachers, Site Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	Common Core	17,220
James H. Cox School Staff Meeting-Grade Level and Vertical Grade Level Collaboration Differentiated Instruction Agenda and Schedule (Site Specific)	09/2013-06/2016	Teachers, Site Administrator	Staff Created Differentiated Instruction Collaboration Meeting Agendas & Calendars Staff Collaboration Meeting Notes			0 0
Learning Walks: Grade Level Teams Visiting various site within and outside the Fountain Valley School District (District) that support Common Core State Standards and District signature practices	09/2013-06/2016	Teachers, Site Administrator, District Administrator	Collaboration: Release Time Collaboration Form (Purple)	1000-1999: Certificated Personnel Salaries	Title I	3,276
Mind Institute: ST Math Purchase and Implementation (Site Specific)	09/2013-06/2016	Teachers, Site Administrators	Computer Lab Schedules, Grade Level and Classroom Monthly Progress Reports in ST Math, Gen. 5 Upgrade Fees (2013-2014) Subscription Fee offset for English learners, low income youth, and other high needs populations	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	Title I LCFF-EL	5,818 2,500
Site specific technology/Chromebooks and axillary devices and District support of increasing student device ratio	09/2013-06/2016	Teachers, Site Administrator, District Administrator	computers, mice, headsets Keyboards Chromebooks 21 X 375	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Common Core Title I	68,814 7,875

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ticket to Read & Accelerated Reader (Site Licenses) (Site Specific)	09/2013-06/2016	Teachers, Site Administrators	Site License Annual Renewal Costs	5000-5999: Services And Other Operating Expenditures	Title I	6,000
Pilot Common Core State Standards Math Materials (District)	09/2014 - 06/2015	Pilot teachers, Site & District Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	Common Core	2,757
Purchase Common Core State Standards Math Materials (District)	Spring, 2015	Teachers, Site & District Administrators	Instructional Materials	4000-4999: Books And Supplies	Common Core	57,512
Implement Common Core State Standards Math Materials and participate in professional development	09/2015 - 06/2016	Teachers, Site & District Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	District Funded	6,791
Pilot Common Core State Standards ELA Materials (District)	09/2015 - 06/2016	Pilot teachers, Site District Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	District Funded	2,757
Purchase Common Core State Standards ELA Materials (District)	Spring, 2016	Teachers, Site & District Administrators	Instructional Materials	4000-4999: Books And Supplies	District Funded	57,512
Common Core State Standards Professional Development for administrators (Pivot training)	9/2013-06/2014	Teachers, Site & District Administrators	Presenter Fees	5800: Professional/Consulting Services And Operating Expenditures	Common Core	1,500
Provide printers for teachers at a ratio of approximately four teachers for each printer	9/2013-06/2014	District Administrators	Printers	5000-5999: Services And Other Operating Expenditures	District Funded	1,533
Technology professional development	09/2013-06/2016	Teachers, District administrators	Substitutes, stipends, presenter fees	1000-1999: Certificated Personnel Salaries	District Funded	1,000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the eight State priority area. As a result, it has adopted the following school goals, related, actions, and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Student Achievement
LEA GOAL:
Goal 9: Students will demonstrate achievement in English language arts and math equal to or greater than the State average. Goal 10: Reduce the Achievement Gap in English language arts and math that exists among student groups equal to or greater than the State average.
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, DIBELS Next, Fountain Valley School District Writing Benchmarks, CELDT, AMAO I & AMAO II, AYP, API
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 opportunities • Lack of baseline data as reference
How the School will Evaluate the Progress of this Goal:
SBAC, DIBELS Next, Writing Benchmarks, CELDT, AMAO 1 and 2, AYP, API

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.	09/2013-06/2014	Teachers, Site & District Administrators	Bilingual Tutor Salary	2000-2999: Classified Personnel Salaries	LCFF-EL	40,217
After School English Learner Support Class (District)	03/2014 - 05/2014	Teacher, Office Manager, and Site Administrator	Stipend	1000-1999: Certificated Personnel Salaries	Title III	9,338

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I: Reading Specialist (Site Specific)	09/2013-06/2014	Teacher, Site & District Administrator	Salary	1000-1999: Certificated Personnel Salaries	Title I	98,000
Title I Reading Incentive Program: 60 At-Risk Students (Site Specific)	09/2013-06/2014	Teacher & Site Administrator	Books & Prizes	5000-5999: Services And Other Operating Expenditures	PTO	200
Teachers will continue to teach using CCSS and Differentiated Instruction model (District & Site Specific).	9/2013-6/2016	Teacher, Site & District Administrator	Expense 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	9/2013-6/2016	Teacher, Site & District Administrator	Annual service renewal fees	5000-5999: Services And Other Operating Expenditures	LCFF-EL	3,180
Purchase supplemental instructional materials to support CCSS implementation	9/2013-6/2016	Teacher, Site & District Administrator	CCSS Steering Committee selected supplemental materials	4000-4999: Books And Supplies	District Funded	5,000
Participate in school library program	9/2013-6/2016	Library Media Technician	Personnel	2000-2999: Classified Personnel Salaries	District Funded	9,545
Utilize ST Math to support English learners, low income youth, and other high needs student populations	9/2013-6/2016	Teachers	Expense outlined in Goal 1			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the eight State priority area. As a result, it has adopted the following school goals, related, actions, and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Parent Involvement
LEA GOAL:
Goal 11: Increase parent engagement and involvement of historically underserved and other high needs student populations. -----s.
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
Document Translations and bilingual 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	hourly rates		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	9/2013-6/2016	Site & District Administrator	Personnel and annual service agreements	5000-5999: Services And Other Operating Expenditures	District Funded	10,120
PTO Parent Involvement Recruitment Night: "Success Needs Succession" (Site Specific).	09/2013-06/2016	Teachers, Site Administrators, & Parents	Dinner/Social Night		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-EL	4,100

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the eight State priority area. As a result, it has adopted the following school goals, related, actions, and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Student Engagement & School Climate
LEA GOAL:
Goal 12: Reduce chronic absenteeism. Goal 14: Expand behavioral interventions to further reduce student suspension and expulsion rates. Goal 15: Increase meaningful student participation.
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:
Student Daily attendance Chronic Absenteeism Suspensions 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 by not taking vacations during school time and allowing students to remain at home when the child is not sick.
How the School will Evaluate the Progress of this Goal:
Daily attendance rates, chronic absenteeism information, suspensions, 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).	09/2013-06/2016	Teachers & Site Administrators	No expenses associated with this action			0

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).	09/2013-06/2016	PTO, Site Administrators, Student Volunteers	Material fees		PTO	500
Provide ongoing parent education related to the negative effects of chronic absenteeism.	9/2013-6/2016	Teachers & Site Administrators	Expenses outlined in other Goals and Actions			0
Provide health services to support attendance for high needs student populations	9/2013-6/2016	School Staff, Site Administrators, District Staff	Personnel	1000-1999: Certificated Personnel Salaries	District Funded	4,200

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	PTO	2,500.00
1000-1999: Certificated Personnel Salaries	Common Core	19,977.00
1000-1999: Certificated Personnel Salaries	District Funded	14,748.00
1000-1999: Certificated Personnel Salaries	Title I	101,276.00
1000-1999: Certificated Personnel Salaries	Title III	9,338.00
2000-2999: Classified Personnel Salaries	District Funded	9,545.00
2000-2999: Classified Personnel Salaries	LCFF-EL	44,317.00
4000-4999: Books And Supplies	Common Core	126,326.00
4000-4999: Books And Supplies	District Funded	62,512.00
5000-5999: Services And Other Operating	PTO	200.00
5000-5999: Services And Other Operating	District Funded	11,653.00
5000-5999: Services And Other Operating	LCFF-EL	5,680.00
5000-5999: Services And Other Operating	Title I	19,693.00
5800: Professional/Consulting Services	Common Core	1,500.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
PTO	2,700.00
Common Core	147,803.00
District Funded	98,458.00
LCFF-EL	49,997.00
Title I	120,969.00
Title III	9,338.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	145,339.00
2000-2999: Classified Personnel Salaries	53,862.00
4000-4999: Books And Supplies	188,838.00
5000-5999: Services And Other Operating Expenditures	37,226.00
5800: Professional/Consulting Services And Operating	1,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	242,865.00
Goal 2	165,480.00
Goal 3	16,220.00
Goal 4	4,700.00

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emily Harvest	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kathy Lewis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dana Yager	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nanci Sueda	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monica Ceja	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Britany Coleman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jim Cunneen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Katherine Garrett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Steven Nguyen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)**:

<input type="checkbox"/> State Compensatory Education Advisory Committee	_____ Signature
<input checked="" type="checkbox"/> English Learner Advisory Committee	_____ Signature
<input type="checkbox"/> Special Education Advisory Committee	_____ Signature
<input type="checkbox"/> Gifted and Talented Education Program Advisory Committee	_____ Signature
<input type="checkbox"/> District/School Liaison Team for schools in Program Improvement	_____ Signature
<input type="checkbox"/> Compensatory Education Advisory Committee	_____ Signature
<input type="checkbox"/> Departmental Advisory Committee (secondary)	_____ Signature
<input type="checkbox"/> 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 21, 2014.

Attested:

Patrick Ham		
Typed Name of School Principal	Signature of School Principal	Date

Katherine Garrett		
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 12, 2014

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 4, 2014.

Table of Contents

School Vision and Mission.....	3
School Profile	3
Comprehensive Needs Assessment Components	4
Data Analysis.....	4
Surveys.....	4
Classroom Observations	4
Analysis of Current Instructional Program.....	5
Description of Barriers and Related School Goals	11
School and Student Performance Data.....	13
Academic Performance Index by Student Group	13
English-Language Arts Adequate Yearly Progress (AYP).....	14
Mathematics Adequate Yearly Progress (AYP)	15
CELDT (Annual Assessment) Results.....	16
CELDT (All Assessment) Results	17
Title III Accountability (School Data).....	18
Title III Accountability (District Data).....	19
Planned Improvements in Student Performance	20
School Goal #1	20
School Goal #2	23
School Goal #3	25
School Goal #4	27
Summary of Expenditures in this Plan	29
Total Expenditures by Object Type and Funding Source	29
Total Expenditures by Funding Source	30
Total Expenditures by Object Type.....	31
Total Expenditures by Goal.....	32
Home/School Compact	33
School Site Council Membership	34
Recommendations and Assurances	35

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 partnership with home and community.

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 success. 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 every student acquires the skills and knowledge in elementary school, so they are best prepared for all future successes.

School Profile

Isojiro Oka Elementary School is the pride of our community! We are a California Distinguished School and 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 Common Core State Standards.

Oka Elementary School was originally constructed in 1970 and has been thoroughly 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. 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 2013-2014 school year is Respect, whereby students are encouraged to demonstrate behavior that represents positive characteristics and qualities on the Oka "Rainbow of Respect."

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, English Language Development (ELD), and Special Day Classes (SDC). Oka was formally identified as a Title I school, however this designation is no longer current. We anticipate beginning with the 2014-2015 school year, Oka will once again be recognized as a Title I school. We have a dedicated computer lab that can accommodate over 30 students simultaneously. In addition, this year, Oka has added over 70 Chromebooks to our campus for student usage. Every student has four-five opportunities per week to have technology in their hands for students learning. Students in grades three-five have the opportunity to take a fee based instrumental music program in either band or orchestra, taught by a credentialed music teacher either before or after school, two times per week.

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 the school, 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
- Accelerated Reader
- Fountain Valley Educational Foundation
- Legislative Action Committee
- School Site Council

We encourage open lines of communication by having a comprehensive website: <http://ioes-fvsvd-ca.schoolloop.com> 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 and positive behavior. Oka is a diverse campus with over 460 students. The following enrollment breakdowns and demographic information is specific for 2013-14:

- White 54%
- Hispanic or Latino 23%
- Asian 19%
- All Other Combined ethnic sub-groups 4%
- English Learners 11%
- Socioeconomically Disadvantaged 29%
- Students with Disabilities 14%

In 2009, Oka was recognized by the Orange County Register as the Top Elementary School in the Orange County. 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).

No school wide surveys were conducted during the school year. Fifth graders participated in the California Healthy Kids Survey and parents of English learners participated in the English Learner Program 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. Each classroom is visited by the principal multiple times per week on an informal basis. In addition, various teachers on the Oka campus are also provided formal observation opportunities three times per academic year.

Analysis of Current Instructional Program

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

1. Conditions of Learning

Basic Services (refer to SARC)

Teachers (SARC Section VII)

Strengths	Needs
All highly qualified and credentialed teachers.	Due to enrollment, Oka has had multiple combination classrooms across various grade levels each of the past two years.

Textbooks (SARC – Section IX)

Strengths	Needs
Textbooks amounts are sufficient for all students.	Textbooks and materials are not in alignment with the Common Core.

Facilities (SARC – Section VI)

Strengths	Needs
Solar panels installed and operating since early 2014. Sufficient playing areas for students on blacktop and grass. Strong custodial presence in front parking lot at arrival and dismissal times to help with safety and bus transportation. Grounds crew and operating staff are working hard to maintain any vegetation throughout campus.	Insufficient number of parking spaces for the number of staff employed at school site. Numerous sidewalks and pavement areas with significant cracks and safety hazards. Grass fields are overused (includes use by outside agencies) and are filled/patched in many areas with packed dirt, rather than actual grass.

Common Core State Standards (CCSS professional development calendar, Interim Assessment results & school related information)

All Students

CCSS

Strengths	Needs
PIVOT Training program provided for all FVSD administrators. Total of four separate three hour sessions. Staff development provided in both ELA and Math, with teachers receiving multiple days of varied training. (See FVSD Staff Development calendar for specific dates and grade levels.)	Necessary Common Core instructional materials are not currently available. 1-3 years away. Better alignment of FVSD Common Core Assessments (Benchmarks) with anticipated Common Core assessments beginning in the spring of 2015. Further staff development opportunities.

English Learners

CCSS

Strengths	Needs
Oka has reclassified students in each of the past three years. Some years are higher than the district average, others less.	Reclassification of students has been inconsistent by grade level and language. Students who do not have tutor support in their native language are not being reclassified as early as other students.

English Language Development (ELD)

Strengths	Needs
Vietnamese bilingual tutor support for identified students.	No specific ELD program.

Fountain Valley School District Common Core State Standards Interim Assessments

English Language Arts

Strengths	Needs
Common Core Steering Committee of teachers formed to create, evaluate, and revise district assessments.	Initial assessments are just being administered this month. Minimal data available as of February, 2014

Math

Strengths	Needs
Common Core Steering Committee of teachers formed to create, evaluate, and revise district assessments.	Initial assessments are just being administered this month. Minimal data available as of February, 2014.

Course Access (middle school Master Schedule/Elementary school instructional minutes, Bilingual Tutor schedules. Special Education schedules)

All Students

Strengths	Needs
Differentiated Instruction – Oka is in Year 1. Instructional consistency within each grade level. Protected morning time block for ELA instruction in Grades K-2, and often in Grades 3-5.	Computer lab schedule impacts Grades 3-5 during ELA block. Minor schedule conflicts with providing services in special education and bilingual tutor support.

English Learners

Strengths	Needs
Students are appropriately identified.	Additional time is needed for ELD instruction. Currently, there is a maximum of 25-30 minutes per day for identified students.

Low Income Students

Strengths	Needs
Teachers provide materials for students as needed.	Additional support and interventions

Students with Disabilities

Strengths	Needs
<p>Students appropriately placed per their IEP, includes “pushing-in” as appropriate.</p> <p>All staff working together to ensure learning for “our” students, rather than a separation between “my students and your students.”</p>	<p>More consistent inclusion opportunities across all grade levels.</p> <p>Not having students miss important instruction when they are pulled out of class for direct services.</p>

California English Language Development Test (SPSA School and Student Performance Data)

AMAO 1

Strengths	Needs
Surpassed the NCLB Target of 57.5% as students achieved 72.9%.	Getting above the district average of 79.4%.

AMAO 2

Strengths	Needs
	8 students were still in the cohort of needing 5 or more years of EL instruction and not yet reclassified.

Reclassified Rates (Aeries report)

Strengths	Needs
Bilingual tutor support is now provided for Vietnamese students instead of Spanish, and this group of students has the highest reclassification rate.	R-FEP rates for Oka were below the district average last year

California Physical Fitness Test (SARC – Section III)

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>Only 18.9% of students passed all six components of the testing.</p> <p>30% of students were only able to complete three or fewer of the six components.</p>

Other Student Outcomes (Illuminate)

Dibels Next

All Students

Strengths	Needs
<p>Data is used throughout all grade levels.</p> <p>Data is used to help students in small group placement for instruction.</p>	<p>At times, results can overestimate the strength of students.</p> <p>Comprehension assessment of student reading can be vague.</p>

English learners

Strengths	Needs
<p>Staff working well in certain grade levels with bilingual tutor to support students of need.</p> <p>All students in Grades 4-5 were at the Intermediate level, or higher on their CELDT assessment.</p>	<p>More clearly defined expectations for student outcomes when working with bilingual tutor.</p>

Socioeconomically Disadvantaged (Low Income)

Strengths	Needs
<p>Students in this subgroup have performed very well in comparison to other subgroups. In certain instances, they have even out-performed students not considered socioeconomically disadvantaged.</p>	<p>Difficulty in identifying students to provide necessary support.</p>

Students with Disabilities

Strengths	Needs
<p>Staff working collaboratively to support all students.</p>	<p>Additional time for staff collaboration between general and special education staff to ensure overall program success.</p>

2. Pupil Outcomes

Adequate Yearly Progress (SPSA School and Student Performance Data)

All Students

Strengths	Needs
<p>As a trend, CST results in Math were higher and stronger than in ELA.</p> <p>With the exception of 2013, Oka has met AYP results in past years.</p>	<p>The inability to reach either 89.2% in ELA or 89.5% in Math, across all subgroup areas.</p> <p>Address the nearly 35% increase in the number of Oka students being assessed each year as part of state testing between 2011 and 2013.</p>

White

Strengths	Needs
<p>Met AYP in Math, over 90% of students tested proficient.</p>	<p>Did not meet AYP, only 77.2% of students tested proficient in ELA.</p>

Asian

Strengths	Needs
<p>Met AYP in Math, as 91.7% of students tested proficient, even this total was the lowest percentage in a three year span.</p>	<p>Did not meet AYP, only 79.2% of students tested proficient in ELA, the lowest total in a three year span.</p>

Hispanic

Strengths	Needs
	<p>Student proficiency decreased in both ELA and Math, each at the lowest proficiency percentage in a three year span. ELA at 63% and Math at 78%.</p>

English Learners

Strengths	Needs
Met AYP in Math, as 89.6% of students tested proficient.	Lowest proficiency percentage in a three year span. Only 63.3% of students passed in ELA.

Socioeconomically Disadvantaged (Low Income)

Strengths	Needs
Met AYP in Math as 89% of students tested proficient.	Lowest proficiency percentage in a three year span. Only 70.5% of students passed in ELA.

Students with Disabilities

Strengths	Needs
	Lowest proficiency percentage in a three year span. Only 55.8% of students passed in ELA and 69% in Math.

Academic Performance Index (SPSA School and Student Performance Data)

All Students

Strengths	Needs
The API score for Oka has been over 900 for three consecutive years. The API target was met.	The number of students assessed has grown from 231 to 306 over a two years span. The 903 API score was 30 points lower than the growth target of 933.

White

Strengths	Needs
The API score has been over 900 for three consecutive years. The API target was met.	The 910 API score was 19 points lower than the growth target of 929

Asian

Strengths	Needs
The API score of 938 was the highest of any category or subgroup.	The 938 API score was 45 points lower than the growth target of 973.

Hispanic

Strengths	Needs
	The 851 API score was 69 points lower than the growth target of 920.

English Learner

Strengths	Needs
	The 877 API score was 38 points lower than the growth target of 915.

Socioeconomically Disadvantaged (Low Income)

Strengths	Needs
The API target was met.	The 887 API score was 22 points lower than the growth target of 909.

Students with Disabilities

Strengths	Needs
	The 782 API score was 82 points lower than the growth target of 864.

Writing Benchmarks (Illuminate – In Progress)

Narrative

Strengths	Needs
Consistent writing genres at each grade level.	Adequate time provided for staff to collaborate and share strengths/weaknesses of student performance.

Argument (Opinion)

Strengths	Needs
	<p>More relevant writing prompts for student usage.</p> <p>Adequate time provided for staff to collaborate and share strengths/weaknesses of student performance.</p> <p>Citing text evidence needs a greater focus.</p>

Information/Explanatory

Strengths	Needs
	<p>Adequate time provided for staff to collaborate and share strengths/weaknesses of student performance.</p> <p>Citing text information needs a greater focus.</p>

3. Engagement

Parent Involvement (School Information): Team Feedback: Available Docs

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 (refer to Aeries)

Attendance (Aeries)

Strengths	Needs
Oka has exceeded a student attendance rate over 96% in each of the past three years.	Each of the past three years, Oka has been slightly below the average district attendance rate.

Chronic Absenteeism (Aeries)

Strengths	Needs
<p>Oka has initiated and placed over 20 students on Attendance Contracts during the past two years. This has resulted in over a 90% success rate in reducing the number of absences and tardies.</p> <p>Continue with Oka’s “On-Time Attendance” Incentive program, whereby students can earn extra recess time for not being late to school.</p>	<p>Continue to reduce the number of student absences and tardies.</p> <p>Get below the average FVSD rate for chronic absenteeism at Oka.</p>

School Climate

Suspensions (Aeries)

Strengths	Needs
<p>Only one student suspension in the past three years. This is the lowest total of any school in our district.</p> <p>Values in Action Character Education Program is a vital component of the Oka culture.</p>	

Expulsions (Aeries)

Strengths	Needs
<p>No expulsions at Oka in the past three years.</p>	

Survey (California Healthy Kids Survey Results and school surveys)

Strengths	Needs
<p>In reported 5th grade student results, cigarette use is at 1%.</p> <p>In reported 5th grade student results, marijuana was reported 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>37% of reporting 5th grade students indicated they had been bullied at school.</p> <p>Only 53% of reporting 5th grade students indicated they feel safe at school all the time.</p> <p>Have data that represents Oka specifically, as opposed to FVSD on the whole.</p>

Description of Barriers and Related School Goals

BARRIERS to ACHIEVE SUCCESS in OKA'S Goal #1: Implementation of Common Core State Standards

- 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 and on-going professional development.
- Lack of currently adopted materials aligned with the Common Core.
- Lack of consistency for a district identified and implemented writing program.

BARRIERS to ACHIEVE SUCCESS in OKA'S Goal #2: Student Achievement

- Lack of meaningful and ongoing professional development opportunities that do not 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 computers and technology for students to have adequate time in Grades K-2, using ST Math and other technology programs available for student use.
- Lack of sufficient before or after school remediation class opportunities needed for students with special needs.

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.

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.

The following barrier is a growing concern which continues to inhibit our school in general: Oka has a lack of funding to replace existing technology as life expectancy on many items expires. These include; classroom voice amplification systems, teacher computers, projectors, DVD/VCR players, printers, and a student computer lab.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	231	263	306	121	147	171	4	5	1	46	42	48
Growth API	922	933	903	921	929	910				949	973	938
Base API	919	922	933	924	921	929				975	949	973
Target	A	A	A	A	A	A						
Growth	3	11	-30	-3	8	-19						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	45	54	65	45	33	49	74	77	88	31	36	44
Growth API	891	923	851	898	920	877	912	908	887	798	865	781
Base API	889	891	920	928	898	915	883	912	909	747	798	864
Target			A				A	A	A			
Growth			-69				29	-4	-22			
Met Target			Yes				Yes	Yes	Yes			

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100	100	99	100	100	100	100	100	100	100	98
Number At or Above Proficient	184	218	229	97	118	132	--	--		39	39	38
Percent At or Above Proficient	80.0	82.9	74.8	80.2	80.3	77.2	--	--	--	84.8	92.9	79.2
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	98	100	100	98	100	100	99	100	100	97	100	98
Number At or Above Proficient	32	45	41	31	28	31	58	60	62	17	24	24
Percent At or Above Proficient	72.7	83.3	63.1	70.5	84.8	63.3	79.5	77.9	70.5	56.7	66.7	54.5
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
Met AYP Criteria	--	Yes	No	--	--	--	Yes	Yes	No	--	--	--

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	99	99	100	100	100	100	100	100	100	98
Number At or Above Proficient	205	237	267	105	131	154	--	--		43	42	44
Percent At or Above Proficient	88.7	90.5	87.5	86.8	89.1	90.1	--	--	--	93.5	100.0	91.7
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
Met AYP Criteria	Yes	Yes	No	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	99	100	100	98	100	99	100	100	100	96
Number At or Above Proficient	39	46	50	40	31	43	65	63	78	22	29	30
Percent At or Above Proficient	86.7	85.2	78.1	88.9	93.9	89.6	87.8	82.9	88.6	71.0	80.6	69.8
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
Met AYP Criteria	--	Yes	No	--	--	--	Yes	Yes	Yes	--	--	--

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K							***** *	***			*****
1			1	25	1	25	2	50			4
2	8	57	5	36	1	7					14
3	4	25	6	38	3	19	2	13	1	6	16
4			4	80	1	20					5
5	4	50	3	38	1	13					8
Total	16	33	19	40	7	15	5	10	1	2	48

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	13	1	13	6	75			8
1			2	29	2	29	2	29	1	14	7
2	8	57	5	36	1	7					14
3	4	25	6	38	3	19	2	13	1	6	16
4			4	80	1	20					5
5	4	50	3	38	1	13					8
Total	16	28	21	36	9	16	10	17	2	3	58

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	36	31	48
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	36	31	48
Number Met	24	25	35
Percent Met	66.7%	80.6%	72.9%
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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	35	9	37	1	44	8
Number Met	16	--	21	--	26	--
Percent Met	45.7%	--	56.8%	--	59.1%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	*	Yes	*	Yes	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
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.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	627	623	635
Percent with Prior Year Data	100	100.0	100.0
Number in Cohort	627	623	635
Number Met	455	493	504
Percent Met	72.6	79.1	79.4
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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	587	194	597	150	626	162
Number Met	247	139	312	112	326	120
Percent Met	42.1	71.6	52.3	74.7	52.1	74.1
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	No
Met Target for AMAO 3	Yes	Yes	No

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the eight State priority area. As a result, it has adopted the following school goals, related, actions, and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Implementation of Common Core
LEA GOAL:
<p>Goal 2: All students will have access to textbooks and instructional materials aligned to the Common Core State Standards (CCSS), California English Language Development (ELD) Standards, and Next Generation Science Standards (NGSS).</p> <p>Goal 4: To support effective implementation of the CCSS, provide professional development that includes specialized training, team planning within and across grade levels, and classroom visitations within and among schools.</p> <p>Goal 6: Provide the necessary technology hardware and infrastructure for the implementation of the CCSS and Smarter Balanced assessments, including personnel to provide technical support.</p>
SCHOOL GOAL #1:
To support implementation of the Common Core State Standards, Oka Elementary School will incorporate professional development, technology integration, and when available new Common Core State Standards aligned instructional materials.
Data Used to Form this Goal:
<p>Professional Development Schedule and Calendar</p> <p>Technology Usage through Formal / Informal Classroom Observation, Technology Surveys</p> <p>FVSD Interim Common Core Assessments</p> <p>Equitable and Flexible Technology Schedule that allows for all students to have access to wired and wireless devices on a weekly basis.</p>
Findings from the Analysis of this Data:
<p>BARRIERS to ACHIEVE SUCCESS in OKA'S Goal #1: Implementation of Common Core State Standards</p> <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 and on-going professional development. * Lack of currently adopted materials aligned with the Common Core. * Lack of consistency for a district identified and implemented writing program. <p>The following barriers continue to be a growing concern which inhibit our school in general: Oka has a lack of funding to replace existing technology as life expectancy on many items expires. These include; classroom voice amplification systems, teacher computers, projectors, DVD/VCR players, printers, and a student computer lab.</p>
How the School will Evaluate the Progress of this Goal:
<p>Professional Development Attendance, Professional Development: CCSS Steering Committee, calendar, interim assessments</p> <p>Technology: technology survey, device student ratio, Chromebook cart schedules</p> <p>Instructional Materials: textbook adoption process and committee membership</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Participate in FVSD provided Common Core State Standards Professional Development	09/2013 - 06/2016	Teachers Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	Common Core	12,127
Participate in Oka School Site Staff Development	09/2013 - 06/2016	Teachers Administrator	No expenses associated with this action			
Pilot Common Core State Standards Math Materials	09/2014 - 06/2015	Pilot Teachers	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	Common Core	2,757
Purchase Common Core State Standards Math Materials	Spring, 2015	District Administration	Instructional Materials	4000-4999: Books And Supplies	Common Core	35,076
Implement Common Core State Standards Math Materials and participate in professional development	09/2015 - 06/2016	Teachers Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	Common Core	4,850
Pilot Common Core State Standards ELA Materials	09/2015 - 06/2016	Teachers Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	District Funded	2,757
Purchase Common Core State Standards ELA Materials	Spring, 2016	District Administrators	Instructional Materials	4000-4999: Books And Supplies	District Funded	35,076
Participate in classroom and/or site visits of District signature practices that support Common Core State Standards	09/2016 - 06/2017	Teachers Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	Title I	1,998
Professional Development for Administrators (PIVOT Workshops)	09/2013 - 06/2014	Administration	Presenter Fees			
Increase student device ratio	09/2013-06/2016	teachers, site administrator, district administrators	Computers, Mice, Headphones	4000-4999: Books And Supplies	Common Core	69,040
Refresh existing staff devices and classroom technology	09/2013-06/2016	teachers, site administrator, district administrators	Laptops Printers	5000-5999: Services And Other Operating Expenditures	District Funded	23,291

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology professional development	09/2013-06/2016	teachers, site administrator, district administrators	Substitutes Stipends Presenter Fees	1000-1999: Certificated Personnel Salaries	District Funded	1,000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the eight State priority area. As a result, it has adopted the following school goals, related, actions, and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Student Achievement
LEA GOAL:
Goal 9: Students will demonstrate achievement in English language arts and math equal to or greater than the State average. Goal 10: Reduce the Achievement Gap in English language arts and math that exists among student groups equal to or greater than the State average.
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 DIBELS Next District Writing Benchmarks CELDT Results AMAO I AMAO II
Findings from the Analysis of this Data:
BARRIERS to ACHIEVE SUCCESS in OKA'S Goal #2: Student Achievement * Lack of meaningful and ongoing professional development opportunities that do not 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 computers and technology for students to have adequate time in Grades K-2, using ST Math and other technology programs available for student use. * Lack of sufficient before or after school remediation class opportunities needed for students with special needs. * Lack of consistent writing program across FVSD. The following barriers continue to be a growing concern which inhibit our school in general: Oka has a lack of funding to replace existing technology as life expectancy on many items expires. These include; classroom voice amplification systems, teacher computers, projectors, DVD/VCR players, printers, and a student computer lab.
How the School will Evaluate the Progress of this Goal:
SBAC, DIBELS Next, Writing Benchmarks, CELDT, AMAO 1 and 2, AYP, API

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.	09/2013 - 06/2014	Teachers Support Staff Administration	Bilingual Tutor Salary	2000-2999: Classified Personnel Salaries	LCFF-EL	7,293
After School English Learner Support Class	03/2014 - 05/2014	Teacher Administration	Stipend	1000-1999: Certificated Personnel Salaries	Title III	3,862
Newcomer Student Support	10/2013 - 05/2014	Support Staff Administration	Personnel	2000-2999: Classified Personnel Salaries	Title III Immigrant Education Program	390
Participate in classroom and/or site visits of District signature practices that support Common Core State Standards	09/2013 - 06/2014	Teachers Administration	Expenses outlined in Goal 1			
Participate in District provided Common Core State Standards Professional Development	09/2013 - 06/2014	Teachers Administration	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 - 06/2014	Teachers Administration	Renewal Fees	5000-5999: Services And Other Operating Expenditures	LCFF-EL	3,180
Purchase supplemental instructional materials to support CCSS implementation	9/2013-6/2016	Teachers Administration	CCSS Steering committee selected supplemental instructional materials	4000-4999: Books And Supplies	District Funded	5,000
Participate in school library program	9/2013-6/2016	Library Media Technician	Personnel	2000-2999: Classified Personnel Salaries	District Funded	6,364
Utilize ST Math to support English learners, low income youth, and other high needs student populations	9/2013-6/2016	Teachers	Renewal Fees	5000-5999: Services And Other Operating Expenditures	LCFF-EL	2,500

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the eight State priority area. As a result, it has adopted the following school goals, related, actions, and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Parent Involvement
LEA GOAL:
Goal 11: Increase parent engagement and involvement of historically underserved and other high needs student populations. -----
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
Findings from the Analysis of this Data:
BARRIERS to ACHIEVE SUCCESS in OKA'S Goal #3: Parent Involvement * Parent resistance to get further involved with PTO. * Parent involvement lessens as students move into upper grades. * Language barriers for some parents to get further involved.
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	09/2013 - 06/2014	Teachers Administration	No additional expenses associated with this action			
Continue to provide a bilingual Community Liaison to support parent outreach	09/2013 - 06/2014	District staff	Personnel	2000-2999: Classified Personnel Salaries	LCFF-EL	4,100

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	09/2013 - 06/2014	District staff	Personnel and Annual Service Agreements	2000-2999: Classified Personnel Salaries	District Funded	10,120

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the eight State priority area. As a result, it has adopted the following school goals, related, actions, and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Student Engagement and School Climate
LEA GOAL:
Goal 12: Reduce chronic absenteeism. Goal 14: Expand behavioral interventions to further reduce student suspension and expulsion rates. Goal 15: Increase meaningful student participation.
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 * 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:
<p>BARRIERS to ACHIEVE SUCCESS in OKA'S Goal #4 Student Engagement and School Climate</p> <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. <p>The following barrier is a growing concern which continues to inhibit our school in general: Oka has a lack of funding to replace existing technology as life expectancy on many items expires. These include; classroom voice amplification systems, teacher computers, projectors, DVD/VCR players, printers, and a student computer lab.</p>
How the School will Evaluate the Progress of this Goal:
Daily attendance rates, chronic absenteeism information, suspensions, Healthy Kids 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	September 2013-On-Going	Administrator	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.	November 2013-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.	September 2013-On-Going	Staff	No additional expense associated with the action.			
Provide health services to support attendance for high needs student populations	9/2013-6/2016	school staff, site administrator, district staff	Personnel	1000-1999: Certificated Personnel Salaries	District Funded	4,200
Analyze suspension information to identify patterns in misconduct and/or student demographics	9/2013-6/2016	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	Common Core	19,734.00
1000-1999: Certificated Personnel Salaries	District Funded	7,957.00
1000-1999: Certificated Personnel Salaries	Title I	1,998.00
1000-1999: Certificated Personnel Salaries	Title III	3,862.00
2000-2999: Classified Personnel Salaries	District Funded	16,484.00
2000-2999: Classified Personnel Salaries	LCFF-EL	11,393.00
2000-2999: Classified Personnel Salaries	Title III Immigrant Education Program	390.00
4000-4999: Books And Supplies	Common Core	104,116.00
4000-4999: Books And Supplies	District Funded	40,076.00
5000-5999: Services And Other Operating	District Funded	23,291.00
5000-5999: Services And Other Operating	LCFF-EL	5,680.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Common Core	123,850.00
District Funded	87,808.00
LCFF-EL	17,073.00
Title I	1,998.00
Title III	3,862.00
Title III Immigrant Education Program	390.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	33,551.00
2000-2999: Classified Personnel Salaries	28,267.00
4000-4999: Books And Supplies	144,192.00
5000-5999: Services And Other Operating Expenditures	28,971.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	187,972.00
Goal 2	28,589.00
Goal 3	14,220.00
Goal 4	4,200.00

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.

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mrs. Micki Colville	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mrs. Randi Hubbard	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mrs. Marianne Owen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mrs. Katy Garrett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Brenda Espinoza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Andrea Gerhardt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Laura Ehrlich	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)**:

- | | |
|--|--------------------|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | _____
Signature |
| <input checked="" type="checkbox"/> English Learner Advisory Committee | _____
Signature |
| <input type="checkbox"/> Special Education Advisory Committee | _____
Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee | _____
Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | _____
Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | _____
Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | _____
Signature |
| <input type="checkbox"/> 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 12, 2014.

Attested:

Erik Miller		
Typed Name of School Principal	Signature of School Principal	Date

Randi Hubbard		
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 19, 2014

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 4, 2014.

Table of Contents

School Vision and Mission.....	3
School Profile	3
Comprehensive Needs Assessment Components	4
Data Analysis.....	4
Surveys.....	4
Classroom Observations	4
Analysis of Current Instructional Program.....	4
Description of Barriers and Related School Goals	10
School and Student Performance Data.....	11
Academic Performance Index by Student Group	11
English-Language Arts Adequate Yearly Progress (AYP).....	12
Mathematics Adequate Yearly Progress (AYP)	13
CELDT (Annual Assessment) Results.....	14
CELDT (All Assessment) Results	15
Title III Accountability (School Data).....	16
Title III Accountability (District Data).....	17
Planned Improvements in Student Performance	18
School Goal #1	18
School Goal #2	21
School Goal #3	24
School Goal #4	26
Summary of Expenditures in this Plan	28
Total Expenditures by Object Type and Funding Source	28
Total Expenditures by Funding Source	29
Total Expenditures by Object Type.....	30
Total Expenditures by Goal.....	31
Home/School Compact	32
School Site Council Membership	33
Recommendations and Assurances	34

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:

Tamura School, a culturally diverse, caring community, works collaboratively in a safe and respectful environment. Tamura's cohesive school-wide program, built on teamwork, ensures that members of the school community will successfully achieve their full potential as problem-solvers and independent thinkers.

School Profile

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 mission.

A WINNING SEASON:

"Take a Second; Make a Difference." This statement, the Tamura motto, personifies what it is that distinguishes the Tigers. Each and every Tiger strives daily to take a second to do whatever it takes to make the difference in our school and in our world. The dedication of committed leaders, teachers and staff—combined with an inimitable parent community—sets up a child-centered ball game where every student succeeds. From our first pitch...through our last...we play the game to produce winning students who succeed in a comprehensive, standards-based core curriculum and a positive transition from pre-school to middle school and beyond.

HOME FIELD:

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 district-wide. 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 is comprised of transfer students—tigers who have chosen to come to Tamura because of our demonstrated record of excellence.

THE HOME TEAM:

A highly qualified, talented, and enthusiastic coaching staff runs the Tiger game! Our instructional team is comprised of 20 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 28 special education students, 128 socio-economically disadvantaged students, and 116 EL students who are part of a full-team roster of 626 players. Our tigers 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 booster club. They act as classroom and/or program volunteers, guest speakers, and school committee members—helping to lead our students through the game, through extra innings, into the playoffs, and on to succeed in the championship—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).

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 year the principal conducts weekly informal classroom observations. The principal used 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 conduct a formal re-observation meeting, a formal observation and a follow up meeting with a written summary.

Analysis of Current Instructional Program

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

1. Conditions of Learning

Basic Services (refer to SARC)

Teachers (SARC Section VII)

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 Common Core & Differentiated Instruction

Textbooks (SARC – Section IX)

Strengths	Needs
<ul style="list-style-type: none">Textbooks for all subject areas are present on site or in the district.	<ul style="list-style-type: none">Common Core textbooks/materials neededNon-fiction informational textCurrent materials not aligned with Common Core

Facilities (SARC – Section VI)

Strengths	Needs
<ul style="list-style-type: none">Excellent grounds maintenance by our district grounds keepers.An excellent campus for our students to play on with access to playground equipment and open grass areas.Consistent cleaning process maintained with custodians.Solar panels	<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 oftenBlacktop and concrete aging (Deferred Maintenance Plan-Budgeting)

Common Core State Standards (CCSS professional development calendar, Interim Assessment results & school related information)

All Students

Strengths	Needs
<ul style="list-style-type: none"> • CCSS staff development in ELA and Math. (See professional development calendar) • Principal Training Program – Pivot & Elementary Principal PLC Meetings • Interim assessments developed by steering committee 	<ul style="list-style-type: none"> • More Common Core instructional resources • Adequate alignment of benchmark tests. The CC Steering Committee will continue to monitor and track benchmark • State adopted materials aligned with Common Core

English Learners

Strengths	Needs
<ul style="list-style-type: none"> • Bilingual aide support • High performing EL students in standardized assessments • EL students have plenty of collaborative opportunities with native speakers. • Interim assessments developed by steering committee 	<ul style="list-style-type: none"> • ELD consistent resource/curriculum. • Need state adopted materials.

English Language Development (ELD)

Strengths	Needs
<ul style="list-style-type: none"> • Before school Intervention for EL students. • Interim assessments developed by steering committee 	<ul style="list-style-type: none"> • No specific ELD program • Need state adopted materials

Fountain Valley School District Common Core State Standards Interim Assessments

Strengths	Needs
<ul style="list-style-type: none"> • Teacher involvement. The Common Core Steering Committee working to align the Interim Assessments with the new Common Core • Interim assessments developed by steering committee 	<ul style="list-style-type: none"> • Time to reflect and adjust assessments as needed.

Math

Strengths	Needs
<ul style="list-style-type: none"> • Teacher involvement. The Common Core Steering Committee working to align the Interim Assessments with the new Common Core • Teacher created materials 	<ul style="list-style-type: none"> • Time to reflect and adjust assessments as needed.

Course Access (middle school Master Schedule/Elementary school instructional minutes, Bilingual Tutor schedules. Special Education schedules)

All Students

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 Instruction/small group implementation. • Limited bilingual tutor hours prohibits schedule that maximizes learning.

English Learners

Strengths	Needs
<ul style="list-style-type: none"> Bilingual aide support Collaborative grouping opportunities with Native speakers. Students appropriately identified Small group instruction 	<ul style="list-style-type: none"> Limited Bilingual tutor hours prohibits schedule that maximizes learning.

Low Income Students

Strengths	Needs
<ul style="list-style-type: none"> Equal access Small group instruction 	<ul style="list-style-type: none"> More support and intervention opportunities need to be available for our low income students. Counseling and emotional support

Students with Disabilities

Strengths	Needs
<ul style="list-style-type: none"> Students appropriately placed per IEP; including inclusion when appropriate and feasible IEP goals are attainable for each student 	<ul style="list-style-type: none"> Balancing “pull out” vs core access More consistent inclusion opportunities

California English Language Development Test (SPSA School and Student Performance Data)

AMAO 1

Strengths	Needs
<ul style="list-style-type: none"> 82.1% met AMAO1 target in 2013 	

AMAO 2

Strengths	Needs
<ul style="list-style-type: none"> 46.9% met AMAO2 target in 2013 	

Reclassified Rates (Aeries report)

Strengths	Needs
<ul style="list-style-type: none"> R-FEP rates meet or exceed county averages 	

California Physical Fitness Test (SARC – Section III)

Strengths	Needs
<ul style="list-style-type: none"> 62.9% 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 Adhering to P.E. required minutes Parental and community support with educating students on the importance of physical education and increasing physical activity.

Other Student Outcomes (Illuminate)

Dibels Next

All Students

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 	<ul style="list-style-type: none"> Time to assess all students in the beginning of the year

English learners

Strengths	Needs

Socioeconomically Disadvantaged (Low Income)

Strengths	Needs

Students with Disabilities

Strengths	Needs

2. Pupil Outcomes

Adequate Yearly Progress (SPSA School and Student Performance Data)

All Students

Strengths	Needs
<ul style="list-style-type: none"> Positive school-wide growth in Math tracking 3 years...2011 to 2013 Positive school-wide growth in ELA for 2 years...2011 and 2012 	<ul style="list-style-type: none"> Higher % needed to reach 89.2%

White

Strengths	Needs
<ul style="list-style-type: none"> White students increased from 85.7% to 89.6% proficient & Adv. 	

Asian

Strengths	Needs
<ul style="list-style-type: none"> Our Asian population decreased from 93.3% to 87.1% 	<ul style="list-style-type: none"> Although our Asian population scored 87.1% in ELA, they did not meet the AYP of 89.2% in ELA.

Hispanic

Strengths	Needs
<ul style="list-style-type: none"> The Hispanic subgroup close to 71.7% proficient or advance...well above state average. 	<ul style="list-style-type: none"> Our Hispanic subgroup consistently scores about 10% - 15% below school average.

English Learners

Strengths	Needs
<ul style="list-style-type: none"> Our EL population is only 7.1% below the school average, which is easily attainable for future growth 	<ul style="list-style-type: none"> Identifying specific needs of our EL students.

Socioeconomically Disadvantaged (Low Income)

Strengths	Needs
<ul style="list-style-type: none"> 74.7% proficient of adv. Scores are above state average. 	<ul style="list-style-type: none"> Scoring 15% below the school average. Inconsistent growth

Students with Disabilities

Strengths	Needs
<ul style="list-style-type: none"> 2.4% growth between 2012-2013. 	

Academic Performance Index (SPSA School and Student Performance Data)

All Students

Strengths	Needs
<ul style="list-style-type: none"> 936 API for 2013, met API 	<ul style="list-style-type: none"> Consistency; grade level and classroom

White

Strengths	Needs
<ul style="list-style-type: none"> White API was met 	<ul style="list-style-type: none"> White API decreased 11 points from 2012-2013.

Asian

Strengths	Needs
<ul style="list-style-type: none"> Asian API is higher than the school average at 958 	<ul style="list-style-type: none"> Asian API declined by 12 points from 2012 to 2013.

Hispanic

Strengths	Needs
<ul style="list-style-type: none"> Hispanic API decreased 37 points from 2012 to 2013. 	<ul style="list-style-type: none"> Hispanic API is 72 points lower than the school average.

English Learner

Strengths	Needs
<ul style="list-style-type: none"> EL API increased 37 points from 2011 to 2013. 	<ul style="list-style-type: none"> EL API has decreased by 14 points from 2012.

Socioeconomically Disadvantaged (Low Income)

Strengths	Needs
<ul style="list-style-type: none"> Low income sub-group has decreased by 23 points since 2012. 	<ul style="list-style-type: none"> A 35 point gap still exists between low income and the school average.

Students with Disabilities

Strengths	Needs
<ul style="list-style-type: none"> Remained the same as 2012 	<ul style="list-style-type: none"> A 201 point gap still exists.

Writing Benchmarks (Illuminate – In Progress)

Narrative

Strengths	Needs
<ul style="list-style-type: none"> Consistent genres at each grade level. Flexibility in choosing genre. Writing data used for reclassification and student progress 	<ul style="list-style-type: none"> Writing Benchmark closely aligned to new SBAC...citing text evidence.

Argument (Opinion)

Strengths	Needs
<ul style="list-style-type: none"> On-going; more data will be available 	<ul style="list-style-type: none"> More relevant prompts. Citing text evidence.

Information/Explanatory

Strengths	Needs
<ul style="list-style-type: none"> On-going; more data will be available 	<ul style="list-style-type: none"> Need more informational text to practice writing skills

3. Engagement

Parent Involvement (School Information): Team Feedback: Available Docs

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 Lab and PTO 	<ul style="list-style-type: none"> Better communication

Student Engagement (refer to Aeries)

Attendance (Aeries)

Strengths	Needs
<ul style="list-style-type: none"> Above District average attendance Monthly attendance slowly increased from 2011- 13 	

Chronic Absenteeism (Aeries)

Strengths	Needs
<ul style="list-style-type: none"> Below District average from 2011 and 2013 	

School Climate

Suspensions (Aeries)

Strengths	Needs
<ul style="list-style-type: none"> PBIS and strong relationships Progressive Discipline;strong classroom management 	

Expulsions (Aeries)

Strengths	Needs
<ul style="list-style-type: none"> No expulsions reported in the last 3 years. PBIS and relationships 	

Strengths	Needs

Description of Barriers and Related School Goals

Description of possible barriers related to goal: Implementation of CCSS

- 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 CCSS
- Lack of a consistent writing program (school and district-wide)

Description of possible barriers related to goal: Student Achievement

- 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 by not taking vacations during school time and allowing students to remain at home when the child is not sick.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	307	327	385	129	119	126	2	4	5	134	149	186
Growth API	944	952	936	934	937	926				975	972	958
Base API	937	946	951	919	934	937				969	975	970
Target	A	A	A	A	A	A				A	A	A
Growth	7	6	-15	15	3	-11				6	-3	-12
Met Target	Yes	Yes	Yes	Yes	Yes	Yes				Yes	Yes	Yes

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	33	39	46	88	90	106	75	77	94	20	13	24
Growth API	848	901	864	938	942	929	912	924	899	772	735	747
Base API	892	865	899	937	938	940	919	921	923	855	796	736
Target				A	A	A	A	A	A			
Growth				1	4	-11	-7	3	-24			
Met Target				Yes	Yes	Yes	Yes	Yes	Yes			

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	99	100	100	100	100	100	100
Number At or Above Proficient	275	290	330	111	102	112	--	--		128	139	162
Percent At or Above Proficient	89.6	88.7	85.9	86.0	85.7	89.6	--	--	--	95.5	93.3	87.1
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
Met AYP Criteria	Yes	Yes	No	Yes	Yes	Yes	--	--	--	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	99	100	100	96
Number At or Above Proficient	26	31	33	80	78	87	64	65	69	13	5	10
Percent At or Above Proficient	78.8	79.5	71.7	90.9	86.7	82.1	85.3	84.4	74.2	65.0	38.5	43.5
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
Met AYP Criteria	--	--	--	Yes	Yes	No	Yes	Yes	No	--	--	--

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	99	100	100	100	100	100	100	100	100
Number At or Above Proficient	275	296	341	110	104	107	--	--		132	143	174
Percent At or Above Proficient	89.9	90.5	88.6	85.9	87.4	84.9	--	--	--	98.5	96.0	93.5
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	No	--	--	--	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	99	100	100	100	100	100
Number At or Above Proficient	23	29	36	82	81	92	63	66	78	13	8	12
Percent At or Above Proficient	69.7	74.4	78.3	93.2	90.0	86.8	85.1	85.7	83.0	65.0	61.5	50.0
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
Met AYP Criteria	--	--	--	Yes	Yes	Yes	Yes	Yes	No	--	--	--

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K			2	40	3	60						5
1	5	24	12	57	4	19						21
2	6	25	9	38	8	33	1	4				24
3	7	28	11	44	6	24	1	4				25
4	6	50	5	42			1	8				12
5	3	38	5	63								8
Total	27	28	44	46	21	22	3	3				95

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	2	5	11	20	44	15	33	4	9	45
1	6	21	15	52	4	14			4	14	29
2	6	23	10	38	9	35	1	4			26
3	7	26	11	41	6	22	3	11			27
4	6	46	6	46			1	8			13
5	3	38	5	63							8
Total	29	20	52	35	39	26	20	14	8	5	148

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	85	83	95
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	85	83	95
Number Met	68	75	78
Percent Met	80.0%	90.4%	82.1%
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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	97	12	108	5	128	10
Number Met	50	--	62	--	60	--
Percent Met	51.5%	--	57.4%	--	46.9%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	*	Yes	*	Yes	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	Yes

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	627	623	635
Percent with Prior Year Data	100	100.0	100.0
Number in Cohort	627	623	635
Number Met	455	493	504
Percent Met	72.6	79.1	79.4
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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	587	194	597	150	626	162
Number Met	247	139	312	112	326	120
Percent Met	42.1	71.6	52.3	74.7	52.1	74.1
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	No
Met Target for AMAO 3	Yes	Yes	No

Conclusions based on this data:

1.

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the eight State priority area. As a result, it has adopted the following school goals, related, actions, and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Implementation of Common Core
LEA GOAL:
Goal 2: All students will have access to textbooks and instructional materials aligned to the Common Core State Standards (CCSS), California English Language Development (ELD), and Next Generation Science Standards (NGSS). Goal 4: To support effective implementation of the CCSS, provide professional development that includes specialized training, team planning within and across grade levels, and classroom visitations within and among schools. Goal 6: Provide the necessary technology hardware and infrastructure for the implementation of the CCSS and Smarter Balanced assessments, including personnel to provide technical support.
SCHOOL GOAL #1:
To support implementation of the Common Core State Standards, Tamura will incorporate professional development, technology integration, and when available new Common Core State Standards aligned instructional materials.
Data Used to Form this Goal:
Instructional Materials: textbook adoption process and committee membership Professional Development: CCSS Steering Committee, calendar, interim assessments Technology: technology survey, device student ratio, Chromebook cart schedules
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Implementation of CCSS * 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 CCSS * Lack of a consistent writing program (school and district-wide)
How the School will Evaluate the Progress of this Goal:
Instructional Materials: textbook adoption process and committee membership Professional Development: CCSS Steering Committee, 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
Participate in District provided Common Core State Standards Professional Development	09/2013-06/2016	teachers, site administrators	substitutes, stipends	1000-1999: Certificated Personnel Salaries	Common Core	15,037
Participate in school site provided Common Core State Standards Professional Development	09/2013-06/2016	teachers, site administrators	No additional expenses associated with this action			
Increase in student access to technology and increase student device ratio	09/2013-06/2015	teachers, site and district administrators	computers, mice, headphones	5000-5999: Services And Other Operating Expenditures	Common Core	21,012
Pilot Common Core State Standards Math Materials	09/2014-06/2015	Pilot teachers	substitutes, stipends	1000-1999: Certificated Personnel Salaries	Common Core	2,757
Purchase Common Core State Standards math materials	Spring 2015	District Administrators	Instructional materials	4000-4999: Books And Supplies	Common Core	48,980
Implement Common Core State Standards math materials and participate in professional development	09/2015-06/2016	Teachers, Site administrators, District administrators	substitute, stipends	1000-1999: Certificated Personnel Salaries	District Funded	5,821
Pilot Common Core State Standards English Language Arts materials	09/2015-06/2016	Pilot teachers	Substitute teachers	1000-1999: Certificated Personnel Salaries	District Funded	2,757
Purchase Common Core State Standards English Language Arts	Spring 2016	District Administration	Instructional materials	4000-4999: Books And Supplies	District Funded	48,980
Common Core State Standards Professional development for administrators (Pivot training)	09/2013- 06/2014	Site and District Administrators	Presenter fees	5000-5999: Services And Other Operating Expenditures	Common Core	1,500
Participate in classroom and/or site visits of District signature practices that support Common Core State Standards	09/2013- 06/2016	teachers, site administrators	substitutes, stipends	1000-1999: Certificated Personnel Salaries	Title I	2,790
Collaboration in grade levels to support the Differentiated Instruction model and how it relates to Common Core.	9/2013-6/2016	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
Refresh existing staff devices and classroom technology	9/2013-6/2016	teachers, site administrator, district administrators	laptops, printers	5000-5999: Services And Other Operating Expenditures	District Funded	28,443
Technology professional development	9/2013-6/2016	teachers, site administrators	substitutes, stipends	1000-1999: Certificated Personnel Salaries	District Funded	1,000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the eight State priority area. As a result, it has adopted the following school goals, related, actions, and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Student Achievement
LEA GOAL:
Goal 9: Students will demonstrate achievement in English language arts and math equal to or greater than the State average. Goal 10: Reduce the Achievement Gap in English language arts and math that exists among student groups equal to or greater than the State average.
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 DIBELS Next Fountain Valley School District Writing Benchmarks CELD AMAO I & II AYP API
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Student Achievement * 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
How the School will Evaluate the Progress of this Goal:
SBAC, DIBELS Next, Writing Benchmarks, CELDT, AMAO I & II, AYP, API

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 students to facilitate content mastery	09/2013-06/2016	teachers, support staff, administration	personnel	2000-2999: Classified Personnel Salaries	LCFF-EL	16,663

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Before and after school intervention classes for EL support	09/2013-06/2016	Administration and teachers	salaries, stipends	1000-1999: Certificated Personnel Salaries	Title III	4,975
Teachers will continue to teach using CCSS and differentiated Instruction model	09/2013-06/2016	teachers	No additional expenses associated with this action			
New instruction materials are needed for math instruction.	June 2014 - June 2016	District and Administration	Expense captured in goal 1			
Collaboration: Devote one day per month to formal grade level collaboration to plan and analyze data.	March 2012 - 2015	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	9/2013-6/2016	teachers, site administrator	annual service agreements	5000-5999: Services And Other Operating Expenditures	LCFF-EL	3,180
Common Core State Standards: Begin to bridge the gap between California content standards and the new CCSS.	1/2013 - 2015	teachers	No additional expense associated with this action			
Teacher will collaborate to share ideas and strategies, as well as "best practices". Learning walks through classrooms will be used to reinforce the collaboration process.	3/2013 -6/ 2015	teachers, site administrators	Expenses captured in goal 1			
Implementation Positive Behavior Intervention System (PBIS)	9/2013 - 6/2015	teachers, site administrators	No additional expenses associated with this action			
Participate in school library program	9/2013-6/2016	library media technician	personnel	2000-2999: Classified Personnel Salaries	District Funded	6,364

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize ST Math to support English learners, low income youth, and other high needs student populations	9/2014-6/2016	teachers	service agreement expense	5000-5999: Services And Other Operating Expenditures	Donations	25,000
			service agreement expense	5000-5999: Services And Other Operating Expenditures	LCFF-EL	25,000
Provide at least 30 minutes of ELD on a daily basis through the use of Avenues and other district approved resources/curriculum.	9/2013-6/2016	teachers, site administrators	No additional expenses associated with this action			
All teachers will use Thinking Maps to enhance instruction across the curriculum.	9/2013-6/2016	teacher, site administrators	No additional expenses associated with this action			
Teachers will collaborate to share ideas and strategies, as well as "best practices". Learning walks through classrooms will be used to reinforce the collaboration process.	9/2013-6/2016	teachers, site administrators	Expenses captured in goal 1			
Devote one day per month to formal grade level collaboration to plan and analyze EL instruction.	9/2013-6/2016	teachers, site administrators	No additional expenses associated with this action			
Begin to bridge the gap between CA Content Standards and the new Common Core Standards.	9/2013-6/2016	teachers, site administrators	No additional expenses associated with this action			
DIBELS Next: Use assessment results to drive instructions and monitor progress of at-risk students.	9/2013-6/2016	teachers, site administrators	No additional expenses associated with this action			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the eight State priority area. As a result, it has adopted the following school goals, related, actions, and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Parent Involvement
LEA GOAL:
Goal 11: Increase parent engagement and involvement of historically underserved and other high needs student populations.
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
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
Expand and update our current PBIS plan. Encourage our 3T program to be utilized to its fullest.	9/2013- 6/2016	Administration	No additional expenses associated with this action			
Provide ongoing parent education related to the negative effects (educationally and financially)	6/2014 - 6/2015	Administration and teachers	No additional expenses associated with this action			
Continue to provide a bilingual Community Liaison to support parent outreach	9/2013- 6/2016	district staff	personnel	2000-2999: Classified Personnel Salaries	LCFF-EL	4,100

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 - 6/2016	district staff, site administrator	personnel and service agreements	2000-2999: Classified Personnel Salaries	District Funded	10,120
Schedule regular Learning Walks throughout the school year in which classroom teachers are visiting other classroom teachers with the focus on giving each other feedback and sharing best practices.	March 2012-2015					
Teachers will use ongoing, pertinent data to drive instruction.	Sept. 2011-2014					

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the eight State priority area. As a result, it has adopted the following school goals, related, actions, and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Student Engagement & School Climate
LEA GOAL:
Goal 12: Reduce chronic absenteeism. Goal 14: Expand behavioral interventions to further reduce student suspension and expulsion rates. Goal 15: Increase meaningful student participation.
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
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 by not taking vacations during school time and allowing students to remain at home when the child is not sick.
How the School will Evaluate the Progress of this Goal:
Daily attendance rates, chronic absenteeism information, suspensions, 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
Educate parents regarding district policy related to absenteeism	09/2013-06/2016	site administrator, support staff	No additional expenses associated with this action			
Assemble stakeholder groups to provide input and suggestions on how to improve student attendance rates and reduce chronic absenteeism	on-going	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.	09/2013-06/2016	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.	09/2013-06/2016	teachers, site administrators	No additional expense associated with this action			
Provide health services to support attendance for high needs student populations	9/2013-6/2016	school staff, site administrator, district staff	personnel	1000-1999: Certificated Personnel Salaries	District Funded	4,200
Personnel Salaries Analyze suspension information to identify patterns in misconduct and/or student demographics	9/2014-6/2015	site administrator, district staff	No additional expense associated with the action			
	Sept. 2013-2016					

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	Common Core	17,794.00
1000-1999: Certificated Personnel Salaries	District Funded	13,778.00
1000-1999: Certificated Personnel Salaries	Title I	2,790.00
1000-1999: Certificated Personnel Salaries	Title III	4,975.00
2000-2999: Classified Personnel Salaries	District Funded	16,484.00
2000-2999: Classified Personnel Salaries	LCFF-EL	20,763.00
4000-4999: Books And Supplies	Common Core	48,980.00
4000-4999: Books And Supplies	District Funded	48,980.00
5000-5999: Services And Other Operating	Common Core	22,512.00
5000-5999: Services And Other Operating	District Funded	28,443.00
5000-5999: Services And Other Operating	Donations	25,000.00
5000-5999: Services And Other Operating	LCFF-EL	28,180.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Common Core	89,286.00
District Funded	107,685.00
Donations	25,000.00
LCFF-EL	48,943.00
Title I	2,790.00
Title III	4,975.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	39,337.00
2000-2999: Classified Personnel Salaries	37,247.00
4000-4999: Books And Supplies	97,960.00
5000-5999: Services And Other Operating Expenditures	104,135.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	179,077.00
Goal 2	81,182.00
Goal 3	14,220.00
Goal 4	4,200.00

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
Kathy Davis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joleen Solorzano	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michelle Carr	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jessica Boktor/Michelle Siefker	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Martha Anderson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cheryl Hall	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marina Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yolanda Chavez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	4	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)**:

- | | |
|--|--------------------|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | _____
Signature |
| <input checked="" type="checkbox"/> English Learner Advisory Committee | _____
Signature |
| <input type="checkbox"/> Special Education Advisory Committee | _____
Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee | _____
Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | _____
Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | _____
Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | _____
Signature |
| <input type="checkbox"/> 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 19, 2014.

Attested:

Kathy Davis		
Typed Name of School Principal	Signature of School Principal	Date

Michelle Carr		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



FOUNTAIN VALLEY SCHOOL DISTRICT

10055 Slater Avenue • Fountain Valley, CA 92708 • (714)843-3200 • www.fvsd.k12.ca.us

Memorandum

Board Meeting
June 5, 2014

TO: Christine Fullerton, Assistant Superintendent, Business
FROM: Julianne Hoefer, Director, Office of Assessment and Accountability
DATE: May 12, 2014
SUBJECT: **Approval of Orange County Department of Education provider of software applications for Human Resources and Bi-Tech (Accounting Systems) for 2014/2015 School Year**

Background

The Orange County Department of Education provides the software applications that are used for Human Resources and Accounting (Bi-Tech). The following agreements have been amended to reflect payment on or before August 1st upon receipt of an itemized invoice from the OCDE Superintendent.

<u>Vendor</u>	<u>Application</u>	<u>Agreement #</u>	<u>Amount</u>
OCDE	Human Resources Software and Support	39389	\$27,785.00 (14/15 estimate)
OCDE	Sungard Bi-Tech System	36833	\$44,720.00 (14/15 estimate)

Recommendation

It is recommended that the Board approve the amendments to Agreement Number 39389, "Human Resources Application Implementation and Software Support Agreement" and Agreement Number 36833, "Sungard Bi-Tech System Implementation and Software Support Service Agreement," with the Orange County Department of Education for services in the 2014-2015 school year.

bb
Attachments

AMENDMENT #1
FOUNTAIN VALLEY SCHOOL DISTRICT
HUMAN RESOURCES APPLICATION
IMPLEMENTATION AND SOFTWARE SUPPORT SERVICE AGREEMENT

The AGREEMENT entered into April 26th, 2013, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92628, hereinafter referred to as SUPERINTENDENT, and Fountain Valley School District, 10055 Slater Avenue, Fountain Valley, California 92708, hereinafter referred to as DISTRICT, hereinafter referred to as DISTRICT, is hereby 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 seven hundred eighty-five dollars (\$27,785.00) for SUPERINTENDENT'S Human Resources Application annual software support service fees for fiscal year 2014-2015. 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, said AGREEMENT OF APRIL
2 26, 2013 shall in all respects be and remain in full force and
3 effect.

4 IN WITNESS WHEREOF, the Parties hereto set their hands.

5 DISTRICT: FOUNTAIN VALLEY SCHOOL DISTRICT

ORANGE COUNTY SUPERINTENDENT OF SCHOOLS

6 BY: *Christine Fullerton*
7 Authorized Signature

BY: *Patricia McCaughey*
Authorized Signature

8 PRINT NAME: Christine Fullerton

PRINT NAME: Patricia McCaughey

9 TITLE: Asst Superintendent Business Services

TITLE: Coordinator

10 DATE: 5-9-14

DATE: April 24, 2014

11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

FountainValleySDHR(39389)15Amend#1
ZIP4
mls

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

AMENDMENT #3
FOUNTAIN VALLEY SCHOOL DISTRICT
SUNGARD BI-TECH SYSTEM
IMPLEMENTATION AND SOFTWARE SUPPORT SERVICE AGREEMENT

The AGREEMENT entered into May 11, 2011, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92628, hereinafter referred to as SUPERINTENDENT, and Fountain Valley School District, 10055 Slater Avenue, Fountain Valley, California 92708, hereinafter referred to as DISTRICT, is hereby amended as follows:

1.0 Section 5.0 PAYMENT shall be amended to read: DISTRICT agrees to pay SUPERINTENDENT the sum of Forty-four thousand seven hundred twenty dollars (\$44,720.00) for annual software support service fees for fiscal year 2014-2015. 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. SUPERINTENDENT shall evaluate software support service charges annually, for possible upward or downward adjustments, based on SUPERINTENDENT'S actual costs to support SunGard Bi-Tech software. SUPERINTENDENT will provide DISTRICT written notice of the annual software support service fees due for the renewal period ninety (90) days prior to the end of each renewal period.

<u>2014 - 2015 Annual Software Support Service Fees</u>	
Basic Financial/Budget	\$32,342.00
School Site Finance	\$ 4,760.00

1 Stores Inventory \$ 3,809.00
2 Fixed Assets \$ 3,809.00
3 \$44,720.00

4 2.0 Except as expressly herein amended, said AGREEMENT of May 11,
5 2011, shall in all respects be and remain in full force and effect.

6 IN WITNESS WHEREOF, the Parties hereto set their hands.

7 DISTRICT: FOUNTAIN VALLEY
8 SCHOOL DISTRICT

ORANGE COUNTY SUPERINTENDENT
OF SCHOOLS

9 BY: *Christine Fullerton*
Authorized Signature

BY: *Patricia McCaughey*
Authorized Signature

10 PRINTED NAME: Christine Fullerton PRINTED NAME: Patricia McCaughey

11 TITLE: Asst Superintendent, Business TITLE: Coordinator

12 DATE: 5-9-14 DATE: April 24, 2014

14 FVSD-Sungard(36833)15Amend3
15 Zip4
mls



FOUNTAIN VALLEY SCHOOL DISTRICT
Curriculum/Instruction

MEMORANDUM

TO: Marc Ecker, Superintendent
FROM: Anne Silavs, Assistant Superintendent, Instruction
SUBJECT: *RECOGNITION OF FVSD TEACHERS COMPLETING TWO-YEAR
BTSA INDUCTION PROGRAM*
DATE: May 27, 2014

BACKGROUND

It is an interest of the Board of Trustees to recognize commitment to the teaching profession and our students and therefore, the Board wishes to recognize the following four teachers who have completed the Fountain Valley School District's rigorous two-year Induction Program and are now eligible to receive their clear teaching credential. The District recognizes their dedication and hard work as well as that of their mentors who supported them while they completed the program.

Participating Teacher: Solomon Katz, Fulton Middle School, **Mentor:** Mark Irons

Participating Teacher: Michelle McDaniels, Oka School, **Mentor:** Diane Rassey

Participating Teacher: Aimee Nguyen, Talbert Middle School, **Mentor:** Brooke James

Participating Teacher: Gary Petrilla, Talbert Middle School, **Mentor:** Cecilia Barton



FOUNTAIN VALLEY SCHOOL DISTRICT
Curriculum/Instruction

MEMORANDUM

TO: Marc Ecker, Superintendent
FROM: Anne Silavs, Assistant Superintendent, Instruction
SUBJECT: *SECOND AMENDMENT TO AGREEMENT FCI-SD-07 BY AND BETWEEN THE CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY AND FOUNTAIN VALLEY SCHOOL DISTRICT FOR COMPLETION OF THE EARLY DEVELOPMENT INDEX*
DATE: May 23, 2014

BACKGROUND

The Early Development Index is an internationally used assessment that was developed in Canada by the Offord Centre for Child Studies. It is a valid and reliable teacher-completed checklist that measures children's developmental strengths, vulnerabilities, and school readiness during the kindergarten school year and then codes that information geographically to identify areas of greatest need.

Data is aggregated to a group level (school, neighborhood, city, and county) to provide a population based measure of children's development and the community school readiness. The Early Development Index does not report information at the child or classroom level, and it is not used as a diagnostic tool for individual children. In fact, individual information is confidential and cannot be shared with anyone, including parents. Rather, data gathered from the Early Development Index is intended to provide local leaders with the information they need to evaluate school readiness, improve programs and supports, and better coordinate services to help children develop and learn before and during their school years.

CURRENT CONSIDERATIONS

Fountain Valley School District is the recipient of grant funds from the Children and Families Commission of Orange County. Currently, the District is in its third year of a three-year contract (Grant Agreement FCI-SD-07) and will receive \$93,775 in support of school readiness this year. As part of the District's current work plan for 2013-2014, all kindergarten teachers administered the Early Development Index. This contract amendment will reimburse the District in the amount of \$5,081.21 for expenses associated with completion of the Early Development Index.

RECOMMENDATION

It is recommended that the Board of Trustees approves the Second Amendment to Agreement FCI-SD-07 by and between the Children and Families Commission of Orange County and the Fountain Valley School District for completion of the Early Development Index.

SECOND AMENDMENT TO AGREEMENT FCI-SD-07

BY AND BETWEEN

CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY

AND

FOUNTAIN VALLEY SCHOOL DISTRICT

FOR THE PROVISION OF SERVICES

This **SECOND AMENDMENT TO AGREEMENT** (“Second Amendment”) is entered into as of the 7th day of March, 2012 (“Date of Amendment”), which date is enumerated for the purpose of reference only, by and between the **CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY**, a public body and legal public entity (“COMMISSION”) and **FOUNTAIN VALLEY SCHOOL DISTRICT**, a school district organized and existing under the laws of the State of California (“CONTRACTOR”). The Original Agreement, the First Amendment and this Second Amendment, are and shall continue to be administered by the Executive Director of COMMISSION or his/her authorized designee (“ADMINISTRATOR”).

RECITALS

A. The COMMISSION and CONTRACTOR previously entered into that certain Agreement for the Provision of Project Services dated May 4, 2011, under which the COMMISSION granted funds for the “Project” described in Exhibits A, A-1 and B therein (“Original Agreement”).

B. Pursuant to the Original Agreement, COMMISSION awarded to CONTRACTOR funds to further the purposes of and implement COMMISSION’s Strategic Plan.

C. On May 4, 2011, COMMISSION awarded \$43,775 to CONTRACTOR for Early Learning Specialist Services for the period July 1, 2011 through June 30, 2012.

D. On March 7, 2012, COMMISSION awarded additional funding of \$187,550 to CONTRACTOR (\$87,550 for Early Learning Specialist Services and \$100,000 for School Readiness Nurse Services) for the period July 1, 2012 through June 30, 2014 and entered into a First Amendment.

E. On March 7, 2012, COMMISSION authorized a total of \$135,000 annually to all school districts participating in the Early Development Index (EDI) project for the period July 1, 2012 through June 30, 2014.

F. COMMISSION hereby awards to CONTRACTOR an additional \$5,081.31 of the \$135,000 authorized by the COMMISSION on March 7, 2012 for all school districts participating in EDI project services for the period July 1, 2013 through June 30, 2014.

G. COMMISSION granted general authority to its Executive Director or designee on June 2, 2004, to award additional funding to a grantee not to exceed ten percent (10%) up to a maximum amount of \$50,000 for increased or additional services.

H. COMMISSION’s Executive Director authorized an increase of \$8,551.49 in funding

to CONTRACTOR for additional or increased services (\$2,168.69 for additional EDI project services and \$6,382.80 for the purchase of one (1) PlusOptix meter for vision screening) for the period July 1, 2013 through June 30, 2014.

I. COMMISSION hereby awards an additional \$8,551.49 to CONTRACTOR in order to provide increased or additional Services for the EDI project and for the purchase of a PlusOptix meter for vision screening for the period July 1, 2013 through June 30, 2014.

J. CONTRACTOR desires to accept the additional \$13,632.80 of funding set forth in Recitals F and I in order to provide increased or additional services pursuant to the terms and conditions of the Original Agreement, as amended by this Second Amendment. The Original Agreement, the First Amendment and this Second Amendment, are referred to collectively as the "Agreement."

K. The parties desire by this Second Amendment to amend and restate COMMISSION's Maximum Payment Obligation.

L. The parties desire by this Second Amendment to amend and restate Exhibit B, Project Budget. This restated Exhibit B shall replace the existing Exhibit B in the Original Agreement. A copy of the restated Exhibit B is attached hereto and incorporated herein by reference.

M. The parties desire by this Second Amendment to add an Attachment 3 to Exhibit B, Capital Expense Table. A copy of the Attachment 3 to Exhibit B, Capital Expense Table, is attached hereto and incorporated herein by reference.

N. Capitalized terms in this Second Amendment are as set forth in the Original Agreement, or as specifically defined herein.

O. The parties desire by this Second Amendment to set forth certain modifications, and clarifications to the terms and conditions of the Original Agreement.

NOW, THEREFORE, based upon the foregoing Recitals, which are hereby a substantive part of this Second Amendment, and in consideration of the covenants contained herein, COMMISSION and CONTRACTOR hereby agree as follows:

1. Maximum Payment Obligation. Additional funding of \$13,632.80 is provided by COMMISSION to CONTRACTOR by this Second Amendment for a cumulative total of Two Hundred Forty Four Thousand, Nine Hundred Fifty Seven Dollars and Eighty Cents (\$244,957.80). Paragraph 16 of the Original Agreement, Maximum Payment Obligation, with respect to CONTRACTOR is hereby amended to read as follows: "The 'Maximum Payment Obligation' of COMMISSION to CONTRACTOR under this Agreement shall be Two Hundred Forty Four Thousand, Nine Hundred Fifty Seven Dollars and Eighty Cents or the actual reasonable cost incurred and paid for performance of the services whichever is *less*, which amount is the sum of (a) the first allocation of \$43,775 on May 4, 2011, (b) the second allocation of \$187,550 on March 7, 2012, (c) this third allocation of \$5,081.31 for EDI implementation, and (d) this fourth allocation of \$8,551.49 under the Executive Director's authority as authorized on June 2, 2004 for additional EDI project services and purchase of a vision screening meter, as specified in the amended and restated Exhibit B to the Second Amendment to Agreement attached hereto and incorporated herein by this reference.

2. **Project Budget.** The Amended and Restated Project Budget, Exhibit B, attached hereto and incorporated herein by this reference, is added to the Agreement and shall replace Exhibit B in the Original Agreement.

3. **No Other Changes.** Except as amended by this Second Amendment, the terms of the Agreement, as previously amended by the First Amendment, shall remain in full force and effect as written and entered into between COMMISSION and CONTRACTOR.

[Signature blocks for Second Amendment start on next page.]

IN WITNESS WHEREOF, the COMMISSION and CONTRACTOR have executed this Second Amendment to Agreement in the County of Orange, State of California.

CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY, a public body and legal public entity

Dated: _____ By: _____
Chair

SIGNED AND CERTIFIED THAT A COPY OF THIS DOCUMENT HAS BEEN DELIVERED TO THE CHAIR OF COMMISSION

By: _____
SUSAN NOVAK
Clerk of COMMISSION

Dated: _____

APPROVED AS TO FORM:

WOODRUFF, SPRADLIN & SMART

By: _____
James M. Donich, Commission Counsel

[Signature block for CONTRACTOR on next page.]

[Signature block continued from previous page.]

FOUNTAIN VALLEY SCHOOL DISTRICT, a
school district, organized and existing under the laws
of the State of California

DATED: _____

By: _____
Dr. Marc Ecker, Superintendent

EXHIBIT B

PROJECT BUDGET

FOUNTAIN VALLEY SCHOOL DISTRICT	Funds Due 07/01/11 - 6/30/12	Funds Due 07/01/12 - 6/30/13	Funds Due 07/01/13 - 6/30/14
Staffing	\$38,596.45	\$78,700.00	\$89,750.00
Direct Project Expenses	\$5,178.55	\$14,300.00	\$10,500.00
Capital Equipment	\$0	\$0	\$6,382.80
Indirect/Administrative	\$0	\$775.00	\$775.00
Subcontract(s)	\$0	\$0	\$0
TOTAL FUNDS DUE	\$43,775.00	\$93,775.00	\$107,407.80

MAXIMUM PAYMENT OBLIGATION: \$244,957.80

Attachment 1 to Exhibit B

STAFFING TABLE

	7/1/11 - 6/30/12 FTE Salary & Benefits	7/1/12 - 6/30/13 FTE Salary & Benefits	7/1/13 - 6/30/14 FTE Salary & Benefits
Position Title: Early Learning Specialist-Mary Lou Watkins	.25 FTE \$19,000.00	.25 FTE \$17,000.00	.25 FTE \$17,000.00

Minimum Qualifications: Life Teaching Credential, Clear Administrative Services Credential, MS/Education, 1-6 teaching and administrative experience and 6-8 administrative experience, 11 years experience with School Readiness Initiative.

Job Duties: Provide services as described in subparagraph **3.1** of Exhibit A to this Agreement.

Position Title: Early Learning Consultant-Jan Johnson	.166 FTE \$7,000.00	.166 FTE \$9,000.00	.166 FTE \$9,000.00
--	------------------------	------------------------	------------------------

Minimum Qualifications: EISS and Project GLAD trainer, 30 years kindergarten experience.

Job Duties: Provide services as described in subparagraph **3.1** of Exhibit A to this Agreement.

Position Title: Early Learning Consultant/Health & Nutrition-Louise Lung RN	.083 FTE \$3,000.00	.083 FTE \$3,500.00	.083 FTE \$3,500.00
--	------------------------	------------------------	------------------------

Minimum Qualifications:

Job Duties: Provide services as described in subparagraph **3.1** of Exhibit A to this Agreement.

Position Title: Early Learning Consultant/Health & Nutrition, Sandy Monlon RN	.083 FTE \$3,000.00	N/A Position Eliminated	N/A Position Eliminated
--	------------------------	----------------------------	----------------------------

Minimum Qualifications:(Include education, licenses, and experience as applicable)

Attachment 1 to Exhibit B

Job Duties: Provide services as described in subparagraph 3.1 of Exhibit A to this Agreement.

Position Title: Early Learning Consultant-Martha Anderson, Transitional Kindergarten teacher	.083 FTE \$3,000.00	.083 FTE \$3,000.00	.083 FTE \$3,000.00
---	------------------------	------------------------	------------------------

Minimum Qualifications:(Include education, licenses, and experience as applicable)

Job Duties: Provide services as described in subparagraph 3.1 of Exhibit A to this Agreement.

Position Title: Early Learning Consultant-Dani Smith, Kindergarten transtion	.083 FTE \$3,000.00	N/A Position Eliminated	N/A Position Eliminated
---	------------------------	----------------------------	----------------------------

Minimum Qualifications:(Include education, licenses, and experience as applicable)

Job Duties: Provide services as described in subparagraph 3.1 of Exhibit A to this Agreement.

Position Title: School Readiness Nurse (open position)	N/A	.50 FTE \$45,000.00	.50 FTE \$50,000.00
---	-----	------------------------	------------------------

Minimum Qualifications: Licensed Registered Nurse with a valid California School Nurse Services Credential or a Licensed Registered Nurse with a Preliminary School Nurse Credential with enrollment in a School Nurse Credential Program, certified in first aid and CPR; knowledgeable in the areas of prevention, early identification and treatment of health problems, disease and disorders, and promoting lifelong health and health practices in children through age five and their families.

Job Duties: Provide services as described in subparagraph 3.2 of Exhibit A to this Agreement.

Position Title: Aides (Additional duty hours)	FTE \$596.45	N/A \$1,200.00	N/A \$0
--	-----------------	-------------------	------------

Minimum Qualifications: Any combination equivalent to: graduation from high school supplemented by at least six post-secondary semester units, or equivalent quarter units, in Early Childhood Education or Child development completed at an accredited college and experience working with preschool aged children.

Attachment 1 to Exhibit B

Job Duties: Under the direction of the Director-Child Care Program, and daily oversight of the Preschool Instructor, assist with planning and implementing a variety of activities to meet the needs and interests of preschool-aged children,; participate in activities with groups of children; and maintain and report progress regarding behavior and performance. .

# of Teachers Attending Training	# of Teachers	# of EDIs completed	Hourly Rate	\$ for 1-Hr Training	\$ for EDI Completion	Total 07/01/013 – 06/30/14
25	25	650	\$30	\$750	\$6,500	\$7,250.00

Summary Table of Staffing Costs

7/1/11- 6/30/12	7/1/12 - 6/30/13	7/1/13 - 6/30/14	3 Year TOTAL
\$38,596.45	\$78,700.00	\$89,750.00	\$207,046.45

Attachment 2 to Exhibit B

DIRECT PROJECT EXPENSES TABLE

FY 11/12 Expense Type	Amount	Program: SNE/EL	1-2 sentence narrative description of expenses.
Category-Clerical	\$1,000.00	EL	Annual cost for hourly pay for Senior preschool secretary for EL work beyond her 6 hrs daily and also to coordinate EL and district preschool activities.
Category-Training for Providers	\$2,303.55	EL	Annual cost for enrollment fees for district providers for conferences, stipends for meeting with Jan Johnson to coordinate preschool programs. Expenses for district sponsored provider training and release time observation and training. Registration fees for Project GLAD training.
Category-Parent training and information	\$1,875.00	EL	Annual cost for pre-kindergarten parent night, parent training sessions, stipends for childcare, parent packets, reproduction costs, materials for summer activity bag, books for parents, appropriate materials for pre kindergartners for parents, materials for parent ed classes.
FY 11/12 Total	\$5,178.55		

FY 12/13 Expense Type	Amount	Program: SNE/EL	1-2 sentence narrative description of expenses.
Category-Clerical	\$1,000.00	EL	Annual cost for hourly pay for Senior preschool secretary for EL work beyond her 6 hrs daily and also to coordinate EL and district preschool activities.
Category-Office Supplies	\$300.00	EL	Annual cost for supplies to support clerical.
Category-Postage	\$200.00	EL	Annual cost for postage to support clerical duties.
Category-Training for Providers	\$4,300.00	EL	Annual cost for enrollment fees for district providers for conferences, stipends for meeting with Jan Johnson to coordinate preschool programs. Expenses for district sponsored provider training and release time observation and training. Registration fees for Project GLAD training.
Category-Release Time for Preschool Educators	\$500.00	EL	Annual cost for substitute teachers to enable preschool educators to attend Project GLAD training.

Attachment 2 to Exhibit B

Category-Parent training and information	\$500.00	EL	Annual cost for pre-kindergarten parent night, parent training sessions, stipends for childcare, parent packets, reproduction costs, materials for summer activity bag, books for parents, appropriate materials for pre kindergartners for parents, materials for parent ed classes.
Category-Equipment and Supplies	\$1,000.00	EL	Annual cost for instructional supplies for class, Project GLAD and book distribution.
Category-Laptop Computer & Supplies	\$1,500.00	EL	Annual cost for laptop computer and supplies for record keeping and providing necessary services.
Category-Training for Providers	\$500.00	SRN	Annual cost for enrollment fees for district providers for conferences for Christina Dent.
Category-Health Supplies	\$3,155.00	SRN	Annual cost for medical hearing and health assessments..
Category-Office Supplies	\$500.00	SRN	Annual cost for office supplies for school nurse.
Category-Laptop Computer & Supplies	\$845.00	SRN	Annual cost for laptop computer and supplies for record keeping and providing necessary services.
FY 12/13 Total	\$14,300.00		

FY 13/14 Expense Type	Amount	Program: SNE/EL	1-2 sentence narrative description of expenses.
Category-Clerical	\$1,000.00	EL	Annual cost for hourly pay for Senior preschool secretary for EL work beyond her 6 hrs daily and also to coordinate EL and district preschool activities.
Category-Office Supplies	\$300.00	EL	Annual cost for supplies to support clerical.
Category-Postage	\$200.00	EL	Annual cost for postage to support clerical duties.
Category-Training for Providers	\$4,300.00	EL	Annual cost for enrollment fees for district providers for conferences, stipends for meeting with Jan Johnson to coordinate preschool programs. Expenses for district sponsored provider training and release time observation and training. Registration fees for Project GLAD training.

Attachment 2 to Exhibit B

Category-Release Time for Preschool Educators	\$500.00	EL	Annual cost for substitute teachers to enable preschool educators to attend Project GLAD training.
Category-Parent training and information	\$1,200.00	EL	Annual cost for pre-kindergarten parent night, parent training sessions, stipends for childcare, parent packets, reproduction costs, materials for summer activity bag, books for parents, appropriate materials for pre kindergartners for parents, materials for parent ed classes.
Category-Equipment and Supplies	\$1,500.00	EL	Annual cost for instructional supplies for class, Project GLAD and book distribution.
Category-Laptop Computer & Supplies	\$1,500.00	EL	Annual cost for laptop computer and supplies for record keeping and providing necessary services.
FY 13/14 Total	\$10,500.00		

Attachment 3 to Exhibit B

Expense Type	7/1/11- 6/30/12	7/1/12 - 6/30/13	7/1/13 - 6/30/14	1-2 sentence description of services sub-contracted. This table is for services outsourced to a third Party.
PlusOptix Meter	\$0	\$0	\$6,382.80	Photoscreening Technology to evaluate children's visual acuity. Purchase of one (1) PlusOptix meter at a cost of \$5,875 plus tax.
Total Capital Expenses	\$0	\$0	\$6,382.80	



FOUNTAIN VALLEY SCHOOL DISTRICT
Curriculum/Instruction

MEMORANDUM

TO: Marc Ecker, Superintendent
FROM: Anne Silavs, Assistant Superintendent, Instruction
SUBJECT: *SISTER SCHOOL PARTNERSHIP AGREEMENT BETWEEN
URBAIN H. PLAVAN SCHOOL AND CHUIYANGLIU CENTRAL
PRIMARY SCHOOL IN BEIJING*
DATE: May 27, 2014

BACKGROUND

In collaboration with the American Education Federation, Fountain Valley School District has hosted students and teachers from China who are interested in learning more about American culture and educational practices. As a result of these visits over the past three years, the District has established sister school partnerships between Roch Courreges School and Tsinghua University Primary School in Beijing and between Hisamatsu Tamura School and Xi'an Hi-tech Zone International School in Xi'an.

CURRENT CONSIDERATIONS

During the 2013-2014 school year, Fountain Valley School District hosted three more Chinese delegations. The most recent visit produced a third invitation for a sister school partnership with Chuiyangliu Central Primary School. Founded in 1962, Chuiyangliu Central Primary School is a prestigious public elementary school serving students in first through sixth grade. The school has three campuses, all located in the city of Beijing, with a total enrollment of 3,000 students.

In an effort to promote continued goodwill, the cultural exchange of friendship, and the educational exchange of ideas, Chuiyangliu Central Primary School would like to enter into a sister school partnership with the students and staff at Urbain H. Plavan.

RECOMMENDATION

It is recommended that the Board of Trustees approve the sister school partnership between Urbain H. Plavan and Chuiyangliu Central Primary School in Beijing.

Partnership Agreement
Between
Urbain H. Plavan School of Fountain Valley, CA, USA and
Chuiyangliu Central Primary School, Beijing, China

Urbain H. Plavan School, Fountain Valley, California, United States of America, is very excited to promote goodwill and an educational exchange of ideas with Chuiyangliu Central Primary School, Beijing, China.

This partnership is based on trust, equality, and mutual respect to;

1. Strengthen the exchange of ideas through technology among the principal, staff, and students of Urbain H. Plavan School and Chuiyangliu Central Primary School.
2. Promote the exchange of teaching methodology and curriculum among the principals, staff, and students of both Urbain H. Plavan School and Chuiyangliu Central Primary School through email and video streaming.
3. Encourage a cultural exchange of friendship and interests between students of Urbain H. Plavan School and Chuiyangliu Central Primary School.
4. Promote a future exchange of ideas as this partnership continues to grow.

Principal
Urbain H. Plavan School

Principal
Chuiyangliu Central Primary School

Dated: _____

Fountain Valley School District
BUSINESS SERVICES DIVISION
ASB/S13-14 –

M E M O R A N D U M

TO: Marc Ecker, Superintendent
FROM: Christine Fullerton, Assistant Superintendent, Business Services
Joe Hastie, Facilities Supervisor
DATE: June 5, 2014
SUBJECT: **APPROVAL TO SOLICIT REQUESTS FOR PROPOSAL FOR ENERGY
SAVING LIGHTING REPLACEMENT**

BACKGROUND

In conducting previous energy audits across the District one of the areas of energy efficiency identified was the replacement of lighting at sites across the District. The purpose of this Request for Proposal (RFP) is to solicit proposals from qualified Contractors to supply and install energy efficient equipment to be partially funded by the approved annual allocations under Proposition 39. This scope of work includes services to be listed in this RFP pursuant the provisions of California law. For the purpose of this RFP, Contractors shall be qualified to provide services listed in this request and meet the California Energy Performance Contracting Requirements. The District intends to select the best qualified Contractor to perform the objectives stated within the RFP. Qualified Contractors interested in providing the specified services will be asked to respond in writing to the Fountain Valley School District. Final selection will be made in accordance with the policies and administrative directives of the District and other statutory provisions. The District is seeking proposals for lighting upgrades.

FISCAL IMPACT

The scope of work outline in Request for Proposal would be funded through the Districts Proposition 39 – Clean Energy Act funding allocation.

RECOMMENDATION

It is recommended that the Board of Trustees approve the solicitation of Requests for Proposal for energy saving lighting replacement.

Fountain Valley School District
BUSINESS SERVICES DIVISION
ASB/S13-14 –

M E M O R A N D U M

TO: Marc Ecker, Superintendent
FROM: Christine Fullerton, Assistant Superintendent, Business Services
Joe Hastie, Facilities Supervisor
DATE: June 5, 2014
SUBJECT: **APPROVAL TO PUBLISH AND SOLICIT REQUESTS FOR PROPOSAL
FOR ENERGY SAVING HVAC AND THERMOSTAT REPLACEMENT**

BACKGROUND

In conducting previous energy audits across the District one of the areas of energy efficiency identified was the replacement of air conditioning units at Plavan Elementary and thermostats across the District. The purpose of this Request for Proposal (RFP) is to solicit proposals from qualified Contractors to supply and install energy efficient equipment to be partially funded by the approved annual allocations under Proposition 39. This scope of work includes services to be listed in this RFP pursuant the provisions of California law. For the purpose of this RFP, Contractors shall be qualified to provide services listed in this request and meet the California Energy Performance Contracting Requirements. The District intends to select the best qualified Contractor to perform the objectives stated within the RFP. Qualified Contractors interested in providing the specified services will be asked to respond in writing to the Fountain Valley School District. Final selection will be made in accordance with the policies and administrative directives of the District and other statutory provisions. The District is seeking proposals for replacement of HVAC units and monitored thermostats.

FISCAL IMPACT

The scope of work outline in Request for Proposal would be funded through the District's Proposition 39 – Clean Energy Act funding allocation.

RECOMMENDATION

It is recommended that the Board of Trustees give approval to publish and solicit Requests for Proposal for energy saving HVAC and thermostat replacement.

Fountain Valley School District
BUSINESS SERVICES DIVISION

MEMORANDUM

TO: Marc Ecker, Superintendent
FROM: Christine Fullerton, Assistant Superintendent, Business Services
Joe Hastie, Facilities Supervisor
DATE: June 2, 2014
SUBJECT: **APPROVAL OF A CONTRACT WITH SILVER CREEK INDUSTRIES, INC. FOR TWO RELOCATABLE CLASSROOM BUILDINGS AT FULTON MIDDLE SCHOOL**

BACKGROUND

For some time Fulton Middle School has used two classroom buildings to house its P.E. locker rooms. As enrollment has grown with our boundary changes and school closure, these two classroom buildings can no longer accommodate the current number of students in need of changing facilities. The best alternative is to purchase and install two new relocatable buildings, one to house a boys' P.E. locker room and another to house a girls' P.E. locker room, similar to those in place at Masuda and Talbert Middle Schools. Preliminary sketches and building placement have been discussed with the school administration.

The Los Alamitos Unified School District awarded a contract to Silver Creek Industries, Inc. for the Purchase, Relocation, Dismantle and Removal of Department of State Architect (DSA) Approved Temporary Portable Classrooms District Wide pursuant to a competitive Bid # 2010-0001 on November 16, 2010. This contract has been extended through November 16, 2014. Public Contract Code section 20118 authorizes a school district to utilize a contract awarded by another public agency under the same terms and conditions as the awarding public agency's contract. District staff has reviewed the terms and conditions of the Los Alamitos Unified School District's contract awarded to Silver Creek Industries, Inc. and has determined that it is in the best interest of the District to purchase one 36' x 40' relocatable building at a cost of \$92,098.20 and one 48' x 40' relocatable building at a cost of \$115,134.55 from Silver Creek Industries, Inc. based on the facts that the buildings meet the immediate needs of the District at fair and competitive prices.

FISCAL IMPACT

Funding for the buildings and installation would come from Fund 40. This expenditure will not impact the funds set aside by the board for investment.

RECOMMENDATION

Approval of a contract with Silver Creek Industries, Inc. for the purchase of two relocatable classroom buildings at Fulton Middle School.

April 29, 2014

Joe Hastie
Director of Facilities
Fountain Valley USD
10055 Slater Avenue
Fountain Valley, CA 92708

Attn: Joe Hastie

Mr. Hastie,

Thank you for the opportunity to quote the following buildings for Fountain Valley USD. Silver Creek Industries (SCI) has been awarded a contract with Los Alamitos Unified School District, which allows us to utilize its piggyback provision to contract with other school districts. This proposal is based on SCI standard PC Building. All terms shall be per the Los Alamitos Unified School District contract.

36'x40' Standard SCI PC Building	\$ 92,098.20
48'x40' Building w/Restrooms	\$115,134.55

Proposed Construction Schedule:

DSA approval, Manufacturing, Installation and Completion will be negotiated upon notice of award.

Important Note: The actual dates may vary based upon the District's Architect receipt of DSA approval for the building(s) and the project site. In addition, the availability of the project site to begin construction may vary the proposed schedule. Delays in the schedule may also impact the project cost.

Due to the high potential for significant price fluctuations, we reserve the right to review this quote prior to the execution of a contract and request a change to the pricing and terms of this proposal with appropriate substantiation.

Payment schedule:

Monthly progress billings and payment based on approved schedule of values.

Exclusions:

- All items not listed in proposed pricing and not included in the Specifications.
- All site work. Including but not limited to:
 - Connection of all utilities
 - Walkways and landscaping.
 - Concrete Foundations
- Soil testing and reports.
- In plant and or on site DSA approved inspectors.
- Fire sprinklers or any fire rating requirements due to building site.
- All permanent or temporary power, telephone, fencing, security, dust control, project trailer, and toilets.
- All wire, controls and connections for all low voltage systems including but not limited to energy management, fire alarm, communication, signal, smoke and heat detector, and security systems.
- Fire rated assemblies, unless noted.
- Special back boxes for phone system.
- Any site built walls or screens.
- Interior blocking.
- Any extraordinary unloading, staging or shuttling of modules due to site conditions or access to site.
- DSA non-acceptance of seismic separation and close-up as designed and requested.
- Sealing of floors or leveling of modline for flooring by others.
- Pad preparation to concrete foundation (excavation, back fill and remove spoils)
- Any water chlorination

If you have any questions or concerns, please do not hesitate to contact me at (909)721-6716 or at my office.

Adela Ells
Silver Creek, Industries
adela@silver-creek.net
www.silver-creek.net

Acceptance of Proposal to Proceed Engineering & Manufacturing

Date _____

Signature _____

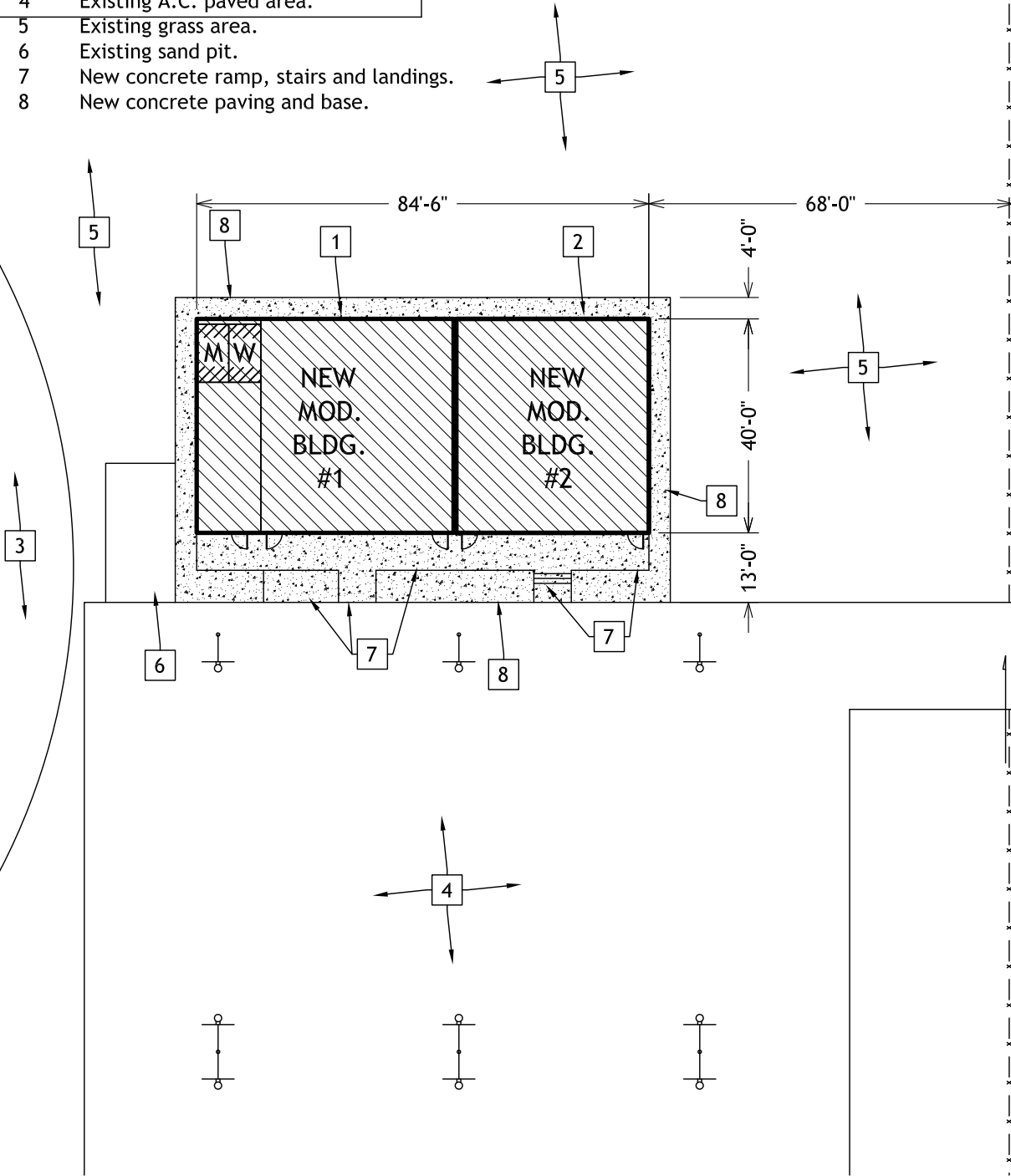
Title _____

Name _____

For: Fountain Valley SD

SITE NOTES :

- 1 New 1,920 sq. ft. modular building - locker room, work area and 2 staff restrooms.
- 2 New 1,440 sq. ft. modular building - locker room.
- 3 Existing dirt track.
- 4 Existing A.C. paved area.
- 5 Existing grass area.
- 6 Existing sand pit.
- 7 New concrete ramp, stairs and landings.
- 8 New concrete paving and base.



EL LAGO AVE.

PARTIAL SITE PLAN

SCALE: 1" = 30'

