



Fountain Valley School District

BOARD OF TRUSTEES  
REGULAR MEETING

**A G E N D A**

Board Room  
10055 Slater Avenue  
Fountain Valley, CA

**March 12, 2015**

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

M    \_\_\_  
 2<sup>nd</sup> \_\_\_  
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**BOARD WORKSHOPS**

**1. SPECIAL EDUCATION**

Director, Support Services, Cara Robinson will provide for the Board of Trustees an update of Special Education in the Fountain Valley School District.

**2. LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**

Assistant Superintendent, Instruction, Anne Silavs will provide for the Board of Trustees a review of the Local Control Accountability Plan for the Fountain Valley School District and its implementation.

- 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.

*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.*

- Pupil Personnel: *Education Code 35146*
- Negotiations: *Government Code 54957.6*  
Update and review of negotiations with the FVEA and CSEA Bargaining Units with the Board's designated representative, Cathie Abdel.
- Public Employee Performance Evaluation: *Government Code Section 54957 & 54957.1*  
The board will meet in closed session to discuss the annual performance evaluation of the superintendent.
- OPEN SESSION: 7:00PM
- PLEDGE OF ALLEGIANCE

### **SPECIAL PRESENTATIONS**

#### **3. RECOGNITION OF NEWLAND SCHOOL STUDENTS**

It is an interest of the Board of Trustees to recognize students who display high achievement, improvement or extraordinary effort. The Board will recognize seven outstanding students from Newland School.

#### **4. RECOGNITION OF PLAVAN SCHOOL STUDENTS**

It is an interest of the Board of Trustees to recognize students who display high achievement, improvement or extraordinary effort. The Board will recognize six outstanding students from Plavan School.

#### **5. RECOGNITION OF NEWLAND SCHOOL PARENT VOLUNTEERS**

It is an interest of the Board of Trustees to recognize outstanding parent volunteers who give generously of their time and talents to our schools. From Newland School, the Board shall recognize and thank Sherri Whitcher, Tammy Rodriguez and Stacy Christian.

#### **6. RECOGNITION OF PLAVAN SCHOOL PARENT VOLUNTEERS**

It is an interest of the Board of Trustees to recognize outstanding parent volunteers who give generously of their time and talents to our schools. From Plavan School, the Board shall recognize and thank Stacy Gold, Cary Gold and Marcia Tengan.

#### **7. PRESENTATION OF RESOLUTION TO NEWLAND SCHOOL**

In recognition of the recent honoring of Newland School as a National Blue Ribbon School, Colin Edwards will present a resolution on behalf of Assemblyman Travis

- Allen’s office.
- RECESS

**STAFF REPORTS AND PRESENTATIONS**

**8. SECOND INTERIM REPORT PRESENTATION (WRITTEN AND ORAL)**

Assistant Superintendent, Business, Chris Fullerton and Director, Fiscal Services, Scott Martin will present and review with the Board of Trustees the Second Interim Report for the Fountain Valley School District.

**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**

**9. ADOPTION OF K-8 MATH TEXTBOOK MATERTIALS**

M \_\_\_  
2<sup>nd</sup> \_\_\_  
V \_\_\_

Focus, coherence, and rigor are the underlying principles of the Common Core State Standards for Mathematics and hold the promise of preparing all California students for college and careers. Students and teachers need access to high quality instructional materials aligned to the Common Core State Standards in order to accomplish these goals. As a result of legislative action in 2012, the State Board of Education initiated the textbook adoption process in California. The Curriculum Framework and Evaluation Criteria Committee identified the criteria that would be used for evaluating math instructional materials.

Superintendent’s Recommendation: It is recommended that the Board of Trustees approve for adoption the K-8 math textbook materials as identified by the District’s Common Core Steering Committee.

**10. APPROVAL OF 2014-15 SECOND INTERIM REPORT**

M \_\_\_  
2<sup>nd</sup> \_\_\_  
V \_\_\_

School districts are required to complete two interim financial reports during a fiscal year, the first as of October 31 and second as of January 31. The Interim Reports are filed with the County Department of Education and the State Controller’s Office. School districts must conduct a review of their interim reports in accordance with state-adopted Criteria and Standards.

Superintendent’s Recommendation: It is recommended that the Board of Trustees approves the 2014-15 Second Interim Report.

**11. FACILITIES COMMITTEE REPRESENTATIVE SELECTION**

M \_\_\_  
2<sup>nd</sup> \_\_\_  
V \_\_\_

In order to better explore facilities needs within our district, a Facilities Committee has been formed. The District would like two board representatives on this committee to include parents, classified and certificated staff and community members.

Superintendent's Recommendation: It is recommended that the Board of Trustees open for discussion and reach consensus on board representation on the District’s Facilities Committee.

**12. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS**

M \_\_\_  
2<sup>nd</sup> \_\_\_  
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**

- 12-A. Board Meeting Minutes from the February 19<sup>th</sup> regular meeting
- 12-B. Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- 12-C. Donations
- 12-D. Warrants
- 12-E. Purchase Order Listing
- 12-F. Budget Adjustments

**Consent Items**

**12-G. BOARD POLICY 5131.2: BULLYING (SECOND READING AND ADOPTION)**

Superintendent's Comments: It is recommended that the Board of Trustees approves changes to BP 5131.2 Bullying for second reading and adoption, with necessary changes as indicated by the Board of Trustees.

**12-H. BOARD POLICY 1340: ACCESS TO DISTRICT RECORDS (SECOND READING AND ADOPTION)**

Superintendent's Comments: It is recommended that revisions to Board Policy 1340 Access to District Records be approved for second reading and adoption, with necessary changes as indicated by the Board of Trustees.

**12-I. ANNUAL RENEWAL OF CONTRACTS WITH ORANGE COUNTY DEPARTMENT OF EDUCATION**

Superintendent's Comments: It is recommended that the Board of Trustees approve Agreement Number 40342 – Amendment 1, “Internet Access Agreement” and Agreement 41414 “Network Support Services” with the Orange County Department of Education and authorize the Superintendent or designee to sign all documents.

**12-J. APPROVAL OF THE 2015 SPECIAL EDUCATION EXTENDED SCHOOL YEAR PROGRAM AND AUGUST PROGRAM**

Superintendent's Comments: It is recommended that the Board of Trustees approves the Extended School Year Program at Plavan Elementary School and August Program at Newland Elementary School.

**12-K. UPDATE TO DISTRICT PLAN FOR PROVIDING EDUCATIONAL SERVICES FOR EXPELLED STUDENTS**

Superintendent's Comments: It is recommended that the Board of Trustees approves the updated 2015-2018 “Plan for Providing Educational Services to all Expelled Students in Orange County”, which follows the Countywide Expulsion plan developed with the Orange County Department of Education.

**12-L. SINGLE PLANS FOR STUDENT ACHIEVEMENT**

Superintendent's Comments: It is recommended that the Board of Trustees approves the School Plans for Student Achievement for the following five schools: Courreges, Fulton, Gisler, Masuda, and Talbert. The other five School Plans will be approved at the April 16, 2015 Fountain Valley School District Board meeting.

**12-M. SCHOOL LOOP CONTRACT RENEWAL**

Superintendent's Comments: It is recommended that the Board of Trustees approve the one-year School Loop contract for the 2015/2016 school year.

**12-N. NON-PUBLIC AGENCY CONTRACTS**

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

Non-Public School/Agency	100% Contract Cost	Effective Dates
Cornerstone Therapies	\$800	10/24/2014-6/30/2015
Behavior Solutions, Inc.	\$250	1/26/2015-6/30/2015
Speech & Lang. Dev. Center	\$166	1/26/2015-6/30/2015

**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, April 16, 2015 at 7:00pm.**

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

*Board meeting proceedings are tape recorded.*

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

Board Meeting of March 12, 2015

SO 14-15/B15-34  
Fountain Valley School District  
Superintendent's Office

MEMORANDUM

TO: Board of Trustees  
FROM: Mark Johnson, Superintendent  
SUBJECT: **Board Workshop: Special Education**  
DATE: March 5, 2015

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**Background:**

Director, Support Services, Cara Robinson will provide for the Board of Trustees an update of Special Education in the Fountain Valley School District.

Board Meeting of March 12, 2015

SO 14-15/B15-34  
Fountain Valley School District  
Superintendent's Office

MEMORANDUM

TO: Board of Trustees  
FROM: Mark Johnson, Superintendent  
SUBJECT: **Board Workshop: Local Control Accountability Plan (LCAP)**  
DATE: March 5, 2015

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**Background:**

Assistant Superintendent, Instruction, Anne Silavs will provide for the Board of Trustees a review of the Local Control Accountability Plan for the Fountain Valley School District and its implementation.



FOUNTAIN VALLEY SCHOOL DISTRICT  
Curriculum/Instruction

**MEMORANDUM**

**TO:** Mark Johnson, Superintendent  
**FROM:** Anne Silavs., Assistant Superintendent, Instruction  
**SUBJECT:** *STUDENT RECOGNITION PROGRAM*  
**DATE:** February 20, 2015

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**BACKGROUND INFORMATION**

One of the interests of the Board of Trustees is to broaden their recognition program to include students demonstrating improvement in a variety of areas and levels. Each elementary school will recognize one student per grade level and each middle school two students per grade level. Students will be selected by their principal and teachers based on the following criteria:

- extraordinary effort
- achievement
- improvement

At the Board Meeting on March 12, 2015, the following seven students from **Newland will be recognized.**

Kindergarten	Brooklyn Lee
First Grade	Sami Ghanem
Second Grade	Drew Gonzalez
Second Grade (SDC)	Dylan Duran
Third Grade	Arianna Degeorge
Fourth Grade	Alex Glueck
Fifth Grade	Shelby Primeaux

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c: Chris Mullin

FOUNTAIN VALLEY SCHOOL DISTRICT  
Curriculum/Instruction

**MEMORANDUM**

**TO:** Mark Johnson, Superintendent  
**FROM:** Anne Silavs., Assistant Superintendent, Instruction  
**SUBJECT:** *STUDENT RECOGNITION PROGRAM*  
**DATE:** February 20, 2015

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- extraordinary effort
- achievement
- improvement

At the Board Meeting on March 12, 2015, the following six students from **Plavan** will be recognized.

Kindergarten	Ryan Hathaway
First Grade	Alex Hernandez
Second Grade	Brynn Orgill
Third Grade	Caroline Ngo
Fourth Grade	Hillary Tran
Fifth Grade	Esther Le

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c: Julie Ballesteros

SO 14-15/B15-34  
Fountain Valley School District  
Superintendent's Office

MEMORANDUM

TO: Board of Trustees  
FROM: Mark Johnson, Superintendent  
SUBJECT: **Parent Volunteers: Newland School**  
DATE: March 5, 2015

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**Background:**

It is an interest of the Board of Trustees to acknowledge parent volunteers from all our school sites. At this board meeting, parent volunteers from Newland School will be recognized.

Volunteers are selected by the principal and/or Parent Teacher unit at the school and are honored for their diligent and loyal commitment to students and staff. Any of the following criteria may be considered when a school selects its volunteers for recognition by the Board of Trustees:

- The person selected has shown a consistent commitment to the school.
- The person selected is dependable.
- The person selected has performed acts of service which genuinely aid school staff such as serving as room parent, performing bookkeeping or tallying for fund raising activities, serving as a volunteer for music, art or theater presentations, assisting in a classroom, the library or student store, or serving as a chaperone for school activities.
- The person selected can be counted on to see a project through to its conclusion.
- The person selected has regularly performed a service that provides special mentoring, support or motivation to one or more students.

I am proud to name the outstanding and deserving volunteers being recognized from Newland School:

**Newland School**

- ♥ Sherri Whitcher
- ♥ Tammy Rodriguez
- ♥ Stacy Christian

SO 14-15/B15-35  
Fountain Valley School District  
Superintendent's Office

MEMORANDUM

TO: Board of Trustees  
FROM: Mark Johnson, Superintendent  
SUBJECT: **Parent Volunteers: Plavan School**  
DATE: March 5, 2015

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**Background:**

It is an interest of the Board of Trustees to acknowledge parent volunteers from all our school sites. At this board meeting, parent volunteers from Plavan School will be recognized.

Volunteers are selected by the principal and/or Parent Teacher unit at the school and are honored for their diligent and loyal commitment to students and staff. Any of the following criteria may be considered when a school selects its volunteers for recognition by the Board of Trustees:

- The person selected has shown a consistent commitment to the school.
- The person selected is dependable.
- The person selected has performed acts of service which genuinely aid school staff such as serving as room parent, performing bookkeeping or tallying for fund raising activities, serving as a volunteer for music, art or theater presentations, assisting in a classroom, the library or student store, or serving as a chaperone for school activities.
- The person selected can be counted on to see a project through to its conclusion.
- The person selected has regularly performed a service that provides special mentoring, support or motivation to one or more students.

I am proud to name the outstanding and deserving volunteers being recognized from Plavan School:

**Plavan School**

- ♥ Stacy Gold
- ♥ Cary Gold
- ♥ Marcia Tengan

Board Meeting of March 12, 2015

SO 14-15/B15-34  
Fountain Valley School District  
Superintendent's Office

MEMORANDUM

TO: Board of Trustees  
FROM: Mark Johnson, Superintendent  
SUBJECT: **Presentation of Resolution to Newland School**  
DATE: March 5, 2015

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**Background:**

In recognition of the recent honoring of Newland School as a National Blue Ribbon School, Colin Edwards will present a resolution on behalf of Assemblyman Travis Allen's office.

Board Meeting of March 12, 2015

SO 14-15/B15-34  
Fountain Valley School District  
Superintendent's Office

MEMORANDUM

TO: Board of Trustees  
FROM: Mark Johnson, Superintendent  
SUBJECT: **Second Interim Report Presentation (Written and Oral)**  
DATE: March 5, 2015

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**Background:**

Assistant Superintendent, Business, Chris Fullerton and Director, Fiscal Services, Scott Martin will present and review with the Board of Trustees the Second Interim Report for the Fountain Valley School District.



FOUNTAIN VALLEY SCHOOL DISTRICT  
**Curriculum/Instruction**

**MEMORANDUM**

**TO:** Mark Johnson, Superintendent  
**FROM:** Anne Silavs, Assistant Superintendent, Instruction  
**SUBJECT:** *ADOPTION OF K-8 MATH TEXTBOOK MATERIALS*  
**DATE:** March 3, 2015

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**BACKGROUND INFORMATION:**

Focus, coherence, and rigor are the underlying principles of the Common Core State Standards for Mathematics and hold the promise of preparing all California students for college and careers. According to the Mathematics Framework for California Public Schools, the standards aim to develop mathematically competent individuals who can use mathematics as a tool for making wise decisions in their personal lives, a foundation for rewarding work, and a means for comprehending and influencing the world in which they will live. Mathematical instruction and learning should focus on key topics, build mathematical understanding and fluency in a coherent manner, and develop students' ability to apply mathematics creatively to analyze and solve complex problems. Students and teachers need access to high quality instructional materials aligned to the Common Core State Standards in order to accomplish these goals.

As a result of legislative action in 2012, the State Board of Education initiated the textbook adoption process in California. The Curriculum Framework and Evaluation Criteria Committee identified the criteria that would be used for evaluating math instructional materials. The criteria were divided into six categories:

1. Mathematics Content/Alignment with the Standards
2. Program Organization
3. Assessment
4. Universal Access
5. Instructional Planning
6. Teacher Support

Through an application process, the Instructional Quality Commission convened panels of Content Review Experts, who possessed doctorate degrees in mathematics or a related field, and Instructional Materials Reviewers, which included classroom teachers, district coordinators, and administrators with experience in the field of mathematics. The Content Review Experts and Instructional Materials Reviewers worked collaboratively during deliberations to produce a Report of Findings for each program. The reports include findings for each category of the evaluation criteria and citations that are exemplary to support those findings. The Instructional Quality Commission presented recommendations to the State Board of Education at its meeting on January 15, 2014. The State Board of Education acted on the Commission's recommendations and adopted 31 of the 35 math programs that were submitted by publishers.

**CURRENT CONSIDERATIONS:**

In February 2013, a subcommittee of the Fountain Valley School District’s Common Core Steering Committee attended training provided by the Orange County Department of Education in preparation for the textbook adoption process. The following month that same subcommittee attended a textbook publisher fair, which included presentations of all state approved math programs. Four elementary and four middle school programs were identified for further District consideration. In early June, publishers were invited to make presentations to the full Common Core Steering Committee. Teachers selected two textbook series for pilot at elementary (McGraw-Hill *My Math* and Houghton Mifflin Harcourt *Math Expressions*) and two textbook series for pilot at middle school (McGraw-Hill *CA Math* and Houghton Mifflin Harcourt *Go Math*).

Last fall, teachers participating in the math pilot were provided with training on each of the textbook programs. A minimum of two teachers at each grade level from each school participated. In some cases, this meant that all teachers at a particular school were involved with the pilot. Each program was used for an eight to nine week period. At the conclusion, teachers completed an evaluation of the materials. The Common Core Steering Committee reviewed both quantitative and qualitative evaluation data from the pilot and has made the following recommendations for adoption:

- |                                       |   |
|---------------------------------------|---|
| Kindergarten – Grade 5:               | Houghton Mifflin Harcourt <i>Math Expressions</i> |
| Grades 6-8, Accelerated 7, Algebra 1: | McGraw-Hill <i>CA Math</i>                        |

**FINANCIAL IMPLICATIONS:**

In 2013, Fountain Valley School District received \$1,268,800 in Common Core State Standards Implementation Funds, which were earmarked for instructional materials, technology, and/or professional development depending upon specific district needs. On November 1, 2013, the Board of Trustees approved the District’s Common Core State Standards Spending Plan, which set aside \$500,000 to support the adoption of standards aligned math textbooks during the 2014-2015 school year. This year, the District received additional state money to support Common Core implementation. These two funding sources will be used in combination to cover expenses associated with the District’s math textbook adoption.

The cost of the Houghton Mifflin Harcourt *Math Expressions* program is estimated to be \$140 per pupil and the cost of the McGraw-Hill *CA Math* program is estimated to be \$130 per pupil.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve for adoption the K-8 math textbook materials identified by the District’s Common Core Steering Committee.



Fountain Valley School District  
**BUSINESS SERVICES DIVISION**  
DFS/14-15 - 91

MEMORANDUM

TO: Christine Fullerton, Assistant Superintendent, Business Services  
FROM: Scott R. Martin, Director, Fiscal Services  
SUBJECT: **APPROVAL OF 2014-15 SECOND INTERIM REPORT**  
DATE: March 02, 2015

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**BACKGROUND**

School districts are required to complete two interim financial reports during a fiscal year, the first as of October 31 and second as of January 31. The Interim Reports are filed with the County Department of Education and the State Controller's Office. School districts must conduct a review of their interim reports in accordance with state-adopted Criteria and Standards. Two critical areas are cash balance and fund balance. The second part of the summary review includes specified additional information intended to assist governing boards and county offices in better understanding the status of the District budget. This supplemental information includes the status of negotiations, reserves and any multi-year commitments that have occurred since the budget was adopted.

**Beginning Balance**

The audit is complete with a beginning balance for July 1, 2014 of \$4,930,780.

***Income Assumptions***

1. Local Control Funding Formula

The budget has been updated to reflect the District's transition to the new Local Control Funding Formula (LCFF). The LCFF replaces the revenue limit. The LCFF was calculated using an average daily attendance (ADA) of 6,196, an implementation percentage of 29.15% and a cost of living adjustment of 0.85%. Districts are required to complete a Local Control Accountability Plan (LCAP). The LCAP outlines spending of LCFF revenues and is approved by the Board of Trustees each year in June. In the current year a significant amount of new LCFF revenue has been allocated to fund collectively bargained salary increases.

The methodology used for enrollment projections is based on the population and births in conjunction with historical enrollment and an analysis of District trends. The District also uses Decision Insite to assist in enrollment projections. As of the Second Interim Report, the projected ADA has decreased by 3.43 from budgeted

ADA, which has been factored into the projected yearend total anticipated LCFF. The projected total LCFF for 2014-15 is \$40,463,214.

2. Federal Income

The adopted budget includes estimates based on entitlements for 2014-15 program funding for all federal programs. Contracted programs are budgeted as received during the year.

Sequestration of federal funds has in large part been restored. Title 1 funding is budgeted to increase by approximately 4.5%.

All federal program revenues have been adjusted for carryover. General Fund revenue is projected to be \$2,141,818.

3. Other State Income

Under the new LCFF categorical program funding Class Size Reduction funding has been eliminated. Funding for categorical programs is now unrestricted and included in the total funding under the LCFF. Class Size Reduction has been replaced by a Grade Span Grant of \$729 per pupil (to be phased in over eight years) and is also included within the total LCFF.

The remaining balance is mainly comprised of funding from Lottery funds and Mandate Block Grant funding. Lottery is projected at \$128 per annual ADA. The restricted portion of Lottery funding is estimated at \$34 per annual ADA. The Mandate Block Grant is expected to be funded at a rate of \$28 per ADA on-going and \$67 per ADA one time for the 2014-15 school year.

All State program revenues have been adjusted for carryover and deferred revenues. Revenue is projected to be \$1,813,285.

4. Other Local Income

Other local income is derived from various sources including: lease income, surplus sales, donations, contract fees and miscellaneous income. Lease income is used to partially fund the Routine Maintenance program but this program is still considered a Tier III program.

Other local income is projected to be \$4,996,120.

### ***Expenditure Assumptions***

#### **1. Salary Increases**

All Board approved salary increases as well as step, column and longevity increases for certificated, classified, confidential and management employees are reflected in the Second Interim Report. Salaries and benefits for all staff make up 86.01% of total revenue as of January 31<sup>st</sup>, 2015.

#### **Benefits**

Employee benefit rates are as follows: STRS 8.88%, PERS 11.771%, Social Security 6.20%, PARS 1.30%, Medicare 1.45%, Unemployment Insurance .05%, and Workers' Compensation 2.13%. Health and Welfare costs are allocated \$8,000 per employee for classified working six hours or more, \$8,000 per certificated prorated at percentage of hours and \$4,000 for employees working part-time. The remainder of costs is borne by employees through payroll deduction.

Increases to the District's STRS and PERS contribution account for approximately \$160,000 during 2014-15. The increase to the District's contribution to STRS and PERS is estimated at over \$500,000 in 2015-16 and over \$700,000 in 2016-17.

#### **Retirement Package**

The District covers the cost of health and welfare for 40 retired employees until age 65. The cost does not exceed the cap at the time of the employee's retirement. The cost is recorded in the general fund object code 3700.

#### **2. Other Expenditures**

Object codes 4000 through 7000 reflect typical expenditures in books, supplies, services and equipment. As of January 31<sup>st</sup>, 2015 any variances from budgeted amounts appear reasonable in nature. Object codes 4000-5999 typically increase during the year as donations are used to purchase supplies and services.

### **Ending Balance**

The projected ending balance for the General Fund on June 30, 2015, will be \$3,950,058. The unrestricted portion of the balance is made up of the required 3% reserve totaling \$1,526,855, Revolving Cash of \$35,000, Stores totaling \$100,000, Assigned reserves of \$135,641 and an undesignated amount of \$1,107,780.

All other funds are projected to end of the year in a positive fund and cash flow balance.

SO 14-15/B15-34  
Fountain Valley School District  
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees  
FROM: Mark Johnson, Superintendent  
SUBJECT: **Facilities Committee Representative Selection**  
DATE: March 5, 2015

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**Background:**

In order to better explore facilities needs within our district, a Facilities Committee has been formed. The District would like two board representatives on this committee to include parents, classified and certificated staff and community members.

**Recommendation:**

It is recommended that the Board of Trustees open for discussion and reach consensus on board representation on the District's Facilities Committee.

**Fountain Valley School District**  
Superintendent's Office

**REGULAR MEETING OF THE BOARD OF TRUSTEES**

10055 Slater Avenue  
Fountain Valley, CA 92708

**February 19, 2015**

**MINUTES**

President Collins called the regular meeting of the Board of Trustees to order at 5:00pm.

CALL TO ORDER

The following board members were present:

ROLL CALL

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

**Motion:** Mrs. Galindo moved to approve the meeting agenda.

AGENDA APPROVAL

**Second:** Mr. Cunneen

**Vote:** 5-0

**BOARD WORKSHOPS**

Assistant Superintendent, Chris Fullerton and Director Fiscal Services, Scott Martin reviewed for the Board of Trustees the Governor's proposed budget and its impact on the Fountain Valley School District.

FISCAL UPDATE

Assistant Superintendent, Chris Fullerton and Director Fiscal Services, Scott Martin reviewed for the Board of Trustees possible investment options for Fund 40. The Board directed staff to include continued discussion of investment considerations for Fund 40 on the March agenda.

INVESTMENT  
CONSIDERATIONS FOR  
FUND 40

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

PUBLIC COMMENTS

Mr. Collins announced that the Board would retire into Closed

CLOSED SESSION

Session. Anticipated was anticipated. The following was addressed:

- Personnel Matters: *Government Code 54957 and 54957.1*  
Appointment/Assignment/Promotion of employees; employee discipline/dismissal/release; evaluation of employee performance; complaints/charges against an employee; other personnel matters.
- Pupil Personnel: *Education Code 35146*
- Negotiations: *Government Code 54957.6*  
Update and review of negotiations with the FVEA and CSEA Bargaining Units with the Board’s designated representative, Cathie Abdel.
- Public Employee Performance Evaluation: *Government Code 54957 and 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 7:00pm.

PLEDGE OF ALLEGIANCE

Mr. Cunneen led the Pledge of Allegiance.

**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 each of our middle schools. From Fulton Middle School, the Board celebrated Brian Foster (6<sup>th</sup>), Mindy Doan (6<sup>th</sup>), Sean Okawa (7<sup>th</sup>), Madison Grogan (7<sup>th</sup>), Kayla Peterson (8<sup>th</sup>), and Charlie Taylor (8<sup>th</sup>). From Masuda Middle School, the Board celebrated Justin Hsieh (6<sup>th</sup>), Cielo Chavarria (6<sup>th</sup>), Anh Nguyen (7<sup>th</sup>), Nelson Tran (7<sup>th</sup>), Martin Pham (8<sup>th</sup>) and Hoangsa Nguyen (8<sup>th</sup>). From Talbert Middle School, the Board celebrated Bradley Shannon (6<sup>th</sup>), Amanda MacDonald (6<sup>th</sup>), Haylee Zegers (7<sup>th</sup>), Rachel Hanson (7<sup>th</sup>), Joseph Kim (8<sup>th</sup>) and Evan Grunnell (8<sup>th</sup>).

RECOGNITION OF MIDDLE SCHOOL STUDENTS

It is an interest of the Board of Trustees to recognize outstanding parent volunteers who give generously of their time and talents to our schools. From Fulton Middle School, the Board recognized and thanked Julia Wong and Dawn Nicewarner. From Masuda Middle School, the Board recognized and thanked April Bollinger

RECOGNITION OF MIDDLE SCHOOL PARENT VOLUNTEERS

and Alaina Knight-Hougen. From Talbert Middle School, the Board recognized and thanked Nicola Weiss and Debbie Smith.

The Board of Trustees joins our community in saluting our counselors, Janet Do and Nicole Agnes, during National School Counseling Week, February 2-6, 2015, and avows its appreciation for their ongoing commitment to the emotional health and wellbeing of our children.

APPRECIATION FOR  
SCHOOL COUNSELORS  
JANET DO AND NICOLE  
AGNES

## **BOARD REPORTS AND COMMUNICATIONS**

Mr. Cunneen attended the Most Improved Student Rotary presentation including Talbert, the OCSBA fiscal seminar on the budget at OCDE, Dr. Johnson's open house, CSBA's New and First Time Board Members Institute, the ACE meeting, visited Gisler, attended the OCSBA reception for new board members, the OCSBA/ACSA joint dinner and the City of Fountain Valley's Mayor's Breakfast.

Mrs. Schultz attended the OCSBA fiscal seminar at OCDE, Dr. Johnson's open house, Ron Bennett's presentation at OCDE, the Taste of Fountain Valley, the ACE meeting, Newland's Casino Night, the OCSBA welcome reception for new board members and the OCSBA/ACSA joint dinner, and toured Gisler.

Mrs. Galindo attended two SPC meetings, the OCSBA fiscal seminar at OCDE, Dr. Johnson's open house, the Taste of Fountain Valley, the PAGE meeting, the OCSBA/ACSA joint dinner meeting, and wrote an article for *School News* on the Twilight project.

Mrs. Crandall congratulated the Fountain Valley Schools Foundation for successful Taste of Fountain Valley. She attended the OCSBA fiscal seminar at OCDE, the PAGE meeting, the OCSBA/ACSA joint dinner, the Taste of Fountain Valley, the reception for Judy Edwards, Dr. Johnson's open house, two Mayor's Breakfasts, the District Office's Souper Bowl, Newland's Casino Night, Tamura's Lunar New Year celebration, the Chamber of Commerce Luncheon presenting the State of the City and the State of the Chamber, the Chamber of Commerce mixer, the monthly meeting of the Twilight program, the Fountain Valley Fun Run, the ongoing professional developments including Thinking Maps and Dr. Callahan's presentation on the Common Core, the Kindergarten parent meetings, the meet and greet for Early Entry Kindergarten, and the CA School Nurses conference. She also met with Mrs.

Richards and Dr. Johnson.

Mr. Collins noted that in addition to the events already mentioned this evening, he also attended Astronomy Night at Fulton, the local board presidents meeting, and the OCSBA Board of Directors meeting. He commended the Fountain Valley Schools Foundation for their work and noted an upcoming golf tournament in the works. He thanked the board members for all that they do.

Mr. Collins made the following Closed Session readout: “In closed session, the governing board on the motion of Mrs. Crandall, seconded by Mrs. Galindo, and a vote of 5 to 0 to authorize the Superintendent or designee to notice 18.8 FTE teachers on temporary contract on or before March 15, 2015 of release from District employment at the conclusion of the current 2014-15 school year pursuant to Education Code section 44954(b).”

**CLOSED SESSION  
READOUT**

**PUBLIC COMMENTS**

There was one request to address the Board. A FVSD speech language pathologist addressed the Board regarding a speech language caseload cap.

**PUBLIC COMMENTS**

**LEGISLATIVE SESSION**

**Motion:** Mrs. Schultz moved to adopt Resolution 2015-17: Week of the School Administrator.

**RESOLUTION 2015-17: WEEK OF THE SCHOOL ADMINISTRATOR**

**Second:** Mrs. Galindo

**Vote:** 5-0

**Motion:** Mrs. Crandall moved to approve BP 5131.2 Bullying for first reading.

**BOARD POLICY 5131.2: BULLYING (FIRST READING)**

**Second:** Mr. Cunneen

**Vote:** 5-0

**Motion:** Mrs. Schultz moved to approve submission of the 2015 CSBA Delegate Assembly Election – Region 15 ballot as discussed this evening.

**2015 CSBA DELEGATE ASSEMBLY ELECTION – REGION 15**

**Second:** Mrs. Crandall



Vote: 5-0

**Motion:** Mrs. Crandall moved to approve the Consent Calendar.

CONSENT  
CALENDAR/  
ROUTINE ITEMS OF  
BUSINESS

Second: Mrs. Cunneen

Vote: 5-0

The Consent Calendar included:

- Board Meeting Minutes from the January 10<sup>th</sup> special board meeting
- Board Meeting Minutes from the January 15<sup>th</sup> regular meeting
- Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- Donations
- Warrants
- Purchase Order Listing
- Budget Adjustments
- Resolution 2015-14: Authorization of Signatures on Replacement Warrants
- Resolution 2015-15: Authorization of Approval of Vendor Claims/Orders
- Resolution 2015-16: Authorization of Signatures
- Authorization of Signatures – Facsimile Signatures (Bank of America)
- Consolidated Application for Funding Categorical Aid Programs – Winter 2014 Data Collections
- Pacific Coast Speech Services, Inc.
- Program Effectiveness Results 2013-14
- Ratification of Contract with Los Alamitos Unified School District for Visit to Weaver School
- School Accountability Report Cards (SARCs)
- CSBA GAMUT
- Approval of Vavrinek, Trine, Day & Co, LLP Contract
- Sale of Personal Property
- Orange County Department of Education Agreement #41401 Mathematics Professional Development in Cognitively Guided Instruction, Grades K-2
- Non-Public Agency Contracts

<u>Non-Public Agency</u>	<u>100% Contract Cost</u>	<u>Effective Dates</u>
Cornerstone Therapies	\$3,400	7/1/14 to 6/30/15
Cornerstone Therapies	\$300	7/1/14 to 6/30/15
Cornerstone Therapies	\$960	12/10/14 to 7/30/15

**SUPERINTENDENT'S COMMENTS/NEW ITEMS OF BUSINESS**

Dr. Johnson        Noted that in Fountain Valley, no matter what the event or cause, they show up. He noted at the OCSBA/ACSA dinner meeting 10 FVSD staff and trustees were there. He noted a commitment to do things together and to learn. He noted that tonight he was blown away as well with over 200 present from not just the middle schools but from the elementary sites as well to celebrate our students and parent volunteers.

He noted that we have moved to online attendance and thanked our staff for the work they put into this transition.

He thanked Ms. Silavs, Dr. Hoefler for their leadership on the completion of the SARC's, the ConApp, the Program Effectiveness results report. He also thanked Ms. Silavs, Dr. Hoefler, Mrs. Shelia Blain, Mr. Joe Hastie, Mrs. Burroughs and Mrs. Vania Arjian for their work on CALPADS.

He thanked and commended Mrs. Fullerton and Mr. Martin for the conversations this evening on Budget and Fund 40.

He noted the upcoming District Art Show and Every Student Succeeding Breakfast, both on March 10<sup>th</sup>. He thanked Rotary and the Kelly Osborn Foundation for their support of the ESS Breakfast.

He commended staff and Board members for their commitment CGI and applauded senior staff for recommending and he Board for approving the agreement this evening.

He noted having finished his tour of our schools, where he found our teachers to be warm and kind, friendly and welcoming. He noted that our maintenance staff does such an amazing job with our sites as does our support staff. And administrators know their sites. He noted that these visits validate the work that happens in the classroom and are the highlight of the work that is done in this district.

Mr. Cunneen        Thanked staff for the slurry of our DO parking

lot.

**ADJOURNMENT**

**Motion:** Mrs. Galindo moved to adjourn the meeting at 9:03pm.

**Second:** Mrs. Schultz

**Vote:** Unanimously approved

/rl

**FOUNTAIN VALLEY SCHOOL DISTRICT  
PERSONNEL ITEMS FOR APPROVAL  
March 12, 2015**

**1.0 EMPLOYMENT FUNCTIONS**

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

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
1.1.1	Johnson, Kristen	Talbert	Food Service Worker	02/24/2015

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

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
1.2.1	Gutierrez, Perla	Plavan	IA	02/10/2015
1.2.2	Dao, Nhiem	District Office	Bilingual Testing Tech	02/24/2015

1.3 ASSISTANT SUPERINTENDENT, PERSONNEL HAS ACCEPTED THE RETIREMENT OF THE FOLLOWING CLASSIFIED EMPLOYEE:

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
1.3.1	Bauer, Gerrel	Transportation	Bus Driver	02/20/2015

**2.0 WORKSHOP/CONFERENCE ATTENDANCE:**

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>COST</u>	<u>BUDGET</u>	<u>DATES</u>
2.1	Sharpe, Diane Brown, Suzanne	Anaheim, Ca	Actual & Necessary	1332073805210	05/03-05/05, 2015

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

March 12, 2015

**INSTRUCTION**

**3.0 INDEPENDENT CONTRACTOR AGREEMENTS/RESOLUTIONS**

	<u>NAME</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>BUDGET</u>	<u>DATE</u>
3.1	DENOBLE, Victor J. Ph.D Hissho, Inc. (Support Services)	Presentation to Talbert Middle School on Tobacco- Drugs and the Teenage Brain. Dr. DeNoble will discuss the extreme addictiveness of nicotine and drugs used by teens today.	\$2,000.00	012539962-5813	January 9, 2015

**REASON FOR LATE SUBMITTAL: CONSULTANT INFORMATION NOT AVAILABLE FOR PREVIOUS BOARD MEETINGS.**

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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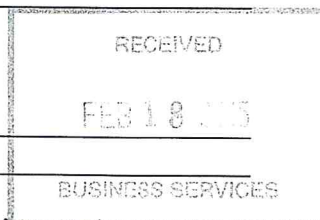
SCHOOL RECEIVING DONATION: Masuda

NAME OF DONOR: Pacific Life Foundation

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.)  
2500.00

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

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



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

REVENUE ACCT: 010124949 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010124949-5899

INTENDED USE: (State how this will be used ) Technology

REVIEWED: [Signature]  
Principal/Department Head

APPROVED/DISAPPROVED: 2-17-15  
Date

REVIEWED: [Signature]  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED: 2/23/15  
Date

REVIEWED: \_\_\_\_\_  
Director, Technology/Media

APPROVED/DISAPPROVED: \_\_\_\_\_  
Date

BOARD APPROVAL DATE: 3/12/15

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

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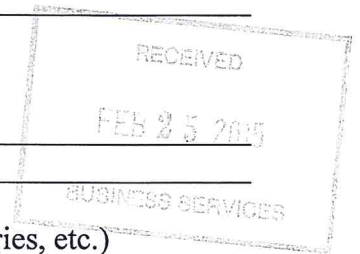
SCHOOL RECEIVING DONATION: Masuda

NAME OF DONOR: Wells Fargo

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.)  
100.00

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

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



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

REVENUE ACCT: 0104900008699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0101449895899

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

REVIEWED: [Signature] APPROVED/DISAPPROVED: 2-24-15  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 2/27/15  
Assistant Superintendent Date  
Business/Administration

REVIEWED: \_\_\_\_\_ APPROVED/DISAPPROVED: \_\_\_\_\_  
Director, Technology/Media Date

BOARD APPROVAL DATE: 3/12/15

FOUNTAIN VALLEY SCHOOL DISTRICT  
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SCHOOL RECEIVING DONATION: Talbert Middle School

NAME OF DONOR: Parents, Students

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.)

Cash donation in the amount of \$111.60

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

None

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

None

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

None

REVENUE ACCT: \_\_\_\_\_

EXPENDITURE ACCT(S) FOR BUDGET INCREASE:

010143889-4310



INTENDED USE: (State how this will be used) To pay for transportation of SDC students to attend the Fishin Hole Derby May 2015

REVIEWED: Jennifer Morgan APPROVED/DISAPPROVED: 2/27/15  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3/4/15  
Assistant Superintendent Business/Administration Date

REVIEWED: \_\_\_\_\_ APPROVED/DISAPPROVED: \_\_\_\_\_  
Assistant Superintendent Instruction Date

BOARD APPROVAL DATE: 3/12/15



FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Talbert Middle School

NAME OF DONOR: Talbert PTO

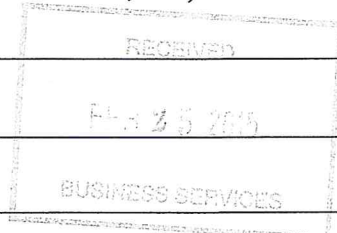
DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)  
\$708.92 check #3938

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

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)  
4 Icom F3011 41 RC VHF 5 watt 16 channel 136-174 MHz radios with rapid charger, battery, antenna, belt clip.

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

REVENUE ACCT: 010380000-8699  
EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010143889-4310



INTENDED USE: (State how this will be used ) To pay for 4 new staff radios

REVIEWED: Jennifer Morgan APPROVED/DISAPPROVED: 2/23/15  
Principal/Department Head Date

REVIEWED: AKW APPROVED/DISAPPROVED: 2/27/15  
Assistant Superintendent Business/Administration Date

REVIEWED: \_\_\_\_\_ APPROVED/DISAPPROVED: \_\_\_\_\_  
Assistant Superintendent Instruction Date

BOARD APPROVAL DATE: 3/12/15

FOUNTAIN VALLEY SCHOOL DISTRICT  
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SCHOOL RECEIVING DONATION: Tamura

NAME OF DONOR: Merck Foundation

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 #31488 \$23.10

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 - 5899

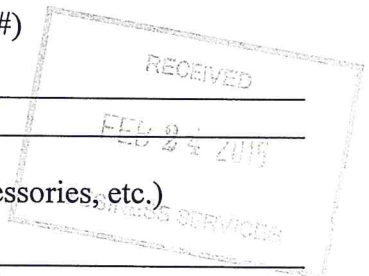
INTENDED USE: (State how this will be used ) At Principal's Discretion

REVIEWED: [Signature] APPROVED/DISAPPROVED: 2/23/2015  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 2/27/15  
Assistant Superintendent Business/Administration Date

REVIEWED: \_\_\_\_\_ APPROVED/DISAPPROVED: \_\_\_\_\_  
Assistant Superintendent Instruction Date

BOARD APPROVAL DATE: 3/12/15



FOUNTAIN VALLEY SCHOOL DISTRICT  
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SCHOOL RECEIVING DONATION: Tamura

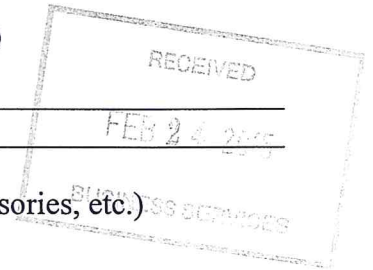
NAME OF DONOR: PTO

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.)  
Check #3631 \$158.51

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: *[Signature]* APPROVED/DISAPPROVED: 2/23/2015  
Principal/Department Head Date

REVIEWED: *[Signature]* APPROVED/DISAPPROVED: 2/27/15  
Assistant Superintendent Business/Administration Date

REVIEWED: \_\_\_\_\_ APPROVED/DISAPPROVED: \_\_\_\_\_  
Assistant Superintendent Instruction Date

BOARD APPROVAL DATE: 3/12/15

FOUNTAIN VALLEY SCHOOL DISTRICT  
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SCHOOL RECEIVING DONATION: Tamura

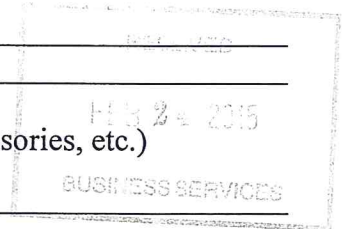
NAME OF DONOR: PTO

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.)  
Check #3629 \$383.32

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 ) Playground Equipment

REVIEWED: *K. K. R.* APPROVED/DISAPPROVED: 2/23/2015  
Principal/Department Head Date

REVIEWED: *C. Hill* APPROVED/DISAPPROVED: 2/27/15  
Assistant Superintendent Business/Administration Date

REVIEWED: \_\_\_\_\_ APPROVED/DISAPPROVED: \_\_\_\_\_  
Assistant Superintendent Instruction Date

BOARD APPROVAL DATE: 3/12/15

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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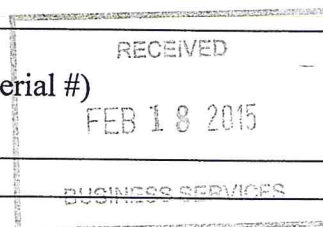
SCHOOL RECEIVING DONATION: Tamura

NAME OF DONOR: Republic Services, Inc.

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 #11116645 \$288.44

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 - 5899

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

REVIEWED: [Signature]  
Principal/Department Head

APPROVED/DISAPPROVED: 2/12/2015  
Date

REVIEWED: [Signature]  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED: 2/23/15  
Date

REVIEWED: \_\_\_\_\_  
Assistant Superintendent  
Instruction

APPROVED/DISAPPROVED: \_\_\_\_\_  
Date

BOARD APPROVAL DATE: 3/12/15

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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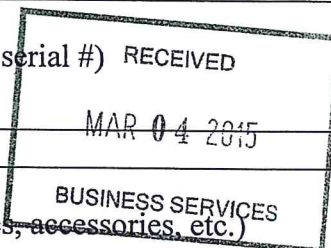
SCHOOL RECEIVING DONATION: Tamura

NAME OF DONOR: Merck Foundation

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 #35926 \$23.10

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 - 5899

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

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3/2/2015  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3/4/15  
Assistant Superintendent Date  
Business/Administration

REVIEWED: \_\_\_\_\_ APPROVED/DISAPPROVED: \_\_\_\_\_  
Assistant Superintendent Date  
Instruction

BOARD APPROVAL DATE: 3/2/15

**FOUNTAIN VALLEY SCHOOL DISTRICT**

**BOARD MEETING MAR 12, 2015**

TO: Christine Fullerton  
FROM: Mino Nhek  
SUBJECT: Warrant Listing - Check Numbers 68234 - 68543  
DATES: 2/4/2015 - 3/3/2015

FUND 01	GENERAL FUND	214,253.49
FUND 12	CHILD DEVELOPMENT	13,596.42
FUND 13	CAFETERIA	63,622.38
FUND 25	CAPITAL FACILITIES	-
FUND 40	SPECIAL RESERVE	20,590.07
FUND 68	WORKERS COMP	16,094.33
FUND 69	INSURANCE	334,503.87
TOTAL		662,660.56

# FOUNTAIN VALLEY SD

## PURCHASE ORDER DETAIL REPORT BY FUND BOARD OF TRUSTEES MEETING 03/12/2015

FROM 02/11/2015 TO 03/03/2015

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
I20M4242	CRANDALL'S PLUMBING INC.	325.00	325.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
I20M4243	R JENSEN CO INC.	2,500.00	2,500.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
I20M4245	GOLDEN STATE PAVING INC.	5,345.00	5,345.00	014839390 6111	STAR DO RRMA-Capital Fac / Site Improvement - Asphalt
I20M4246	REFRIGERATION CONTROL COMPANY	780.16	780.16	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
I20M4247	AMAZON.COM LLC	141.50	141.50	012869390 4345	Maintenance / Maintenance Supplies
I20M4249	STAPLES	135.00	135.00	012839392 4325	Energy Manager / Office Supplies
I20M4260	HOME DEPOT	183.65	183.65	012719470 4325	Personnel Department / Office Supplies
I20M4263	SIMPLEXGRINELL	1,080.00	1,080.00	012869390 6223	Maintenance / Tests & Examinations Bldgs
I20M4264	AMAZON.COM LLC	25.00	25.00	012869390 4325	Maintenance / Office Supplies
I20M4266	INNOVATIVE PLAYGROUNDS CO. LLC	177.23	177.23	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
I20M4267	TOMARK SPORTS	200.00	200.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
I20M4268	SIGN WAREHOUSE	299.00	299.00	012869390 4320	Maintenance / Computer Supplies
I20M4269	WESTERN GLASS RESTORATION	890.00	890.00	012869390 4345	Maintenance / Maintenance Supplies
I20M4270	AFFORDABLE GATE REPAIR	200.00	200.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
I20M4271	BEACH WIRE & CABLE INC.	50.00	50.00	012869390 4320	Maintenance / Computer Supplies
I20M4272	OC DESIGN SPECIALIST-BUDGET BL	1,207.05	1,207.05	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
I20M4273	HOME DEPOT	97.51	97.51	010144989 4310	Donations - Masuda / Instructional Supplies
I20M4274	DIGITAL NETWORKS GROUP INC.	2,951.34	363.84	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
			2,587.50	014869390 5899	STAR Building DO-Routine Maint / Other Operating
I20R1061	AMAZON.COM LLC	174.23	174.23	010143838 4310	Sch Site Instr - Talbert / Instructional Supplies
I20R1062	ARIEL SUPPLY INC.	129.00	129.00	010019961 4320	Medi-Cal Billing-Instructional / Computer Supplies
I20R1063	ARIEL SUPPLY INC.	139.32	139.32	015102960 4310	Special Ed. - Fulton SDC / Instructional Supplies
I20R1065	SOUTHWEST SCHOOL AND OFFICE SU	124.68	124.68	015102960 4310	Special Ed. - Fulton SDC / Instructional Supplies
I20R1067	ORANGE COUNTY DEPARTMENT OF ED	200.00	200.00	010143889 4310	Donations - Talbert / Instructional Supplies
I20R1068	CALIFORNIA DEPARTMENT OF EDUCA	43.75	43.75	012218055 4310	Title III - Immigrant Instr / Instructional Supplies
I20R1069	AMAZON.COM LLC	270.00	270.00	012849380 4325	Fiscal Services / Office Supplies
I20R1070	AMAZON.COM LLC	215.87	47.18	012109078 4320	Tech/Media Office Operation / Computer Supplies
			168.69	012395098 4320	7395 Sch/Libr Imp Instr-DO / Computer Supplies
I20R1072	APPLE COMPUTER ORDER DEPARTMEN	4,704.48	4,704.48	012395098 4399	7395 Sch/Libr Imp Instr-DO / Equipment Under \$500
I20R1073	STAPLES	233.83	233.83	015514960 4310	Special Ed. - Masuda RSP / Instructional Supplies
I20R1074	WOCCSE	1,023.00	1,023.00	015789900 9590	Early Intervention - SpEd Rev / DUE TO GRANTOR
I20R1075	STAPLES	108.00	108.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
I20R1076	STAPLES	53.18	53.18	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies



# FOUNTAIN VALLEY SD

## PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 03/12/2015

FROM 02/11/2015 TO 03/03/2015

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
I20R1077	LAKESHORE LEARNING MATERIALS	100.00	100.00	015643260 4310	Special Ed. - Cox S&L / Instructional Supplies
I20R1078	APPERSON INC.	69.80	69.80	010143889 4310	Donations - Talbert / Instructional Supplies
I20R1080	SURPLUS TWO WAY RADIOS	215.70	12.95	010011089 4347	Donations - Tamura / Repair & Upkeep Equip Supplies
			65.00	010011089 5645	Donations - Tamura / Outside Srvs-Repairs & Mainten
			90.00	010014787 5645	Other Donations - Courreges / Outside Srvs-Repairs &
			37.75	010143889 4347	Donations - Talbert / Repair & Upkeep Equip Supplies
			10.00	012722929 5645	Sch Site Admin - Fulton / Outside Srvs-Repairs & Mainten
I20R1084	LEVEL 27 MEDIA	32.00	32.00	010013131 4330	Sch Site Instr - Gisler / Printing/Xerox Supplies
I20R1085	BOOKSOURCE	1,181.33	1,181.33	011533175 4310	Cotsen Foundation - Gisler / Instructional Supplies
I20R1086	CDWG	1,397.77	1,397.77	010059078 4399	Common Core Supplemental-Tech / Equipment Under \$500
I20R1088	STAPLES	484.00	484.00	015512960 4310	Special Ed. - Fulton RSP / Instructional Supplies
I20R1089	GUITAR CENTER INC.	97.70	97.70	010099276 5645	Instrumental Music-Insurance / Outside Srvs-Repairs &
I20R1090	JONES SCHOOL SUPPLY	27.54	27.54	012723737 4325	Sch Site Admin - Oka / Office Supplies
I20R1091	SOS SURVIVAL PRODUCTS	277.00	277.00	010013737 5899	Sch Site Instr - Oka / Other Operating Expenses
I20R1092	HOUGHTON MIFFLIN HARCOURT	595.26	595.26	012129078 4110	Lottery Instructional Material / Basic Textbooks
I20R1094	EAI EDUCATION	256.86	256.86	011534775 4310	Cotsen Grant -Courreges / Instructional Supplies
I20R1095	ARIEL SUPPLY INC.	161.89	161.89	010019961 4320	Medi-Cal Billing-Instructional / Computer Supplies
I20R1096	EAI EDUCATION	143.95	143.95	011239275 4310	Common Core Implementation-Ins / Instructional Supplies
I20R1097	SMART & FINAL	100.00	100.00	010014787 4310	Other Donations - Courreges / Instructional Supplies
I20R1098	ATKINSON ANDELSON LOYA RUDD &	99.00	99.00	012719470 5210	Personnel Department / Travel, Conference, Workshop
I20R1099	STAPLES	140.00	140.00	015514960 4310	Special Ed. - Masuda RSP / Instructional Supplies
I20R1100	SCANTRON	45.90	45.90	012819771 4325	Personnel Commission / Office Supplies
I20R1101	HEINEMANN	122.39	122.39	010013131 4310	Sch Site Instr - Gisler / Instructional Supplies
I20R1104	PERMA-BOUND BOOKS	836.11	836.11	010459275 4310	Student Achievement Suppl-Inst / Instructional Supplies
I20R1105	GST	90,628.20	67,553.74	010113255 4399	Title I - Cox / Equipment Under \$500
			23,074.46	010113255 4410	Title I - Cox / Fixed Assets \$500-\$5000
I20R1106	FLINN SCIENTIFIC	659.10	659.10	011202929 4310	Middle School Science-Fulton / Instructional Supplies
I20R1107	SOUTH SHORE DISTRIBUTION LLC	74.26	74.26	010142989 4311	Donations - Fulton / Elective Supplies
I20R1110	SCHOLASTIC MAGAZINE	2,938.90	2,938.90	010459275 4310	Student Achievement Suppl-Inst / Instructional Supplies
I20R1111	BARNES AND NOBLE	221.49	221.49	010459275 4310	Student Achievement Suppl-Inst / Instructional Supplies
I20R1112	APPLE COMPUTER ORDER DEPARTMEN	745.76	745.76	010142929 4320	Sch Site Instr - Fulton / Computer Supplies
I20R1113	ACSA FOUNDATION FOR	249.00	249.00	012719470 5210	Personnel Department / Travel, Conference, Workshop
I20R1114	HOME DEPOT	213.44	213.44	011219078 4310	Common Core St Standards-Tech / Instructional Supplies
I20R1115	FOUNTAIN VALLEY SCHOOL DISTRIC	4,000.00	4,000.00	012849380 5450	Fiscal Services / Other Insurance

# FOUNTAIN VALLEY SD

## PURCHASE ORDER DETAIL REPORT BY FUND BOARD OF TRUSTEES MEETING 03/12/2015

FROM 02/11/2015 TO 03/03/2015

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I20R1116	AMAZON.COM LLC	278.89	278.89	012109078 4320	Tech/Media Office Operation / Computer Supplies
I20R1118	SCHOLASTIC INC.	705.73	705.73	010023855 4310	Intervention-Talbert / Instructional Supplies
I20R1119	STAPLES	64.79	64.79	015644760 4310	Special Ed. - Courreges S&L / Instructional Supplies
I20R1120	SOUTHWEST SCHOOL AND OFFICE SU	150.00	150.00	012731010 4327	Health Supplies - Tamura / Health Supplies
I20R1122	STUDENT SUPPLY	696.58	696.58	010013232 4310	Sch Site Instr - Cox / Instructional Supplies
I20R1123	SCHOOL OUTFITTERS	740.33	740.33	011219078 4310	Common Core St Standards-Tech / Instructional Supplies
I20R1124	CDWG	2,371.68	2,371.68	011219078 4310	Common Core St Standards-Tech / Instructional Supplies
I20R1125	TEXTBOOK WAREHOUSE	380.27	380.27	012129078 4110	Lottery Instructional Material / Basic Textbooks
I20R1126	ORANGE COUNTY DEPARTMENT OF ED	5,400.00	5,400.00	011229275 5813	Common Core St Standards-Admin / Consultant
I20R1127	STAPLES	71.36	57.22	011219078 4310	Common Core St Standards-Tech / Instructional Supplies
			14.14	012658155 4325	Assessment and Accountability / Office Supplies
I20R1129	OFFICE DEPOT	72.88	72.88	012719165 4325	Superintendent / Office Supplies
I20R1130	ACHIEVEMENT EQUITY INC.	2,000.00	2,000.00	012719166 5813	Board of Trustees / Consultant
I20R1132	SOUTHWEST SCHOOL AND OFFICE SU	216.00	216.00	015513760 4310	Special Ed. - Oka RSP / Instructional Supplies
I20R1133	PRO ED INC.	76.65	76.65	010459275 4310	Student Achievement Suppl-Inst / Instructional Supplies
I20R1134	ACSA FOUNDATION FOR	249.00	249.00	012719470 5210	Personnel Department / Travel, Conference, Workshop
I20R1135	ACSA FOUNDATION FOR	249.00	249.00	012719470 5210	Personnel Department / Travel, Conference, Workshop
I20R1137	PRO ED INC.	305.32	305.32	012739964 4322	Medi-Cal Billing-OT Services / Testing Supplies
I20R1139	GREAT BOOKS FOUNDATION	496.76	496.76	010459275 4310	Student Achievement Suppl-Inst / Instructional Supplies
I20R1143	SOUTH SHORE DISTRIBUTION LLC	540.00	540.00	010142989 4311	Donations - Fulton / Elective Supplies
I20R1145	SYSTEM ID WAREHOUSE/INFORMATIC	506.07	506.07	012109078 4320	Tech/Media Office Operation / Computer Supplies
I20R1146	JANELLE PUBLICATIONS	121.18	121.18	012739964 4322	Medi-Cal Billing-OT Services / Testing Supplies
I20R1147	ORANGE COUNTY DEPARTMENT OF ED	250.00	250.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
I20R1148	ACSA XVII	140.00	120.00	010014747 5210	Sch Site Instr - Courreges / Travel, Conference, Workshop
			20.00	012719166 5210	Board of Trustees / Travel, Conference, Workshop
I20S8027	GRAINGER INC.	50.44	50.44	011000000 9320	Revenue Limit - State Revenues / STORES
I20S8028	WAXIE	9,875.42	9,875.42	011000000 9320	Revenue Limit - State Revenues / STORES
I20S8029	WAXIE	640.01	640.01	011000000 9320	Revenue Limit - State Revenues / STORES
I20S8030	INDUSTRIAL FORMULATORS INC.	354.24	354.24	011000000 9320	Revenue Limit - State Revenues / STORES
I20S8031	UNITED HEALTH SUPPLIES	85.85	85.85	011000000 9320	Revenue Limit - State Revenues / STORES
<b>Fund 01 Total:</b>		<b>157,209.58</b>	<b>157,209.58</b>		

# FOUNTAIN VALLEY SD

## PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 03/12/2015

FROM 02/11/2015 TO 03/03/2015

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
I20M4265	GRAINGER INC.	105.00	105.00	120336098 4325	Extended School Administration / Office Supplies
I20R1064	SURPLUS TWO WAY RADIOS	374.71	37.75	120016098 4347	Extended School Instructional / Repair & Upkeep Equip
			336.96	120016098 4399	Extended School Instructional / Equipment Under \$500
I20R1082	LAKESHORE LEARNING MATERIALS	216.00	216.00	120016098 4310	Extended School Instructional / Instructional Supplies
I20R1087	MOTION PICTURE LICENSING	877.10	877.10	120016098 5826	Extended School Instructional /
I20R1102	HOME DEPOT	54.00	54.00	120016598 4310	Child Dev Newland Presch-Instr / Instructional Supplies
I20R1103	LAKESHORE LEARNING MATERIALS	400.00	400.00	120016498 4310	Child Dev Oka Preschool-Instr / Instructional Supplies
I20R1108	ORANGE COUNTY DEPARTMENT OF ED	21.60	21.60	120016598 5210	Child Dev Newland Presch-Instr / Travel, Conference,
I20R1109	ORIENTAL TRADING COMPANY	162.00	162.00	120016698 4310	Child Dev Courreges Pres-Instr / Instructional Supplies
I20R1121	TARGET STORES	81.00	81.00	120016098 4310	Extended School Instructional / Instructional Supplies
I20R1140	TARGET STORES	3,240.00	3,240.00	120016098 4310	Extended School Instructional / Instructional Supplies
I20R1141	TARGET STORES	432.00	432.00	120016898 4310	Child Dev Gisler Presch-Instr / Instructional Supplies
	<b>Fund 12 Total:</b>	<b>5,963.41</b>	<b>5,963.41</b>		

**FOUNTAIN VALLEY SD**

**PURCHASE ORDER DETAIL REPORT BY FUND  
BOARD OF TRUSTEES MEETING 03/12/2015**

**FROM 02/11/2015 TO 03/03/2015**

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
I20M4261	SERVICE SOLUTIONS GROUP LLC	150.00	150.00	133207380 4347	Cafeteria Fund / Repair & Upkeep Equip Supplies
I20R1083	CALIFORNIA SCHOOL NUTRITION AS	790.00	790.00	133207380 5210	Cafeteria Fund / Travel, Conference, Workshop
	<b>Fund 13 Total:</b>	<b>940.00</b>	<b>940.00</b>		

**FOUNTAIN VALLEY SD**

**PURCHASE ORDER DETAIL REPORT BY FUND**

**BOARD OF TRUSTEES MEETING 03/12/2015**

**FROM 02/11/2015**

**TO 03/03/2015**

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
I20M4244	R JENSEN CO INC.	31,443.00	31,443.00	402869380 5899	Spec Res Maintenance Services / Other Operating Expenses
I20M4248	KOURY ENGINEERING	2,300.00	2,300.00	404839380 5860	Energy Efficient Project / Permits & Fees
I20R1079	OPTERRA ENERGY SERVICES INC.	30,000.00	30,000.00	404839380 5813	Energy Efficient Project / Consultant
I20R1131	TRUE NORTH RESEARCH	24,950.00	24,950.00	404859390 5813	Air Quality & Climate Project / Consultant
	<b>Fund 40 Total:</b>	<b>88,693.00</b>	<b>88,693.00</b>		

**FOUNTAIN VALLEY SD**

**PURCHASE ORDER DETAIL REPORT BY FUND  
BOARD OF TRUSTEES MEETING 03/12/2015**

**FROM 02/11/2015 TO 03/03/2015**

<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:			252,805.99		

**FOUNTAIN VALLEY SD**

**PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND**

BOARD OF TRUSTEES

03/12/2015

FROM 02/11/2015 TO 03/03/2015

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>CHANGE AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
I20M4015	BUS WEST	12,000.00	+2,000.00	016929395 4349	7230 Home-to-Sc Transportation / Transportation Supplies
I20M4016	NAPA AUTO PARTS	8,000.00	+2,000.00	016919395 4349	7240 Special Ed Transportation / Transportation Supplies (on
			+1,000.00	016929395 4349	7230 Home-to-Sc Transportation / Transportation Supplies
I20M4017	TRUCPARCO	4,000.00	+1,000.00	016919395 4349	7240 Special Ed Transportation / Transportation Supplies (on
			+1,000.00	016929395 4349	7230 Home-to-Sc Transportation / Transportation Supplies
I20M4022	HOME DEPOT	9,000.00	+1,000.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
I20M4025	SMARDEN SUPPLY COMPANY	10,500.00	+2,000.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
I20M4051	HARBOR WHOLESALE ELECTRIC	5,000.00	+1,000.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
I20M4232	GOLDEN STATE PAVING INC.	10,700.00	+1,400.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
I20R0279	SOUTHWEST SCHOOL AND OFFICE SU	1,000.00	+500.00	010014789 4310	PTA Donations - Courreges / Instructional Supplies
I20R0400	SOUTHWEST SCHOOL AND OFFICE SU	7,000.00	+3,000.00	010014040 4310	Sch Site Instr - Plavan / Instructional Supplies
I20R0602	SOUTHWEST SCHOOL AND OFFICE SU	1,100.00	+500.00	012721010 4325	Sch Site Admin - Tamura / Office Supplies
I20R0861	GST	42,638.19	+3,800.00	012109078 5210	Tech/Media Office Operation / Travel, Conference,
			+6,467.24	012109078 5826	Tech/Media Office Operation /
			-10,267.29	012109078 6410	Tech/Media Office Operation /
I20R1008	EDLIO INC.	11,828.00	-7,200.00	012099078 5826	Vantage Learning / Licensing/Software,Maint/Supp
			+11,828.00	012109078 5826	Tech/Media Office Operation /
I20R1015	TOYS R US	1,500.00	-1,000.00	010269275 5210	School Readiness Init Admin / Travel, Conference,
<b>Fund 01 Total:</b>			<b>+20,027.95</b>		

**FOUNTAIN VALLEY SD**

**PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND**

**BOARD OF TRUSTEES**

**03/12/2015**

**FROM 02/11/2015 TO 03/03/2015**

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>CHANGE AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
I20R0195	SMART & FINAL	15,000.00	+5,000.00	123206098 4710	Extended School Food Service / Food
I20R1015	TOYS R US	1,500.00	+1,500.00	120016698 4310	Child Dev Courreges Pres-Instr / Instructional Supplies
I20R1059	SOUTHWEST SCHOOL AND OFFICE SU	351.00	-32.40	120336098 4399	Extended School Administration / Equipment Under \$500
<b>Fund 12 Total:</b>			<b>+6,467.60</b>		





# FOUNTAIN VALLEY SD

Reference #:

## Adjustment of Funds

2015 35

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

<b>Fund: 0101 GENERAL FUND</b>
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<b>Object</b>	<b>Description</b>	<b>FROM</b>	<b>TO</b>
1100	TEACHERS' SALARIES	70,058.00	90,955.00
1900	OTHER CERTIFICATED	125.00	
2100	INSTRUCTIONAL AIDES' SALARIES	38,510.00	63,813.00
2400	CLERICAL & OFFICE SALARIES		500.00
3101	STRS-CERTIFICATED POSITIONS	5,683.00	8,279.00
3202	PERS-CLASSIFIED	4,513.00	5,785.00
3313	MEDICARE-CERTIFICATED	960.00	1,252.00
3314	MEDICARE-CLASSIFIED	556.00	931.00
3353	ARP-CERTIFICATED		3.00
3354	ALTERNATIVE RETIRE-CLASSIFIED		334.00
3356	OASDI-CLASSIFIED	2,377.00	3,078.00
3401	HEALTH & WELFARE-CERTIFICATED	6,672.00	8,779.00
3501	SUI-CERTIFICATED	34.00	45.00
3502	SUI-CLASSIFIED	19.00	32.00
3601	WORKERS'COMP-CERTIFICATED	1,498.00	1,952.00
3602	WORKERS'COMP-CLASSIFIED	866.00	1,450.00
4100	TEXTBOOKS		34,231.00
4200	BOOKS OTHER THAN TEXTBOOKS		262.00
4300	MATERIALS & SUPPLIES	1,972.00	11,383.00
5100	SUBAGREEMENTS FOR SERVICE		27,772.00
5600	RENTAL,LEASE,REPAIR & NON CAP		5,043.00
5800	PROF/CONS SERV & OPER EXPENSE	139,733.00	258,114.00
6200	BUILDING AND IMPROVE OF BLDGS		6,868.00
7141	Excess Costs/Deficit Pay-Schls		1,877.00
7222	Trsfs Apportionment County Ofc	18,203.00	
7350	TRANSFER INDIRECT COST IFT		2,041.00
8000	REVENUE LIMIT SOURCES	373,411.00	361,019.00
8100	FEDERAL INCOME	86,710.00	142,735.00
8200	FEDERAL INCOME	373.00	1,846.00
8500	STATE INCOME	32,243.00	82,644.00
8600	LOCAL INCOME	2,013.00	110,644.00
9740	RESTRICTED BALANCE	12,366.00	924.00
9789	RESERVE FOR ECONOMIC UNCERTAIN		11,407.00
9790	UNASSIGNED/UNAPPROPRIATED	662,677.00	623,850.00

# FOUNTAIN VALLEY SD

Reference #:

## Adjustment of Funds

2015 35

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

**Fund: 0101 GENERAL FUND**

<b>Object</b>	<b>Description</b>	<b>FROM</b>	<b>TO</b>
	<b>Subfund Total:</b>	<b>1,461,572.00</b>	<b>1,869,848.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, March 12, 2015.

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

2015 36

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		4,465.00
3202	PERS-CLASSIFIED		526.00
3314	MEDICARE-CLASSIFIED		65.00
3356	OASDI-CLASSIFIED		277.00
3502	SUI-CLASSIFIED		2.00
3602	WORKERS'COMP-CLASSIFIED		101.00
4300	MATERIALS & SUPPLIES	1,500.00	660.00
5600	RENTAL,LEASE,REPAIR & NON CAP		324.00
5800	PROF/CONS SERV & OPER EXPENSE		51,089.00
7350	TRANSFER INDIRECT COST IFT	2,041.00	
8500	STATE INCOME		29,394.00
8600	LOCAL INCOME	11,971.00	12,220.00
9740	RESTRICTED BALANCE	24,325.00	
<b>Subfund Total:</b>		<b>39,837.00</b>	<b>99,123.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, March 12, 2015.

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 #:  
2015 37

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		1,959.00
5800	PROF/CONS SERV & OPER EXPENSE		50.00
8200	FEDERAL INCOME		36,500.00
8500	STATE INCOME		7,000.00
8600	LOCAL INCOME		800.00
9740	RESTRICTED BALANCE		42,291.00
<b>Subfund Total:</b>		<b>0.00</b>	<b>88,600.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, March 12, 2015.

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

2015 38

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

<b>Fund: 2525 CAPITAL FACILITIES</b>
--------------------------------------

<b>Object</b>	<b>Description</b>	<b>FROM</b>	<b>TO</b>
8600	LOCAL INCOME		300.00
9780	OTHER ASSIGNMENTS		300.00
<b>Subfund Total:</b>		<b>0.00</b>	<b>600.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, March 12, 2015.

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 #:  
2015 39

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
4300	MATERIALS & SUPPLIES		2,219.00
5600	RENTAL, LEASE, REPAIR & NON CAP		2,015.00
5800	PROF/CONS SERV & OPER EXPENSE		65,000.00
6100	SITES AND IMPROVEMENT OF SITES		60,555.00
6200	BUILDING AND IMPROVE OF BLDGS	498,241.00	6,000.00
9780	OTHER ASSIGNMENTS		362,452.00
<b>Subfund Total:</b>		<b>498,241.00</b>	<b>498,241.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, March 12, 2015.

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 #:  
2015 40

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		329.00
5600	RENTAL, LEASE, REPAIR & NON CAP	470.00	
5800	PROF/CONS SERV & OPER EXPENSE		21,018.00
8600	LOCAL INCOME		56,741.00
9790	UNASSIGNED/UNAPPROPRIATED		35,864.00
<b>Subfund Total:</b>		<b>470.00</b>	<b>113,952.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, March 12, 2015.

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

2015 41

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

<b>Fund: 6769 INSURANCE HEALTH/WELFARE</b>
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<b>Object</b>	<b>Description</b>	<b>FROM</b>	<b>TO</b>
3401	HEALTH & WELFARE-CERTIFICATED	175,146.00	
3402	HEALTH & WELFARE-CLASSIFIED	65,701.00	
3409	Health Ins. Abate.-Classified		1,500.00
3701	RETIREE BENEFITS-CERTIFICATED	13,792.00	
3702	RETIREE BENEFITS-CLASSIFIED	19,479.00	
5800	PROF/CONS SERV & OPER EXPENSE		235.00
8600	LOCAL INCOME		116,831.00
9790	UNASSIGNED/UNAPPROPRIATED		389,214.00
<b>Subfund Total:</b>		<b>274,118.00</b>	<b>507,780.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, March 12, 2015.

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Secretary, Board of Trustees

The above adjustment was approved on the \_\_\_\_ day of \_\_\_\_\_, 200\_\_.

APPROVED: Superintendent of Schools, County of Orange: \_\_\_\_\_  
Deputy

# FOUNTAIN VALLEY SD

Reference #:

## Transfer of Funds

2015 33

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

<b>Fund: 0101 GENERAL FUND</b>
--------------------------------

<b>Object</b>	<b>Description</b>	<b>FROM</b>	<b>TO</b>
1100	TEACHERS' SALARIES	13,095.00	39,951.00
2100	INSTRUCTIONAL AIDES' SALARIES	380.00	8,137.00
2200	CLASSIFIED SUPPORT	2,700.00	8,460.00
2300	SUPERVISION AND ADMINSTRATOR	50,000.00	
2400	CLERICAL & OFFICE SALARIES	1,900.00	1,430.00
2900	OTHER CLASSIFIED SALARIES		400.00
3101	STRS-CERTIFICATED POSITIONS	50.00	2,292.00
3201	PERS-CERTIFICATED		272.00
3202	PERS-CLASSIFIED	6,004.00	1,610.00
3313	MEDICARE-CERTIFICATED		390.00
3314	MEDICARE-CLASSIFIED	739.00	212.00
3353	ARP-CERTIFICATED		78.00
3354	ALTERNATIVE RETIRE-CLASSIFIED		286.00
3355	OASDI-CERTIFICATED		37.00
3356	OASDI-CLASSIFIED	3,162.00	853.00
3501	SUI-CERTIFICATED		332.00
3502	SUI-CLASSIFIED	25.00	8.00
3601	WORKERS'COMP-CERTIFICATED		290.00
3602	WORKERS'COMP-CLASSIFIED	1,153.00	327.00
3701	RETIREE BENEFITS-CERTIFICATED		20,000.00
3702	RETIREE BENEFITS-CLASSIFIED		5,866.00
4300	MATERIALS & SUPPLIES	21,405.00	25,887.00
4400	NONCAPITALIZATION EQUIPMENT		80,875.00
5200	TRAVEL & CONFERENCES	487.00	11,611.00
5500	OPERATIONS & HOUSEKEEPNG SVCS		35.00
5600	RENTAL,LEASE,REPAIR & NON CAP		48,901.00
5800	PROF/CONS SERV & OPER EXPENSE	154,561.00	57,374.00
5900	COMMUNICATIONS		4.00
9740	RESTRICTED BALANCE	27,245.00	
9790	UNASSIGNED/UNAPPROPRIATED	35,718.00	2,706.00

# FOUNTAIN VALLEY SD

Reference #:

## Transfer of Funds

2015 33

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

**Fund: 0101 GENERAL FUND**

<b>Object</b>	<b>Description</b>	<b>FROM</b>	<b>TO</b>
<b>Subfund Total:</b>		<b>318,624.00</b>	<b>318,624.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, March 12, 2015.

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

2015 34

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

### Fund: 1212 CHILD DEVELOPMENT

Object	Description	FROM	TO
1300	SUPERVISION AND ADMINISTRATORS		8,674.00
2100	INSTRUCTIONAL AIDES' SALARIES	450.00	16,423.00
3102	STRS-CLASSIFIED		50.00
3202	PERS-CLASSIFIED		1,880.00
3313	MEDICARE-CERTIFICATED		126.00
3314	MEDICARE-CLASSIFIED		232.00
3354	ALTERNATIVE RETIRE-CLASSIFIED		208.00
3356	OASDI-CLASSIFIED		990.00
3501	SUI-CERTIFICATED		4.00
3502	SUI-CLASSIFIED		8.00
3601	WORKERS'COMP-CERTIFICATED		196.00
3602	WORKERS'COMP-CLASSIFIED		361.00
5800	PROF/CONS SERV & OPER EXPENSE	28,702.00	
<b>Subfund Total:</b>		<b>29,152.00</b>	<b>29,152.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, March 12, 2015.

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Secretary, Board of Trustees

The above transfer was approved on the \_\_\_\_\_ day of \_\_\_\_\_, 200\_\_\_\_.

APPROVED: Superintendent of Schools, County of Orange: \_\_\_\_\_  
Deputy



# FOUNTAIN VALLEY SCHOOL DISTRICT

10055 Slater Ave. • Fountain Valley, CA 92708 • 714.843.3200 • [www.fvsd.k12.ca.us](http://www.fvsd.k12.ca.us)

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## MEMORANDUM

**TO:** Mark Johnson, Ed.D., Superintendent

**FROM:** Cara Robinson, Director, Support Services

**SUBJECT:** **Revision to Board Policy 5131.2 Bullying (Second Reading and Adoption)**

**DATE:** March 5, 2015 – for March 12, 2015 Board Meeting

---

### **BACKGROUND INFORMATION:**

In the continued effort to maintain a set of current Board Policies, it is necessary to bring certain policies to the Board of Trustees for revision due to changes in Education Code or statute. The District is informed of such changes by the California School Boards Association or Orange County Department of Education through alerts to districts regarding mandated changes.

Board Policy 5131.2 has been updated to include updates as they pertain to the definitions we use when establish clearly defined incidents of bullying as well as changes that highlight the variety of strategies and interventions we use when dealing with students who bully.

Board Policy 5131.2 was presented to the Board at the February 19<sup>th</sup> meeting for first reading.

### **RECOMMENDATION**

It is recommended that revisions to Board Policy 5131.2 Bullying be approved for second reading and adoption, with necessary changes as indicated by the Board of Trustees.

**BULLYING**

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

*(cf. 5131 - Conduct)*

*(cf. 5136 - Gangs)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

**Definitions**

1. *Bullying* means any severe or pervasive physical or verbal act or conduction, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
  - (a) Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
  - (b) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - (c) Causing a reasonable student to experience substantial interference with his or her academic performance.
  - (d) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
2. *Cyberbullying* means the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

**BULLYING**

(cf. 5145.2 - Freedom of Speech/Expression)

While not an exhaustive list, examples of bullying/cyberbullying might include:

- Direct physical contact, such as hitting or shoving;
  - Threats to harm another person;
  - Oral or written assaults, such as teasing or name-calling;
  - Social isolation or manipulation;
  - Posting harassing messages, direct threats, social cruelty or other harmful texts, sounds, or images on the Internet, including social networking sites;
  - Posting or sharing false or defamatory information about another person;
  - Posting or sharing information about another person that is private;
  - Pretending to be another person on a social networking site or other electronic communication in order to damage that person's reputation or friendships;
  - Posting or sharing photographs of other people without their permission;
  - Spreading hurtful or demeaning materials created by another person (e.g. forwarding offensive emails or text messages); and
  - Retaliating against someone for complaining that they have been bullied.
3. *Electronic act* means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager.
4. *Reasonable student* means a student, including, but not limited to, a student with disabilities, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her disabilities.

The district prohibits all forms of bullying and cyberbullying as defined in this policy. This includes, but is not limited to, discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 234.1(a); 48900(r))

(cf. 0410 – Nondiscrimination in District Programs or Activities)

(cf. 5145.7 – Sexual Harassment)

In addition, the district prohibits retaliation against complainants.

## **BULLYING**

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 6020 - Parent Involvement)*

### **Bullying Prevention**

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

### **Intervention**

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.



**BULLYING**

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

**Complaints and Investigation**

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 1312.3- Uniform Complaint Procedures.

The identity of a complainant alleging discrimination, harassment, or bullying shall remain confidential as appropriate within the dual contexts of the district's legal obligation to ensure a learning environment free from discrimination, harassment, intimidation, and bullying, and the right of the accused to be informed of the allegations. Some level of disclosure may be necessary to ensure a complete and fair investigation, although the district will comply with requests for confidentiality to the extent possible.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service to bully or harass another student, the Superintendent or designee shall file a request with the networking site or service to suspend privileges of the student and to have the material removed

**Discipline**

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district

**BULLYING**

policies and regulations.

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

*(cf. 5144 - Discipline)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*

*Legal Reference:*

EDUCATION CODE

*200-262.4 Prohibition of discrimination*

*32282 Comprehensive safety plan*

*35181 Governing board policy on responsibilities of students*

*35291-35291.5 Rules*

*48900-48925 Suspension or expulsion*

*48985 Translation of notices*

PENAL CODE

*647 Use of camera or other instrument to invade person's privacy; misdemeanor*

*647.7 Use of camera or other instrument to invade person's privacy; punishment*

*653.2 Electronic communication devices, threats to safety*

UNITED STATES CODE, TITLE 47

*254 Universal service discounts (e-rate)*

COURT DECISIONS

*J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094*

*Lavine v. Blaine School District, (2002) 279 F.3d 719*

Board meeting of March 12, 2015

SO 2014-15/B15-8  
Fountain Valley School District  
Superintendent's Office

MEMORANDUM

TO: Board of Trustees  
FROM: Mark Johnson, Ed.D., Superintendent  
SUBJECT: **Revisions to Board Policy 1340 Access to District Records (Second Reading and Adoption)**  
DATE: March 5, 2015

---

**Background:**

In the continued effort to maintain a set of current Board Policies, it is necessary to bring certain policies to the Board of Trustees for revision due to changes in Education Code or statute. The District is informed of such changes by the California School Boards Association or Orange County Department of Education through alerts to districts regarding mandated changes.

Board Policy 1340 was updated to clarify that requests to inspect copies of public records must be made in writing. In addition, the charge for copies has been increased to \$0.25 per page, reflecting the increased cost of materials and staff time.

Board Policy 1340 was presented to the Board for first reading at the October 16, 2014 meeting.

**Recommendation:**

It is recommended that revisions to Board Policy 1340 Access to District Records be approved for second reading and adoption, with necessary changes as indicated by the Board of Trustees.

/rl

**ACCESS TO DISTRICT RECORDS**

The Governing Board recognizes the right of citizens to have access to public records of the district. Public records may be inspected during the regular office hours of the district. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance. Members of the public are encouraged to make an appointment to inspect public records.

Requests to inspect a copy of public records must be made in writing. Members of the public are encouraged to make requests to inspect or obtain copies of public records in writing.

Written requests for public records should include contact information (name, address or telephone #) of the requester. Written requests to inspect or copy public records may be made to the Superintendent's office, 10055 Slater Avenue, Fountain Valley, 92708. (Phone: 714-843-3255) Requests should be specific, focused and not interfere with the ordinary business operations of the school district.

For copies of certain public documents, Fountain Valley School District shall make every effort to comply with the request within a 10-day period following the original request. If the request requires review of numerous records, a mutually agreeable time shall be established for the document inspection. The Fountain Valley School District shall determine within 10 days from receipt of the request if the request, in whole or in part, is for records which are legally disclosable.

The district may charge for copies of public records or other materials requested by individuals or groups. The charge, based on actual costs of duplication, shall be determined by the Superintendent or designee and is currently designated to be 25 cents per page.

Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act or other statutes.

- (cf. [3553](#) - Free and Reduced Price Meals)*
- (cf. [4112.6/4212.6/4312.6](#) - Personnel Files)*
- (cf. [4112.62/4212.62/4312.62](#) - Maintenance of Criminal Offender Records)*
- (cf. [4119.23/4219.23/4319.23](#) - Unauthorized Release of Confidential/Privileged Information)*
- (cf. [5020](#) - Parent Rights and Responsibilities)*
- (cf. [5125](#) - Student Records)*
- (cf. [5125.1](#) - Release of Directory Information)*
- (cf. [6162.5](#) - Student Assessment)*
- (cf. [9011](#) - Disclosure of Confidential/Privileged Information)*
- (cf. [9321](#) - Closed Session Purposes and Agendas)*

**ACCESS TO DISTRICT RECORDS** (continued)

*Legal Reference:*

**EDUCATION CODE**

[35145](#) *Public meetings*

[35170](#) *Authority to secure copyrights*

[35250](#) *Duty to keep certain records and reports*

[42103](#) *Publication of proposed budget; hearing*

[44031](#) *Personnel file contents and inspections*

[44839](#) *Medical certificates; periodic medical examination (re access to medical certificate in personnel file)*

[49060-49079](#) *Pupil records*

[49091.10](#) *Parental review of curriculum and instruction*

[52015](#) *Ongoing evaluation and modification of school improvement plans*

[52015.5](#) *Availability of information required by EC 52015(g)*

[52850](#) *Applicability of article (School-based Program Coordination Plan availability)*

[54722](#) *Application of article (Motivation and maintenance program Plan availability)*

**GOVERNMENT CODE**

[3547](#) *Proposals relating to representation*

[6250-6270](#) *California Public Records Act*

[53262](#) *Employment contracts*

[54957.2](#) *Minute book record of closed sessions*

[54957.5](#) *Agendas and other writings distributed for discussion or consideration*

[81008](#) *Public records; inspection and reproduction*

**CODE OF REGULATIONS, TITLE 5**

[430-438](#) *Individual pupil records*

**COURT DECISIONS**

*Fairley v. Superior Court, 66 Cal.App. 4th 1414 (1998)*

*North County Parents Organization for Children with Special Needs v. Department of Education, 23 Cal.App. 4th 144 (1994)*

**ATTORNEY GENERAL OPINIONS**

*71 Ops.Cal.Atty.Gen. 235 (1988)*

*64 Ops.Cal.Atty.Gen 186 (1981)*

**ACCESS TO DISTRICT RECORDS****Records Open to the Public**

Public records include any writing containing information relating to the conduct of the district's business prepared, owned, used or retained by the district regardless of physical form or characteristics. Writing means any handwriting, typewriting, printing, photostating, photographing, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored. (*Government Code* [6252](#)) Records to which the public shall have access during normal business hours include but are not limited to:

1. The proposed and approved budgets. (*Government Code* 6252, *Education Code* 42103)
2. Statistical compilations. (*Government Code* 6252)
3. Reports and memoranda. (*Government Code* 6252)
4. Notices and bulletins. (*Government Code* 6252)
5. Minutes of public meetings. (*Government Code* 6252)
6. Meeting agendas. (*Government Code* 6252, 54957.5)
7. Official communications between governmental branches. (*Government Code* 6252)
8. School-based program plans. (*Education Code* 52850, 54722)
9. Information and data relevant to the evaluation and modification of school improvement plans. (*Education Code* 52015.5)
10. Initial proposals of exclusive employee representatives and of the district. (*Government Code* 3547)
11. Tort claims filed against the district and records pertaining to pending litigation which predate the filing of the litigation, unless protected by some other provision of law (*Government Code* [6254.25](#); *Fairley v. Superior Court*; 71 *Ops.Cal.Atty.Gen.* 235 (1988))

(*cf.* [3320](#) - *Claims and Actions Against the District*)

12. Statements of economic interests required by the Conflict of Interest Code (*Government Code* [81008](#))(*cf.* [9270](#) - *Conflict of Interest*)

**ACCESS TO DISTRICT RECORDS (cont.)**

13. Contracts of employment and settlement agreements (Government Code [53262](#))

(cf. [4117.5/4217.5/4317.5](#) - Termination Agreements)

(cf. [4141/4241](#) - Collective Bargaining Agreement)

**Confidential Records**

Records to which the general public shall not have access include but are not limited to:

1. Preliminary drafts, notes, interdistrict or intradistrict memoranda which are not retained by the district in the ordinary course of business, provided that the public interest in withholding these records clearly outweighs the public interest in disclosure (Government Code [6254](#))

(cf. [4119.23/4219.23/4319.23](#) - Unauthorized Release of Confidential/Privileged Information)

(cf. [9011](#) - Disclosure of Confidential/Privileged Information)

2. Records specifically prepared for litigation to which the district is a party or to claims made pursuant to the Tort Claims Act, until the pending litigation or claim has been finally adjudicated or otherwise settled, unless the records are protected by some other provision of law (Government Code [6254](#); Fairley v. Superior Court; 71 Ops.Cal.Atty.Gen. 235 (1988))
3. Personnel records, medical records, student records, personal correspondence, or similar materials the disclosure of which would constitute an unwarranted invasion of personal privacy. (Government Code 6254)

The home addresses and home telephone numbers of employees may be disclosed only as follows:

- a. To an agent or a family member of the individual to whom the information pertains.
- b. To an officer or employee of a state agency or another school district or county office of education when necessary for the performance of its official duties.
- c. To an employee organization pursuant to regulations and decisions of the Public Employment Relations Board, unless the employee performs law enforcement-related functions or requests in writing that the information not be disclosed. (Government Code 6254.3)
- d. To an agent or employee of a health benefit plan providing health services or administering claims for health services to district employees and their enrolled dependents, for the purpose of providing the health services or administering claims for employees and their enrolled dependents. (Government Code 6254.3)

**ACCESS TO DISTRICT RECORDS (cont.)**

4. Test questions, scoring keys and other examination data except as provided by law. (Government Code 6254)

*(cf. [6162.5](#) - Student Assessment)*

*(cf. [6162.51](#) - Standardized Testing and Reporting Program)*

5. Without affecting the law of eminent domain, the contents of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the district relative to the acquisition of property, or to prospective public supply and construction contracts, until all of the property has been acquired or all of the contract agreement obtained (Government Code [6254](#))

6. Information required from any taxpayer in connection with the collection of local taxes that is received in confidence and the disclosure of the information to other persons would result in unfair competitive disadvantage to the person supplying the information (Government Code [6254](#))

7. Library circulation records kept for the purpose of identifying the borrower of items available in the library (Government Code [6254](#))

*(cf. [6163.1](#) - Library Media Centers)*

8. Records for which the disclosure is exempted or prohibited pursuant to state or federal law, including, but not limited to, provisions of the Evidence Code relating to privilege (Government Code [6254](#))

9. Documents prepared by the district to assess its vulnerability to terrorist attack or other criminal acts intended to disrupt district operations and that is for distribution or consideration in closed session (Government Code [6254](#))

*(cf. [3516](#) - Emergencies and Disaster Preparedness Plan)*

10. Recall petitions or petitions for the reorganization of school districts (Government Code [6253.5](#))

11. Minutes of Board meetings held in closed session (Government Code [54957.2](#))

*(cf. [9321](#) - Closed Session Purposes and Agendas)*

12. Computer software developed by the district (Government Code [6254.9](#))



**ACCESS TO DISTRICT RECORDS (cont.)**

13. Written instructional textbooks or other materials for which providing a copy would infringe a copyright or would constitute an unreasonable burden on the operation of the district (65 Ops.Cal.Atty.Gen. 185 (1981))

(*cf.* [5020](#) - *Parent Rights and Responsibilities*)

14. Any other records listed as exempt from public disclosure in the California Public Records Act or other statutes

**Requests for Copies**

Public records are open to inspection at all times during district office hours. Any reasonably segregable portion of a record shall be made available for inspection by every person requesting the record after deletion of the portions that are exempted by law. (Government Code [6253](#))

Every person may request a copy of any district record open to the public and not exempt from disclosure. (Government Code [6253](#)) Copies shall be furnished at a per page cost of 25 cents per page. Written requests to waive the fee shall be submitted to the Superintendent or designee.

Within 10 days of receiving a written request for a copy of records, the Superintendent or designee shall determine whether the request seeks copies of disclosable public records in the district's possession. The Superintendent or designee shall promptly inform the person making the request of his/her determination and the reasons for the decision. (Government Code [6253](#))

In unusual circumstances, the Superintendent or designee may extend the 10-day limit for up to 14 days by providing written notice to the requester and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request: (Government Code [6253](#))

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request
2. The need to search for, collect and appropriately examine a voluminous amount of separate and distinct records which are demanded in a single request
3. The need for consultation, which shall be conducted with all practicable speed, with another agency having a substantial interest in the determination of the request or among two or more components of the district having substantial subject matter interest therein

**ACCESS TO DISTRICT RECORDS (continued)**

4. The need to compile data, to write programming language or a computer program, or to construct a computer report to extract data

If the Superintendent or designee determines that the request seeks disclosable public records, the determination shall state the estimated date and time when the records will be made available. (Government Code [6253](#))

Upon request for a copy that reasonably describes an identifiable record, an exact copy shall be promptly provided unless it is impracticable to do so. (Government Code [6253](#))

If any person requests a public record be provided in an electronic format, the district shall make that record available in any electronic format in which it holds the information. The district shall provide a copy of the electronic record in the format requested as long as the requested format is one that has been used by the district to create copies for its own use or for use by other agencies. (Government Code [6253.9](#))

The cost of duplicating an electronic record shall be limited to the direct cost of producing a copy of the record in electronic format. However, the requester shall bear the cost of producing the copy of the electronic record, including the cost to construct the record and the cost of programming and computer services necessary to produce the copy, under the following circumstances: (Government Code [6253.9](#))

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals
2. The request would require data compilation, extraction, or programming to produce the record

**Assistance in Identifying Requested Records**

If the Superintendent or designee denies a request for disclosable records, he/she shall assist the requester in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Superintendent or designee shall do all of the following: (Government Code [6253.1](#))

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

If after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the Superintendent or designee is still unable to identify the information, this requirement will be deemed satisfied.

**ACCESS TO DISTRICT RECORDS (continued)**

2. Describe the information technology and physical location in which the records exist
3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

Regulation  
approved:

**FOUNTAIN VALLEY ELEMENTARY SCHOOL DISTRICT**  
Fountain Valley, California

Fountain Valley School District  
**BUSINESS SERVICES DIVISION**  
DFS/14-15 - 92

MEMORANDUM

TO: Christine Fullerton, Assistant Superintendent, Business Services  
FROM: Scott R. Martin, Director, Fiscal Services  
SUBJECT: **Annual Renewal of Contracts with Orange County Department of Education**  
DATE: March 02, 2015

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**Background**

***Internet Access Agreement # 40342- Amendment 1***

The Orange County Department of Education (OCDE) provides internet access to the District at no cost through the California K-12 High Speed Internet Program. Amendment 1 to the agreement with OCDE is an annual update to the term of the agreement to cover the 2015-16 year. This agreement is contingent upon OCDE's receipt of a no charge invoice from the California K-12 High Speed Network program, which is expected. The District will be notified in writing should OCDE no longer receive Internet access at no charge. The District would then have the option to pay an invoiced amount or terminate this agreement at the District's discretion.

***Network Support Services Agreement # 41414***

OCDE also provides network support to the District for various applications such as payroll services. The cost of network support during the 2015-16 year is not to exceed \$1,750.00 (an increase of \$250), final costs will be based upon actual usage. This contract is renewed annually with OCDE.

**Recommendation**

It is recommended that the Board of Trustees approve Agreement Number 40342 – Amendment 1, “Internet Access Agreement” and Agreement 41414 “Network Support Services” with the Orange County Department of Education and authorize the Superintendent or designee to sign all documents.

2 AMENDMENT 1  
3 2015 - 2016  
4 INTERNET NETWORK SUPPORT SERVICES AGREEMENT  
5 FOUNTAIN VALLEY SCHOOL DISTRICT

6 The Internet Network Support Services Agreement, hereinafter  
7 referred to as AGREEMENT, entered into by and between the Orange  
8 County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa,  
9 California 92626, hereinafter referred to as SUPERINTENDENT, and  
10 Fountain Valley School District, 10055 Slater Avenue, Fountain  
11 Valley, California 92708, hereinafter referred to as DISTRICT, is  
12 hereby amended as follows:

13 1.0 Section 2.0 TERM shall be amended to read as follows: This  
14 AGREEMENT shall be in full force and effect for the period  
15 commencing July 1, 2015, and ending on June 30, 2016, subject to  
16 termination as set forth in this AGREEMENT.

17 2.0 Except as expressly herein amended, said AGREEMENT shall in all  
18 respects be and remain in full force and effect.

19  
20 [THIS SECTION INTENTIONALLY LEFT BLANK.]  
21  
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25

1 IN WITNESS WHEREOF, the Parties hereto set their hands.

2 DISTRICT: FOUNTAIN VALLEY SCHOOL DISTRICT ORANGE COUNTY SUPERINTENDENT  
3 OF SCHOOLS

4 BY: \_\_\_\_\_  
Authorized Signature

BY: Patricia McCaughey  
Authorized Signature

5 PRINTED NAME: \_\_\_\_\_

PRINTED NAME: Patricia McCaughey

6 TITLE: \_\_\_\_\_

TITLE: Coordinator

7 DATE: \_\_\_\_\_

DATE: January 27, 2015

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FVSD-Internet-Amend1 (40342)  
ZIP12

2 2015-2016  
3 NETWORK SUPPORT SERVICES AGREEMENT  
4 FOUNTAIN VALLEY SCHOOL DISTRICT

5 This Network Support Services Agreement is hereby entered  
6 into this 9<sup>th</sup> day of January, 2015, by and between the Orange County  
7 Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California  
8 92626, hereinafter referred to as SUPERINTEDENT, and Fountain Valley  
9 School District, 10055 Slater Avenue, Fountain Valley, California  
10 92708, hereinafter referred to as DISTRICT. SUPERINTENDENT and  
11 DISTRICT shall be collectively referred to as the Parties.

12 Now, THEREFORE, the Parties hereto mutually agree as  
13 follows:

14 1.0 BASIS OF AGREEMENT. Provide network support services for data  
15 connectivity and support to school districts within Orange  
16 County in accordance with the terms and conditions set forth  
17 in this AGREEMENT.

18 2.0 NETWORK SUPPORT. SUPERINTENDENT agrees to provide DISTRICT  
19 access to applications via the SUPERINTENDENT'S network  
20 utilized by the SUPERINTENDENT. Applications services shall  
21 include access to the following:

- 22 1. Payroll Services
- 23 2. Financial (Separate contract required)
- 24 3. Human Resources (Separate contract required)
- 25 4. Time and Attendance (Separate contract required)
5. Imaging (Separate contract required)
6. Data Center Site Services (Separate contract required)

1 7. Cloud Storage

2 8. Email Archiving

3 3.0 TERM. This AGREEMENT shall be in full force and effect for  
4 the period commencing July 1, 2015, and ending on June 30, 2016,  
5 subject to termination as set forth in this AGREEMENT.

6 4.0 PAYMENT. DISTRICT agrees to pay SUPERINTEDENT for services  
7 rendered pursuant to Section 2.0 of this AGREEMENT a total amount  
8 not to exceed One thousand seven hundred fifty dollars (\$1,750). The  
9 charges are based on the actual expenses incurred by SUPERINTENDENT  
10 in supporting the connectivity between DISTRICT and SUPERINTENDENT  
11 through the telephone companies, Internet service providers, and  
12 vendors providing equipment, lines and services. DISTRICT shall be  
13 notified in writing of any increase in charges incurred by  
14 SUPERINTENDENT in supporting the network. DISTRICT agrees to pay  
15 SUPERINTENDENT the actual charges within thirty (30) days upon  
16 receipt of an itemized invoice in triplicate from the  
17 SUPERINTENDENT. Charges per year shall be as follows:

<u>ITEM#</u>	<u>COST</u>	<u>DESCRIPTION OF SERVICE/SUPPORT</u>
<b><u>ANNUAL FEES</u></b>		
1.	<u>\$ 1,750.00</u>	Annual data circuit network management.
2.	<u>\$ 0.00</u>	Cloud Storage
3.	<u>\$ 0.00</u>	Email archiving/storage per terabyte.
4.	<u>\$ 0.00</u>	Email archiving/administration per terabyte
<b>TOTAL FEES:</b>		<b><u>\$1,750.00</u></b>

24 5.0 TECHNICAL SUPPORT. DISTRICT shall be entitled to ongoing  
25 technical support and assistance on SUPERINTENDENT'S Network between



1 the DISTRICT and SUPERINTENDENT, provided however, that the  
2 availability or performance of this technical support service shall  
3 not be construed as altering or affecting SUPERINTENDENT'S  
4 obligations as set forth in this AGREEMENT. SUPERINTENDENT'S  
5 technical support via telephone shall be provided to DISTRICT  
6 without charge Monday through Friday from 7:00 A.M. - 5:00 P.M.,  
7 excluding SUPERINTENDENT'S holidays.

8 6.0 TRAINING. SUPERINTENDENT will provide, at no additional  
9 charge, such assistance and advice, if requested, as may be  
10 necessary to assist DISTRICT personnel in the use and operation of  
11 the equipment installed by SUPERINTENDENT to enable DISTRICT to make  
12 optimum use of the network services Monday through Friday from 7:00  
13 A.M. - 5:00 P.M. excluding SUPERINTENDENT'S holidays.

14 7.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT is and at all times  
15 shall be an independent contractor and shall be wholly responsible  
16 for the manner in which the services required by the terms of this  
17 AGREEMENT are performed. Nothing herein contained shall be  
18 construed as creating the relationship of employer and employee, or  
19 principal and agent, between SUPERINTEDENT and DISTRICT.  
20 SUPERINTENDENT assumes the responsibility for the acts of its  
21 employees or agents as they relate to the services to be provided.  
22 SUPERINTENDENT, its officers, agents, and employees, shall not be  
23 entitled to any rights, and/or privileges of DISTRICT'S employees  
24 and shall not be considered in any manner to be DISTRICT'S  
25 employees.

1 8.0 HOLD HARMLESS.

2 A. SUPERINTENDENT hereby agrees to indemnify, defend, and  
3 hold harmless DISTRICT, its Governing Board, officers, agents, and  
4 employees from every claim or demand and every liability loss,  
5 damage, or expense of any nature whatsoever which may be incurred by  
6 reason of any negligent acts or omissions of employees, agents or  
7 officers of SUPERINTENDENT or the Orange County Board of Education  
8 during the period of this AGREEMENT.

9 B. DISTRICT hereby agrees to indemnify, defend, and hold  
10 harmless SUPERINTENDENT, the Orange County Board of Education, and  
11 its officers, agents, and employees from every claim or demand and  
12 every liability, loss, damage, or expense of any nature whatsoever  
13 which may be incurred by reason of any negligent acts or omissions  
14 of employees, agents or officers of DISTRICT during the period of  
15 this AGREEMENT.

16 9.0 NON-DISCRIMINATION. SUPERINTENDENT and DISTRICT agree that  
17 they will not engage in unlawful discrimination of persons because  
18 of race, color, religious creed, national origin, ancestry, physical  
19 handicap, medical condition, marital status, or sex of such persons.

20 10.0 APPLICABLE LAW. The services completed herein must meet the  
21 approval of the DISTRICT's general right of inspection to secure the  
22 satisfactory completion thereof. SUPERINTENDENT and DISTRICT agree  
23 to comply with all federal, state and local laws, rules, regulations  
24 and ordinances that are now or may in the future become applicable  
25 to SUPERINTENDENT or DISTRICT'S business, equipment and personnel

1 engaged in operations covered by this AGREEMENT or occurring out of  
2 the performance of such operations.

3 11.0 ASSIGNMENT. Neither party shall subcontract or assign this  
4 AGREEMENT or the performance of any of the services set forth in  
5 this AGREEMENT without prior written approval of the non-assigning  
6 party.

7 12.0 TERMINATION. This AGREEMENT may be terminated by  
8 SUPERINTENDENT or DISTRICT with or without cause, upon the giving of  
9 sixty (60) days prior written notice to the other party.

10 13.0 TOBACCO USE POLICY. In the interest of public health, the  
11 SUPERINTENDENT provides a tobacco-free environment. Smoking or the  
12 use of any tobacco products are prohibited in buildings and  
13 vehicles, and on any property owned, leased or contracted for by the  
14 SUPERINTENDENT. Failure to abide with conditions of this policy  
15 could result in the termination of this AGREEMENT.

16 14.0 NOTICES. All notices or demands to be given under this  
17 AGREEMENT by either party to the other shall be in writing and given  
18 either by: i) Personal service, or ii) U.S. Mail, mailed either by  
19 registered or certified mail, return receipt requested, with postage  
20 prepaid. Service shall be considered given when received if  
21 personally served or, if mailed, on the third (3rd) day after  
22 deposit in any U.S. Post Office. The address to which notices or  
23 demands may be given by either party may be changed by written  
24 notice given in accordance with the notice provisions of this  
25 section. As of the date of this AGREEMENT the addresses of the  
parties are as follows:

1 DISTRICT: Fountain Valley School District  
2 10055 Slater Avenue  
3 Fountain Valley, California 92708  
4 Attn: \_\_\_\_\_

5 SUPERINTENDENT: Orange County Superintendent of Schools  
6 200 Kalmus Drive  
7 Costa Mesa, California 92626  
8 Attn: Patricia McCaughey

9 15.0 SEVERABILITY. If any term, condition or provision of this  
10 AGREEMENT is held by a court of competent jurisdiction to be  
11 invalid, void, or unenforceable, the remaining provisions will  
12 nevertheless continue in full force and effect and shall not be  
13 affected, impaired or invalidated in any way.

14 16.0 GOVERNING LAW. The terms and conditions of this AGREEMENT  
15 shall be governed by the laws of the State of California, with venue  
16 in Orange County, California.

17 17.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits  
18 attached hereto constitute the entire AGREEMENT between  
19 SUPERINTENDENT and DISTRICT regarding the services and any agreement  
20 made shall be ineffective to modify this AGREEMENT in whole or in  
21 part unless such agreement is embodied in an Amendment to this  
22 AGREEMENT which has been signed by both Parties. This AGREEMENT  
23 supersedes all prior negotiations, understandings, representations  
24 and agreements.

25 ///

///

1 IN WITNESS WHEREOF, the Parties hereto have caused this  
2 AGREEMENT to be executed.

3 DISTRICT: FOUNTAIN VALLEY SCHOOL DISTRICT ORANGE COUNTY SUPERINTENDENT  
4 OF SCHOOLS

5 BY: \_\_\_\_\_ BY: Patricia McCaughey  
Authorized Signature Authorized Signature

6 PRINT NAME: \_\_\_\_\_ PRINT NAME: Patricia McCaughey

7 TITLE: \_\_\_\_\_ TITLE: Coordinator

8 DATE: \_\_\_\_\_ DATE: January 20, 2015

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FVSD\_Network Support Services-Intra(41414) 2016  
ZIP12



# FOUNTAIN VALLEY SCHOOL DISTRICT

10055 Slater Ave. • Fountain Valley, CA 92708 • 714.843.3200 • www.fvsd.k12.ca.us

## Memorandum

TO: Anne Silavs, Assistant Superintendent, Instruction

FROM: Cara Robinson, Director, Support Services

SUBJECT: **Approval of the 2015 Special Education Extended School Year Program and August Program**

DATE: March 2, 2015 – for the March 12, 2015 Board Meeting

---

### **BACKGROUND**

The Extended School Year Program provides students eligible for special education services with educational services for the following reason:

- A child suffers an inordinate or disproportionate degree of regression during the portion of the year in which the customary 180 day school year is not in session; and
- It takes an inordinate or unacceptable length of time for a child to recoup those lost skills (academic, emotional, or behavioral) upon returning to school

The following is the 2015 Fountain Valley School District Extended School Year plan:

June 17th (Wednesday)	Last day of 2014-2015 School Year for students
June 19 <sup>th</sup> (Friday)	Preparation day for Special Education Extended School Year teachers and voluntary staff meeting (non-paid teacher planning day)
June 22 <sup>nd</sup> – July 17 <sup>th</sup>	Extended School Year Program for Special Education students to be held at Plavan Elementary School. <b><u>Friday, July 3<sup>rd</sup> will be a student holiday.</u></b>  Staffing of Credentialed and Classified Employees for Classes taught from Preschool to Grade 7.  <u>Additional Support Staff:</u> Speech and Language Pathologists (2) APE Specialist School Psychologist District Nurse
August 3 <sup>rd</sup> – 13 <sup>th</sup>	August Program – Monday through Thursday DTT skills for small group of students (4 days per week for a total of 8 days) Held at Newland Elementary School

### **RECOMMENDATION**

It is recommended that the Board of Trustees approve the Extended School Year Program at Plavan Elementary School and August Program at Newland Elementary School.



# FOUNTAIN VALLEY SCHOOL DISTRICT

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10055 Slater Ave. • Fountain Valley, CA 92708 • 714.843.3200 • [www.fvsd.k12.ca.us](http://www.fvsd.k12.ca.us)

TO: Dr. Mark Johnson, Superintendent

FROM: Cara Robinson, Director Support Services

RE: **UPDATE TO DISTRICT PLAN FOR PROVIDING EDUCATIONAL SERVICES FOR EXPELLED STUDENTS**

DATE: February 6, 2015 – For Board Meeting March 12, 2015

---

## **Background:**

Every three years, school districts must update their district plan that provides education services for all expelled students within the county. All school districts in Orange County each have developed their own plan utilizing a model created by the Orange County Department of Education (Countywide Expulsion Plan).

The Fountain Valley School District has updated its plan, which was last approved by the Board in 2012.

## **Recommendation:**

It is recommended that the Board of Trustees approve the updated 2015-2018 “Plan for Providing Educational Services to all Expelled Students in Orange County”, which follows the Countywide Expulsion plan developed with the Orange County Department of Education.

# PLAN FOR PROVIDING EDUCATIONAL SERVICES TO ALL EXPELLED STUDENTS IN FOUNTAIN VALLEY SCHOOL

## General Provisions

As required by Education Code 48926, the Orange County Superintendent of Schools has developed an expulsion plan in conjunction with the Superintendents of the school districts in Orange County. The plan provides for educational services to all expelled students in the county for school years 2015-16, 2016-17 and 2017-18. A student whose behavior has resulted in an expulsion is provided a rehabilitation plan which ensures placement in an educational program and establishes the criteria for return to the Fountain Valley School District. All educational alternatives provided by Orange County school districts are not available to all expelled students. The type of offense, location of offense, grade level and nature of the student's individualized needs; all have the potential to affect the educational alternatives available to the student during the period of expulsion. Students expelled for any of the offenses listed in subdivision (a) or (c) of Section 48915 of the California Education Code shall not be permitted to enroll in any district-operated program during the period of expulsion unless it is a community day school (E.C. 48915.2).

As indicated in the Orange County Expulsion plan, the options available to Fountain Valley School District after an expulsion decision include, but are not limited to the following:

1. Expulsion, suspended order, with placement on the same school campus [E.C. 48917 (a)].
2. Expulsion, suspended order, with placement on a different school campus within the district [E.C.48917 (a)].
3. Expulsion with referral to a district alternative suspension/expulsion classroom, if available (E.C. 48660).
4. Expulsion with subsequent transfer to another district.
5. Expulsion with referral to the Orange County Department of Education, Alternative, Community and Correctional Education Schools and Services (ACCESS) (E.C. 1981).

## INSERT ANY OTHER DISTRICT SPECIFIC ALTERNATIVES

Actual referral to a district alternative suspension/expulsion classroom or county community school is made by the Fountain Valley School District governing board with recommendations from the [REVISE CONSISTENT WITH SPECIFIC PRACTICES] district discipline review board, School Attendance Review Board (SARB), or by another established district referral process as required by statute.

District activities relating to the prevention of expulsions are outlined in the following chart:



## Fountain Valley School District Prevention Activities

Title of Activity	Description of Activity	Grade Level
Behavior Assemblies	Explanation of school rules and policies to students	K-8
Second Step Lessons	Universal classroom program	K-6
Parent Notification and Rights	Start of the year communication regarding policies	K-8
Positive Behavioral Support (PBIS)	Districtwide behavior management program	K-5
Student Study Teams	Meetings designed to address the needs of students and provide interventions and supports	K-8
Middle School Counseling	Group and individual counseling services on campus	6-8
Parent Education	Parent nights and classes	K-8
Restorative Practices	Conferences to Intake students back at site after disciplinary action.	6-8
SARB School Attendance Review Board	Meetings to support student attendance and student behavior through parent communication and student contracts.	2-8
In-House Suspension/Saturday School/Alternatives to Suspension	Keeping students in instruction and on-campus as a primary preference to disciplinary action	K-8
Peer Assistance Leadership (PAL)	Student leadership that focuses on increasing student engagement/school climate and anti-drug awareness/conflict mediation	6-8
Tutoring	Intervention designed to support SST process	K-8
Check-in Check out	Daily check in for at-risk middle school students needing encouragement and homework check	6-8
Red Ribbon Week	Week of anti-tobacco focus	K-8
Homework Clubs	After school club designed to support students' academic achievement	6-8
Automatic Telephone Notification	Parent Link communication system for absenteeism, safety and community outreach communication	K-8
Brief Intervention	Counseling program directly related to substance abuse alternative to out-of-school suspension	6-8

When students violate discipline policies or standards of behavior at the school site, fair and consistent disciplinary steps are taken to address the issues. In some instances it may be necessary to suspend or expel a student from regular classroom instruction. Attached are Board Policies outlining suspension and expulsion guidelines in the Fountain Valley School District:

- Discipline: Board Policy 5144 / Administrative Regulations 5144 (a-c)
- Suspension and Expulsion Due Process: Board Policy 5144.1 (a-d)/ Administrative Regulations 5144.1 (a-t)/Administrative Regulations 5144.2 (a-i)

**DISCIPLINE**

The Board of Trustees desires to prepare youth for responsible citizenship by fostering self-discipline and personal responsibility. The Board perceives that good planning, a good understanding of each child and parent involvement can minimize the need for discipline. Teachers shall use positive conflict resolution techniques and avoid unnecessary confrontations. When misconduct occurs, staff shall make every effort to identify and correct the causes of the student's behavior.

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules in accordance with law to meet the school's individual needs.

Staff shall enforce disciplinary rules fairly and consistently, without discrimination. In order to maintain safe and orderly environments, the Board shall give employees all reasonable support with respect to student discipline. If a disciplinary strategy is ineffective, another strategy shall be employed. Continually disruptive students may be assigned to alternative programs or removed from school. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

*(cf. 5131 - Conduct)*

*(cf. 5142 - Safety)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*

*(cf. 6164.5 - Student Study Teams)*

*Legal Reference:*EDUCATION CODE

35146 Closed sessions

35291 Rules

35291.5 School-adopted discipline rules

35291.7 School-adopted discipline rules: additional employees

37223 Weekend classes

44807.5 Restriction from recess for disciplinary purposes

48630-48644.5 Opportunity schools

48900-48925 Suspension and expulsion

48980-48985 Notification of parents or guardians

49000-49001 Prohibition of corporal punishment

49330-49334 Injurious objects

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus

353 Detention after school

*Management Resources : CDE PROGRAM ADVISORIES*

1023,88 Corporal Punishment, CIL: 88/9-5

1110.89 Physical Exercise as Corporal Punishment, CIL 89/9-3

**DISCIPLINE**

Site-Level Rules

Rules for student discipline shall be developed at each school site. In developing these rules, each school shall solicit the participation, views and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. School administrators
2. Teachers
3. Parents/guardians
4. Students enrolled in the school (only at schools with grades 6-8)

The final version of the rules shall be adopted by a panel comprised of the principal/designee and a representative selected by classroom teachers at the school. Rules shall be consistent with law, Governing Board policy and district regulations.

Each school shall file a copy of the rules with the superintendent and Board. The rules shall be revised as necessary and shall undergo the site-level review and adoption process at least every four years. (Education Code 35291.5)

*cf. 0450 – Comprehensive Safety Plan*

Disciplinary strategies provided in board policy, regulation and law may be used in developing site-level rules. These strategies include but are not limited to:

1. Referral of the student for advice and counseling
2. Discussion or conference with parents/guardians

*cf. 5020 – Parent rights and responsibilities*

*cf. 6020 – Parent Involvement*

3. Recess restriction
4. Detention during and after school hours
5. Community Service
6. Reassignment to an alternative educational environment
7. Removal from the class in accordance with board policy and law
8. Suspension and expulsion

**DISCIPLINE** (continued)

**Corporal Punishment**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of, physical pain on a student. (Education Code 49000, 49001)

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to district property. (Education Code 49001)

**Community Service**

Except when suspension or expulsion is required by law, the Superintendent, principal or principal's designee, at his/her discretion, may require a student to perform community service on school grounds during nonschool hours instead of imposing other disciplinary action. Such service may include, but is not limited to, outdoor beautification, campus betterment and teacher or peer assistance programs. (Education Code 48900.6)

**Recess Restriction**

A teacher may restrict a student's recess time under the following conditions when he/she believes that this action is the most effective way to bring about improved behavior subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.

**DISCIPLINE** (continued)

**Detention After School**

Students may be detained for up to one hour after the close of the maximum school day under the following conditions:

1. A student who is transported by school bus shall be detained only until the time when the bus departs. (Code of Regulations, Title 5, Section 307, 353)

If a student will miss his/her school bus on account of being detained after school, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the parent/guardian have been notified.

2. A student who is not transported by school bus shall be detained only after his/her parent/guardian has been notified of the day and amount of time involved.
3. The student shall remain under the supervision of a certificated employee during the period of detention.

**Notice to Parents/Guardians and Students**

At the beginning of the school year, the superintendent or designee shall notify parents/guardians in writing about the availability of district rules related to discipline. (Education Code 35291)

In addition, at the beginning of each school year the principal or designee shall notify students and parents/guardians in writing regarding school rules related to discipline. Transfer students and their parents/guardians shall receive such notice upon enrollment. (Education Code 35291.5)

*(cf. 5145.6 - Parental Notifications)*

## **SUSPENSION AND EXPULSION/DUE PROCESS**

The Board of Trustees desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

*(cf. 5131 - Conduct)*  
*(cf. 5144 - Discipline)*

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, and in accordance with the district's nondiscrimination policies.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

Alternatives to suspension or expulsion also shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

*(cf. 5113 - Absences and Excuses)*  
*(cf. 5113.1 - Chronic Absence and Truancy)*

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

### **Zero Tolerance**

The Board supports a zero tolerance approach to serious offenses. This approach makes the removal of potentially dangerous students from the classroom a top priority. It ensures fair and equal treatment of all students and requires that all offenders be punished to the fullest extent allowed by law. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy and administrative regulation as cause for suspension or expulsion.

The Superintendent or designee shall notify staff, students and parent/guardians about the district's zero tolerance policy and the consequences which may result from student offenses. He/she shall also ensure strict enforcement of this policy.

## **SUSPENSION AND EXPULSION/DUE PROCESS**

### **Due Process**

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

*(cf. 5119 - Students Expelled from Other Districts)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))*

### **Removal from Class by a Teacher and Parental Attendance**

When suspending a student from class for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and his/her parents/guardians and to improve classroom behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is required pursuant to law. (Education Code 48900.1)

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by telephone, mail, or other means that maintains the confidentiality of the student's records.

*(cf. 5125 - Student Records)*

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

*(cf. 5145.6 - Parental Notifications)*

## SUSPENSION AND EXPULSION/DUE PROCESS

### Supervised Suspension Classroom

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised classroom suspension program which meets the requirements of law. The use of such alternatives does not preclude off-campus suspensions.

### Decision not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law and administrative regulation.

#### *Legal Reference:*

##### EDUCATION CODE

212.5 Sexual harassment  
1981 Enrollment of students in community school  
1981 Enrollment of students in community school  
17292.5 Program for expelled students  
32261 Interagency School Safety Demonstration Act of 1985  
35146 Closed sessions (re suspensions)  
35291 Rules (for government and discipline of schools)  
35291.5 Rules and procedures on school discipline  
48660-48667 Community day schools  
48900-48927 Suspension and expulsion  
48950 Speech and other communication  
49073-49079 Privacy of student records

##### CIVIL CODE

47 Privileged communication  
48.8 Defamation liability

##### CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

##### GOVERNMENT CODE

11455.20 Contempt  
54950-549623 Ralph M. Brown Act

##### HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia  
11053-11058 Standards and schedules

##### LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

##### PENAL CODE

31 Principal of a crime, defined  
240 Assault defined  
241.2 Assault fines  
242 Battery defined  
243.2 Battery on school property  
243.4 Sexual battery



**SUSPENSION AND EXPULSION/DUE PROCESS**

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors or stun guns

868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

7151 Gun free schools

COURT DECISIONS

*T.H. v. San Diego Unified School District* (2004) 122 Cal. App. 4th 1267

*Woodbury v. Dempsey* (2003) 108 Cal. App. 4th 421

*Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H.*, (2001) 85 Cal.App.4th 1321

*Garcia v. Los Angeles Board of Education* (1991) 123 Cal.App.3d 807

*Fremont Union High School District v. Santa Clara County Board* (1991) 235 Cal. App. 3d 1182

*John A. v. San Bernardino School District* (1982) 33 Cal. 3d 301

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 146 (2001)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 85 (1997)

## **SUSPENSION AND EXPULSION/DUE PROCESS**

### Definitions

*Suspension* from school means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Board of Trustees for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

*Expulsion* means removal of a student from the immediate supervision and control or the general supervision, of school personnel. (Education Code 48925)

*Day* means a calendar day unless otherwise specifically provided. (Education Code 48925)

*School day* means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

*Student* includes a student's parent/guardian or legal counsel. (Education Code 48925)

*Principal's designee* means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

*School property*, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

### **Notice of Regulations**

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. Transfer students and their

## SUSPENSION AND EXPULSION/DUE PROCESS

parents/guardians shall be notified at the time of enrollment. (Education Code 35291, 48900.1, 48980)

*(cf. 5144 - Discipline)*

*(cf. 5145.6 - Parental Notifications)*

### Grounds for Suspension and Expulsion

Any student, including a student with disabilities, may be subject to suspension or expulsion when it is determined that he/she:

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

1. Caused, attempted to cause or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense. (Education Code 48900 (a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))

2. Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

*(cf. 5131 - Conduct)*

*(cf. 5131.7 - Weapons and Dangerous Instruments)*

3. Unlawfully possessed, used, sold or otherwise furnished or been under the influence of, any controlled substance as defined in the Health and Safety Code

11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

*(cf. 5131.6 - Alcohol and Other Drugs)*

4. Unlawfully offered, arranged or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person

**SUSPENSION AND EXPULSION/DUE PROCESS**

another liquid, substance or material and represented same as such controlled substance, alcohol beverage, or intoxicant (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or ~~any~~ products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

*(cf. 5131.62 - Tobacco)*

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or school personnel engaged in the performance of their duties (Education Code 48900(k))

*(cf. 5131.4 - Student Disturbances)*

12. Knowingly received stolen school property or private property (Education Code 48900(l))
13. Possessed an imitation firearm.

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

**SUSPENSION AND EXPULSION/DUE PROCESS**

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
17. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

18. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Students in grades 4 through 8 are also subject to suspension or recommendation for expulsion when it is determined that he/she:

19. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

*(cf. 5145.7 - Sexual Harassment)*

**SUSPENSION AND EXPULSION/DUE PROCESS**

- 20. Caused, attempted to cause, threatened to cause or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

*(cf. 5145.9 - Hate-Motivated Behavior)*

- 21. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

*(cf. 5145.3 - Nondiscrimination/Harassment)*

- 22. Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act, directed toward a student or school personnel. (Education Code 48900(r))

Bullying means one or more acts by a student or group of students that constitute sexual harassment pursuant to Education Code 48900.2, as defined in item #19 above; hate violence pursuant to Education Code 48900.3, as defined in item #20 above; or harassment, threats, or intimidation pursuant to Education Code 48900.4, as defined in item #21 above. (Education Code 32261)

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. (Education Code 32261)

*(cf. 1114 - District-Sponsored Social Media)*

*(cf. 5131.2 - Bullying)*

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within

**SUSPENSION AND EXPULSION/DUE PROCESS**

any other school district, at any time, including, but not limited to, the following:  
(Education Code 48900)

1. While on school grounds
2. While going to or coming from school  
*(cf. 5131.1 - Bus Conduct)*
3. During the lunch period, whether on or off the school campus  
*(cf. 5112.5 - Open/Closed Campus)*
4. During, going to, or coming from a school-sponsored activity

**Removal from Class by a Teacher and Parental Attendance**

A teacher may remove any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above.  
(Education Code 48910)

A teacher also may refer a student to the principal or designee for consideration of suspension from school. (Education Code 48910)

When removing a student from his/her class, the teacher shall immediately report this action to the principal and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist should attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal. (Education Code 48910)

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

**SUSPENSION AND EXPULSION/DUE PROCESS**

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Pursuant to Board policy, a teacher may require the parent/guardian of a student whom the teacher has removed attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

**Suspension by Superintendent, Principal or Designee**

The Superintendent, principal or designee may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above. A student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

However, the Superintendent, principal, or designee may impose a suspension upon a first offense if he/she determines that the student violated items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5)

In addition, the Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife, as defined in Education Code 48915(g)
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above
5. Possessing an explosive as defined in 18 USC 921

The Superintendent, principal or principal's designee may suspend a student from a school for not more than five consecutive school days unless the suspension is extended



**SUSPENSION AND EXPULSION/DUE PROCESS**

pending expulsion. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

*(cf. 6184 - Continuation Education)*

The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

1. **Informal Conference**  
Suspension shall be preceded by an informal conference conducted by the principal, designee or the Superintendent with the student and, whenever practicable, the teacher, supervisor or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her, and be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911(b))

This conference may be omitted if the principal, designee or the Superintendent determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school. (Education Code 48911)

2. **Administrative Actions**  
All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. **Notice to Parents/Guardians**

## SUSPENSION AND EXPULSION/DUE PROCESS

At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may also add that state law requires the parent/guardian to respond to such requests without delay.

4. Parent/Guardian Conference

Whenever a student is suspended, school officials meet or speak with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

While the parent/guardian is required to respond without delay to a request for a conference about his/her child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such conference. The student may not be denied readmission solely because the parent/guardian failed to attend. (Education Code 48911)

5. Extension of Suspension

If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911)

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

## **SUSPENSION AND EXPULSION/DUE PROCESS**

### **Suspension by the Board**

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by Superintendent, Principal or Principal's Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

*(cf. 9321 – Closed Session Purposes and Agendas)*

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

### **Supervised Suspension Classroom**

Students for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school, students, or staff may be assigned to a supervised suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The supervised suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

**SUSPENSION AND EXPULSION/DUE PROCESS**

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

**Authority to Expel**

A student may be expelled only by the Board. (Education Code 48918(j))

The Board shall expel, as required by law, any student found to have committed any offenses listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

For all other grounds listed above under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee, only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

**Mandatory Recommendation for Expulsion**

Unless the Superintendent, principal, or designee finds that expulsion is inappropriate due to particular circumstances, the principal, Superintendent or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915 (a))

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
4. Robbery or extortion

**SUSPENSION AND EXPULSION/DUE PROCESS**

5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

**Mandatory Recommendation and Mandatory Expulsion**

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915 (c))

1. Possessing, as verified by a district employee or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife as defined in Education Code 48915(g)
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above, the Board shall expel the student. (Education Code 48915)

**Student's Right to Expulsion Hearing**

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that the student has committed one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. (Education Code 48918(a))

The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days

## **SUSPENSION AND EXPULSION/DUE PROCESS**

during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918 (a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

### **Rights of Complaining Witness**

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

### **Written Notice of the Expulsion Hearing**

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies

**SUSPENSION AND EXPULSION/DUE PROCESS**

when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

*(cf. 5119 - Students Expelled from Other Districts)*

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

**Conduct of Expulsion Hearing**

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student shall also be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in

## SUSPENSION AND EXPULSION/DUE PROCESS

another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918 (i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918 (i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918 (i))

4. Presentation of Evidence: While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel must be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918 (f))



## SUSPENSION AND EXPULSION/DUE PROCESS

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
  - a. Any complaining witness shall be given five days' notice before being called to testify.
  - b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
  - c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
  - d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
  - e. If one or both support persons are also witnesses, the hearing shall be conducted according to Penal Code 868.5.
  - f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
  - g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
- (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

**SUSPENSION AND EXPULSION/DUE PROCESS**

- (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
- (3) The person conducting the hearing may:
  - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
  - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
  - (c) Permit one of the support persons to accompany the complaining witness to the witness stand
- 6. Decision Within 10 Days: The Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
- 7. Decision Within 40 Days: If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If

**SUSPENSION AND EXPULSION/DUE PROCESS**

expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated. The Superintendent or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program or any combination of these programs after consulting with district staff, including the student's teachers and with the student's parent/guardian. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

**Final Action by the Board**

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

*(cf. 9321.1 - Closed Session Actions and Reports)*

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

**SUSPENSION AND EXPULSION/DUE PROCESS**

1. Periodic review as well as assessment of the student at the time of review for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service and other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

**Written Notice to Expel**

The Superintendent or designee shall send written notice of the decision to expel to the student and parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

**Decision Not to Enforce Expulsion Order**

When deciding whether to suspend the enforcement of an expulsion, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

## SUSPENSION AND EXPULSION/DUE PROCESS

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student and parent/guardian. The notice shall also inform the parent/guardian of the right to appeal the expulsion to the County Board of Education, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board of Education. (Education Code 48917)

**SUSPENSION AND EXPULSION/DUE PROCESS**

**Right to Appeal**

The student or parent/guardian is entitled to file an appeal of the Board's decision to the County Board of Education. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board of Education. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

**Notification to Law Enforcement Authorities**

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

**Post-Expulsion Placements**

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site

**SUSPENSION AND EXPULSION/DUE PROCESS**

3. Not housed at the school site attended by the student at the time of suspension

*(cf. 6158 - Independent Study)*

*(cf. 6185 - Community Day School)*

When the placement described above is not available and when the County Superintendent of Schools so certifies, students expelled for acts described in items #6 through #13 and #16 through #18 under "Grounds for Suspension and Expulsion" above may be instead referred to a program of study that is provided at another comprehensive middle school or at an elementary school.

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

**Readmission After Expulsion**

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

**SUSPENSION AND EXPULSION/DUE PROCESS**

6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)
7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

**Maintenance of Records**

The district shall maintain a record of each suspension and expulsion, including its cause(s). (Education Code 48900.8)

Expulsion records shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

*(cf. 5125 - Student Records)*

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

*(cf. 5119 - Students Expelled from Other Districts)*

**Outcome Data**

The Superintendent or designee shall maintain the following data: (Education Code 48900.8, 48916.1)

1. The number of students recommended for expulsion
2. The grounds for each recommended expulsion
3. Whether the student was subsequently expelled
4. Whether the expulsion order was suspended
5. The type of referral made after the expulsion



**Students**

AR 5144.1(x)

**SUSPENSION AND EXPULSION/DUE PROCESS**

6. The disposition of the student after the end of the expulsion period

Fountain Valley School District

**ADMINISTRATIVE HEARING PROCEDURES**

**The order of the Hearing shall be as follows:**

1. Chairperson opens the hearing
2. Witnesses are sworn in
3. The District's representative makes opening statement and enters packet of evidence
4. The student or his/her representative makes opening statement
  - (Note: They may postpone their statement until after the District presents its witnesses.)
5. The District presents witnesses
  - Student or his/her representative may cross-examine the District's witnesses, after which the District may redirect and student may recross-examine.
6. The student or representative presents witnesses and may introduce evidence
  - District may cross-examine, after which the student or his/her representative may redirect and recross-examine.
7. Administrative Hearing Panel members may question witnesses
8. The District makes its closing statement
9. The student or his/her representative makes closing statement
10. The chairperson concludes the Hearing

Fountain Valley School District

**ADMINISTRATIVE HEARING PROCEDURES**

**Following the Hearing:**

1. The Administrative Hearing Panel deliberates in closed session. One of the following decisions may be rendered:

<b>Do not expel:</b>	<ul style="list-style-type: none"> <li>• Student (with behavior contract) shall return to school of attendance</li> </ul>
	<ul style="list-style-type: none"> <li>• Student (with behavior contract) shall be transferred to another school in the district</li> </ul>
	<ul style="list-style-type: none"> <li>• Assign community service (15 hours per trimester)</li> </ul>

*Note: With a "do not expel" decision, the student is reinstated and permitted to return to a classroom instructional program, any other instructional program, a rehabilitation program or any combination of these programs. Rehabilitation programs may include:*

- *The student shall return to his/her school of attendance on a behavior contract*
- *The student shall transfer to another district site on a behavior contract*
- *The student shall be assigned Community Service (15 hours per trimester)*

*Placement shall be made by the superintendent or designee after consultation with school district personnel including the student's teacher(s) and the student's parent/guardian.*

*Recommendations for "do not expel" do not go to the Board of Trustees.*

<b>Recommend expulsion to Board of Trustees:</b>	(could be 1,2, or 3 trimesters)
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<b>Recommend expulsion to Board of Trustees, but . . . . .</b>	recommend suspending the expulsion and transferring the student to another school in the district.
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2. The District representative will call the parent/guardian with the Hearing Panel's decision within 24 hours.
3. At the next scheduled meeting of the Board of Trustees, the board will meet in closed session to deliberate on all recommendations for expulsion. The District representative will attend to answer questions. Parent/guardian may be present to speak to the board in closed session.
4. The Board of Trustees will vote on the expulsion closed session and report the results in open session at the board meeting. The student's name shall not be used.
5. The District representative will call the parent/guardian with the board's decision within 24 hours. The parent/guardian will also receive a letter in the mail.
6. The District representative will arrange for alternative placement, if needed.

**SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES)**

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act is subject to the same grounds for suspension and expulsion which apply to regular education students.

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

*(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)*

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the district had knowledge that the student was disabled before the behavior occurred. (20 USC 1415)

The district shall be deemed to have knowledge that the student had a disability if one of the following conditions exists: (20 USC 1415)

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, that the student is in need of special education or related services
2. The behavior or performance of the student demonstrates the need for such services
3. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.530 - 300.536.

*(cf. 6164.4 - Identification of Individuals for Special Education)*

4. The teacher, Director of Special Education or other district personnel has expressed concern about the behavior or performance of the student to other district personnel

A district would not be deemed to "have knowledge" as specified in items #1-4 above, if, as a result of receiving such information, the district either (1) conducted an evaluation and determined that the student was not a student with a disability, or (2) determined that an evaluation was not necessary and provided notice to the parent/guardian of its determination. (34 CFR 300.527)

If it is determined that the district did not have knowledge that the student was disabled, then the student shall be disciplined in accordance with procedures established for students without disabilities. (20 USC 1415)

## **SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)**

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (34 CFR 300.527)

### **Suspension**

The Superintendent or designee may suspend a student with disability for up to five school days for a single incident of misconduct, and for up to 20 school days in a school year. If the student is transferred to another school or alternative educational program, the student may be suspended for up to 30 school days in a school year, but still no more than five days for a single incident of misconduct, unless the student is suspended by the Board of Trustees pursuant to Education Code 48912. (Education Code 48903, 48911)

The principal or designee shall monitor the number of days, including portions of days, students with a valid individualized education program (IEP) have been suspended during the school year.

If the student poses an immediate threat to the safety of himself/herself or others, the Superintendent or designee may suspend the student for up to, but not more than, 10 consecutive school days. (Education Code 48911)

### **Services During Suspension**

Students suspended for more than 10 school days shall continue to receive a free and appropriate public education during the term of the suspension. (34 CFR 300.520)

### **Interim Alternative Placement Due to Dangerous Behavior**

A student with a disability may be placed in an appropriate interim alternative educational setting when he/she commits one of the following acts: (20 USC 1415 (k) (1))

1. Carries a weapon, as defined in 18 USC 930, to school or to a school function
2. Knowingly possesses or uses illegal drugs while at school or a school function
3. Sells or solicits the sale of a controlled substance while at school or a school function

**SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)**

A hearing officer may order a change in placement of a student with a disability to an appropriate interim educational setting if the hearing officer: (20 USC 1415)

1. Determines that the district has established by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or others
2. Considers the appropriateness of the student's current placement
3. Considers whether the district has made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services
4. Determines that the interim alternative educational setting allows the student to participate in general curriculum, to continue to receive IEP services and to receive services designed to ensure that the behavior does not recur

The student may be placed in the interim alternative educational setting for up to 45 days, or until the conclusion of any due process hearing proceedings requested by the parent/guardian. (20 USC 1415(k)(2))

The student's alternative educational setting shall be determined by the student's individualized educational program (IEP) team. (20 USC 1415 (k) (2))

*(cf. 6159 - Individualized Education Program)*

**Procedural Safeguards/Manifestation Determination**

Either before or not later than 10 days after a student has been suspended for more than 10 days or placed in an alternative educational setting, the district shall convene an IEP team meeting to conduct a functional behavior assessment and implement a behavioral intervention plan. If the student already has a behavioral intervention plan, the IEP team shall review the plan and modify it as necessary to address the behavior. (20 USC 1415)

*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*

As soon as practicable after developing the behavioral intervention plan and completing the required assessments, the IEP team shall meet to develop appropriate behavioral interventions to address the behavior and shall implement those interventions. (34 CFR 300.520)

**SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)**

If a student with disabilities who has a functional behavioral plan is subject to a removal for more than 10 school days in a school year that does not constitute a change in placement, the IEP team members shall review the behavioral intervention plan and its implementation to determine if modifications are necessary. (34 CFR 300.520)

The following procedural safeguards shall apply when a student is suspended for more than 10 days, when disciplinary action is contemplated for a dangerous behavior as described above, or when a change of placement of more than 10 days is contemplated: (20 USC 1415)

1. The parents/guardians of the student shall be immediately notified of the decision and all procedural safeguards on the day the decision to take action is made.
2. Immediately if possible, but in no case later than 10 school days after the date of the decision, a manifestation determination shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action by the IEP team and other qualified personnel.

At this hearing, the IEP team and other qualified personnel shall consider in terms of the behavior subject to the disciplinary action, all relevant information, including: (20 USC 1415(k)(4); 34 CFR 300.523) :

- a. Evaluation and diagnostic results, including the results or other relevant information supplied by the student's parents/ guardians
- b. Observations of the student
- c. The student's IEP and placement

In relationship to the behavior subject to the disciplinary action, the team shall then determine whether the IEP and placement were appropriate and whether supplementary aids, services, and behavioral interventions were provided. The team shall also determine that the student's disability did not impair the ability of the student to understand the impact and consequences of the behavior, nor did it impair his/her ability to control the behavior subject to the disciplinary action. (20 USC 1415(k)(4); 34 CFR 300.523)

If the team determines that the student's behavior was not a manifestation of his/her disability, then the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC 1415)

If the team determines that the student's behavior was a manifestation of his/her disability, then the student's placement may only be changed via the IEP team process. (20 USC 1415)

**SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)**

**Pre-Expulsion Assessment and Meeting**

Procedures and timelines governing the expulsion of students with disabilities shall be the same as those for all other students, except that a manifestation determination and a pre-expulsion assessment shall be made and an IEP team meeting held under conditions and with possible consequences indicated below.

1. The parent/guardian shall receive written notice of the district's intent to conduct the pre-expulsion assessment and shall make the student available for the assessment without delay at a site designated by the district. The parent/guardian shall also have the right to an independent assessment as provided in Education Code 56329. (Education Code 48915.5)
2. The pre-expulsion assessment shall be conducted in accordance with the guidelines of the 34 CFR 104.35, which shall include a review of the student's placement at the time of the alleged misconduct and a determination of the relationship, if any, between the student's behavior and his/her disability. (Education Code 48915.5)
3. The IEP team shall meet to determine if an expulsion hearing is appropriate. This meeting shall be held at a time and place mutually convenient to the parent/guardian and district within the period, if any, of the student's pre-expulsion suspension. The parent/guardian's participation may be made through actual participation, representation, or a telephone conference call. (Education Code 48915.5)
4. The parent/guardian shall be notified of his/her right to participate in the meeting at least 48 hours before the meeting. This notice shall specify: (Education Code 48915.5)
  - a. That the meeting may be held without the parent/guardian's participation unless he/she requests a postponement for up to three additional school days
  - b. That the suspension will be continued during the postponement if the student continues to pose an immediate threat to the safety of himself/herself or others

In order to make a record of its attempts to arrange the meeting at a mutually convenient time and place, the district shall keep documentation such as: (34 CFR 300.345)

- a. Detailed records of telephone calls made or attempted and the results of those calls



**SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)**

- b. Copies of correspondence sent to parents/guardians and any responses received
  - c. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits
5. The district shall grant a parent/guardian's request that the meeting be postponed for up to three additional school days and may extend a student's suspension for the period of postponement if he/she continues to pose an immediate threat to the safety of himself/herself or others. However, the suspension shall not be extended beyond 10 consecutive school days unless agreed to by the parent/guardian or by court order. If the parent/guardian refuses to consent to an extension beyond 10 consecutive school days and chooses not to participate, the meeting may be conducted without the parent/guardian's participation. (Education Code 48915.5)
  6. The IEP team shall consider the pre-expulsion assessment results and shall also review and consider the student's health records and school discipline records. (Education Code 48915.5)
  7. If the IEP team determines that the alleged misconduct was caused by, or was a direct manifestation of, the student's disability or that the student was not appropriately placed, the expulsion shall not proceed. (Education Code 48915.5)
  8. If the IEP team determines that the alleged misconduct was not caused by, or a direct manifestation of, the student's disability, and if it is determined that the student was appropriately placed, the student shall be subject to expulsion in accordance with procedures that apply to all students. (Education Code 48915.5)
  9. When expulsion is ordered, the Board shall recommend a rehabilitation plan for the student. (Education Code 48916)

**Notification to Law Enforcement Authorities**

Prior to the suspension or expulsion of any student, the principal of designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal code 245. (Education Code 48902)

The principal or designee shall also notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled

## **SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)**

substance or possession of weapons or firearms in violation of Penal code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900 (c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

### **Due Process Appeals**

If the parent/guardian disagrees with a decision that the behavior was not a manifestation of the student's disability or with any decision regarding placement, he/she has a right to appeal the decision. (20 USC 1415)

Due process appeals must be initiated within 15 days of the decision of the IEP team.

The expulsion hearing shall not be conducted, and the 30-day expulsion proceedings time limit shall not commence, until after completion of the:

1. The pre-expulsion assessment and the manifestation determination (Education Code 48915.5, 20 USC 1415)
2. The IEP team meeting (Education Code 48915.5)
3. Due process hearings and appeals, if initiated (Education Code 48915.5)

The Board may expel a student with disability only if an IEP team has determined that the misconduct was not caused by, or a direct manifestation of, the student's identified disability, and the student was appropriately placed at the time the misconduct occurred. (Education Code 48915.5)

### **Services During Expulsion**

During the term of the expulsion, a student with a disability shall continue to be offered a program of free and appropriate public education. Such services may include independent study, home instruction, or another appropriate alternative program.

*(cf. 6158 - Independent Study)*

*(cf. 6183 - Home and Hospital Instruction)*

## **SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)**

The alternative program must provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. (34 CFR 300.121)

### **Readmission**

Readmission procedures for students with disabilities shall be the same as those used for all students. The Superintendent or designee may consider the input of the student's IEP team when developing recommendations to the Board regarding a request for readmission. Upon readmission, an IEP team meeting shall be convened to determine whether a new IEP needs to be established.

### **Suspension of Expulsion**

The Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all students. (Education Code 48917)

*Legal Reference: (see next page)*

*Legal Reference:*

*EDUCATION CODE*

*35146 Closed sessions (re suspensions)*

*35291 Rules (of governing board)*

*48900-48925 Suspension and expulsion*

*56000 Special education; legislative findings and declarations*

*56320 Educational needs; requirements*

*56321 Development or revision of individualized education program*

*56329 Independent educational assessment*

*56340-56347 Individual education program teams*

*56505 State hearing*

*PENAL CODE*

*245 Assault with deadly weapon*

*626.2 Entry upon campus after written notice of suspension or dismissal without permission*

*626.9 Gun-Free School Zone Act*

*626.10 Dirks, daggers, knives, razors or stun guns*

*UNITED STATES CODE, TITLE 18*

*930 Weapons*

*UNITED STATES CODE, TITLE 20*

*1412 State eligibility*

**SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)**

*1415 Procedural safeguards*

*UNITED STATES CODE, TITLE 29*

*706 Definitions*

*794 Rehabilitation Act of 1973, Section 504*

*CODE OF FEDERAL REGULATIONS, TITLE 34*

*104.35 Evaluation and placement*

*104.36 Procedural safeguards*

*300.1-300.756 Assistance to states for the education of students with disabilities*

*COURT DECISIONS*

*Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489*

*M.P. v. Governing Board of Grossmont Union High School District, (1994) U.S. Dist. Ct., S.D. Cal. 858 F.Supp. 1044*

*Honig v. Doe, (1988) 484 U.S. 305*

*Doe v. Maher, (1986) 793 F.2d 1470*

*Rock Island School District #41, IDELR 353:364*

*San Juan Unified School District, 20 IDELR 549*

*Management Resources:*

*FEDERAL REGISTER*

*34 CFR 300.a Appendix A to Part 300 - Questions and Answers*

*34 CFR 300.a1 Attachment 1: Analysis of Comments and Changes*

*WEB SITES*

*CDE: <http://www.cde.ca.gov>*

*USDE: <http://www.ed.gov>*



# FOUNTAIN VALLEY SCHOOL DISTRICT

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

## Memorandum

**TO:** Anne Silavs, Assistant Superintendent, Instruction

**FROM:** Julianne Hoefer, Director, Assessment and Accountability

**DATE:** March 3, 2015

**SUBJECT:** **Single Plans for Student Achievement**

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### 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 lack of standardized test results and first year of implementation of the Local Control Accountability Plan, the plans were updated and not 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, Fulton, Gisler, Masuda, and Talbert. The other five School Plans will be approved at the April 16, 2015 Fountain Valley School District Board meeting.

# The Single Plan for Student Achievement

**School:** Roch Courreges Elementary School  
**CDS Code:** 30-66498-6094635  
**District:** Fountain Valley School District  
**Principal:** Chris Christensen  
**Revision Date:** February 2, 2015

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 March 12, 2015.**

## 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 .....	20
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 670 students. Courreges School is located in the Fountain Valley School District in Orange County. It has a middle class population of students from a predominately professional community. Strong parent involvement is evident and supports the vital partnership between the home and school.

### **School Demographic Characteristics**

Data listed below are from the CALPADS Snapshot collection (Oct. 2, 2014)

#### **Demographics %**

White - 50%

Vietnamese - 24%

Hispanic - 12%

Socio-economically disadvantaged - 13%

English Learners - 12%

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).

English learner surveys are administered annually by the District. PI Information- Due to the lack of standardized test scores, Program Improvement status was frozen for all identified school and district. Fountain Valley School District will remain year 3 in the 2014-2015 school year.

### Classroom Observations

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

The principal made over 250 classroom visits during the 1st trimester of the 2014/2015 school year to monitor instruction and observe small group instructional practices. The principal expects to increase the number of documented visits to 750 for the 2nd trimester. The Director of Assessment and Accountability has and anticipates formally visiting classrooms at least four times during the 2014-2015 school year. The District Superintendent formally visits Courreges at least three times annually, as well as the Assistant Superintendent of Instruction, Personnel, and Business.

### Analysis of Current Instructional Program

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

### Conditions of Learning

#### Basic Services

##### Teachers

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

##### Textbooks

Strengths	Needs
<ul style="list-style-type: none"> <li>Textbooks for all subject areas</li> </ul>	<ul style="list-style-type: none"> <li>The school district is currently piloting two math textbooks for consideration for the 2015-2016 school year.</li> </ul>

##### Facilities

Strengths	Needs
<ul style="list-style-type: none"> <li>Excellent grounds maintenance by our district grounds workers</li> <li>Overall an excellent campus for our students with access to playground equipment and open grass areas for play.</li> <li>Solar panels</li> </ul>	<ul style="list-style-type: none"> <li>Custodial cleaning and on-going maintenance of cleaning needs improvement</li> <li>The district CBO and custodial supervisor met with the Courreges administrative team and head custodian to review and implement an increased school maintenance program for the 2015-2016 school year.</li> </ul>

Common Core State Standards

*All Students*

CCSS

Strengths	Needs
<ul style="list-style-type: none"> <li>• CCSS staff development in ELA and Math.</li> <li>• Principals participate in regular Common Core training throughout the school year, conducted by OCDE and District Senior Managers.</li> </ul>	<ul style="list-style-type: none"> <li>• More instructional resources</li> <li>• Adequate alignment of benchmark tests. The CC steering committee will continue to monitor and track benchmark effectiveness and alignment.</li> <li>• Site/classroom visitations by teachers.</li> </ul>

*English Learners*

CCSS

Strengths	Needs
<ul style="list-style-type: none"> <li>• EL aide support</li> </ul>	

English Language Development

Strengths	Needs
<ul style="list-style-type: none"> <li>• ELA Assessments have been crafted and administered.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher training in how to manage/use assessment data to inform their instruction. Time to reflect and adjust assessments as needed.</li> </ul>

*Fountain Valley School District Common Core State Standards Interim Assessments*

English Language Arts

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

Math

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

Course Access

*All Students*

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

*English Learners*

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

*Low Income Students*

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

*Students with Disabilities*

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

**Pupil Outcomes**

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

*Adequate Yearly Progress*

All Students

Strengths	Needs
<ul style="list-style-type: none"> <li>• Positive school-wide growth in both ELA and math as reflected in the latest CST assessment in 2012-2013.</li> </ul>	

White

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

Asian

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

Hispanic

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

English Learners

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

Socioeconomically Disadvantaged

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

Students with Disabilities

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

*Academic Performance Index*

All Students

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

White

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

Asian

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

Hispanic

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

English Learner

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

Socioeconomically Disadvantaged

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

Students with Disabilities

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

California English Language Development Test  
AMAO 1

Strengths	Needs
<ul style="list-style-type: none"> <li>• 82.6% met AMAO1 target in 2014</li> </ul>	

AMAO 2

Strengths	Needs
<ul style="list-style-type: none"> <li>• 55.6% met AMAO2 target in 2014</li> </ul>	

Reclassified Rates

Strengths	Needs
<ul style="list-style-type: none"> <li>• R-FEP rate is 14%, which is higher than the 12% district average.</li> </ul>	

California Physical Fitness Test

Strengths	Needs
<ul style="list-style-type: none"> <li>• 83% of students are meeting at least 5 of the 6 fitness standards</li> <li>• Courreges students exceeded the district fitness standards in all areas (Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension, Upper Body Strength, and Flexibility).</li> <li>• Wellness Wednesdays.</li> </ul>	<ul style="list-style-type: none"> <li>• Only 64.4% are meeting all 6 or 6 standards.</li> <li>• Adhering to the mandated weekly P.E. minutes.</li> <li>• Parental and community support with educating students on the importance of physical education and increasing physical activity.</li> <li>• Educating all grade levels in fitness; not just 5th grade. Articulating with other grade levels.</li> </ul>

Writing Benchmarks

Strengths	Needs
<ul style="list-style-type: none"> <li>• Consistent genres at each grade level.</li> <li>• Flexibility in choosing genre.</li> <li>• Courreges students historically score very well in this area.</li> <li>• New writing benchmarks established and system in place to monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess prompts at each grade level</li> </ul>

Other Student Outcomes

*Dibels Next*

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

**Engagement**

Parent Involvement

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

Student Engagement

*Attendance*

Strengths	Needs
<ul style="list-style-type: none"> <li>Below district average attendance in 2013-2014. (96.99% Courreges / 97.16% District).</li> </ul>	<ul style="list-style-type: none"> <li>Slightly below district average attendance in 2013</li> </ul>

*Chronic Absenteeism*

Strengths	Needs
<ul style="list-style-type: none"> <li>% of chronic absenteeism was lower than district average in 2012/13.</li> </ul>	<ul style="list-style-type: none"> <li>% of chronic absenteeism was higher in 2012/13 compared to previous year.</li> </ul>

School Climate

*Suspensions*

Strengths	Needs
<ul style="list-style-type: none"> <li>PBIS</li> </ul>	<ul style="list-style-type: none"> <li>Number of suspensions at Courreges is lower than the district average for elementary schools.</li> </ul>

*Expulsions*

Strengths	Needs
<ul style="list-style-type: none"> <li>No expulsions reported in the last 3 years.</li> </ul>	

*Survey (California Healthy Kids Survey Results and school surveys)*

Strengths	Needs
<ul style="list-style-type: none"> <li>Cigarette use is reported at 0%.</li> </ul>	<ul style="list-style-type: none"> <li>Alcohol use was reported at 19%.</li> <li>Inhalants were reported at 2%</li> </ul>

## 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 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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	467	531		238	270		4	3		164	179	
<b>Growth API</b>	932	936		922	930					963	955	
<b>Base API</b>	923	933		905	923					954	962	
<b>Target</b>	A	A		A	A					A	A	
<b>Growth</b>	9	3		17	7					9	-7	
<b>Met Target</b>	Yes	Yes		Yes	Yes					Yes	Yes	

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	40	51		58	69		61	69		48	52	
<b>Growth API</b>	875	890		889	903		865	871		797	799	
<b>Base API</b>	887	878		922	890		860	867		736	798	
<b>Target</b>												
<b>Growth</b>												
<b>Met Target</b>												

**Conclusions based on this data:**

\*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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	99		100	100		100	100	
Number At or Above Proficient	383	440		192	221		--			143	156	
Percent At or Above Proficient	82.0	83.5		80.7	82.8		--	--		87.2	87.2	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
Met AYP Criteria	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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	99		100	100		100	99		98	91	
Number At or Above Proficient	28	37		43	49		43	44		30	29	
Percent At or Above Proficient	70.0	74.0		74.1	71.0		70.5	64.7		62.5	60.4	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
Met AYP Criteria	--	--		--	--		--	--		--	--	

Conclusions based on this data:

\*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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	99		100	100		100	100	
Number At or Above Proficient	418	487		203	245		--			160	167	
Percent At or Above Proficient	89.5	92.2		85.3	91.4		--	--		97.6	93.3	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
Met AYP Criteria	Yes	Yes		Yes	Yes		--	--		Yes	Yes	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	99		100	100		100	99		98	93	
Number At or Above Proficient	33	45		52	60		48	56		35	41	
Percent At or Above Proficient	82.5	90.0		89.7	87.0		78.7	82.4		72.9	83.7	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
Met AYP Criteria	--	--		--	--		--	--		--	--	

Conclusions based on this data:

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

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
<b>K</b>	***** *	***	***** *	***	***** *	***						*****
<b>1</b>	3	15	11	55	6	30						20
<b>2</b>	1	6	13	72	3	17	1	6				18
<b>3</b>	7	44	3	19	4	25	2	13				16
<b>4</b>			5	71	1	14	1	14				7
<b>5</b>			3	60	1	20	1	20				5
<b>Total</b>	12	17	36	52	16	23	5	7				69

#### Conclusions based on this data:

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

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>	3	16	4	21	5	26	6	32	1	5	19
<b>1</b>	3	14	12	55	7	32					22
<b>2</b>	2	10	13	62	4	19	1	5	1	5	21
<b>3</b>	7	44	3	19	4	25	2	13			16
<b>4</b>			5	50	1	10	2	20	2	20	10
<b>5</b>			3	50	1	17	1	17	1	17	6
<b>Total</b>	15	16	40	43	22	23	12	13	5	5	94

#### Conclusions based on this data:

\*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		
	2011-12	2012-13	2013-14
Number of Annual Testers	49	63	69
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	49	63	69
Number Met	37	57	57
Percent Met	75.5%	90.5%	82.6%
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	56	6	69	7	81	4
Number Met	31	--	45	--	45	--
Percent Met	55.4%	--	65.2%	--	55.6%	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	*	Yes	*	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
<b>Mathematics</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

#### Conclusions based on this data:

\*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		
	2011-12	2012-13	2013-14
Number of Annual Testers	623	635	666
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	623	635	666
Number Met	493	504	550
Percent Met	79.1	79.4	82.6
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	597	150	626	162	643	149
Number Met	312	112	326	120	359	119
Percent Met	52.3	74.7	52.1	74.1	55.8	79.9
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
<b>Met Target for AMAO 3</b>	<b>Yes</b>	<b>No</b>	<b>No</b>

#### Conclusions based on this data:

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

## Planned Improvements in Student Performance

### School Goal #1

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

<b>CATEGORY/PRIORITY AREA(S): Implementation of Common Core State Standards</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
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.
<b>SCHOOL GOAL #1:</b>
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.
<b>Data Used to Form this Goal:</b>
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
<b>Findings from the Analysis of this Data:</b>
Description of possible barriers related to goal: Implementation of CCSS <ul style="list-style-type: none"><li>• Lack of time for collaboration</li><li>• Lack of time for data analysis</li><li>• Lack of time for professional growth</li><li>• Lack of time for on-going Professional Development for CCSS</li><li>• Lack of a consistent writing program (school and district-wide)</li></ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
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. 2014 - June 2015	Teachers and Site Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	Common Core	6,791
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	101,809
Provide CCSS training for paraprofessionals	Sept. 2013 - June 2016	District Administrators	Stipends	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	800
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	LCFF - Base	6,791
Pilot Common Core State Standards ELA materials	Sept. 2015 - June 2016	Pilot teachers	Substitutes and stipends	1000-1999: Certificated Personnel Salaries	Lottery: Instructional Materials	2,757
Purchase Common Core State Standards ELA materials	Spring 2016	District administrators	Instructional materials	4000-4999: Books And Supplies	LCFF - Base	56,564
Participate in classroom and/or site visits of District signature practices that support Common Core State Standards	Sept. 2014 - June 2015	Teachers, site administrators	Substitutes and stipends	1000-1999: Certificated Personnel Salaries	Title I	5,650
Technology professional development	09/2013-06/2016	Teachers, administrators	Substitutes, stipends	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	LCFF - Base	1,000



## Planned Improvements in Student Performance

### School Goal #2

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

<b>CATEGORY/PRIORITY AREA(S): Student Achievement</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
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.
<b>SCHOOL GOAL #2:</b>
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.
<b>Data Used to Form this Goal:</b>
SBAC DIBELS Next FVSD writing benchmarks Theme skills tests CELDT AMAO I & II AYP API
<b>Findings from the Analysis of this Data:</b>
Description of possible barriers related to goal: Student Achievement <ul style="list-style-type: none"><li>• Lack of manipulatives and/or kits to supplement math instruction</li><li>• Lack of professional development on mathematics strategies</li><li>• More time needed for small group math instruction</li><li>• Motivation needed for students who struggle and reach plateaus in Jiji math</li><li>• More intervention classes needed for after school support for our EL and Special Ed. students.</li></ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
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 - Supplemental	13,019
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	5,903
Analyze and disaggregate student achievement data in English language development, English/language arts, and mathematics in order to provide timely intervention and close the achievement gap	Sept. 2013 - June 2016	Teachers, site administrator	Renewal fees	5000-5999: Services And Other Operating Expenditures	LCFF - Base LCFF - Supplemental	2,321
Purchase supplemental instructional materials to support CCSS implementation	Sept. 2013 - June 2016	Teachers, site administrator	Supplemental informational text	4000-4999: Books And Supplies	LCFF - Supplemental	5,254
Participate in school library program	Sept. 2013 - June 2016	Library media technician	Personnel	2000-2999: Classified Personnel Salaries	District Funded	16,764
Utilize ST Math to support English learners, low income youth, and other high needs student populations	Sept. 2013 - June 2016	Teachers	Renewal fees	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,500
Release time to score and analyze District assessments through music release time.	Sept. 2014 - June 2017	Teachers and site administration	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Base LCFF - Supplemental	16,000
Assess students in a format similar to SBAC.	Sept. 2014 - June 2017	Teachers and site administration	Supplies	4000-4999: Books And Supplies	LCFF - Base	1,000
Score and analyze District assessments	Sept. 2014 - June 2017	Teachers and site administration	Certificated Salary	1000-1999: Certificated Personnel Salaries	Title I	4,012

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaboration: devote one day per month to formal content area collaboration to disaggregate and analyze data to drive instruction.	Sept. 2014 - June 2017	Teachers and Site Administrators	No cost associated with this action			

## Planned Improvements in Student Performance

### School Goal #3

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

<b>CATEGORY/PRIORITY AREA(S): Parent Involvement</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
Goal 11: Increase parent engagement and involvement of historically underserved and other high needs student populations.
<b>SCHOOL GOAL #3:</b>
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).
<b>Data Used to Form this Goal:</b>
School Site Council Roster, English Learner Advisory documentation, District English Learner Advisory documentation, sign-in sheets for parent opportunities, volunteer lists
<b>Findings from the Analysis of this Data:</b>
Description of possible barriers related to goal: Parent Involvement <ul style="list-style-type: none"> <li>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.</li> <li>Language barrier with our EL parents.</li> </ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
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 - Supplemental	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	LCFF - Base	10,120
Provide written communication in English and Vietnamese to parents.	Sept. 2013 - June 2016	District staff, site administrator	Expenses reflected in Goal 2			

## Planned Improvements in Student Performance

### School Goal #4

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

<b>CATEGORY/PRIORITY AREA(S): Student Engagement and School Climate</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
Goal 12: Reduce chronic absenteeism. Goal 14: Expand behavioral interventions to further reduce student suspension and expulsion rates. Goal 15: Increase meaningful student participation.
<b>SCHOOL GOAL #4:</b>
Create a learning environment and school climate which improves students' attendance, connection, and overall involvement in all aspects of their education.
<b>Data Used to Form this Goal:</b>
Daily attendance rates Chronic absenteeism information Suspensions California Healthy Kids Survey PBIS evaluation data Student/Parent surveys
<b>Findings from the Analysis of this Data:</b>
Description of possible barriers related to goal: Student Engagement and School Climate <ul style="list-style-type: none"><li>• Staff members need to be more consistent with PBIS rewards and program components.</li><li>• More after school programs needed to allow more access for students to become more "connected" to school.</li><li>• Support needed from parents by not taking vacations during school time and allowing students to remain at home when the child is not sick.</li></ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
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			
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	LCFF - Supplemental	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	9,548.00
4000-4999: Books And Supplies	Common Core	56,564.00
5000-5999: Services And Other Operating	Common Core	101,809.00
2000-2999: Classified Personnel Salaries	District Funded	16,764.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	23,791.00
2000-2999: Classified Personnel Salaries	LCFF - Base	10,120.00
4000-4999: Books And Supplies	LCFF - Base	57,564.00
5000-5999: Services And Other Operating	LCFF - Base	2,321.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,200.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	17,919.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,254.00
5000-5999: Services And Other Operating	LCFF - Supplemental	2,500.00
1000-1999: Certificated Personnel Salaries	Lottery: Instructional Materials	2,757.00
1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	2,250.00
1000-1999: Certificated Personnel Salaries	Title I	9,662.00
1000-1999: Certificated Personnel Salaries	Title III	5,903.00



## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

<b>Funding Source</b>	<b>Total Expenditures</b>
Common Core	167,921.00
District Funded	16,764.00
LCFF - Base	93,796.00
LCFF - Supplemental	29,873.00
Lottery: Instructional Materials	2,757.00
Parent-Teacher Association (PTA)	2,250.00
Title I	9,662.00
Title III	5,903.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	58,111.00
2000-2999: Classified Personnel Salaries	44,803.00
4000-4999: Books And Supplies	119,382.00
5000-5999: Services And Other Operating Expenditures	106,630.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	241,483.00
<b>Goal 2</b>	66,773.00
<b>Goal 3</b>	14,220.00
<b>Goal 4</b>	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	X				
Peny McMahan		X			
Sandy O'Toole			X		
Jody Brekke		X			
Kerrie Kendzierski			X		
Eliza Chao				X	
Laura Giuntoli				X	
Celia Yeung				X	
Nina Robson				X	
Angie Vander Burgh				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>5</b>	

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on February 2, 2015.

Attested:

Chris Christensen

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Peny McMahon, Vice Chairperson

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

# The Single Plan for Student Achievement

**School:** Harry C. Fulton Middle School  
**CDS Code:** 30-66498-6027916  
**District:** Fountain Valley School District  
**Principal:** Kevin Johnson  
**Revision Date:** February 4, 2015

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

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

**Contact Person:** Kevin Johnson  
**Position:** Principal  
**Phone Number:** (714) 375-2816  
**Address:** 8778 El Lago Street  
Fountain Valley, CA 92708  
**E-mail Address:** JohnsonK@fvsd.us

**The District Governing Board approved this revision of the SPSA on March 12, 2015.**

## Table of Contents

School Vision and Mission.....	3
School Profile .....	3
Comprehensive Needs Assessment Components .....	4
Data Analysis.....	4
Surveys.....	4
Classroom Observations .....	5
Analysis of Current Instructional Program.....	5
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 .....	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

### Harry C. Fulton Middle School's Vision and Mission Statements

#### A. School Mission Statement

The mission of Fulton Middle School is to promote academic excellence and establish a lifelong foundation for success in a safe learning environment. The focus is on the unique needs of middle school learners as they transition from elementary school and move toward the challenges of high school.

#### B. School Vision Statement

Fulton Middle School is a 6-8 school located in the city of Fountain Valley, in Orange County. Our high quality instructional program is designed to meet the varied needs of the student population. All students receive core curriculum instruction as identified by the Fountain Valley School District and California Common Core State Standards. Instruction is enriched through a variety of special programs and instructional strategies. We offer a core program for identified gifted students and special services for identified special education students. Our staff is committed to high standards for students that will prepare them for their future

At Fulton Middle School, we have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring Fulton Middle School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through collaboration, our students will be challenged to reach their maximum potential.

## School Profile

Fulton Middle School is a 6-8 middle school serving 799 students. Fulton is located in Fountain Valley, California in the Fountain Valley School District. Unique to Fulton Middle School is that many of the students are the second or third generation to live in the neighborhood and attend Fulton, which accounts for the closeness of the community. Another admirable quality found at Fulton is strong parental involvement. We offer many opportunities for parents to become involved on a regular basis and support the partnership between the home and school connection.

Fulton is a 2009 and 2013 California Distinguished School. We are fortunate to have a staff of 30+ teachers who are dedicated to the education of our students. Our goal is to focus on increasing student achievement through a highly academic, standards-based instructional program, while at the same time, providing a highly enriched educational and social environment for our middle school students.

The Fulton staff spends a great deal of time planning for each school year with the hope of making a positive and successful educational experience for all students. In addition, we recognize the importance of a home-school partnership as a necessary component to ensure the success of our Fulton students. We highly encourage our parents to assist their children by monitoring their daily progress and becoming actively involved in their child's education. Parental involvement and support are key ingredients to making Fulton Middle School one of the finest schools in Orange County.

#### Student Enrollment - School Demographic Characteristics

Asian	33.8%
Hispanic or Latino	8.5%
White (Not Hispanic)	40.5%
English Language Learners	2.7%
Socio-economically Disadvantaged	18.0%
Special Education	8.0%

\*Data reported are the number of students in each racial and ethnic subgroup as reported in Aeries October 2, 2014.

In addition to our general program, Fulton has two full time resource specialist, three special day class teachers, a speech and language pathologist, school counselor and school psychologist. Our Special Education Program has been recognized by the state for the outstanding supports and services they provide students with special needs. The Fulton Special Education team has presented at an Association of California School Administrators conference regarding closing the achievement gap and their successes.

In addition, Fulton's general education classes offer students a variety of supports, interventions and enrichments. Based on student needs and performance, they are placed in English Language Arts and Math courses which support or enrich their skills through the offering of co-taught classes, intervention classes, and GATE or above grade level courses.

Fulton not only offers students a range of academic programs, but extracurricular activities as well. Below is a list of some of the activities students can get involved in:

- Spirit Days
- Classroom Competitions
- Noon League Games
- Assemblies and Pep Rallies
- Dances
- Clubs - homework, community service, guitar and ukulele, gardening, mud club, crochet
- Rockin Lunches
- Student Council
- Cheerleading
- Sports Teams
- Family Science Night
- National Junior Honor Society
- Peer Assistance League

We also have a very active Parent Teacher Association who supports our school in many ways including:

- Student Store
- Fundraisers
- Campus Volunteers
- Monday Envelopes
- Classroom Enhancement Funds
- Technology
- Assemblies
- Library books
- Student Awards and Recognition
- PE Equipment
- Family Nights and Dine Outs

While Fulton School enjoys high levels of student achievement, the staff, parents and administration are all committed to working together for continuous improvement and ways to maximize student learning and development.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

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

### **Surveys**

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

Due to the lack of standardized test scores, Program Improvement status was frozen for all identified schools and district. Fountain Valley School District will remain year 3 in the 2014/2015 school year.

Annually, the District administers a survey to parents of English learners in order to solicit their input on their perceptions of their student's English development and solicit input on ways to improve the English learner program.

### 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 site administrators make it a priority to visit every classroom multiple times. Site administrators document approximately 400 classroom visits per year in addition to visits by the Superintendent, Assistant Superintendents, support personnel, and members of the Board of Trustees.

Fulton staff and administration values collaborative practices around teaching and learning. To support this practice, the staff engages in monthly peer observations through "Learning Walks."

The Fulton staff participates in the BTSA program, which supports mentor teachers observing beginning teachers as well as beginning teachers observing veteran teachers. These observations help guide beginning teachers in developing good teaching practices.

### Analysis of Current Instructional Program

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

#### **Conditions of Learning**

##### Basic Services

###### Teachers

<b>Strengths</b>	<b>Needs</b>
All teachers are teaching under a full credential and within their subject area/s of competence.	Maintain 100% compliance rate in this area.

###### Textbooks

<b>Strengths</b>	<b>Needs</b>
All students are given their own individual books for classroom/home use. All materials are aligned with State standards and approved by the Board of Trustees. For the 2014-2015 school year math teachers are piloting new CCSS textbooks.	Materials are aging and need to be replenished on an ongoing basis. Materials, especially in the area of Mathematics, are not yet aligned with the CCSS.

###### Facilities

<b>Strengths</b>	<b>Needs</b>
Safe, clean environment for students. Strong coverage from custodial staff, and adequate number of hours employed. SolaTube fixtures were installed in the MPR and exterior lighting was upgraded campus-wide.	Continue to refine the schedules and practices of custodial staff to ensure a clean and orderly school environment.

Common Core State Standards

*All Students*

CCSS

Strengths	Needs
CCSS staff development in ELA and Math. Administrative Training Program. Principal Meetings.	Ongoing support and training for teachers to integrate technology instruction for SBAC, Next Generation Science Standards, additional instructional resources to support Common Core, collaboration time for teachers to deepen their understanding of CCSS

*English Learners*

CCSS

Strengths	Needs
Teachers using SDAIE strategies to support EL's in the classroom through standard implementation along with their typical peers.	Very little PD in this specific area. No PD overlap between new ELD standards and CCSS standards.

English Language Development

Strengths	Needs
Materials and training for direct ELD (English Language Development) instruction	No specific ELD provided once students hit the Intermediate & above levels.

*Fountain Valley School District Common Core State Standards Interim Assessments*

English Language Arts

Strengths	Needs
ELA assessments have been crafted and are administered each grading period. Release time has been embedded to allow for collaborative scoring and analyzing of data.	Additional teacher training in how to manage/use assessment data to inform their instruction. Time to reflect and adjust assessments as needed.

Math

Strengths	Needs
Math assessments have been crafted and are administered each grading period. Release time has been embedded to allow for collaborative scoring and analyzing of data.	Additional teacher training in how to manage/use assessment data to inform their instruction. Time to reflect and adjust assessments as needed.

Course Access

*All Students*

Strengths	Needs
All students have access to core—ELA/Math/SCI/HSS	Consistent electives across all middle schools to include Visual Performing Arts, Spanish, Art, Drama, Public Speaking, Woodshop, Computer, Music.

*English Learners*

Strengths	Needs
All teachers use accommodations/engagement strategies makes mainstreaming of all courses possible/successful. Also co-taught classes offer more supportive ELA/MATH class option	ELD Support electives/continue math and writing support electives Purchase curriculum for writing support and teacher training

*Low Income Students*

Strengths	Needs
All teachers use accommodations/engagement strategies which make mainstreaming of all courses possible/successful. Also co-taught classes offer more supportive ELA/MATH class options.	Continue math, writing and support electives. Purchase curriculum for writing support and teacher training.

*Students with Disabilities*

Strengths	Needs
All teachers use accommodations/engagement strategies which make mainstreaming of all courses possible/successful. Also co-taught classes offer more supportive ELA/MATH class options.	Continue math, writing and support electives. Purchase curriculum for writing support and teacher training.

**Pupil Outcomes**

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

*Adequate Yearly Progress*

All Students

Strengths	Needs
During 2011-2013, participation has remain unchanged at 100%. ELA % proficient or advanced: 6th grade: 89 7th grade: 91 8th grade: 84 Math % proficient or advanced: 6th grade: 84 7th grade: 75 7th Alg: 94 8th Alg: 69 Geometry:96	AYP Criteria (ELA 89.2%, Math 89.5%) 2013 AYP met in both areas

White

Strengths	Needs
84.1% prof or adv in ELA, 67.6% in math (remains unchanged due to lack of scores and participation in the SBAC pilot).	AYP Criteria (ELA 89.2%, Math 89.5%) not met in 2013.

Asian

Strengths	Needs
91.6% prof or adv in ELA, 88.1% in math (remains unchanged due to lack of scores and participation in the SBAC pilot).	AYP Criteria (ELA 89.2%, Math 89.5%) met in 2013.

Hispanic

Strengths	Needs
81.8% prof or adv in ELA, 66.2% in math (remains unchanged due to lack of scores and participation in the SBAC pilot).	AYP Criteria (ELA 89.2%, Math 89.5%) not met 2013.

English Learners

Strengths	Needs
73.3% prof or adv in ELA, 71.1% in math (remains unchanged due to lack of scores and participation in the SBAC pilot).	AYP Criteria (ELA 89.2%, Math 89.5%) not met in 2013. There remains an achievement gap in comparison to other groups.

Socioeconomically Disadvantaged

Strengths	Needs
84.7% prof or adv in ELA, 74.8% in math (remains unchanged due to lack of scores and participation in the SBAC pilot).	AYP Criteria (ELA 89.2%, Math 89.5%) not met in 2013. There remains an achievement gap in comparison to other groups.

Students with Disabilities

Strengths	Needs
69% prof or adv in ELA, 37.5% in math (remains unchanged due to lack of scores and participation in the SBAC pilot).	There remains an achievement gap.

*Academic Performance Index*

All Students

Strengths	Needs
During past three years, API grew +19 to 931. State target was also met each year (remains unchanged due to lack of scores and participation in the SBAC pilot).	

White

Strengths	Needs
Current API is 903. During past two years, API grew +5 points (remains unchanged due to lack of scores and participation in the SBAC pilot).	

Asian

Strengths	Needs
Current API is 968. During past two years, API grew +6 points (remains unchanged due to lack of scores and participation in the SBAC pilot).	

Hispanic

Strengths	Needs
Current API is 901. During past two years, API grew +62 points (remains unchanged due to lack of scores and participation in the SBAC pilot).	

English Learner

Strengths	Needs
Current API is 882. During past two years, API grew +45 points (remains unchanged due to lack of scores and participation in the SBAC pilot).	

Socioeconomically Disadvantaged

Strengths	Needs
Current API is 908. During past two years, API grew +62 points (remains unchanged due to lack of scores and participation in the SBAC pilot).	

Students with Disabilities

Strengths	Needs
Current API is 737. During past two years, API grew +21 points (remains unchanged due to lack of scores and participation in the SBAC pilot).	

California English Language Development Test

AMAO 1

Strengths	Needs
Fulton did not meet the minimum number of EL students threshold for reporting in this area.	

AMAO 2

Strengths	Needs
In 2013-14, 22.8% of students met the NCLB target for AMAO 2 – RFEP in 5 years or less of instruction	Decrease the gap and monitor student progress to support them in growth needed to reclassify.

Reclassified Rates

Strengths	Needs
Percentage of students reclassified for the 2013-2014 school year was 23% which is high in comparison to district-wide rates (12%).	Continue to embed SDAIE strategies to support growth of EL students. Provide support electives where needed.

California Physical Fitness Test

Strengths	Needs
Nearly 76% of all students met the standards of the PFT in 5 - 6 of 6 areas.	Students need more education on healthy body mass index levels. Body composition continues to be a weak area.

Writing Benchmarks

Strengths	Needs
All ELA teachers have been trained in how to enter/access student data in the Illuminate system. Individual/group release time is provided by the district for assessment/analysis purposes. Narrative and explanatory writing have traditionally been strengths for Fulton.	Teachers will now increase their usage of the specific data to inform parents of at-risk student performance and to inform their continued writing instruction. Argumentative writing will continue to be an area of focus.

Other Student Outcomes

Dibels Next

Strengths	Needs
Not applicable for middle school	

## Engagement

### Parent Involvement

Strengths	Needs
Strong community of committed, involved parents take on a majority of events/school needs.	Need to focus on recruitment of new, incoming parents from the elementary school. Brainstorm strategies to “entice” new and existing parents.

### Student Engagement

#### *Attendance*

Strengths	Needs
Student attendance has remained steady at 97.6% . School newsletters and communications highlight the importance of attendance, unless a student is truly ill.	Continue to educate parents on long-term effects of high absenteeism.

#### *Chronic Absenteeism*

Strengths	Needs
Compared to state averages, our chronic absenteeism is low at 3.46%	Fulton’s rate of chronic absenteeism is average for FVSD. Continue to educate parents and enforce attendance guidelines with regard to contracts to decrease this percentage. Communicate with the community the importance of taking vacations during non-school times as this impacts those represented in chronic absenteeism. Continue to issue attendance contracts and monitor transfer students' attendance records.

### School Climate

#### *Suspensions*

Strengths	Needs
Student suspension rates have decreased nearly 16% over the previous year.	Continue to look for alternatives to out-of-house suspensions.

#### *Expulsions*

Strengths	Needs
Student expulsions have been used effectively to comply with zero tolerance laws and to maximize security on campus. For the second year, Fulton has had no expulsions.	Continue with fair, consistent, fully articulated progressive discipline policy.

#### *Survey (California Healthy Kids Survey Results and school surveys)*

Strengths	Needs
*35% perceive Caring relationships w/teacher or other adult (31% Statewide) *51% perceive high expectations from teacher or other adult (45% Statewide) *School Connectedness Scale = 65% vs. Statewide 39%	*Only 74% perceive themselves to be "Safe" or “Very safe” when at school...needs to be higher. (18% Statewide) *Only 18% perceive opportunities for meaningful participation at school...needs to be higher. (16% Statewide.)



## Description of Barriers and Related School Goals

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

- Current lack of data to analyze
- Lack of time for collaboration within departments and grade levels
- Need for additional professional growth and development in subject specific areas as well as in the technology needed and used in the implementation of SBAC testing
- Need for ongoing professional development with regards to CCSS
- Need CCSS aligned materials

Description of possible barriers related to goal: Student Achievement

- Current lack of data to analyze
- Need for additional professional development on CCSS strategies
- Need for refinement of benchmark assessments to support students and teachers in preparing for SBAC assessment model
- Continued professional development for teachers that is subject specific
- Need CCSS aligned materials

Description of possible barriers related to goal: Parent Involvement

- Parent involvement and PTA membership tends to decrease from elementary school to middle school
- Language barrier with EL parents
- Lack of involvement opportunities that are convenient

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

- Need for development of additional, consistent student recognition programs
- Increase the availability of during and afterschool activities and clubs that students can be involved in to increase their connectedness to the school
- Communicate with parents of the importance of regular attendance.

## School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	845	836		403	358		5	5		345	371	
<b>Growth API</b>	927	931		901	903					967	968	
<b>Base API</b>	916	929		899	905					962	967	
<b>Target</b>	A	A		A	A					A	A	
<b>Growth</b>	11	2		2	-2					5	1	
<b>Met Target</b>	Yes	Yes		Yes	Yes					Yes	Yes	

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	71	77		88	90		135	159		79	72	
<b>Growth API</b>	896	901		887	882		893	907		712	737	
<b>Base API</b>	839	896		837	888		846	894		716	720	
<b>Target</b>							A	A				
<b>Growth</b>							47	13				
<b>Met Target</b>							Yes	Yes				

**Conclusions based on this data:**

\*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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		99	100		100	80		100	100	
Number At or Above Proficient	735	731		339	301		--			318	340	
Percent At or Above Proficient	87.0	87.5		84.1	84.1		--	--		92.2	91.6	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
Met AYP Criteria	Yes	Yes		Yes	No		--	--		Yes	Yes	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	97		100	100		100	100		98	94	
Number At or Above Proficient	56	63		64	66		104	134		49	49	
Percent At or Above Proficient	78.9	81.8		72.7	73.3		77.0	84.3		62.0	69.0	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
Met AYP Criteria	--	--		--	--		Yes	Yes		--	--	

Conclusions based on this data:

\*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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		99	100		100	100		100	100	
Number At or Above Proficient	633	642		263	242		--			304	327	
Percent At or Above Proficient	74.9	76.8		65.3	67.6		--	--		88.1	88.1	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
Met AYP Criteria	No	Yes		No	Yes		--	--		Yes	Yes	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	98		100	100		99	100		98	97	
Number At or Above Proficient	48	51		66	64		93	119		34	27	
Percent At or Above Proficient	67.6	66.2		75.0	71.1		68.9	74.8		43.0	37.5	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
Met AYP Criteria	--	--		--	--		No	Yes		--	--	

#### Conclusions based on this data:

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

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	2	25	6	75							8
7	3	43	3	43	1	14					7
8	5	42	5	42					2	17	12
<b>Total</b>	10	37	14	52	1	4			2	7	27

#### Conclusions based on this data:

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

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	4	40	6	60							10
7	4	44	3	33	2	22					9
8	5	36	5	36	1	7			3	21	14
<b>Total</b>	13	39	14	42	3	9			3	9	33

#### Conclusions based on this data:

\*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		
	2011-12	2012-13	2013-14
Number of Annual Testers	31	32	27
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	31	32	27
Number Met	23	26	--
Percent Met	74.2%	81.3%	--
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	--

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	5	26	8	26	3	26
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	*	*	*	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
<b>Mathematics</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

#### Conclusions based on this data:

\*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		
	2011-12	2012-13	2013-14
Number of Annual Testers	623	635	666
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	623	635	666
Number Met	493	504	550
Percent Met	79.1	79.4	82.6
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	597	150	626	162	643	149
Number Met	312	112	326	120	359	119
Percent Met	52.3	74.7	52.1	74.1	55.8	79.9
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
<b>Met Target for AMAO 3</b>	<b>Yes</b>	<b>No</b>	<b>No</b>

#### Conclusions based on this data:

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



## Planned Improvements in Student Performance

### School Goal #1

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

<b>CATEGORY/PRIORITY AREA(S): Implementation of Common Core State Standards</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
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.
<b>SCHOOL GOAL #1:</b>
To support implementation of the Common Core State Standards, Fulton Middle School will incorporate professional development, technology integration, and when available new Common Core State Standards aligned instructional materials.
<b>Data Used to Form this Goal:</b>
Instructional Materials: textbook adoption process and committee membership Professional Development: CCSS Steering Committee, calendar, interim assessments, Professional Development calendar, staff meeting agendas, learning walk observations Technology: technology survey, device student ratio, Chromebook cart schedules, computer based classes - course syllabi
<b>Findings from the Analysis of this Data:</b>
Description of possible barriers related to goal: Implementation of Common Core State Standards <ul style="list-style-type: none"><li>• Current lack of data to analyze</li><li>• Lack of time for collaboration within departments and grade levels</li><li>• Need for additional professional growth and development in subject specific areas as well as in the technology needed and used in the implementation of SBAC testing</li><li>• Need for ongoing professional development with regards to CCSS</li><li>• Need CCSS aligned materials</li></ul>

**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, Professional Development calendar, staff meeting agendas, learning walk observations  
 Technology: technology survey, device student ratio, Chromebook cart schedules, computer based classes - course syllabi

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Participate in District provided Common Core State Standards Professional Development	9/2013 - 6/2016	Teachers, Site Administrators	substitutes stipends	1000-1999: Certificated Personnel Salaries	Common Core	1,940
Participate in classroom and/or site visits of District Signature Practices	9/2014-6/2017	Teachers, Site Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	LCFF - Base	7,232
Monthly Co-teacher planning time	9/2013 - 6/2016	Teachers, Site Administrator	No additional expenses associated with this action			
Participate in School Site provided Common Core State Standards Professional Development	9/2013 - 6/2016	Teachers, Site Administrator	No additional expenses associated with this action			
Increase student access to student devices - improve student device ratio	9/2013 - 6/2016	teachers, site administrators, district administrators	computers mice headphones	5000-5999: Services And Other Operating Expenditures	Common Core	64,700
Pilot Common Core State Standards Math materials	9/2014 - 6/2015	pilot teachers	substitutes stipend costs	1000-1999: Certificated Personnel Salaries	Common Core	2,068
Purchase Common Core Math Materials	Spring 2015	district administrators	instructional materials	4000-4999: Books And Supplies	Common Core	66,597
Implement and participate in Common Core State Standards Math materials professional development	9/2015 - 6/2016	teachers site administrators district administrators	substitutes stipend costs	1000-1999: Certificated Personnel Salaries	LCFF - Base	4,123

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Pilot Common Core State Standards English Language Arts materials	9/2015 - 6/2016	pilot teachers	substitutes stipends	1000-1999: Certificated Personnel Salaries	Lottery: Instructional Materials	2,068
Purchase Common Core State Standards English Language Arts Materials	Spring 2016	district administrators	instructional materials	4000-4999: Books And Supplies	LCFF - Base	66,597
Provide CCSS training for paraprofessionals	09/2014-06/2016	Site Administrators/District Administrators	stipends	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	800
Refresh existing staff devices and classroom technology	09/2013-06/2016	Site Administrators District Administrators	laptops printers	5000-5999: Services And Other Operating Expenditures	LCFF - Base  LCFF - Supplemental	70,205
Technology professional development	09/2013-06/2016	teachers site administrators district administrators	substitutes stipends presenter fees	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,000

## Planned Improvements in Student Performance

### School Goal #2

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

<b>CATEGORY/PRIORITY AREA(S): Student Achievement</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
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.
<b>SCHOOL GOAL #2:</b>
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.
<b>Data Used to Form this Goal:</b>
Smarter Balanced Assessment Writing Benchmarks Read 180 CELDT AMAO 1 and 2 AYP API
<b>Findings from the Analysis of this Data:</b>
Description of possible barriers related to goal: Student Achievement <ul style="list-style-type: none"><li>• Current lack of data to analyze</li><li>• Need for additional professional development on CCSS strategies</li><li>• Need for refinement of benchmark assessments to support students and teachers in preparing for SBAC assessment model</li><li>• Continued professional development for teachers that is subject specific</li><li>• Need CCSS aligned materials</li></ul>

**How the School will Evaluate the Progress of this Goal:**

Smarter Balanced Assessment  
 Writing Benchmarks  
 Read 180  
 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
Provide Resource Specialists to support the co-teaching service delivery model.	9/2014-6/2017	Teachers, Site Administrators	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	35,000
Provide targeted students with Math and ELA intervention classes in lieu of electives	9/2013-6/2016	teachers, site administrators	No additional expenses associated with this action			
Provide on-going direction, training and support for co-taught classrooms and teachers. This professional development will also be geared in developing cohesiveness between teachers and define the roles each should fill in the classroom.	9/2013-6/2016	teachers, site administrators, district administrators	No additional expenses associated with this action			
Provide students who are English Language Learners with daily embedded support and SDAIE strategies.	9/2013 - 6/2016	teachers, site administrators	No additional expenses associated with this action			
Create a master schedule that supports the needs of all students, from GATE and advanced placement to supporting those with academic needs.	9/2013 - 6/2016	teachers, site administrators	No additional expenses associated with this action			
Check in / Check out system for at-risk students	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
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 administrators	renewal fees	5000-5999: Services And Other Operating Expenditures	LCFF - Base  LCFF - Supplemental	5,183
Purchase supplemental instructional materials to support CCSS implementation	9/2013 - 6/2016	teachers, site administrators	supplemental informational instructional materials	4000-4999: Books And Supplies	LCFF - Supplemental	6,281
Participate in school library program	9/2013 - 6/2016	library media technician	personnel	2000-2999: Classified Personnel Salaries	LCFF - Base  LCFF - Supplemental	10,957
Assess students in a format similar to SBAC	09/2014 - 06/2017	Teachers, Site Administrators	Materials	4000-4999: Books And Supplies	LCFF - Base	1,000
Provide release time for team planning for co-teaching teams	09/2014 - 06/2017	Teachers, Site Administrators	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,253
Score and analyze District assessments	09/2014 - 06/2017	Teachers, Site Administrators	Certificated Salary	1000-1999: Certificated Personnel Salaries	Title I	3,503

## Planned Improvements in Student Performance

### School Goal #3

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

<b>CATEGORY/PRIORITY AREA(S): Parent Involvement</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
Goal 11: Increase parent engagement and involvement of historically underserved and other high needs student populations.
<b>SCHOOL GOAL #3:</b>
Increase involvement of parents from traditionally underrepresented subgroups with regards to school activities and home school communication.
<b>Data Used to Form this Goal:</b>
Involvement: School Site Council roster, PTA roster, PTA sign in, ELAC sign in, Parent Education Night Sign In, Volunteer lists, school activities, conferences Communication: E-mail blasts, marquee, newsletter, PTA, ELAC, SSC meetings
<b>Findings from the Analysis of this Data:</b>
Description of possible barriers related to goal: Parent Involvement <ul style="list-style-type: none"> <li>• Parent involvement and PTA membership tends to decrease from elementary school to middle school</li> <li>• Language Barrier with EL parents</li> <li>• Lack of involvement opportunities that are convenient</li> </ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
School Site Council documentation; English Learner Advisory documentation; District English Learner Advisory documentation; Number of parent education opportunities; meeting sign ins, agendas, and resources; expenditures for interpretation, translation, and childcare; responses to parent surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide a bilingual Community Liaison to support parent outreach	9/2011-6/2014	district staff	personnel	2000-2999: Classified Personnel Salaries	LCFF-EL	4,100
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 agreement	2000-2999: Classified Personnel Salaries	LCFF - Base	10,120
Provide written parent communication in English and Vietnamese	09/2013 - 09/2016	district and site translator	Expense captured in earlier action			

## Planned Improvements in Student Performance

### School Goal #4

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

<b>CATEGORY/PRIORITY AREA(S): Student Engagement and School Climate</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
Goal 12: Reduce chronic absenteeism. Goal 14: Expand behavioral interventions to further reduce student suspension and expulsion rates. Goal 15: Increase meaningful student participation.
<b>SCHOOL GOAL #4:</b>
Create a learning environment and school climate which improves student's attendance, connection and overall involvement in all aspects of their education.
<b>Data Used to Form this Goal:</b>
Daily attendance rates, chronic absenteeism information, suspension rates, California Healthy Kids Survey
<b>Findings from the Analysis of this Data:</b>
Description of possible barriers related to goal: Student Engagement and School Climate <ul style="list-style-type: none"> <li>• Need for development of additional, consistent student recognition programs</li> <li>• Increase the availability of during and afterschool activities and clubs that students can be involved to increase their connectedness to the school.</li> <li>• Communicate with parents of the importance of regular attendance.</li> </ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
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 legalities related to absenteeism	9/2013-6/2016	teachers, site administrators	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	LCFF - Supplemental	4,200



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze suspension information to identify patterns in misconduct and/or student demographics	9/2013-6/2016	site administrator, district staff	No additional expense associated with the action			
Implementation of during and afterschool clubs	9/2013-6/2016	site administration, activities director, PTA, teacher	Personnel	1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	10,000
Activities organized student council to promote student engagement and school spirit	9/2013-6/2016	activities director, student council, site administrators	No additional expense associated with the action			
Implement Positive Behavior Intervention Systems (PBIS) in order to reduce classroom disruptions and create a positive environment for student learning.	5/2012-6/2015	site administration, teachers	No additional expense associated with the action			
Provide counseling support for high needs student populations	09/2014 - 06/2017	District staff	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Base	40,000

## 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	4,008.00
4000-4999: Books And Supplies	Common Core	66,597.00
5000-5999: Services And Other Operating	Common Core	64,700.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	52,355.00
2000-2999: Classified Personnel Salaries	LCFF - Base	21,077.00
4000-4999: Books And Supplies	LCFF - Base	67,597.00
5000-5999: Services And Other Operating	LCFF - Base	75,388.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	41,453.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	800.00
4000-4999: Books And Supplies	LCFF - Supplemental	6,281.00
2000-2999: Classified Personnel Salaries	LCFF-EL	4,100.00
1000-1999: Certificated Personnel Salaries	Lottery: Instructional Materials	2,068.00
1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	3,503.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

<b>Funding Source</b>	<b>Total Expenditures</b>
Common Core	135,305.00
LCFF - Base	216,417.00
LCFF - Supplemental	48,534.00
LCFF-EL	4,100.00
Lottery: Instructional Materials	2,068.00
Parent-Teacher Association (PTA)	10,000.00
Title I	3,503.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	113,387.00
2000-2999: Classified Personnel Salaries	25,977.00
4000-4999: Books And Supplies	140,475.00
5000-5999: Services And Other Operating Expenditures	140,088.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	287,330.00
<b>Goal 2</b>	64,177.00
<b>Goal 3</b>	14,220.00
<b>Goal 4</b>	54,200.00

## 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.

\_\_\_\_\_ When I am absent, it is my responsibility to communicate with my teachers or follow their absent procedures to ensure I make up missed assignments.

\_\_\_\_\_ I will communicate my academic progress with my parents through the use of School Loop and/or return corrected work and tests.

\_\_\_\_\_ I will follow the Fulton Honor Code policy and always do my own work.

\_\_\_\_\_ I will arrive at school on time every day unless I am ill.

\_\_\_\_\_ I will be responsible for my own behavior and show respect to all people and objects.

\_\_\_\_\_ I will be a cooperative learner by participating in class and following directions

\_\_\_\_\_ will be kind and respectful to others.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

### **Parents Pledge:**

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

\_\_\_\_\_ I will provide a quiet time and place for my child to study.

\_\_\_\_\_ I will encourage my child to complete his/her homework.

\_\_\_\_\_ I will make sure my child gets an adequate night's sleep.

\_\_\_\_\_ I will see to it that my child arrives at school on time every day (between 7:50 and 8:05)

\_\_\_\_\_ I will stay informed about my child's progress through the use of School Loop or another means of communication.

\_\_\_\_\_ I will attend Back to School Night, Parent Conferences, and Open House.

\_\_\_\_\_ I will support the school/district policies on homework, discipline and attendance.

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_

### **Staff Pledge:**

We understand the importance of the school experience to every child and our role as teachers and models. Therefore, we agree to carry out the following responsibilities to the best of our ability:

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

Everyone Will...

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

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kevin Johnson	X				
Matt Ploski			X		
Gayle Parra		X			
Alyssa Gaebel		X			
Jenny Jareb		X			
Justin Dishong		X			
Laura Giuntoli				X	
Melinda Lynch				X	
Barbra Wittick				X	
Julia Wong				X	
Kelly Nguyen					X
Cydney Izabal					X
Jakob Bixler					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>3</b>

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on February 4, 2015.

Attested:

Kevin Johnson

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Matt Ploski

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date



# The Single Plan for Student Achievement

**School:** Robert Gisler Elementary School  
**CDS Code:** 30-66498-6027973  
**District:** Fountain Valley School District  
**Principal:** Erin Bains  
**Revision Date:** February 19, 2015

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

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

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**Position:** Principal  
**Phone Number:** (714) 378-4211  
**Address:** 18720 Las Flores Street  
Fountain Valley, CA 92708  
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**The District Governing Board approved this revision of the SPSA on March 12, 2015.**

## 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 .....	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

### Robert Gisler Elementary School's Vision and Mission Statements

#### MISSION STATEMENT:

The mission of Gisler School is a commitment to provide a safe and academically challenging environment for all students. It is our expectation that all students will succeed in the acquisition of basic academic and social skills to become life-long learners and quality citizens. Certificated and classified staff along with our parent community are dedicated to assisting all students in achieving this mission.

#### VISION STATEMENT:

The success of our Gisler Elementary School depends on the commitment of all staff (administrators, teachers, and support staff) to high quality standards, expectations and performances.

- We believe all students can learn and are each a valued individual with unique physical, social, emotional, and intellectual needs.
- Professional development is an integral part of our ongoing plan for continuous improvement; curriculum development, design of instructional activities, and the use of assessment measures are focused on providing learning opportunities and feedback systems that enable students to achieve success.
- Effective collaboration and communication with families as partners in the education of their children is essential to the success of Gisler Elementary School.

## School Profile

Robert Gisler Elementary School is a K-5 elementary school serving approximately 540 students. Gisler School is located in the Fountain Valley School District in Orange County. Gisler students represent a cross-section of cultural, racial and ethnic backgrounds, displaying various levels of abilities from Gifted to At-risk. All students receive core curriculum instruction as identified by the Fountain Valley School District and Common Core State Standards. Teachers work collaboratively to design an instructional program to meet the specific needs of students using research-based instructional practices, strategies, and techniques. Gisler is committed to every student reaching a level of proficient performance in order to prepare him/her for the future. Strong parent involvement is evident and supports the vital partnership between home and school.

#### School Demographics:

Enrollment: 539

English Learners: 60

Gifted and Talented Education: 19

Special Education: 52

Socio-Economically Disadvantaged: 82

Hispanic: 96

Vietnamese: 87

White (not Hispanic): 279

R-FEP: 5

## Comprehensive Needs Assessment Components

### Data Analysis

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

### Surveys

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

Gisler Elementary school uses surveys to collect data from the community. We collect EL surveys as well as PTO surveys. Due to the lack of standardized test scores, Program Improvement status was frozen for all identified schools and district. Fountain Valley School District will remain year 3 in the 2014/2015 school year.

### Classroom Observations

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

The Board of Trustees and District administrators value learning and teaching. Throughout the year, District leaders make it a priority to visit every school multiple times. Site visits by the Superintendent, Asst. Superintendents of Personnel, Instruction and Business and the Board of Trustees are conducted throughout the year. The principal conducts classroom visits on a regular basis both formally and informally. There have been approximately 75 visits documented using the Classroom Walk Through tool in each trimester.

### Analysis of Current Instructional Program

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

### **Conditions of Learning**

#### Basic Services

##### Teachers

<b>Strengths</b>	<b>Needs</b>
<ul style="list-style-type: none"><li>All teachers are qualified/credentialed; none teaching outside the credentialed area.</li></ul>	<ul style="list-style-type: none"><li>Time to work with Common Core and continue to work with Differentiated Instruction during grade level meetings, prep time and staff development.</li></ul>

##### Textbooks

<b>Strengths</b>	<b>Needs</b>
<ul style="list-style-type: none"><li>Textbooks for all subject areas are available for all students</li><li>Common CORE Math Textbook piloting during the 2014-2015 school year.</li></ul>	<ul style="list-style-type: none"><li>Current materials are not aligned to the Common Core</li><li>Non-fiction informational text needed in library and classrooms</li><li>Non-fiction magazines: Time 4 Kids, Scholastic, Weekly Reader</li></ul>

Facilities

Strengths	Needs
<ul style="list-style-type: none"> <li>Regular garden maintenance by our district grounds workers</li> <li>Kindergarten, primary, and upper grades have access to playground equipment and open grass areas.</li> <li>Solar panels</li> <li>Deep Cleaning of entire school</li> <li>Solar tubes were installed to enhance natural lighting</li> </ul>	<ul style="list-style-type: none"> <li>Custodial cleaning and on-going maintenance of cleaning needs improvement.</li> <li>Repainting of games on playground</li> <li>Heavy/deep cleaning (carpets, vents, etc.) more often throughout the year</li> <li>Air conditioning</li> <li>Mounted projectors with larger screens and regular maintenance</li> <li>Extra light bulbs for projectors that are kept on campus</li> <li>New teacher chairs</li> <li>Upgraded student furniture to make flexible groupings throughout the day easier</li> </ul>

Common Core State Standards

*All Students*

CCSS

Strengths	Needs
<ul style="list-style-type: none"> <li>CCSS staff development in ELA and Math.</li> <li>Principal Training Program – Principal Meetings, Cotsen Principal Trainings</li> </ul>	<ul style="list-style-type: none"> <li>More instructional resources to support Common Core</li> <li>Collaboration time for teachers to deepen their understanding with CCSS (planning time, visiting other schools/districts)</li> <li>Training: Jr. Great Books, Readers’ Workshop, Words their Way, CGI, Angela Tran, Fosnot</li> <li>Materials: Jr. Great Books, Fosnot, Number Talk Books, math manipulatives, class sets of small white boards.</li> <li>Online Subscriptions: Sumdog, Brainpop, Raz kids</li> </ul>

*English Learners*

CCSS

Strengths	Needs
<ul style="list-style-type: none"> <li>Bilingual aide support</li> <li>EL students have plenty of collaborative opportunities with native speakers.</li> </ul>	<ul style="list-style-type: none"> <li>Lack of State adopted Common Core aligned materials</li> <li>Limited bilingual aide supports</li> </ul>

English Language Development

Strengths	Needs
<ul style="list-style-type: none"> <li>EL Words their Way</li> </ul>	<ul style="list-style-type: none"> <li>No Common Core aligned ELD materials</li> </ul>

Fountain Valley School District Common Core State Standards Interim Assessments

English Language Arts

Strengths	Needs
<ul style="list-style-type: none"> <li>Teacher involvement. The Common Core Steering Committee worked to align the Interim Assessments with the new Common Core</li> <li>Additional release time has been provided to teachers to score and analyze test results</li> </ul>	<ul style="list-style-type: none"> <li>Time to reflect and adjust assessments as needed.</li> </ul>

Math

Strengths	Needs
<ul style="list-style-type: none"> <li>Teacher involvement. The Common Core Steering Committee worked to align the Interim Assessments with the new Common Core</li> <li>ST Math implementation and incentive programs</li> <li>Additional release time has been provided to teachers to score and analyze test results</li> </ul>	<ul style="list-style-type: none"> <li>Time to reflect and adjust assessments as needed.</li> </ul>

Course Access

*All Students*

Strengths	Needs
<ul style="list-style-type: none"> <li>ELA/Math block consistent across grade levels.</li> <li>ST Math key component of student curriculum access</li> <li>Greater emphasis nonfiction, informational text</li> <li>Differentiated, small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>Grade level consistency in Differentiated Instruction/small group implementation.</li> <li>Cross grade articulation meetings on a regular basis</li> </ul>

*English Learners*

Strengths	Needs
<ul style="list-style-type: none"> <li>Bilingual aide support</li> <li>Collaborative grouping opportunities</li> <li>Students appropriately identified</li> <li>Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>Limited time with bilingual aide support and recess conflicts</li> </ul>

*Low Income Students*

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

*Students with Disabilities*

Strengths	Needs
<ul style="list-style-type: none"> <li>Students appropriately placed per IEP; including inclusion when appropriate and feasible</li> <li>IEP goals are attainable for each student</li> <li>Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>Conflict of RSP pull-out schedule to maximize student learning</li> </ul>

**Pupil Outcomes**

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

*Adequate Yearly Progress*

All Students

Strengths	Needs
<p>Due to lack of state testing, data remains unchanged</p> <ul style="list-style-type: none"> <li>ELA: 80.6-77.6 @ or above grade level</li> <li>Math: 74.8-79.4 @ or above grade level</li> <li>Met API criteria</li> </ul>	<ul style="list-style-type: none"> <li>Higher percentage needed to reach 89.2 in ELA</li> <li>Did not meet AYP criteria</li> </ul>

White

Strengths	Needs
<p>Due to lack of state testing, data remains unchanged</p> <ul style="list-style-type: none"> <li>ELA: 83-80-79.4 @ or above grade level</li> <li>Math: 76.5-79.1 @ or above grade level</li> <li>Met API Criteria</li> </ul>	<ul style="list-style-type: none"> <li>Higher percentage needed to reach 89.2 in ELA</li> <li>Did not meet AYP criteria</li> </ul>

Asian

Strengths	Needs
<p>Due to lack of state testing, data remains unchanged</p> <ul style="list-style-type: none"> <li>ELA: 81.2-76.7 @ or above grade level</li> <li>Math: 82.6-87.7 @ or above grade level</li> <li>Met API criteria</li> </ul>	<ul style="list-style-type: none"> <li>Higher percentage needed to reach 89.2 in ELA</li> <li>Did not meet AYP criteria</li> </ul>

Hispanic

Strengths	Needs
<p>Due to lack of state testing, data remains unchanged, not a numerically significant subgroup</p> <ul style="list-style-type: none"> <li>ELA: 70.4-73.7 @ or above grade level</li> <li>Math: 61.1-73.7 @ or above grade level</li> </ul>	

English Learners

Strengths	Needs
Due to lack of state testing, data remains unchanged, not a numerically significant subgroup <ul style="list-style-type: none"> <li>• ELA: 72.1-66.0 @ or above grade level</li> <li>• Math: 72.1-82.0-79.4 @ or above grade level</li> </ul>	

Socioeconomically Disadvantaged

Strengths	Needs
Due to lack of state testing, data remains unchanged, not a numerically significant subgroup <ul style="list-style-type: none"> <li>• ELA: 65.8-60.0 @ or above grade level</li> <li>• Math: 63.2-66.7 @ or above grade level</li> </ul>	

Students with Disabilities

Strengths	Needs
Due to lack of state testing, data remains unchanged, not a numerically significant subgroup <ul style="list-style-type: none"> <li>• ELA: 42.0-47.9 @ or above grade level</li> <li>• Math: 34.0-39.6 @ or above grade level</li> </ul>	

Academic Performance Index

All Students

Strengths	Needs
Due to lack of state testing, data remains unchanged <ul style="list-style-type: none"> <li>• Increased by 5 to 899</li> <li>• Met target</li> </ul>	<ul style="list-style-type: none"> <li>• Consistency; grade level and classroom</li> </ul>

White

Strengths	Needs
Due to lack of state testing, data remains unchanged <ul style="list-style-type: none"> <li>• Met target with 900</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease of 4</li> </ul>

Asian

Strengths	Needs
Due to lack of state testing, data remains unchanged <ul style="list-style-type: none"> <li>• Asian API is higher than the school average at 938</li> </ul>	<ul style="list-style-type: none"> <li>• Asian API declined by 10 points from 2012 to 2013.</li> </ul>

Hispanic

Strengths	Needs
Due to lack of state testing, data remains unchanged <ul style="list-style-type: none"> <li>• Met target with 916</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease of 3</li> </ul>



English Learner

Strengths	Needs
Due to lack of state testing, data remains unchanged <ul style="list-style-type: none"> <li>Increase of 71 points</li> </ul>	<ul style="list-style-type: none"> <li>Not a significant subgroup</li> </ul>

Socioeconomically Disadvantaged

Strengths	Needs
Due to lack of state testing, data remains unchanged <ul style="list-style-type: none"> <li>Increase of 14 points</li> <li>Met target</li> </ul>	<ul style="list-style-type: none"> <li>Not a significant subgroup</li> </ul>

Students with Disabilities

Strengths	Needs
Due to lack of state testing, data remains unchanged <ul style="list-style-type: none"> <li>Increase of 25 points</li> </ul>	

California English Language Development Test  
AMAO 1

Strengths	Needs
<ul style="list-style-type: none"> <li>79.2% met AMAO1 target in 2013</li> </ul>	

AMAO 2

Strengths	Needs
<ul style="list-style-type: none"> <li>63.0% met AMAO2 target in 2013</li> </ul>	

Reclassified Rates

Strengths	Needs
<ul style="list-style-type: none"> <li>8% R-FEP students</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent rates: 13%-22%-10%</li> </ul>

California Physical Fitness Test

Strengths	Needs
<ul style="list-style-type: none"> <li>Aerobic Capacity: 76.9% met standard</li> <li>Body Composition: 75.0% met standard</li> <li>Abdominal Strength: 90.4%met standard</li> <li>Trunk Extension: 100% met standard</li> <li>Upper Body Strength: 93.3% met standard</li> <li>Flexibility: 76.0% met standard</li> <li>Wellness Wednesdays</li> <li>Noon Leagues</li> </ul>	<ul style="list-style-type: none"> <li>Goal of 100% meeting 4 of 6 standards</li> <li>Adhering to P.E. required minutes</li> </ul>

Writing Benchmarks

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

Other Student Outcomes

Dibels Next

<b>Strengths</b>	<b>Needs</b>
<ul style="list-style-type: none"><li>• DIBELS across all grade levels</li><li>• DIBELS Next used to identify students who may need support/intervention</li><li>• School wide leveled reader scores with Fountas and Pinnell</li></ul>	<ul style="list-style-type: none"><li>• Time to assess all students in the beginning of the year as well as throughout the year</li></ul>

**Engagement**

Parent Involvement

<b>Strengths</b>	<b>Needs</b>
<ul style="list-style-type: none"><li>• School Site Council</li><li>• PTO</li><li>• ELAC</li></ul>	<ul style="list-style-type: none"><li>• Diversity</li><li>• Better communication</li><li>• Use of technology</li></ul>

Student Engagement

Attendance

<b>Strengths</b>	<b>Needs</b>
<ul style="list-style-type: none"><li>• Steadily increasing from 96.65%-97.09% (district average: 97.16%)</li><li>• Monthly attendance letters</li></ul>	<ul style="list-style-type: none"><li>• Accountability of parents with absences and tardies</li></ul>

Chronic Absenteeism

<b>Strengths</b>	<b>Needs</b>
<ul style="list-style-type: none"><li>• Below district average</li><li>• Monthly attendance letters</li><li>• SARB</li></ul>	<ul style="list-style-type: none"><li>• Increase from 4.19%-6.33%</li><li>• Accountability of parents with absences and tardies</li></ul>

## School Climate

### Suspensions

Strengths	Needs
<ul style="list-style-type: none"><li>1 suspension in the 2013-2014 school year</li><li>Progressive discipline; strong classroom management</li></ul>	

### Expulsions

Strengths	Needs
<ul style="list-style-type: none"><li>No expulsions reported in the last 3 years.</li></ul>	

### Survey (California Healthy Kids Survey Results and school surveys)

Strengths	Needs
<ul style="list-style-type: none"><li>High percentages of students with no drug/alcohol/tobacco use</li><li>High percentage of students that feel safe and connected at school</li></ul>	<ul style="list-style-type: none"><li>Provide a site specific survey</li><li>Continued education for students</li></ul>

## Description of Barriers and Related School Goals

Description of possible barriers related to goal: Implementation of CCSS

- Lack of time for collaboration within grade levels as well as articulation across grade levels
- Lack of time for data analysis
- Lack of time for professional growth (ELA, Math, technology)
- Lack of time for on-going Professional Development for CCSS

Description of possible barriers related to goal: Student Achievement

- Lack of manipulatives and/or kits to supplement math instruction
- Lack of professional development on CCSS strategies strategies (CGI, Fosnot, Leveled Readers, Jr. Great Books)
- Motivation needed for students who struggle and reach plateaus in Jiji math
- More intervention classes needed for after school support for our at-risk students

Description of possible barriers related to goal: Parent Involvement

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

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

- Staff members need to be more consistent with PBIS rewards and program components
- More after school programs, both academic and enrichment, needed to allow more access for students to become more "connected" to school. More paid programs: computer driven, foreign language, enrichment, etc.
- Support from parents to not take vacations during school time and to allow students to remain at home when not sick.
- Continue with monthly attendance letters.

## School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	345	384		200	225		2	4		69	73	
<b>Growth API</b>	893	899		904	900					920	916	
<b>Base API</b>	890	894		897	904					914	919	
<b>Target</b>	A	A		A	A					A	A	
<b>Growth</b>	3	5		7	-4					6	-3	
<b>Met Target</b>	Yes	Yes		Yes	Yes					Yes	Yes	

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	54	57		43	50		76	74		50	48	
<b>Growth API</b>	825	900		847	879		812	827		669	698	
<b>Base API</b>	855	829		859	850		825	814		612	673	
<b>Target</b>							A	A				
<b>Growth</b>							-13	13				
<b>Met Target</b>							Yes	Yes				

**Conclusions based on this data:**

\*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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	278	298		166	180		--			56	56	
Percent At or Above Proficient	80.6	77.6		83.0	80.0		--	--		81.2	76.7	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
Met AYP Criteria	Yes	No		Yes	No		--	--		Yes	No	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	38	42		31	33		50	44		21	23	
Percent At or Above Proficient	70.4	73.7		72.1	66.0		65.8	59.5		42.0	47.9	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
Met AYP Criteria	No	--		--	--		No	No		--	--	

Conclusions based on this data:

\*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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	258	305		153	178		--			57	64	
Percent At or Above Proficient	74.8	79.4		76.5	79.1		--	--		82.6	87.7	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
Met AYP Criteria	No	Yes		No	Yes		--	--		Yes	Yes	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	33	42		31	41		48	49		17	19	
Percent At or Above Proficient	61.1	73.7		72.1	82.0		63.2	66.2		34.0	39.6	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
Met AYP Criteria	No	--		--	--		No	Yes		--	--	

Conclusions based on this data:

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

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>1</b>	3	27	6	55			1	9	1	9	11
<b>2</b>	6	46	7	54							13
<b>3</b>	2	25	2	25	2	25	1	13	1	13	8
<b>4</b>	3	43	2	29			1	14	1	14	7
<b>5</b>	3	33	4	44	2	22					9
<b>Total</b>	17	35	21	44	4	8	3	6	3	6	48

#### Conclusions based on this data:

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

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>			3	33	2	22			4	44	9
<b>1</b>	3	27	6	55			1	9	1	9	11
<b>2</b>	6	46	7	54							13
<b>3</b>	2	22	2	22	2	22	1	11	2	22	9
<b>4</b>	3	43	2	29			1	14	1	14	7
<b>5</b>	3	30	4	40	3	30					10
<b>Total</b>	17	29	24	41	7	12	3	5	8	14	59

#### Conclusions based on this data:

\*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		
	2011-12	2012-13	2013-14
Number of Annual Testers	39	47	48
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	39	47	48
Number Met	28	42	38
Percent Met	71.8%	89.4%	79.2%
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	46	4	51	6	46	10
Number Met	22	--	31	--	29	--
Percent Met	47.8%	--	60.8%	--	63.0%	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	*	Yes	*	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
<b>Mathematics</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

#### Conclusions based on this data:

\*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		
	2011-12	2012-13	2013-14
Number of Annual Testers	623	635	666
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	623	635	666
Number Met	493	504	550
Percent Met	79.1	79.4	82.6
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	597	150	626	162	643	149
Number Met	312	112	326	120	359	119
Percent Met	52.3	74.7	52.1	74.1	55.8	79.9
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
<b>Met Target for AMAO 3</b>	<b>Yes</b>	<b>No</b>	<b>No</b>

#### Conclusions based on this data:

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

## Planned Improvements in Student Performance

### School Goal #1

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

<b>CATEGORY/PRIORITY AREA(S): Implementation of Common Core Standards</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
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.
<b>SCHOOL GOAL #1:</b>
To support implementation of the Common Core State Standards, Gisler Elementary will incorporate professional development, technology integration, and when available new Common Core State Standards aligned instructional materials.
<b>Data Used to Form this Goal:</b>
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
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"><li>• Lack of time for collaboration within grade levels as well as articulation across grade levels</li><li>• Lack of time for data analysis</li><li>• Lack of time for professional growth (ELA, Math, technology)</li><li>• Lack of time for on-going Professional Development for CCSS</li></ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
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 and stipends	1000-1999: Certificated Personnel Salaries	Common Core	5,336
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	LCFF - Supplemental	4,746
Site based professional development	09/2013-06/2016	teachers, site administrator	No expenses associated with this action			
Increase student device ratio	09/2013-06/2016	teachers, site administrators, district administrators	computers, mice, headphones	4000-4999: Books And Supplies	Common Core	37,993
Pilot Common Core State Standards Math materials	09/2013-06/2015	pilot teachers	substitutes and stipends	1000-1999: Certificated Personnel Salaries	Common Core	2,757
Purchase Common Core State Standards Math materials	Spring, 2015	district administrator	instructional materials	4000-4999: Books And Supplies	Common Core	42,028
Implement and participate in Common Core State Standards Math materials professional development	09/2015-06/2016	teachers, site administrators, district administrators	substitutes and stipends	1000-1999: Certificated Personnel Salaries	LCFF - Base	5,336
Pilot Common Core State Standards ELA materials	09/2015-06/2016	pilot teachers	substitutes and stipends	1000-1999: Certificated Personnel Salaries	Lottery: Instructional Materials	2,757
Purchase Common Core State Standards ELA materials	Spring, 2016	district administrator	instructional materials	4000-4999: Books And Supplies	LCFF - Base	42,028
Refresh existing staff devices and classroom technology	09/2013-06/2016	site administrator, district administrators	office staff computers	5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,066
Technology professional development	09/2013-06/2016	district administrators	substitutes, stipends, presenter fees	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,000
Provide CCSS training for paraprofessionals	09/2014-06/2015	District Administrators	Stipends	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	800

## Planned Improvements in Student Performance

### School Goal #2

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

<b>CATEGORY/PRIORITY AREA(S): Student Achievement</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
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.
<b>SCHOOL GOAL #2:</b>
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.
<b>Data Used to Form this Goal:</b>
DIBELS Next, Writing Benchmarks, Leveled Readers, CELDT, AMAO 1 and 2, AYP, API, SBAC
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"> <li>Lack of manipulatives and/or kits to supplement math instruction</li> <li>Lack of professional development on CCSS strategies (CGI, Fosnot, Leveled Readers, Jr. Great Books)</li> <li>Motivation needed for students who struggle and reach plateaus in ST Math</li> <li>More intervention classes needed for after school support for our at-risk students</li> </ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
SBAC, DIBELS Next, Writing Benchmarks, Leveled Readers, 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	09/2013-06/2016	teachers, support staff, site administrator, district administrator	classified salaries	2000-2999: Classified Personnel Salaries	LCFF-EL	8,532
Participate in District provided Common Core State Standards Professional Development	9/2013-6/2016	teachers, site and district administrators	Expenses outlined in Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site based professional development	9/2013-6/2016	teachers, site administrators	No additional expense associated with this action			0
Participate in classroom and/or site visits of District signature practices that support Common Core State Standards	9/2013-6/2016	teachers, site administrators	Expenses outlined in Goal 1			
Analyze and disaggregate student achievement data in English language development, English/language arts, and mathematics in order to provide timely intervention and close the achievement gap	9/2013-6/2016	teachers, site administrator	annual renewal fees	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,321
					LCFF - Supplemental	
Collaboration in grade levels on strategies to increase differentiated classroom instruction to further support student learning in small groups	2/2013-6/2016	teachers, site administrator	Expenses outlined in Goal 1 - District signature practices			
Purchase supplemental informational text instructional materials to support CCSS implementation	9/2013-6/2016	teachers, site administrator	materials	4000-4999: Books And Supplies	LCFF - Supplemental	4,306
Participate in school library program	9/2013-6/2016	library media technician	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Base	11,175
					LCFF - Supplemental	
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 - Supplemental	2,500
PLC release time to score and analyze District assessments through music release time.	09/2014-06/2017	teachers, site administrators	certificated salaries	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	11,200
Assess students in a format similar to SBAC	09/2014-06/2017	teachers, site administrators	materials	4000-4999: Books And Supplies	LCFF - Base	1,000

## Planned Improvements in Student Performance

### School Goal #3

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

<b>CATEGORY/PRIORITY AREA(S): Parental Involvement</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
Goal 11: Increase parent engagement and involvement of historically underserved and other high needs student populations.
<b>SCHOOL GOAL #3:</b>
Increase parent involvement to include a broader representation of parents on school decision-making groups, reflective of all student demographics.
<b>Data Used to Form this Goal:</b>
School Site Council documentation, English Learner Advisory documentation, District English Learner Advisory documentation, school level parent education documentation
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"> <li>Parents are reluctant to join PTO or serve in volunteer positions (usually in K-2nd). Parents of older students tend to join the PTA board in 3rd-5th grades, rather than K-2nd.</li> <li>Language barrier with our English Learner parents.</li> <li>Lack of involvement opportunity convenient to parent schedules.</li> </ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
School Site Council documentation; English Learner Advisory documentation; District English Learner Advisory documentation; Number of parent education opportunities; meeting sign ins, agendas, and resources; expenditures for interpretation, translation, and childcare; responses to parent surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alternate PTO meetings in between evening and daytime.	9/2013-06/2016	PTO executive board, I teachers, members, site principal	No expense associated with this action			
Publicize meetings via newsletters, flyers, and phone system.	9/2013-06/2016	PTO executive board, site principal	Duplication expenses	5000-5999: Services And Other Operating Expenditures	PTO	200
Expand parent education nights and include childcare	3/2014-6/2016	teachers, PTO, site principal	No additional expenses associated with this action			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide a bilingual Community Liaison to support parent outreach	9/2013 - 6/2016	district staff	personnel	2000-2999: Classified Personnel Salaries	LCFF-EL	4,100
Utilize technology and social media to communicate with parents, promote involvement, and solicit input	9/2013 - 6/2016	district staff, site administrator	Personnel and annual service agreements	2000-2999: Classified Personnel Salaries	LCFF - Base	10,120
Provide written parent communication in English and Vietnamese	09/2014-06/2017	District and site translator	Expense captured in Goal 2 and earlier in a Goal 3 action			



## Planned Improvements in Student Performance

### School Goal #4

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

<b>CATEGORY/PRIORITY AREA(S): Student Engagement &amp; School Climate</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
Goal 12: Reduce chronic absenteeism. Goal 14: Expand behavioral interventions to further reduce student suspension and expulsion rates. Goal 15: Increase meaningful student participation.
<b>SCHOOL GOAL #4:</b>
Create a learning and school climate that improves students' attendance, connection, and overall involvement in all aspects of their education.
<b>Data Used to Form this Goal:</b>
Daily attendance rates, chronic absenteeism information, suspensions, California Healthy Kids Survey results, PBIS
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"> <li>• Staff members need to be more consistent with PBIS rewards and program components.</li> <li>• More after school programs, both academic and enrichment, needed to allow more access for students to become more "connected" to school.</li> <li>• Support needed from parents to not take vacations during school time and to not allow students to remain at home when not sick.</li> </ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
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
Monthly attendance reports run and letters sent to parents	9/2013-6/2016	SAA, teachers, site principal	No additional expense associated with the action			
Increase membership on Student Council	9/2013-6/2016	teachers, students, site principal	No additional expense associated with the action			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to utilize strategies from PBIS and honor students for their positive behavior	9/2013-6/2016	teachers, staff, site principal	No additional expense associated with the action			
Investigate before and after school clubs for academics and enrichment activities	9/2013-6/2016	teachers, PTO, staff, site administrator	No additional expense associated with the action			
Continue with Noon League Sports at lunch	9/2013-6/2016	students, site administrator	No additional expense associated with the action			
Educate parents regarding legalities related to absenteeism	9/2013-6/2016	teachers, site administrators	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	LCFF - Supplemental	4,200
Analyze suspension information to identify patterns in misconduct and/or student demographics	9/2014-6/2016	site administrator, district staff	No additional expense associated with the action			
Use school/parent/community committees to solicit input to reduce chronic absenteeism, suspensions and increase student participation	09/2014-09/2017	teachers, site administrators, parents	No additional expense associated with the action			

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	PTO	200.00
1000-1999: Certificated Personnel Salaries	Common Core	8,093.00
4000-4999: Books And Supplies	Common Core	80,021.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	6,336.00
2000-2999: Classified Personnel Salaries	LCFF - Base	21,295.00
4000-4999: Books And Supplies	LCFF - Base	43,028.00
5000-5999: Services And Other Operating	LCFF - Base	5,387.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20,146.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	800.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,306.00
5000-5999: Services And Other Operating	LCFF - Supplemental	2,500.00
2000-2999: Classified Personnel Salaries	LCFF-EL	12,632.00
1000-1999: Certificated Personnel Salaries	Lottery: Instructional Materials	2,757.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

<b>Funding Source</b>	<b>Total Expenditures</b>
PTO	200.00
Common Core	88,114.00
LCFF - Base	76,046.00
LCFF - Supplemental	27,752.00
LCFF-EL	12,632.00
Lottery: Instructional Materials	2,757.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	37,332.00
2000-2999: Classified Personnel Salaries	34,727.00
4000-4999: Books And Supplies	127,355.00
5000-5999: Services And Other Operating Expenditures	8,087.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	147,847.00
<b>Goal 2</b>	41,034.00
<b>Goal 3</b>	14,420.00
<b>Goal 4</b>	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.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

### **Parents Pledge:**

#### THE PARENT PLEDGE:

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

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

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_

### **Staff Pledge:**

#### THE TEACHER PLEDGE:

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

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

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

#### Everyone Will...

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

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Erin Bains	X				
Suzie Davis			X		
Lynn Blankenship		X			
Ty McCormick				X	
Leslie Crossett				X	
Jim Kilroy				X	
Dominique Martin				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	

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



## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on February 19, 2015.

Attested:

Erin Bains

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Leslie Crossett - Chairperson

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

# The Single Plan for Student Achievement

**School:** Samuel E. Talbert Middle School  
**CDS Code:** 30-66498-6071096  
**District:** Fountain Valley School District  
**Principal:** Jennifer Morgan  
**Revision Date:** February 27, 2015

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

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

**Contact Person:** Jennifer Morgan  
**Position:** Principal  
**Phone Number:** (714) 378-4220  
**Address:** 9101 Brabham Drive  
Huntington Beach, CA 92646  
**E-mail Address:** Morganj@fvsd.us

**The District Governing Board approved this revision of the SPSA on March 12, 2015.**

## Table of Contents

School Vision and Mission.....	3
School Profile .....	3
Comprehensive Needs Assessment Components .....	5
Data Analysis.....	5
Surveys.....	5
Classroom Observations .....	5
Analysis of Current Instructional Program.....	5
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 .....	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

### Samuel E. Talbert Middle School's Vision and Mission Statements

#### A. Mission Statement

Talbert Middle School's mission is to prepare students to become articulate, thoughtful, productive, and contributing citizens of the future. To prepare students for the future, we must provide a safe, stimulating, inspiring educational environment which challenges each student's capacity to grow intellectually while at the same time respects and supports his or her need to grow socially and emotionally. Our mission is to provide a program where students will:

- Use and apply higher level thinking skills.
- Become an integral, important part of the school and community; connected in a positive way not only to their peers but also to the staff and school as a whole.
- Become productive, culturally literate citizens.
- Develop the ability to make appropriate moral and ethical judgments as befits a citizen in a democratic society.
- Have the opportunity to participate in community service programs.

#### B. Vision Statement

The Talbert Family, including students, staff and parents, believes in an environment that fosters responsibility, excellence, attitude, and learning through differentiated instruction and student engagement.

## School Profile

Talbert Middle School is a 6-8 school located in Huntington Beach, Orange County. Our high quality instructional program is designed to meet the varied needs of our student population. All students receive core curriculum instruction as identified by the Fountain Valley School District and Common Core State Standards. Instruction is enriched through a variety of special programs and instructional strategies. We offer a cluster program for identified gifted students (GATE) and English learners and special services for identified special education students. Talbert's STEAM (Science, Technology, Engineering, Arts, and Math) program provides approximately 60 students exceptional real life experiences in the fields of science and engineering. Our staff is committed to high standards for students, which will prepare them for their future.

Talbert lives and breathes the philosophy that students come first! What sets our school apart from others is the ability to challenge and nurture our students during their middle school experience in an environment that meets the needs of our kids. The transition into 6th grade is made smoother by coring our students in Language Arts and History. During the following two years, students prepare for high school by further completing rigorous academic courses. Talbert GATE and STEAM programs challenge students to achieve individual success across multiple curricular areas. For students who need additional support and interventions, we offer Homework Club and Math Lab, which provide free additional assistance specific to students' curricular needs both before and after school, as well as academic support during the school day. We are proud to recognize and reward students for their academic and behavioral achievements through a variety of programs including "Got REAL?" and our Character Counts - Students of Excellence. Talbert places an emphasis on building a school community with a sense of belonging, by providing students with numerous opportunities to become involved with school experiences such as ASB/Student Council, Cheerleading, Lunchtime Sports, and After School Clubs. We have also instituted PAL, Peer Assistance Leadership, designed to target student leaders and develop their skills by focusing on student connectedness and anti-tobacco and drug use campaigns.

Communication between school and home is facilitated through School Loop, an on-line parent portal that allows parents to monitor the progress of their child 24 hours/day.

The educational programs at the school are tailored to meet the needs of a changing school population. Talbert Middle School is dedicated to ensuring the academic success of every student, providing them with a comprehensive educational experience that becomes an integral part of their lives.

In addition to our general education staff of fully credentialed teachers, Talbert has one speech and language pathologist, one school psychologist and a part time school counselor. All staff is regularly engaged in embedded job training and improvement. Staff at Talbert are committed to continuous improvement and regularly analyze student data to improve instruction.

## School Demographic Statistics

Data listed below is from Aeries December, 2014

Total Enrollment: 722 students

Student Enrollment - Racial and Ethnic Subgroups

- Asian 83 students
- Hispanic 113 students
- White 443 students

Special Education Enrollment: 88 students

Socially Disadvantaged Students Enrollment: 145 students

English Language Learners: 19 students

Talbert not only offers students a range of academic programs, but extracurricular activities as well. Below is a list of some of the activities students can get involved in:

- Spirit Days
- Classroom Competitions
- Noon League Games
- Assemblies and Pep rallies
- Dances
- Clubs - National History Day Club; Cube Club; Oceanography; Composition Club; Surf; Science Fair
- Student Council
- Cheerleading
- Sports Teams

We also have a very active Parent Teacher Organization who supports our school in many ways including:

- Fundraisers
- Campus Volunteers
- Classroom Enhancement Funds
- Technology Funds
- Assemblies and Field Trips
- Library Books
- Student Awards and Recognition
- PE Equipment
- Family Nights and Dine Outs
- Parent Boot Camp/Education Series
- Science Dissection Supplies
- After School Clubs and Homework Help Funding
- Intramural Sports Competitions
- Lunchtime Sports Leagues

While Talbert School enjoys high levels of student achievement, the staff, parents and administration are all committed to working together for continuous improvement and ways to maximize student learning and development.

## Comprehensive Needs Assessment Components

### Data Analysis

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

### Surveys

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

The School Leadership Team will construct a parent survey to administer at the end of the year to elicit parent input on school programs. The California Healthy Kids Survey 2013-2014 provides student data in the area of school climate and student well-being. 74% of 7th grade students surveyed in FVSD indicated they perceived their school as safe or very safe. 41% of students indicated having experienced harassment or bullying. Such results have prompted staff education in the area of bullying, as well as, bullying education instruction assigned for students who participate in harassment or bullying.

Due to the lack of standardized test scores, Program Improvement status was frozen for all identified schools and district. Fountain Valley School District will remain year 3 in the 2014/2015 school year.

### Classroom Observations

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

Administrators are in classrooms on a weekly basis, 132 visits were formally documented the first trimester. A classroom walkthrough tool is used districtwide for data analysis, tracking instructional strategies and engagement. Furthermore, upper management and the Fountain Valley Board of Trustees visit Talbert Middle School often to walk the campus and observe classroom instruction.

### Analysis of Current Instructional Program

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

### **Conditions of Learning**

#### Basic Services

##### Teachers

<b>Strengths</b>	<b>Needs</b>
All teachers are teaching under a full credential and within their subject area/s of competence.	Maintain 100% compliance rate in this area.

##### Textbooks

<b>Strengths</b>	<b>Needs</b>
All students are given their own individual books for classroom/home use. All materials are aligned with State standards and approved by the Board of Trustees. Middle Schools in the Fountain Valley School District are piloting new math materials aligned with CCSS. New materials will be provided in the 2015-2016 school year.	Materials are aging and need to be replenished on an ongoing basis. ELA materials in line with CCSS need to be provided. FVSD will be piloting ELA textbooks in the 2015-2016 school year.

Facilities

Strengths	Needs
Safe, clean environment for students. Strong coverage from custodial staff, and adequate number of hours employed.	Two of the pathways between quads need to be widened as a result of growth in enrollment. Maintenance is aware and devising a plan to fix the problem.

Common Core State Standards

*All Students*  
CCSS

Strengths	Needs
CCSS Staff development in ELA and Math - Patrick Callahan Summer Institute training for four out of five math teachers at Talbert; OCDE Common Core training provided to all ELA and math teachers; CCSS History training was provided for the history department chair; Administrative training - Principal Meetings; Articulation meetings with high school	Next Generation Science Standards Training - two science teachers will be participating on a district level team to integrate the new science standards and STEM education. The training provides 18 months of staff development through OC STEM, including a four-day summer institute.

*English Learners*  
CCSS

Strengths	Needs
Teachers using SDAIE strategies to support ELs in the classroom through standard implementation along with their typical peers.	Very little PD in this specific area. No PD overlap between new ELD standards and CCSS standards.

English Language Development

Strengths	Needs
Materials and training for direct ELD (English Language Development) instruction	No specific ELD provided once students hit the Intermediate & above levels.

*Fountain Valley School District Common Core State Standards Interim Assessments*

English Language Arts

Strengths	Needs
ELA Assessments have been crafted and administered. Release time has been provided to collaboratively score assessments and analyze data.	Teachers need to collaborate by grade level teams to analyze data and use to drive instruction; a tool for systematically analyzing data through item analysis is needed.

Math

Strengths	Needs
Math Assessments have been crafted and administered.	Teacher training in how to manage/use their assessment data to inform their instruction. A tool for systematically analyzing data through item analysis is needed.

Course Access

*All Students*

Strengths	Needs
All students have access to core—ELA/Math/SCI/HSS	Further articulation with the high schools to offer STEAM electives that feed into A-G STEAM electives at the high school level.

*English Learners*

<b>Strengths</b>	<b>Needs</b>
All teachers use accommodations/engagement strategies to make mainstreaming of all courses possible/successful. Also co-taught classes offer more supportive ELA/MATH class options.	ELD support electives/continue math and writing support electives Purchase curriculum for writing support and teacher training

*Low Income Students*

<b>Strengths</b>	<b>Needs</b>
All teachers use accommodations/engagement strategies to make mainstreaming of all courses possible/successful. Also co-taught classes offer more supportive ELA/MATH class options.	Continue math and support electives; Purchase curriculum for writing support and teacher training; Provide reading curriculum for students reading below grade level

*Students with Disabilities*

<b>Strengths</b>	<b>Needs</b>
All teachers use accommodations/engagement strategies to make mainstreaming of all courses possible/successful. Also co-taught classes offer more supportive ELA/MATH class options.	Continue math and support electives; Purchase curriculum for writing support and teacher training; Provide reading curriculum for students reading below grade level

**Pupil Outcomes**

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

*Adequate Yearly Progress*

All Students

<b>Strengths</b>	<b>Needs</b>
During past three years, participation has been consistent at 100%. ELA % Proficient/Advanced has hovered around 80%. Math % has maintained slightly above 75% Proficient/Advanced	AYP Criteria (ELA 89.2%, Math 89.5%) not met in 2013.

White

<b>Strengths</b>	<b>Needs</b>
ELA % Proficient/Advanced has increased almost 10%	AYP Criteria (ELA 89.2%, Math 89.5%) not met in 2013. Math AYP is a weak area---51-58% proficient

Asian

<b>Strengths</b>	<b>Needs</b>
During past three years, participation has been consistent at 100%. ELA % Proficient/Advanced has hovered around 94%. Math % has maintained around 85% Proficient/Advanced.	AYP Criteria (ELA 89.2%, Math 89.5%) not met in 2013.

Hispanic

<b>Strengths</b>	<b>Needs</b>
During past three years, ELA % Proficient/Advanced has increased by 10%.	AYP Criteria (ELA 89.2%, Math 89.5%) not met in 2011 or 2013. Math is a weakness—at 47% proficient. There remains an achievement gap in comparison to other subgroups



English Learners

Strengths	Needs
During past three years, participation has been consistent at 100%. ELA % Proficient/Advanced has increased over 15%. Math proficiency has increased by 14%.	AYP Criteria (ELA 89.2%, Math 89.5%) not met in 2013. There remains an achievement gap in comparison to other groups.

Socioeconomically Disadvantaged

Strengths	Needs
During past three years, participation has been consistent at 100%. ELA % Proficient/Advanced has increased 12%.	AYP Criteria (ELA 89.2%, Math 89.5%) not met in 2013. There remains an achievement gap in comparison to other groups. Math is a weakness—proficiency rates are in the 50% range.

Students with Disabilities

Strengths	Needs
The achievement gap has shrunk in ELA by over 30% in the past three years. In math by 13%	There remains an achievement gap.

Academic Performance Index

All Students

Strengths	Needs
During past three years, API grew +41. State target was also met each year.	

White

Strengths	Needs
During past three years, API grew +35 points.	

Asian

Strengths	Needs
During past three years, API grew +55 points.	

Hispanic

Strengths	Needs
During past three years, API grew +41 points.	

English Learner

Strengths	Needs
During past three years, API grew +165 points.	

Socioeconomically Disadvantaged

Strengths	Needs
During past three years, API grew +62 points.	

Students with Disabilities

Strengths	Needs
During past three years, API grew +100.	

California English Language Development Test

AMAO 1

Strengths	Needs
District data indicates Title III Accountability target has been met the last three years in the area of annual growth. The percentage of students meeting the NCLB target increased annually the last three years.	Better tracking and monitoring of student progress and achievement on SBAC/benchmark tests Evaluate ELAC lead teacher role to adapt it to more of a case manager/tutor/manager of tutoring support

AMAO 2

Strengths	Needs
32% of English learners were redesigned at Talbert Middle School in the 2013-2014 school year.	Better tracking and monitoring of student progress and achievement on SBAC/benchmark tests Evaluate ELAC lead teacher role to adapt it to more of a case manager/tutor/manager of tutoring support

Reclassified Rates

Strengths	Needs
32% of Talbert English learners were redesigned in comparison to the 12% district reclassification rate.	Directed ELD services provided outside the school day/within elective time to support students at intermediate/advanced levels Tutoring support for students within their regular core classes

California Physical Fitness Test

Strengths	Needs
75% of Talbert physical education students met at least 5 out of 6 standards on the California Physical Fitness Test, falling short of the district average by 1%.	Students need more training on upper body strength, as students scored a 65% which falls short of the district average by 19%.

Writing Benchmarks

Strengths	Needs
All ELA teachers administered one brief write and one full write benchmark. The writing assessments provide for feedback to drive instruction as well as model the style of writing necessary for the SBAC test.	Using data from the Interim Assessments to drive instruction. Progress needs to be made using this data as individual teachers as well as across grade level teams. Data was analyzed from the first trimester writing assessment, but the data needs to be more item analysis to be more impactful.

Other Student Outcomes

Dibels Next

Strengths	Needs
Not applicable for middle school	

Engagement

Parent Involvement

Strengths	Needs
Strong cadre of committed, involved parents take on a majority of events/school needs. New parents have volunteered to work school events through the use of a sign-up online application.	Target a wider range of parents through better communication using School Loop and Parent Link.

## Student Engagement

### *Attendance*

<b>Strengths</b>	<b>Needs</b>
Student attendance has remained steady at 96.83% .	Continue to educate parents on long-term effects of high absenteeism. Talbert has an overwhelming amount of tardies in comparison to the other middle schools in the district. The school tardy policy needs to be revised, as it is too lenient and needs to hold students more accountable to be to school on time.

### *Chronic Absenteeism*

<b>Strengths</b>	<b>Needs</b>
Talbert had the highest chronic absenteeism rate (11.5%) districtwide in 2012-2013. The rate dropped 4.5% in the 2013-2014 school year.	Educate parents on the financial and educational impact of absences, as well as, enforce stricter guidelines for student tardies.

## School Climate

### *Suspensions*

<b>Strengths</b>	<b>Needs</b>
Talbert had 35 suspensions in the 2013-2014 school year. There were only four suspensions first trimester of the 2014-2015 school year. The bullying prevention classes provided by the school counselor as well as Saturday School has helped reduce suspensions.	Continue to look for alternatives to out-of-house suspensions.

### *Expulsions*

<b>Strengths</b>	<b>Needs</b>
Student expulsions have been used effectively to comply with zero tolerance laws and to maximize security on campus.	Continue with fair, consistent, fully articulated progressive discipline policy.

### *Survey (California Healthy Kids Survey Results and school surveys)*

<b>Strengths</b>	<b>Needs</b>
*74% of students perceive school as safe or very safe *School Connectedness Scale = 65%	41% of students reported dealing with harassment or bullying. A new after school bullying education program administered by the school counselor has been put in place for offenders. Furthermore, a bullying tip line has been added to the school website (districtwide).

## Description of Barriers and Related School Goals

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

- Current lack of data to analyze
- Lack of time for collaboration within departments and grade levels
- Need for additional professional growth and development in subject specific areas as well as in the technology needed and used in the implementation of SBAC testing
- Need for ongoing professional development with regards to CCSS
- Need aligned SBE materials

Description of possible barriers related to goal: Student Achievement

- Current lack of data to analyze
- Need for additional professional development on CCSS strategies/rigor
- Need for benchmark assessment refinement to support students and teachers in preparing for SBAC
- Need for professional development for teachers that is subject specific
- Need for aligned SBE materials

Description of possible barriers related to goal: Parent Involvement

- Lack of convenient volunteer opportunities within PTA and at school site
- Traditional decrease in parent involvement from elementary to middle school

Description of possible barriers related to goal: Student Engagement:

- Need to increase student leadership opportunities
- Need to revamp enrichment programs that align with student interests
- Need to beef up our preventative communication efforts with parents regarding frequent absences
- Need a more clearly laid out attendance notification and site contract system
- Need to revise school tardy policy

## School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	525	647		338	405		6	5		71	106	
<b>Growth API</b>	868	874		860	861					953	967	
<b>Base API</b>	812	883		797	877					934	960	
<b>Target</b>	A	A		3	A							
<b>Growth</b>	56	-9		63	-16							
<b>Met Target</b>	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	93	108		41	47		129	144		94	106	
<b>Growth API</b>	832	833		738	840		807	828		646	688	
<b>Base API</b>	770	848		718	759		748	829		532	668	
<b>Target</b>	5	A					5	A		13		
<b>Growth</b>	62	-15					59	-1		114		
<b>Met Target</b>	Yes	Yes					Yes	Yes		Yes		

#### Conclusions based on this data:

\*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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	99		100	100		100	100	
Number At or Above Proficient	417	501		268	306		--			67	100	
Percent At or Above Proficient	79.4	77.4		79.3	75.6		--	--		94.4	94.3	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
Met AYP Criteria	Yes	No		Yes	No		--	--		--	Yes	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	99		100	100		100	99	
Number At or Above Proficient	65	74		25	35		88	96		44	53	
Percent At or Above Proficient	69.9	68.5		61.0	74.5		68.2	66.7		46.8	50.0	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
Met AYP Criteria	Yes	No		--	--		Yes	No		Yes	--	

Conclusions based on this data:

\*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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	98		100	100		100	100	
Number At or Above Proficient	358	393		228	235		--			60	91	
Percent At or Above Proficient	68.5	61.2		67.7	58.6		--	--		84.5	85.8	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
Met AYP Criteria	Yes	No		Yes	No		--	--		--	Yes	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		98	98		99	100		99	98	
Number At or Above Proficient	55	51		18	26		76	72		29	34	
Percent At or Above Proficient	59.8	47.7		45.0	56.5		59.4	50.0		31.2	32.7	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
Met AYP Criteria	Yes	No		--	--		Yes	No		Yes	--	

Conclusions based on this data:

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

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	4	44	2	22	1	11	1	11	1	11	9
7	3	43	2	29	1	14			1	14	7
8			3	50	2	33			1	17	6
<b>Total</b>	7	32	7	32	4	18	1	5	3	14	22

#### Conclusions based on this data:

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



## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	4	44	2	22	1	11	1	11	1	11	9
7	3	38	3	38	1	13			1	13	8
8			3	43	2	29			2	29	7
<b>Total</b>	7	29	8	33	4	17	1	4	4	17	24

#### Conclusions based on this data:

\*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		
	2011-12	2012-13	2013-14
Number of Annual Testers	17	18	22
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	17	18	22
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	56.0	57.5	59.0
Met Target	*	*	--

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1	16	1	17	3	20
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	*	*	*	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
<b>Mathematics</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

#### Conclusions based on this data:

\*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		
	2011-12	2012-13	2013-14
Number of Annual Testers	623	635	666
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	623	635	666
Number Met	493	504	550
Percent Met	79.1	79.4	82.6
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	597	150	626	162	643	149
Number Met	312	112	326	120	359	119
Percent Met	52.3	74.7	52.1	74.1	55.8	79.9
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
<b>Met Target for AMAO 3</b>	<b>Yes</b>	<b>No</b>	<b>No</b>

#### Conclusions based on this data:

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

## Planned Improvements in Student Performance

### School Goal #1

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

<b>CATEGORY/PRIORITY AREA(S): Implementation of Common Core</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
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.
<b>SCHOOL GOAL #1:</b>
To support implementation of the Common Core State Standards, Talbert Middle School will incorporate professional development, technology integration, and when available new Common Core State Standards aligned instructional materials.
<b>Data Used to Form this Goal:</b>
number of teachers attending professional development sessions observation notes survey results classroom visitation records site/tech/leadership meeting notes/agendas lab sign-up schedules elective course syllabi from tech classes textbook adoption committee plan FVSD Interim Assessments
<b>Findings from the Analysis of this Data:</b>
Description of possible barriers related to goal: Implementation of Common Core State Standards <ul style="list-style-type: none"><li>• Current lack of data to analyze</li><li>• Lack of time for collaboration within departments and grade levels</li><li>• Need for additional professional growth and development in subject specific areas as well as in the technology needed and used in the implementation of SBAC testing</li><li>• Need for ongoing professional development with regards to CCSS</li><li>• Need aligned SBE materials</li></ul>

**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, Professional Development calendar, staff meeting agendas, learning walk observations  
 Technology: technology survey, device student ratio, Chromebook cart schedules, computer based classes - course syllabi

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Participate in District provided Common Core State Standards Professional Development	September 2013- June 2016	Teachers, site administrators, district administrators	substitutes stipends	1000-1999: Certificated Personnel Salaries	Common Core	1,698
Participate in classroom and/or site visits of District Signature Practices	September 2014- June 2017	teachers, site administrators, district administrators	substitutes stipends	1000-1999: Certificated Personnel Salaries	Title I	6,328
Continue to provide structured collaboration time for co-teachers in ELA and math and the adaptation to Common Core.	September 2013- June 2016	site administrators, co-teachers	No additional expenses associated with this action			
Increase student access to devices	September 2013 - June 2016	teachers, site administrators, district administrators	computers mice headphones	5000-5999: Services And Other Operating Expenditures	Common Core	82,060
Provide CCSS training for paraprofessionals	September 2014- June 2015	district administrators	stipends	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	800
Pilot Common Core State Standards math materials	September 2014- June 2015	pilot teachers,	substitute stipends	1000-1999: Certificated Personnel Salaries	Common Core	2,068
Purchase newly adopted Common Core State Standards Math curriculum	Spring 2015	district administrators	instructional materials	4000-4999: Books And Supplies	Common Core	55,537
Pilot Common Core State Standards ELA materials	September 2015- June 2016	pilot team members	substitutes stipends	1000-1999: Certificated Personnel Salaries	Lottery: Instructional Materials	2,068
Purchase Common Core State Standards ELA materials	Spring 2016	district administrators	instructional materials	4000-4999: Books And Supplies	LCFF - Base	55,537

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	September 2013- June 2016	site administrators, district administrators	teacher macs/staff PC's	5000-5999: Services And Other Operating Expenditures	LCFF - Base	36,967
Technology professional development	September 2013- June 2016	teachers, site administrators, district administrators	substitutes stipends presenter fees	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,000

## Planned Improvements in Student Performance

### School Goal #2

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

<b>CATEGORY/PRIORITY AREA(S): Student Achievement</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
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.
<b>SCHOOL GOAL #2:</b>
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.
<b>Data Used to Form this Goal:</b>
SBAC results, CELDT test results, grades, FVSD Writing Benchmarks, CEDLT, AMAO 1 and 2, AYP, API
<b>Findings from the Analysis of this Data:</b>
Description of possible barriers related to goal: Student Achievement <ul style="list-style-type: none"> <li>• Current lack of data to analyze</li> <li>• Need for additional professional development on CCSS strategies/rigor</li> <li>• Need for benchmark assessment refinement to support students and teachers in preparing for SBAC</li> <li>• Need for professional development for teachers that is subject specific</li> <li>• Need for aligned SBE materials</li> </ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
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
At-risk students will be provided a co-taught class for ELA and/or math with a Resource professional pushed in services	September 2013- June 2016	site administrators, co-teachers	No additional expense associated with this action			
Participate in classroom and/or site visits of District Signature Practices	September 2014- June 2016	site administrators, co-teachers	Expense captured in Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide targeted math support classes for 7th and 8th grade at-risk students in lieu of electives	September 2014-June 2016	math teachers, site administrators	No additional expenses associated with this action			
Provide general support classes for all grade levels	September 2014-June 2016	writing teachers, site administrators	No additional expenses associated with this action			
Provide study hall opportunities twice a week for 6th graders and once a week for 7th & 8th graders during elective periods	September 2014-June 2016	teachers, site administrators	No additional expenses associated with this action			
Analyze and disaggregate student achievement data in English language development, English/language arts, and mathematics in order to provide timely intervention and close the achievement gap	September 2013-June 2016	teachers, site administrators	renewal fees	5000-5999: Services And Other Operating Expenditures	LCFF - Base  LCFF - Supplemental	5,183
Purchase supplemental instructional materials to support CCSS implementation	September 2014-June 2016	teachers, site administrators	Supplemental informational text	4000-4999: Books And Supplies	LCFF - Supplemental	5688
Participate in school library program	September 2013-June 2016	library media technician	personnel	2000-2999: Classified Personnel Salaries	LCFF - Base  LCFF - Supplemental	11,395
Provide Resource Specialists to support the co-teaching service delivery model	September 2014-June 2017	Teachers & Site Administrators	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	35,000
Provide release time for team planning for co-teaching teams	September 2014-June 2017	Teachers & Site Administrators	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3379
Score and analyze district assessments	September 2014-June 2017	Teachers & Site Administrators	Certificated Salary	1000-1999: Certificated Personnel Salaries	Title I	2825
Assess students in a format similar to SBAC	September 2014-June 2017	Teachers	Material	4000-4999: Books And Supplies	LCFF - Base	1000



## Planned Improvements in Student Performance

### School Goal #3

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

<b>CATEGORY/PRIORITY AREA(S): Parent Involvement</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
Goal 11: Increase parent engagement and involvement of historically underserved and other high needs student populations.
<b>SCHOOL GOAL #3:</b>
Increase participation of parents in traditionally under-represented subgroups (i.e., parent ed nights, participation in PTO, SSC, school activities, conference).
<b>Data Used to Form this Goal:</b>
SSC roster, PTO roster, parent bootcamp/ed night attendance, PTO sign-ins and volunteer lists, parent conference attendance
<b>Findings from the Analysis of this Data:</b>
Description of possible barriers related to goal: Parent Involvement <ul style="list-style-type: none"> <li>• Lack of convenient volunteer opportunities within PTA and at school site</li> <li>• Language barrier or educational barrier that exists that precludes parents from feeling confident to volunteer</li> <li>• Traditional decrease in parent involvement from elementary to middle school</li> </ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
School Site Council documentation; Number of parent education opportunities; meeting sign ins, agendas, and resources; expenditures for interpretation, translation, and childcare; responses to parent surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school counselor and administration will offer parent education nights based on student needs	September 2013- June 2016	School counselor; site administrators	No additional expenses associated with this action			
Utilize technology and social media to communicate with parents, promote involvement, and solicit input	September 2013- June 2016	site administrators, teachers, support staff	personnel, annual service agreement	2000-2999: Classified Personnel Salaries	LCFF - Base	10,120
Continue to provide a bilingual Community Liaison to support parent outreach	September 2013- June 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
Continue to provide parent education opportunities on relevant topics (i.e. self harm, e-cigarettes)	September 2013- June 2016	counselors, administrators, school staff	no additional expense associated with this action			

## Planned Improvements in Student Performance

### School Goal #4

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

<b>CATEGORY/PRIORITY AREA(S): Student Engagement and School Climate</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
Goal 12: Reduce chronic absenteeism. Goal 14: Expand behavioral interventions to further reduce student suspension and expulsion rates. Goal 15: Increase meaningful student participation.
<b>SCHOOL GOAL #4:</b>
Create a learning environment and school climate which improves student attendance, connection and overall involvement in all aspects of their education.
<b>Data Used to Form this Goal:</b>
Daily attendance rates, chronic absenteeism information, suspensions, California Healthy Kids Survey, parent survey, student survey
<b>Findings from the Analysis of this Data:</b>
Description of possible barriers related to goal: Student Engagement: <ul style="list-style-type: none"> <li>• Need to increase student recognition programs</li> <li>• Need to increase student leadership opportunities</li> <li>• Need to revamp enrichment programs that align with student interests</li> <li>• Need to beef up our preventative communication efforts with parents regarding frequent absences</li> <li>• Need a more clearly laid out attendance notification and site contract system</li> </ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
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
Analyze suspension information to identify patterns in misconduct as well as explore alternatives	September 2014- June 2015	site administrators, district administrators	No additional expenses associated with this action			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide health services to support attendance for high needs student populations	August 2013-June 2016	school staff, district staff	personnel	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,200
Provide opportunities for students to participate in campus activities within the school day (i.e., reading club at lunch; noon time sports; lunch time activities)	August 2013-June 2016	teachers, site administrators	No additional expense associated with this action			
Educate parents regarding legalities related to absenteeism	August 2013-June 2016	teachers, site administrators	No additional expense associated with this action			
Provide counseling support for high needs student populations	September 2014-June 2017	District Staff	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Base	40,000
Provide motivational guest speakers for students (i.e., tobacco, bullying).	September 2014-June 2017	School Staff	speaker fees	5800: Professional/Consulting Services And Operating Expenditures	Tobacco-Use Prevention Education	2000
Provide leadership opportunities such as ASB and PAL (Peer Assistance League)	September 2014-June 2017	Teachers & Site Administrators	No additional expense associated with this action			
After school clubs (i.e., Science Club; Rubik's Cube Club; Oceanography; Knitting)	September 2014-June 2017	Teachers	Teacher Stipend	1000-1999: Certificated Personnel Salaries	PTO	8000

## 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	PTO	8,000.00
1000-1999: Certificated Personnel Salaries	Common Core	3,766.00
4000-4999: Books And Supplies	Common Core	55,537.00
5000-5999: Services And Other Operating	Common Core	82,060.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	41,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	21,515.00
4000-4999: Books And Supplies	LCFF - Base	56,537.00
5000-5999: Services And Other Operating	LCFF - Base	42,150.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	42,579.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	800.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,688.00
2000-2999: Classified Personnel Salaries	LCFF-EL	4,100.00
1000-1999: Certificated Personnel Salaries	Lottery: Instructional Materials	2,068.00
1000-1999: Certificated Personnel Salaries	Title I	9,153.00
5800: Professional/Consulting Services And	Tobacco-Use Prevention Education	2,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

<b>Funding Source</b>	<b>Total Expenditures</b>
PTO	8,000.00
Common Core	141,363.00
LCFF - Base	161,202.00
LCFF - Supplemental	49,067.00
LCFF-EL	4,100.00
Lottery: Instructional Materials	2,068.00
Title I	9,153.00
Tobacco-Use Prevention Education	2,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	106,566.00
2000-2999: Classified Personnel Salaries	26,415.00
4000-4999: Books And Supplies	117,762.00
5000-5999: Services And Other Operating Expenditures	124,210.00
5800: Professional/Consulting Services And Operating	2,000.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	244,063.00
<b>Goal 2</b>	64,470.00
<b>Goal 3</b>	14,220.00
<b>Goal 4</b>	54,200.00



## 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:**

Students Will...

- \_ Come to school with a positive attitude and maintain self respect and discipline.
- \_ Come prepared and ready for daily work.
- \_ Complete all class and homework assignments.
- \_ Accept responsibility for learning, effort, and behavior.
- \_ Ask teachers, parents, and peers for help when needed.
- \_ Make sure that you read every day at least 20 to 60 minutes

### **Parents Pledge:**

Parents Will...

- \_ Show interest in academic work by signing tests, assignments and report cards.
- \_ Check homework for completion and accuracy and sign off.
- \_ When possible, check school loop and email teachers questions.
- \_ Ensure students make up any missing work.
- \_ Ensure attendance and punctuality.
- \_ Ensure your child is adhering to school and district rules.
- \_ Balance praise and reward to support student effort.
- \_ Ensure your child reads every day according to district guidelines.
- \_ Actively participate in school activities such as parent boot camp, PTO or activities.

### **Staff Pledge:**

Talbert Staff Will...

- \_ Provide quality curriculum and instruction that enables all children to meet the standards.
- \_ Develop opportunities for each student to meet their maximum potential.
- \_ Provide appropriate materials and resources for students to meet 21st Century goals.
- \_ Inform students and parents frequently of program and progress.
- \_ Provide a safe and secure learning environment for every student.
- \_ Maintain highly qualified teachers.
- \_ Maintain efficient and effective public relations with parents and community.

Everyone Will...

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

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jennifer Morgan	X				
Shannon Bradford		X			
Michele Courvetier		X			
Robin Parker		X			
Karli Constantino					X
Madison Glass					X
Sydney Rincon					X
Darin Visichio				X	
Jennifer Edmonds				X	
Lisa Sasaki				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>3</b>

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on February 27, 2015.

Attested:

\_\_\_\_\_  
Jennifer Morgan

Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Jennifer Edmonds Co-Chair

Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

# The Single Plan for Student Achievement

**School:** Hisamatsu Tamura Elementary School  
**CDS Code:** 30-66498-6027924  
**District:** Fountain Valley School District  
**Principal:** Kathy Davis  
**Revision Date:** February 18, 2015

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 March 12, 2015.**

## 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.....	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 .....	26
School Goal #4 .....	28
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

### 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

Teachers, staff, and administrators act on the principle that students come first. The educational programs at the school are tailored to meet the needs of a changing school population. Tamura School is dedicated to ensuring the academic success of every student, providing them with a comprehensive educational experience that becomes an integral part of their lives.

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

Our parent community is strong and active in supporting our instructional program and students receive enriched opportunities as a result of their countless dedicated hours. Tamura School uses all available resources in the community to assist students in their emotional and academic development. Parents take advantage of the ample opportunities to be involved in activities that benefit students.

Parent Teacher Organization

School Site Council

Fountain Valley Schools Foundation

Classroom Volunteers

ST Math/Accelerated Reading Program

Action Committee for Education

Art Masters

Intergenerational Volunteer Program

Jog-A-Thon/ Jump-For-Heart

The dedication of committed leaders, teachers and staff—combined with an inimitable parent community—sets up a child-centered arena where every student succeeds. We produce winning students who will succeed in a comprehensive, common core curriculum and a positive transition from Transitional Kindergarten to middle school and beyond. Tamura Elementary is a dynamic school in the beautiful Orange County city of Fountain Valley. We are one of seven elementary schools and three middle schools serving over six thousand students 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 22 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—students who have chosen to come to Tamura because of our demonstrated record of excellence. Tamura has a highly qualified, talented, and enthusiastic teaching staff. Our instructional team is comprised of 22 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 38 special education students, 115 socio-economically disadvantaged students, and 160 EL students who are part of almost 640 students. Our students come from a cross section of cultural, racial, and ethnic backgrounds, as well as an array of abilities—from learning disabled to intellectually gifted. The parents and community members are an active part of Tamura’s team. They act as classroom and/or program volunteers, guest speakers, and school committee members—helping to lead our students through the school—life!

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

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

### **Surveys**

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

PI information - Due to the lack of standardized tests scores, Program Improvement status was frozen for all identified schools and districts. Fountain Valley School District will remain year 3 in the 2014/15 school year.

### **Classroom Observations**

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

The Board of Trustees and District administrators value learning and teaching. Throughout the year, District level instructional leaders make it a priority to visit every school multiple times. School Board members and Superintendent plan site visits as well throughout the school year.

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 conducts 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 focus areas are used to analyze the current instructional practices for all students including English learners, socio-economically disadvantaged students, students with disabilities, and foster youth.

**Conditions of Learning**

Basic Services

Teachers

Strengths	Needs
<ul style="list-style-type: none"> <li>All highly qualified/credentialed teachers; none teaching outside the credentialed area.</li> </ul>	<ul style="list-style-type: none"> <li>Time &amp; familiarity with Common Core &amp; Differentiated Instruction</li> </ul>

Textbooks

Strengths	Needs
<ul style="list-style-type: none"> <li>Textbooks for all subject areas are present on site or in the district.</li> <li>2014/15 school year we piloted two math programs.</li> </ul>	<ul style="list-style-type: none"> <li>Common Core textbooks/materials needed</li> <li>Non-fiction informational text</li> <li>Current materials not aligned with Common Core</li> </ul>

Facilities

Strengths	Needs
<ul style="list-style-type: none"> <li>Excellent grounds maintenance by our district grounds keepers.</li> <li>An excellent campus for our students to play on with access to playground equipment and open grass areas.</li> <li>Consistent cleaning process maintained with custodians.</li> <li>Solar panels</li> <li>40 hours deep cleaning for school site</li> </ul>	<ul style="list-style-type: none"> <li>Custodial cleaning and on-going maintenance of cleaning needs improvement such as, heavy or deep cleaning carpets, vents, etc. more often</li> <li>Blacktop and concrete aging (Deferred Maintenance Plan-Budgeting)</li> </ul>

Common Core State Standards

*All Students*

CCSS

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



English Learners

CCSS

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

English Language Development

Strengths	Needs
<ul style="list-style-type: none"> <li>Before school Intervention for EL students.</li> <li>Interim assessments developed by steering committee</li> </ul>	<ul style="list-style-type: none"> <li>ELD program not aligned to the Common Core</li> <li>Need new State adopted materials</li> </ul>

Fountain Valley School District Common Core State Standards Interim Assessments

English Language Arts

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

Math

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

Course Access

All Students

Strengths	Needs
<ul style="list-style-type: none"> <li>ELA/Math block consistent across grade levels.</li> <li>Differentiated, small group instruction implementation</li> <li>Greater emphasis nonfiction, informational text</li> <li>Special education schedules developed to maximize student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Grade level consistency in Differentiated Instruction/small group implementation.</li> <li>Limited bilingual tutor hours prohibits schedule that maximizes learning.</li> </ul>

English Learners

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

*Low Income Students*

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

*Students with Disabilities*

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

**Pupil Outcomes**

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

*Adequate Yearly Progress*

All Students

Strengths	Needs
<ul style="list-style-type: none"> <li>• Positive school-wide growth in Math tracking 3 years...2011 to 2013</li> <li>• Positive school-wide growth in ELA for 2 years...2011 and 2012</li> <li>• 2011 - 2013 AYP remains unchanged due to lack of test scores in 2013-2014</li> </ul>	<ul style="list-style-type: none"> <li>• Higher % needed to reach 89.2%</li> </ul>

White

Strengths	Needs
<ul style="list-style-type: none"> <li>• White students increased from 85.7% to 89.6% proficient &amp; Advanced</li> </ul>	

Asian

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

Hispanic

Strengths	Needs
<ul style="list-style-type: none"> <li>• The Hispanic subgroup close to 71.7% Proficient or Advanced...well above State average.</li> </ul>	<ul style="list-style-type: none"> <li>• Our Hispanic subgroup consistently scores about 10% - 15% below school average.</li> </ul>

English Learners

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

Socioeconomically Disadvantaged

Strengths	Needs
<ul style="list-style-type: none"> <li>74.7% Proficient or Advanced Scores are above state average.</li> </ul>	<ul style="list-style-type: none"> <li>Scoring 15% below the school average.</li> <li>Inconsistent growth</li> </ul>

Students with Disabilities

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

Academic Performance Index

All Students

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

White

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

Asian

Strengths	Needs
<ul style="list-style-type: none"> <li>Asian API is higher than the school average at 958</li> </ul>	<ul style="list-style-type: none"> <li>Asian API declined by 12 points from 2012 to 2013.</li> </ul>

Hispanic

Strengths	Needs
<ul style="list-style-type: none"> <li>Hispanic API decreased 37 points from 2012 to 2013.</li> </ul>	<ul style="list-style-type: none"> <li>Hispanic API is 72 points lower than the school average.</li> </ul>

English Learner

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

Socioeconomically Disadvantaged

Strengths	Needs
<ul style="list-style-type: none"> <li>Low income sub-group has decreased by 23 points since 2012.</li> </ul>	<ul style="list-style-type: none"> <li>A 35 point gap still exists between low income and the school average.</li> </ul>

Students with Disabilities

Strengths	Needs
<ul style="list-style-type: none"> <li>Remained the same as 2012</li> </ul>	<ul style="list-style-type: none"> <li>A 201 point gap still exists.</li> </ul>

California English Language Development Test

AMAO 1

Strengths	Needs
<ul style="list-style-type: none"> <li>89.8% met AMAO1 target in 2014, which was an improvement from 82.1% (2013).</li> </ul>	

AMAO 2

Strengths	Needs
<ul style="list-style-type: none"> <li>65.1 % met AMAO2 target for 2014, which grew from 46.9% in 2013</li> </ul>	

Reclassified Rates

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

California Physical Fitness Test

Strengths	Needs
<ul style="list-style-type: none"> <li>56% are meeting at least 5 of the 6 fitness standards</li> <li>Wellness Wednesdays</li> <li>Noon Leagues</li> </ul>	<ul style="list-style-type: none"> <li>Goal of 100% meeting 5 of 6 standards</li> <li>Adhering to P.E. required minutes</li> <li>Parental and community support with educating students on the importance of physical education and increasing physical activity.</li> </ul>

Writing Benchmarks

Strengths	Needs
<ul style="list-style-type: none"> <li>Consistent genres at each grade level.</li> <li>Flexibility in choosing genre.</li> <li>Writing data used for reclassification and student progress</li> <li>On-going; more data will be available</li> </ul>	<ul style="list-style-type: none"> <li>Writing Benchmark closely aligned to new SBAC...citing text evidence</li> <li>More relevant prompts</li> <li>Citing text evidence</li> <li>Need more informational text to practice writing skills</li> </ul>

Other Student Outcomes

Dibels Next

Strengths	Needs
<ul style="list-style-type: none"> <li>DIBELS Next across all grade levels</li> <li>DIBELS Next used to identify students who may need support/intervention</li> </ul>	<ul style="list-style-type: none"> <li>Time to assess all students in the beginning of the year</li> </ul>

Engagement

Parent Involvement

Strengths	Needs
<ul style="list-style-type: none"> <li>School wide parent involvement such as; classroom support, School Site Council, ELAC, Lunar New Year, Accelerated Reader Lab and PTO</li> </ul>	<ul style="list-style-type: none"> <li>Better communication</li> </ul>

Student Engagement

*Attendance*

<b>Strengths</b>	<b>Needs</b>
<ul style="list-style-type: none"><li>• Above District average attendance which is 97.1%</li><li>• Monthly attendance slowly increased from 2011-2013</li><li>• Attendance rate made a small improvement in 2013-2014 from 97.34% to 97.71%</li></ul>	

*Chronic Absenteeism*

<b>Strengths</b>	<b>Needs</b>
<ul style="list-style-type: none"><li>• Below District average from 2011 - 2013</li></ul>	

School Climate

*Suspensions*

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

*Expulsions*

<b>Strengths</b>	<b>Needs</b>
<ul style="list-style-type: none"><li>• No expulsions reported in the last 3 years.</li><li>• PBIS and relationships</li></ul>	

*Survey (California Healthy Kids Survey Results and school surveys)*

<b>Strengths</b>	<b>Needs</b>
<ul style="list-style-type: none"><li>• High % of students connected to school</li></ul>	

## 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 to not take vacations during school time and to not allow students to remain at home when 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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	327	385		119	126		4	5		149	186	
<b>Growth API</b>	952	936		937	926					972	958	
<b>Base API</b>	946	951		934	937					975	970	
<b>Target</b>	A	A		A	A					A	A	
<b>Growth</b>	6	-15		3	-11					-3	-12	
<b>Met Target</b>	Yes	Yes		Yes	Yes					Yes	Yes	

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	39	46		90	106		77	94		13	24	
<b>Growth API</b>	901	864		942	929		924	899		735	747	
<b>Base API</b>	865	899		938	940		921	923		796	736	
<b>Target</b>				A	A		A	A				
<b>Growth</b>				4	-11		3	-24				
<b>Met Target</b>				Yes	Yes		Yes	Yes				

#### Conclusions based on this data:

\*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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	99		100	100		100	100	
Number At or Above Proficient	290	330		102	112		--			139	162	
Percent At or Above Proficient	88.7	85.9		85.7	89.6		--	--		93.3	87.1	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
Met AYP Criteria	Yes	No		Yes	Yes		--	--		Yes	Yes	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	99		100	96	
Number At or Above Proficient	31	33		78	87		65	69		5	10	
Percent At or Above Proficient	79.5	71.7		86.7	82.1		84.4	74.2		38.5	43.5	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
Met AYP Criteria	--	--		Yes	No		Yes	No		--	--	

Conclusions based on this data:

\*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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	296	341		104	107		--			143	174	
Percent At or Above Proficient	90.5	88.6		87.4	84.9		--	--		96.0	93.5	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
Met AYP Criteria	Yes	Yes		Yes	No		--	--		Yes	Yes	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	29	36		81	92		66	78		8	12	
Percent At or Above Proficient	74.4	78.3		90.0	86.8		85.7	83.0		61.5	50.0	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
Met AYP Criteria	--	--		Yes	Yes		Yes	No		--	--	

Conclusions based on this data:

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

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
<b>K</b>	2	25	5	63	1	13						8
<b>1</b>	14	47	14	47	2	7						30
<b>2</b>	9	39	10	43	4	17						23
<b>3</b>	12	46	9	35	4	15	1	4				26
<b>4</b>	7	47	7	47	1	7						15
<b>5</b>	4	67	2	33								6
<b>Total</b>	48	44	47	44	12	11	1	1				108

#### Conclusions based on this data:

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

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>	4	9	12	27	13	30	9	20	6	14	44
<b>1</b>	14	47	14	47	2	7					30
<b>2</b>	9	38	10	42	4	17	1	4			24
<b>3</b>	12	44	9	33	4	15	1	4	1	4	27
<b>4</b>	7	47	7	47	1	7					15
<b>5</b>	4	67	2	33							6
<b>Total</b>	50	34	54	37	24	16	11	8	7	5	146

#### Conclusions based on this data:

\*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		
	2011-12	2012-13	2013-14
Number of Annual Testers	83	95	108
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	83	95	108
Number Met	75	78	97
Percent Met	90.4%	82.1%	89.8%
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	108	5	128	10	129	7
Number Met	62	--	60	--	84	--
Percent Met	57.4%	--	46.9%	--	65.1%	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	*	Yes	*	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	

#### Conclusions based on this data:

\*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		
	2011-12	2012-13	2013-14
Number of Annual Testers	623	635	666
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	623	635	666
Number Met	493	504	550
Percent Met	79.1	79.4	82.6
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	597	150	626	162	643	149
Number Met	312	112	326	120	359	119
Percent Met	52.3	74.7	52.1	74.1	55.8	79.9
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
<b>Met Target for AMAO 3</b>	<b>Yes</b>	<b>No</b>	<b>No</b>

#### Conclusions based on this data:

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

## Planned Improvements in Student Performance

### School Goal #1

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

<b>CATEGORY/PRIORITY AREA(S): Implementation of Common Core</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
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.
<b>SCHOOL GOAL #1:</b>
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.
<b>Data Used to Form this Goal:</b>
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 FVSD Interim Common Core Assessments
<b>Findings from the Analysis of this Data:</b>
Description of possible barriers related to goal: Implementation of CCSS <ul style="list-style-type: none"><li>• Lack of time for collaboration between staff. Insufficient time and minimal opportunities for collaboration between and across grade levels.</li><li>• Lack of time for data analysis.</li><li>• Lack of time for professional growth and on-going professional development for CCSS.</li><li>• Lack of currently adopted materials aligned with the Common Core.</li><li>• Lack of a consistent writing program (school and district-wide).</li></ul> <p>The following barriers continue to be a growing concern which inhibit our school in general: Tamura has a lack of funding to replace existing technology as life expectancy on many items expire. These include: classroom voice amplification systems (Light Speed), teacher computers, projectors, printers, and student computers.</p>

**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	5,821
Participate in school site and/or classroom visits of District signature practices provided Common Core State Standards Professional Development	09/2014-06/2016	teachers, site administrators	substitutes, stipends	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,198
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	41,267
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	LCFF - Base	5,821
Pilot Common Core State Standards English Language Arts materials	09/2015-06/2016	Pilot teachers	Substitute teachers	1000-1999: Certificated Personnel Salaries	Lottery: Instructional Materials	2,757
Purchase Common Core State Standards English Language Arts	Spring 2016	District Administration	Instructional materials	4000-4999: Books And Supplies	LCFF - Base	48,980
Provide CCSS training for paraprofessionals	09/2014-06/2016	District Administrators	stipends	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	800
				None Specified	None Specified	

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	site administrator, district administrators	office staff computers	5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,066
Technology professional development	9/2013-6/2016	teachers, site administrators	substitutes, stipends	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,000
Site based professional development	09/2013 -06/2016	teachers, site administrators	no additional expensed associated with this action			



## Planned Improvements in Student Performance

### School Goal #2

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

<b>CATEGORY/PRIORITY AREA(S): Student Achievement</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
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.
<b>SCHOOL GOAL #2:</b>
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.
<b>Data Used to Form this Goal:</b>
Smarter Balanced Assessment DIBELS Next Fountain Valley School District Writing Benchmarks CELDT results AMAO I & II AYP API
<b>Findings from the Analysis of this Data:</b>
Description of possible barriers related to goal: Student Achievement <ul style="list-style-type: none"><li>• Lack of manipulatives and/or kits to supplement math instruction</li><li>• Lack of Professional Development on CCSS strategies (CGI, Fosnot, Jr. Great Books)</li><li>• More time needed for small group math instruction</li><li>• More intervention classes needed for after school support for our EL and Special Education students</li><li>• Lack of computers and technology for students to have adequate time grades K-2, using ST Math and other technology programs available for student use.</li></ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
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	17,050
Before and after school intervention classes for EL support	03/2014-06/2015	Administration and teachers	stipends	1000-1999: Certificated Personnel Salaries	Title III	3,340
Teachers will continue to teach using CCSS and Differentiated Instruction	09/2013-06/2016	teachers	No additional expenses associated with this action			
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 - Base  LCFF - Supplemental	2,321
Common Core State Standards: Continue 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	LCFF - Base  LCFF - Supplemental	12,161

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 - Supplemental	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			
Participate in classroom and/or site visits of District signature practices that support Common Core State Standards.	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			
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			
Participate in District provided Common Core State Standards professional development	9/2013-6/2016	teachers, site and District administrators	expenses outlined in Goal 1			
Site based professional development	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
Assess students in a format similar to SBAC	09/2014-06/2017	teachers, site administrators	materials	4000-4999: Books And Supplies	LCFF - Base	1000
PLC release time to score and analyze District assessments through music release time.	09/2014-06/2017	teachers & Site Administrators	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	11,200
Score and analyze District Assessments	09/2014-06/2017	Teachers & Site Administrators	Certificated Salary	1000-1999: Certificated Personnel Salaries	Title I	4,012

## Planned Improvements in Student Performance

### School Goal #3

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

<b>CATEGORY/PRIORITY AREA(S): Parent Involvement</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
Goal 11: Increase parent engagement and involvement of historically underserved and other high needs student populations.
<b>SCHOOL GOAL #3:</b>
Increase participation of parents of at-risk students at school events (i.e. parents ed nights, participation in PTO, SSC, school activities, conferences).
<b>Data Used to Form this Goal:</b>
SSC roster, PTO roster, volunteer lists, parent conference attendance, English Learner advisory documentation
<b>Findings from the Analysis of this Data:</b>
Description of possible barriers related to goal: Parent Involvement <ul style="list-style-type: none"> <li>• Parents are reluctant to join the PTO or serve in volunteer positions.</li> <li>• Parents of older students tend to join the PTO board in 3rd-5th grade.</li> <li>• Language barrier with our EL parents.</li> </ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
School Site Council documentation; English Learner Advisory documentation; District English Learner Advisory documentation; Number of parent education opportunities; meeting sign ins, agendas, and resources; expenditures for interpretation, translation, and childcare; responses to parent surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide a bilingual Community Liaison to support parent outreach	9/2013- 6/2016	district staff	personnel	2000-2999: Classified Personnel Salaries	LCFF-EL	4,100
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	LCFF - Base	10,120
Continue to provide home/school communication	09/2013-06/2015	Teachers Administration	No additional expenses associated with this action			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide translation services as needed or required.	09/2014- 06/2015	District Staff	Expenses captured in Goal 2 and in an earlier Action in Goal 3			
Alternate PTO meetings between evening and daytime	9/2013-6/2016	PTO executive board, teachers, site principal, members	No additional expenses associated with this action			

## Planned Improvements in Student Performance

### School Goal #4

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

<b>CATEGORY/PRIORITY AREA(S): Student Engagement &amp; School Climate</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
Goal 12: Reduce chronic absenteeism. Goal 14: Expand behavioral interventions to further reduce student suspension and expulsion rates. Goal 15: Increase meaningful student participation.
<b>SCHOOL GOAL #4:</b>
Create a learning and school climate that improves students' attendance, connection, and overall involvement in all aspects of their education.
<b>Data Used to Form this Goal:</b>
Daily attendance rates, Chronic absenteeism information, suspensions, California Healthy Kids Survey, PBIS evaluation data, student survey, parent survey
<b>Findings from the Analysis of this Data:</b>
Description of possible barriers related to goal: Student Engagement and School Climate <ul style="list-style-type: none"> <li>• Staff member need to be more consistent with PBIS rewards and program components</li> <li>• More after school programs needed to allow more access for students to become more "connected" to school</li> <li>• Support needed from parents to not take vacations during school time and to not allow students to remain at home when not sick</li> </ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
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 absenteeism policy	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	09/2013-06/2016	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	LCFF - Supplemental	4,200
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			



## 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	8,578.00
4000-4999: Books And Supplies	Common Core	48,980.00
5000-5999: Services And Other Operating	Common Core	41,267.00
5000-5999: Services And Other Operating	Donations	25,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	6,821.00
2000-2999: Classified Personnel Salaries	LCFF - Base	22,281.00
4000-4999: Books And Supplies	LCFF - Base	49,980.00
5000-5999: Services And Other Operating	LCFF - Base	5,387.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20,598.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	800.00
5000-5999: Services And Other Operating	LCFF - Supplemental	25,000.00
2000-2999: Classified Personnel Salaries	LCFF-EL	21,150.00
1000-1999: Certificated Personnel Salaries	Lottery: Instructional Materials	2,757.00
1000-1999: Certificated Personnel Salaries	Title I	4,012.00
1000-1999: Certificated Personnel Salaries	Title III	3,340.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

<b>Funding Source</b>	<b>Total Expenditures</b>
Common Core	98,825.00
Donations	25,000.00
LCFF - Base	84,469.00
LCFF - Supplemental	46,398.00
LCFF-EL	21,150.00
Lottery: Instructional Materials	2,757.00
Title I	4,012.00
Title III	3,340.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	46,106.00
2000-2999: Classified Personnel Salaries	44,231.00
4000-4999: Books And Supplies	98,960.00
5000-5999: Services And Other Operating Expenditures	96,654.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	166,447.00
<b>Goal 2</b>	101,084.00
<b>Goal 3</b>	14,220.00
<b>Goal 4</b>	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, be respectful, be safe, and be my best.
- 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.
- I will strive to be aware of the individual needs of my child.

### **Staff Pledge:**

#### THE TEACHER PLEDGE:

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

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

#### Everyone Will...

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

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kathy Davis	X				
Jessica Boktor/Michelle Siefker		X			
Michelle Carr		X			
Cheryl Hall			X		
Tiffany Cassity				X	
Yolanda Chavez				X	
Jennifer English				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 19, 2014.

Attested:

Kathy Davis

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Jennifer English

\_\_\_\_\_  
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

**TO:** Anne Silavs, Assistant Superintendent, Instruction

**FROM:** Julianne Hoefer, Director, Assessment and Accountability

**DATE:** March 3, 2015

**SUBJECT:** **School Loop Contract Renewal**

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### **Background**

For approximately six years, School Loop has provided the grade book and parent portal for our middle schools. As a free service, they also host all 10 school websites. During the 2015/2016 school year, Aeries will be piloted as the grade book and parent portal at Fulton. If the pilot is successful, Aeries will replace School Loop and will not be renewed. During the pilot, School Loop will continue to be used at Masuda and Talbert.

### **Recommendation**

It is recommended that the Board of Trustees approve the one-year SchoolLoop contract for the 2015/2016 school year.



**2014/2015**

**WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION**

**CONFIDENTIAL MEMO**

To: FVSD Board Members  
From: Patrick J Middleton, Fiscal/MIS Manager  
West Orange County Consortium for Special Education  
Date: February 11, 2015  
Subject: **Non-Public Agency Contract Addendums**

Board Meeting Date: March 12, 2015

Under current consortium budget agreements, any unfunded cost of NPS/NPA placement is a cost to the general fund of the resident district. It is recommended that the following non-public school/agency contract/addendum be approved and that the West Orange County Consortium for Special Education be authorized to receive invoices and process payment.

Student's Name	Non-Public School/Agency	100% Contract/ Addendum	Effective Dates
1263849-3120	Cornerstone Therapies	800.00	October 24, 2014 to June 30, 2015
191454-3003	Behavior Solutions, Inc.	250.00	January 26, 2015 to June 30, 2015

Approved by the FVSD Board of Trustees  
March 12, 2015

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Mark Johnson, Ed.D.  
Superintendent

**2014/2015**

**WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION**

**CONFIDENTIAL MEMO**

To: FVSD Board Members  
From: Patrick J Middleton, Fiscal/MIS Manager  
West Orange County Consortium for Special Education  
Date: February 11, 2015  
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Student's Name	Non-Public School/Agency	100% Contract/ Addendum	Effective Dates
191454-3004	Speech & Language Development Center	166.00	January 26, 2015 to June 30, 2015

Approved by the FVSD Board of Trustees  
March 12, 2015

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Mark Johnson, Ed.D.  
Superintendent

ADDENDUM TO AGREEMENT FOR NONPUBLIC NONSECTARIAN SCHOOL/AGENCY SERVICES  
INDIVIDUAL SERVICE CONTRACT

This ADDENDUM to the SERVICE CONTRACT is made and entered into this 12th of March, 2015 between the Fountain Valley School District, County of Orange and Cornerstone Therapies for (Local Education Agency) (Nonpublic School or Agency)  
1263849-3120 born on \_\_\_\_\_, who is a resident of Fountain Valley School District of (Name of Student) (Date of Birth) (Local Education Agency) of Orange County.

**ORIGINAL CONTRACT - July 01, 2014 to June 30, 2015**

SERVICES AS PROVIDED IN ORIGINAL CONTRACT	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Original Cost
1. Assessments/Testing/Evaluations (RATE 1) ( PT Eval )	NPA	60 Minutes	225.00	2.00	450.00
2. Assessments/Testing/Evaluations (RATE 2) ( PT Eval )	NPA	60 Minutes	85.00	6.00	510.00
<b>TOTAL ORIGINAL CONTRACT COST</b>					<b>960.00</b>

**ADDENDUM CONTRACT - October 24, 2014 to June 30, 2015**

SERVICES ADDED BY THIS ADDENDUM	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Addendum Cost
3. Physical Therapy - Consultation ( 8x60min/yr )	NPA	60 Minutes	100.00	8.00	800.00
<b>TOTAL ADDENDUM CONTRACT COST</b>					<b>800.00</b>

**AMENDED CONTRACT**

SERVICES AS PROVIDED IN AMENDED CONTRACT	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Amended Cost
1. Assessments/Testing/Evaluations (RATE 1) ( PT Eval )	NPA	60 Minutes	225.00	2.00	450.00
2. Assessments/Testing/Evaluations (RATE 2) ( PT Eval )	NPA	60 Minutes	85.00	6.00	510.00
3. Physical Therapy - Consultation ( 8x60min/yr )	NPA	60 Minutes	100.00	8.00	800.00
<b>TOTAL AMENDED CONTRACT COST</b>					<b>1,760.00</b>

This AMENDED Service shall begin on October 24, 2014 and shall terminate at 5:00 p.m. on June 30, 2015 unless sooner terminated as provided herein.

-CONTRACTOR-

-DISTRICT-

Cornerstone Therapies  
(Name of Nonpublic School/Agency)

Fountain Valley School District  
(Name of School District)

\_\_\_\_\_  
(Contracting Officer's Signature) Date

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Type Name and Title)

Mark Johnson, Ed.D.  
(Type Name of Superintendent) Date

2014/2015

HBUHSD Contract No. 3003  
Please refer to this number on correspondence, invoices, etc.

ADDENDUM TO AGREEMENT FOR NONPUBLIC NONSECTARIAN SCHOOL/AGENCY SERVICES  
INDIVIDUAL SERVICE CONTRACT

This ADDENDUM to the SERVICE CONTRACT is made and entered into this 12th of March, 2015 between the Fountain Valley School District, County of Orange and Behavior Solutions, Inc. for (Local Education Agency) (Nonpublic School or Agency)  
191454-3003 born on \_\_\_\_\_, who is a resident of Fountain Valley School District of (Name of Student) (Date of Birth) (Local Education Agency) of Orange County.

**ORIGINAL CONTRACT - 2014-07-01 to 2015-06-30**

SERVICES AS PROVIDED IN ORIGINAL CONTRACT	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Original Cost
1. Behavior Intervention Services ( 1x30/mo )	NPA	180 Minutes	250.00	2.00	500.00
<b>TOTAL ORIGINAL CONTRACT COST</b>					500.00

**ADDENDUM CONTRACT - January 26, 2015 to June 30, 2015**

SERVICES ADDED BY THIS ADDENDUM	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Addendum Cost
1. Behavior Intervention Services ( 1x30min/mo )	NPA	180 Minutes	250.00	1.00	250.00
<b>TOTAL ADDENDUM CONTRACT COST</b>					250.00

**AMENDED CONTRACT**

SERVICES AS PROVIDED IN AMENDED CONTRACT	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Amended Cost
1. Behavior Intervention Services ( 1x30/mo )	NPA	180 Minutes	250.00	2.00	500.00
1. Behavior Intervention Services ( 1x30min/mo )	NPA	180 Minutes	250.00	1.00	250.00
<b>TOTAL AMENDED CONTRACT COST</b>					750.00

This AMENDED Service shall begin on January 26, 2015 and shall terminate at 5:00 p.m. on June 30, 2015 unless sooner terminated as provided herein.

-CONTRACTOR-

-DISTRICT-

Behavior Solutions, Inc.  
(Name of Nonpublic School/Agency)

Fountain Valley School District  
(Name of School District)

\_\_\_\_\_  
(Contracting Officer's Signature) Date

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Type Name and Title)

Mark Johnson, Ed.D.  
(Type Name of Superintendent) Date

ADDENDUM TO AGREEMENT FOR NONPUBLIC NONSECTARIAN SCHOOL/AGENCY SERVICES  
INDIVIDUAL SERVICE CONTRACT

This ADDENDUM to the SERVICE CONTRACT is made and entered into this 12th of March, 2015 between the Fountain Valley School District, County of Orange and Speech & Language Development Center for (Local Education Agency) (Nonpublic School or Agency)  
191454-3004 born on \_\_\_\_\_, who is a resident of Fountain Valley School District of (Name of Student) (Date of Birth) (Local Education Agency) of Orange County.

**ORIGINAL CONTRACT - 2014-07-01 to 2015-06-30**

SERVICES AS PROVIDED IN ORIGINAL CONTRACT	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Original Cost
0. Basic Education Program	NPS	1 Day	135.50	204.00	27,642.00
1. Adapted Physical Education ( 2x30min/wk )	NPS	60 Minutes	81.50	41.00	3,341.50
2. Language/Speech Therapy/Individual ( 2x30min/wk )	NPS	60 Minutes	81.50	41.00	3,341.50
3. Occupational Therapy ( 2x15min/wk )	NPS	60 Minutes	81.50	21.00	1,711.50
4. One-on-One Aide ( 6hrs/day )	NPS	60 Minutes	14.00	1,224.00	17,136.00
<b>TOTAL ORIGINAL CONTRACT COST</b>					<b>53,172.50</b>

**ORIGINAL CONTRACT - July 01, 2014 to June 30, 2015**

SERVICES AS PROVIDED IN ORIGINAL CONTRACT	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Original Cost
0. Basic Education Program	NPS	1 Day	135.50	-204.00	-27,642.00
0. Basic Education Program ( (rate change) )	NPS	1 Day	145.00	204.00	29,580.00
1. Adapted Physical Education ( 2x30min/wk )	NPS	60 Minutes	81.50	-41.00	-3,341.50
1. Adapted Physical Education ( 2x30min/wk (rate change) )	NPS	60 Minutes	83.00	41.00	3,403.00
2. Language/Speech Therapy/Individual ( 2x30min/wk )	NPS	60 Minutes	81.50	-41.00	-3,341.50
2. Language/Speech Therapy/Individual ( 2x30min/wk (rate change) )	NPS	60 Minutes	83.00	41.00	3,403.00
3. Occupational Therapy ( 2x15min/wk )	NPS	60 Minutes	81.50	-21.00	-1,711.50
3. Occupational Therapy ( 2x15min/wk (rate change) )	NPS	60 Minutes	83.00	21.00	1,743.00
4. One-on-One Aide ( 6hrs/day )	NPS	60 Minutes	14.00	-1,224.00	-17,136.00
4. One-on-One Aide ( 6hrs/day (rate change) )	NPS	60 Minutes	16.00	1,224.00	19,584.00
<b>TOTAL ORIGINAL CONTRACT COST</b>					<b>4,540.50</b>

**ADDENDUM CONTRACT - January 26, 2015 to June 30, 2015**

SERVICES ADDED BY THIS ADDENDUM	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Addendum Cost
5. Occupational Therapy-consult ( 2x20min/mo )	NPS	60 Minutes	83.00	2.00	166.00
<b>TOTAL ADDENDUM CONTRACT COST</b>					<b>166.00</b>

**AMENDED CONTRACT**

SERVICES AS PROVIDED IN AMENDED CONTRACT	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Amended Cost
0. Basic Education Program	NPS	1 Day	135.50	0.00	0.00
0. Basic Education Program ( (rate change) )	NPS	1 Day	145.00	204.00	29,580.00
1. Adapted Physical Education ( 2x30min/wk )	NPS	60 Minutes	81.50	0.00	0.00
1. Adapted Physical Education ( 2x30min/wk (rate change) )	NPS	60 Minutes	83.00	41.00	3,403.00

2014/2015

HBUHSD Contract No. 3004  
Please refer to this number on correspondence, invoices, etc.

ADDENDUM TO AGREEMENT FOR NONPUBLIC NONSECTARIAN SCHOOL/AGENCY SERVICES  
INDIVIDUAL SERVICE CONTRACT

This ADDENDUM to the SERVICE CONTRACT is made and entered into this 12th of March, 2015 between the Fountain Valley School District, County of Orange and Speech & Language Development Center for (Local Education Agency) (Nonpublic School or Agency)  
191454-3004 born on \_\_\_\_\_, who is a resident of Fountain Valley School District of (Name of Student) (Date of Birth) (Local Education Agency) Orange County.

2. Language/Speech Therapy/Individual ( 2x30min/wk )	NPS	60 Minutes	81.50	0.00	0.00
2. Language/Speech Therapy/Individual ( 2x30min/wk (rate change) )	NPS	60 Minutes	83.00	41.00	3,403.00
3. Occupational Therapy ( 2x15min/wk )	NPS	60 Minutes	81.50	0.00	0.00
3. Occupational Therapy ( 2x15min/wk (rate change) )	NPS	60 Minutes	83.00	21.00	1,743.00
4. One-on-One Aide ( 6hrs/day )	NPS	60 Minutes	14.00	0.00	0.00
4. One-on-One Aide ( 6hrs/day (rate change) )	NPS	60 Minutes	16.00	1,224.00	19,584.00
5. Occupational Therapy-consult ( 2x20min/mo )	NPS	60 Minutes	83.00	2.00	166.00
<b>TOTAL AMENDED CONTRACT COST</b>					<b>57,879.00</b>

This AMENDED Service shall begin on January 26, 2015 and shall terminate at 5:00 p.m. on June 30, 2015 unless sooner terminated as provided herein.

-CONTRACTOR-

-DISTRICT-

Speech & Language Development Center  
(Name of Nonpublic School/Agency)

Fountain Valley School District  
(Name of School District)

\_\_\_\_\_  
(Contracting Officer's Signature) Date

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Type Name and Title)

Mark Johnson, Ed.D.  
(Type Name of Superintendent) Date