



Fountain Valley School District

BOARD OF TRUSTEES
REGULAR MEETING

AGENDA

Board Room
10055 Slater Avenue
Fountain Valley, CA

April 16, 2015

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

M ___
 2nd ___
 V ___

- PUBLIC COMMENTS

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

- CLOSED SESSION

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

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

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.

- PLEDGE OF ALLEGIANCE will be led by Troop 455.

SPECIAL PRESENTATIONS

1. RECOGNITION OF COURREGES 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 Courreges School.

2. RECOGNITION OF COURREGES 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 Courreges School, the Board shall recognize and thank Bobbie Banner and Cayce Korhonen.

3. OUTSTANDING SERVICE AWARDS PRESENTATION

Each year, the Board of Trustees honors those volunteers who have made an outstanding contribution to education in the Fountain Valley School District. The Outstanding Service Award is based on service and leadership given beyond the local school and includes participation on district committees, councils, task forces, as well as local school service. Board President Ian Collins shall present the 2014-15 Outstanding Service Award to Joy Moyers.

4. RECOGNITION OF VAPA COORDINATORS AMELIA TERICH AND BROOKE JAMES

The Board of Trustees is pleased to join our staff and community in celebrating VAPA Coordinators Amelia Terich and Brooke James for their outstanding contributions to the Fountain Valley School District and its District Art Show.

5. RECOGNITION OF FVSD TEACHER OF THE YEAR: JOANNA KNOBEL

The Board of Trustees is pleased to join our staff and community in celebrating Joanna Knobel, second grade teacher at Gisler Elementary, as 2014-15 Teacher of the Year.

6. RECOGNITION OF FVSD ADMINISTRATOR OF THE YEAR: ANNE SILAVS

The Board of Trustees is pleased to join our staff and community in celebrating Anne Silavs, Assistant Superintendent, Instruction as the 2014-15 Administrator of the Year.

- RECESS

STAFF REPORTS AND PRESENTATIONS

7. PRESENTATION/DEMONSTRATION ON VGO TELEPRESENCE ROBOT

Dr. Eugene Spiritus, Chief Medical Officer for VGo Communications, Inc., and Veronica Ahumada Newhart, Graduate Student Researcher at the University of California, Irvine, will demonstrate use of the VGo telepresence robot.

8. SUPERINTENDENT’S ENTRY PLAN REPORT (WRITTEN AND ORAL)

Superintendent, Dr. Mark Johnson, will present and review with the Board of Trustees the results from his Entry Plan, summarizing his first 100 days in 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. DECLARATION OF NEED

M _____
2nd _____
V _____

Each year we file the Declaration of Need for Fully qualified Educators with the California Commission on Teacher Credentialing. This Declaration shows estimated hiring needs for certain positions, which may require an emergency credential. We only estimate what we think we might need. We can adjust our estimates any time during the school year. The Commission expects us to be within ten percent (10%) of what we actually request. We have never gone over that percent.

Superintendent’s Recommendation: It is recommended that the Board of Trustees approves the Declaration of Need for Fully Qualified Educators so that staffing can be completed with the best possible candidates and we can retain our substitute teachers.

10. RESOLUTION 2015-20: RESOLUTION OF APPRECIATION TO OUR SCHOOL NURSES ON NATIONAL SCHOOL NURSE DAY, MAY 6, 2015

M ___
2nd ___
V ___

The Board of Trustees joins staff and our community in saluting our nurses for their dedication and excellence in a challenging role and celebrates their ongoing commitment to the safety and health of Fountain Valley’s children.

Superintendent’s Recommendation: It is recommended that the Board of Trustees adopts Resolution 2015-20: Resolution of Appreciation to our School Nurses on National School Nurse Day, May 6, 2015.

11. RESOLUTION 2015-19: IN CELEBRATION OF MAY 13, 2015 AS CALIFORNIA’S DAY OF THE TEACHER AND MAY 4-8, 2015 AS TEACHER APPRECIATION WEEK

M ___
2nd ___
V ___

The Board of Trustees joins staff and our community in saluting our teachers and thanking each and every one of them for their outstanding efforts to continuously imagine, inspire, and involve our students.

Superintendent’s Recommendation: It is recommended that the Board of Trustees adopts Resolution 2015-19: In Celebration of May 13, 2015 as California’s Day of the Teacher and May 4-8, 2015 as Teacher Appreciation Week.

12. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS

M ___
2nd ___
V ___

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

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

Routine Items of Business

- 12-A. Board Meeting Minutes from the March 10th special meeting
- 12-B. Board Meeting Minutes from the March 12th regular meeting
- 12-C. Board Meeting Minutes from the March 25th special meeting
- 12-D. Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- 12-E. Donations
- 12-F. Warrants
- 12-G. Purchase Order Listing

12-H. Budget Adjustments

12-I. Resolution 2015-21: Compensation for Board Member, Mr. Ian Collins, for missed Board meeting on March 12th and special Board meeting March 10th, 2015 due to illness

Consent Items

12-J. WILLIAMS QUARTERLY REPORT FOR THIRD QUARTER 2014-15

Superintendent's Comments: It is recommended that the Board of Trustees receives the Williams Quarterly Report for the third quarter of the 2014-15 year and approve its submittal to the Orange County Department of Education.

12-K. 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 remaining five schools: Cox, Newland, Oka, Plavan, and Tamura. The other five Single Plans for Student Achievement were approved at the March 12, 2015 Fountain Valley School District Board meeting.

12-L. DISPOSAL OF OBSOLETE TEXTBOOKS

Superintendent's Comments: It is recommended that the Board declares the Houghton Mifflin, Holt, McDougall-Littell and Prentice Hall math books unusable and obsolete by the Fountain Valley School District.

12-M. GOODWILL INDUSTRIES OF ORANGE COUNTY DBA ASSISTIVE TECHNOLOGY EXCHANGE CENTER (ATEC) SERVICE AGREEMENT FOR 2014-2015

Superintendent's Comments: It is recommended that the Board of Trustees approves the Service Agreement for Good Will Industries of Orange County DBA Assistive Technology Exchange Center (ATEC) March 30, 2015 through June 30, 2015 and authorizes the Superintendent or designee to sign all documents.

12-N. SPECIAL EDUCATION SETTLEMENT AGREEMENT

Superintendent's Comments: Approval by the Board of Trustees is recommended for services and legal fees as described in the attached memo.

12-O. REVIEW OF INVESTMENT POLICY

Superintendent's Comments: It is recommended that the Board of Trustees receive the Investment Policy for review.

12-P. 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
Speech & Lang. Dev. Center	\$830	7/1/14-6/30/15
Maxim Healthcare Services	\$16,000	3/16/15-6/30/15

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, May 14, 2015 at 7:00pm.

A copy of the Board Meeting agenda is posted on the District’s web site (www.fvzd.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.

FOUNTAIN VALLEY SCHOOL DISTRICT
Curriculum/Instruction

MEMORANDUM

TO: Mark Johnson, Ed.D., Superintendent
FROM: Anne Silavs, Assistant Superintendent, Instruction
SUBJECT: *STUDENT RECOGNITION PROGRAM*
DATE: March 26, 2015

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 April 16, 2015, the following six students from **Courreges School** will be recognized.

Courreges School

Kindergarten	Owen Dorsheimer
First Grade	Jacqueline Vu
Second Grade	Wade Stockard
Third Grade	George Chen
Fourth Grade	Kaci Manthorne
Fifth Grade	Brandon Tran

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: **Parent Volunteers: Courreges School**
DATE: April 3, 2015

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 Courreges 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 Courreges School:

Courreges School

♥ **Bobbie Banner**
♥ **Cayce Korhonen**

Board meeting of April 16, 2015

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: **PRESENTATION OF OUTSTANDING SERVICE AWARD 2014-15: JOY MOYERS**
DATE: April 3, 2015

Background:

In 1983, the Board of Trustees established the Fountain Valley School District's Outstanding Service Award. This award was designed for the Board of Trustees to recognize members of the school community who volunteer their services beyond the local school. This includes participation on district committees such as the Superintendent Parent Council, Action Committee for Education, the Fountain Valley Educational Foundation and any other services that benefit all children in the district. In recent years, the Selection Committee has been comprised of past recipients of this award.

The Outstanding Service Award Selection Committee reviewed the nominations submitted this year. The committee was proud to select one outstanding person to receive the Outstanding Service Award for 2014-15.

Congratulations to Joy Moyers!

Board President Ian Collins shall present the 2014-15 Outstanding Service Award to Joy Moyers this evening.

/rl

Ref: Board Policy 1150.1

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

MEMORANDUM

TO: Board of Trustees
FROM: Mark Johnson, Superintendent
SUBJECT: **Recognition of VAPA Coordinators Amelia Terich and Brooke James**
DATE: April 7, 2015

Background:

On March 10th the Fountain Valley School District enjoyed the 13th Annual District Art Show, its best yet. With well over 1000 attendees, students, families, community members and staff were treated to interactive art stations (with quick make and take projects), cookie and art decorating stations, three food trucks, a photo booth, Music Mobile, a musical instrument station and numerous displays of our students' artwork. In addition, there were various stations allowing participants to paint school murals, representing each site, to be displayed at the district office. And all under the guidance of VAPA Coordinators Amelia Terich and Brooke James. Their vision and passion for the art is infectious and it showed in the attendance that evening.

The Board of Trustees is pleased to join our staff and community in celebrating VAPA Coordinators Amelia Terich and Brooke James for their outstanding contributions to the Fountain Valley School District and its District Art Show.

SO 14-15/B15-36
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: **FVSD Teacher of the Year: Joanna Knobel**
DATE: April 7, 2015

Background:

The Board of Trustees is pleased to honor the 2014-15 Teacher of the Year for the Fountain Valley School District, Mrs. Joanna Knobel.

Joanna has been a teacher for 19 years and currently teaches second grade at Gisler Elementary. She is an amazing teacher who is dedicated to changing the lives of children. Joanna is passionate, driven, kind, intelligent, highly skilled and a terrific colleague. In addition, she has been a friend and mentor to many teachers in the district. This year, she has been hosting lunchtime collaborative meetings for other teachers to discuss effective math practices. Some of these conversations have been focused on *Counting Collections*, *Number Talks*, *Developing Number Sense* and *Factwise*. Furthermore, Joanna utilizes small group rotations in her classroom to differentiate for individual needs and effectively prepare her students for success with the Common Core State Standards. For the past two years, she has served on the District's Common Core Steering Committee and participated in the math textbook adoption process.

Joanna embodies all of the characteristics that represent the tradition of excellence found in our District! She is positive, a life-long learner, embraces all challenges that benefit students, and is an exceptional leader and teacher. Congratulations to Mrs. Joanna Knobel!

Board Meeting of April 16, 2015

SO 14-15/B15-37
Fountain Valley School District
Superintendent's Office

MEMORANDUM

TO: Board of Trustees
FROM: Mark Johnson, Superintendent
SUBJECT: **Anne Silavs: Administrator of the Year 2014-15**
DATE: April 3, 2015

Background:

The Board of Trustees is pleased to announce that Ms. Anne Silavs has been selected as the Fountain Valley School District Administrator of the Year! Anne has worked for FVSD the past 3 1/2 years as the Assistant Superintendent of Curriculum and Instruction. Prior to joining the FVSD Family, Anne was a teacher, assistant principal, principal and director, spending her early years in education with San Bernardino City Unified School District and Ocean View School District. Throughout her career, she has been driven by the vision of improving the lives of young people.

Over the past several years, Anne has significantly improved the efficacy of the District's professional development program. Due to her leadership, we have more teachers leading, facilitating, and collaborating than ever before. Anne is also responsible for leading our efforts with Common Core, Smarter Balanced Assessments, implementing PLCs for site administrators and writing our Local Control Accountability Plan (LCAP). In addition, she promotes a culture that supports ongoing learning and reflective practices. Anne is an expert in instructional delivery, professional development and school leadership. She is exceptional at her work, an outstanding communicator and is a valued member of our district's management team.

The Board of Trustees is pleased to honor her this evening as Fountain Valley School District's Administrator of the Year for 2014-15.



FOUNTAIN VALLEY SCHOOL DISTRICT
Curriculum/Instruction

MEMORANDUM

TO: Mark Johnson, Superintendent
FROM: Anne Silavs, Assistant Superintendent, Instruction
SUBJECT: ***PRESENTATION/DEMONSTRATION OF THE VGO
TELEPRESENCE ROBOT***
DATE: April 7, 2015

Dr. Eugene Spiritus, Chief Medical Officer for VGo Communications, Inc., and Veronica Ahumada Newhart, Graduate Student Researcher at the University of California, Irvine, will demonstrate how the VGo telepresence robot can be used to facilitate the inclusion of medically homebound students in the classroom. Please note that this presentation/demonstration is information only, and the District will be exploring future potential opportunities.

Board Meeting of April 16, 2015

SO 14-15/B15-38
Fountain Valley School District
Superintendent's Office

MEMORANDUM

TO: Board of Trustees
FROM: Mark Johnson, Superintendent
SUBJECT: Presentation of the Results from the Superintendent's Entry Plan
DATE: April 7, 2015

Background:

Superintendent Mark Johnson, Ed.D. will present to the Board of Trustees the results from the Superintendent Entry Plan for the Fountain Valley School District.

FOUNTAIN VALLEY SCHOOL DISTRICT

PERSONNEL

TO: Mark Johnson, Superintendent
FROM: Cathie Abdel, Assistant Superintendent, Personnel
SUBJECT: Declaration of Need 2015-2016 School Year
DATE: March 24, 2015

BACKGROUND

Each year we file the Declaration of Need for Fully qualified Educators with the California Commission on Teacher Credentialing. This Declaration shows estimated hiring needs for certain positions, which may require an emergency credential. We only estimate what we think we might need. We can adjust our estimates any time during the school year. The Commission expects us to be within ten percent (10%) of what we actually request. We have never gone over that percent.

IMPACT

The Declaration will allow all positions to be staffed with appropriate credentials, emergency credentials, or credential waivers. This also is required for substitute teachers. We cannot apply for substitute teacher permits until this form is submitted.

RECOMMENDATION

The Board of Trustees approves the Declaration of Need for Fully Qualified Educators so that staffing can be completed with the best possible candidates and we can retain our substitute teachers.

There were no requests to address the Board.

PUBLIC COMMENTS

ADJOURNMENT

Motion: Mrs. Scultz moved to adjourn the meeting at 10:27am.

Second: Mr. Cunneen

Vote: Unanimously approved

/rl

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

PUBLIC COMMENTS

Mrs. Galindo announced that the Board would retire into Closed Session. No action was anticipated. The following was addressed:

CLOSED SESSION

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

Cub Scout Pak 1225 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 seven outstanding students from Newland School. The Board celebrated Brooklyn Lee (K), Sami Ghanem (1st), Drew Gonzalez (2nd), Dylan Duran (2nd), Arianna Degeorge (3rd), Alex Glueck (4th), and Shelby Primeaux (5th).

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 recognized six outstanding students from Plavan School. The Board celebrated Ryan Hathaway (K), Alex Hernandez (1st), Brynn Orgill (2nd), Caroline Ngo (3rd), Hillary

RECOGNITION OF PLAVAN SCHOOL STUDENTS

Tran (4th), and Esther Le (5th).

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 recognized and thanked Stacy Gold, Cary Gold and Marcia Tengan.

RECOGNITION OF
PLAVAN 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 recognized and thanked Sherri Whitcher, Tammy Rodriguez and Stacy Christian.

RECOGNITION OF
NEWLAND PARENT
VOLUNTEERS

City Council Member and representative from Assemblyman Travis Allen’s office Joe Carchio presented a resolution honoring Newland School as a National Blue Ribbon School.

PRESENTATION OF
RESOLUTION TO
NEWLAND SCHOOL

Following the recognitions, the Board took a brief recess.

STAFF REPORTS AND PRESENTATIONS

Assistant Superintendent, Business, Chris Fullerton and Director, Fiscal, Scott Martin presented and reviewed for the Board the Second Interim Report for the Fountain Valley School District. Mrs. Fullerton reviewed the District mission statement, the State economy and economic indicators. Mr. Martin reviewed Second Interim assumptions, revenue including changes since First Interim, expenditures including changes since First Interim, and the General Fund balance. Mrs. Fullerton reviewed multi-year projections for the District and assumptions involved. She also reviewed the budget calendar.

SECOND INTERIM
REPORT PRESENTATION
(WRITTEN AND ORAL)

BOARD REPORTS AND COMMUNICATIONS

Mrs. Schultz commended the District on the amazing turnout at the Art Show. She thanked the staff and volunteers for their work on this event. She attended the ACE meeting, noting that they are looking forward to representing our parents in Sacramento next week at Sacramento Safari.

Mr. Cunneen attended individual weekly meetings with Dr. Johnson, met with FVEA President Jill Richards and Ian Collins, reviewed the proposed Houghton Mifflin and McGraw Hill textbooks and materials, attended the ACE meeting, the FV Rotary Every Student Succeeding breakfast, the Board textbook adoption workshop, and the DELAC and DAC meeting.

Mrs. Crandall congratulated Ms. Silavs for successfully writing the OC Stem Grant. She attended the Rotary Every Student Succeeding breakfast, the District Art Show, the Chamber of Commerce annual Business Awards luncheon, and the Special Olympics Host Town Announcements. She thanked Mrs. Hawes for attending as well. She also attended the Pony League opening, the Little League opening, the Boy Scout Blue and Gold ceremony, the City’s first Arbor Day, the Kindergarten and 1st grade CGI math training, and she presented a Community Volunteer Academy on K-3 math.

Mrs. Galindo attended the agenda development meeting for this evening, the ACSA Every Student Succeeding breakfast at the Bower’s Museum, the agenda development meeting for the special board meeting, the Rotary Every Student Succeeding breakfast, the textbook adoption workshop, Mrs. Crandall’s Community Volunteer Academy presentation on K-3 math, and the District Art Show.

PUBLIC COMMENTS

There were no requests to address the Board.

PUBLIC COMMENTS

LEGISLATIVE SESSION

Motion:	Mrs. Schultz moved to approve adoption of K-8 Math Textbook Materials.	ADOPTION OF K-8 MATH TEXTBOOK MATERIALS
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Second: Mr. Cunneen

Vote: 4-0

Motion:	Mr. Cunneen moved to approve 2014-2015 Second Interim Report.	APPROVAL OF 2014-2015 SECOND INTERIM REPORT
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Second: Mrs. Schultz

Vote: 4-0

Motion:	Mrs. Schultz moved to approve Mrs. Crandall and Mr. Cunneen as board representatives to the Facilities Committee.	FACILITIES COMMITTEE REPRESENTATIVE SELECTION
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Second: Mrs. Galindo

Vote: 4-0

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

CONSENT
CALENDAR/
ROUTINE ITEMS OF
BUSINESS

Second: Mr. Cunneen

Vote: 4-0

The Consent Calendar included:

- Board Meeting Minutes from the February 19th regular meeting
- Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- Donations
- Warrants
- Purchase Order Listing
- Budget Adjustments
- Board Policy 5131.2 Bullying (Second Reading and Adoption)
- Board Policy 1340 Access to District Records (Second Reading and Adoption)
- Annual Renewal of Contracts with Orange County Department of Education
- Approval of the 2015 Special Education Extended School Year Program and August Program
- Update to District Plan for Providing Educational Services for Expelled Students
- Single Plans for Student Achievement
- School Loop Contract Renewal
- Non-Public Agency Contracts

<u>Non-Public Agency</u>	<u>100% Contract Cost</u>	<u>Effective Dates</u>
Cornerstone Therapies	\$800	10/24/14-6/30/15
Behavior Solutions, Inc.	\$250	1/26/15-6/30-15
Speech & Lang. Dev. Center	\$166	1/26/15-6/30/15

SUPERINTENDENT’S COMMENTS/NEW ITEMS OF BUSINESS

Dr. Johnson Commended the Board for their commitment to the work and thanked them for their weekly meetings. He thanked Mrs. Terich and Mrs. James for their leadership of the District Art Show and the teachers and staff that worked the show to ensure that our students had an exceptional evening. He thanked Mrs. Eppling for her guidance of CGI implementation in our District. He thanked Ms. Silavs for her work in

this as well. He commended our principals as well as our PT units, noting continuing tours of our sites and beginning his presentations with our PTA/Os. He thanked and commended Rotary and the Kelly Osborn Foundation for their support of our students. He commended Ms. Silavs for her work this week on not just the exceptional textbook adoption workshop but also the LCAP workshop. He thanked Mrs. Richards for her continued attendance at our meetings. He commended Mrs. Crandall and noted very much enjoying her Community Volunteer Academy presentation on math. He commended Mrs. Robinson, Ms. Silavs, Mrs. Fullerton and Mr. Martin for their presentations this evening. He commended Mrs. Galindo for her leadership this week and thanked the Board for reaching consensus this evening on representation on the Facilities Committee.

ADJOURNMENT

Motion: Mr. Cunneen moved to adjourn the meeting at 9:09pm.

Second: Mrs. Schultz

Vote: Unanimously approved

/rl

Fountain Valley School District
Superintendent's Office

SPECIAL MEETING OF THE BOARD OF TRUSTEES

10055 Slater Avenue
Fountain Valley, CA 92708

March 25, 2015

MINUTES

President Collins called the regular meeting of the Board of Trustees to order at 4:00pm.

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. Schultz moved to approve the meeting agenda.

AGENDA APPROVAL

Second: Mrs. Galindo

Vote: 5-0

Mrs. Schultz led the Pledge of Allegiance.

PLEDGE OF
ALLEGIANCE
PUBLIC COMMENTS

There were no requests to address the Board of Trustees at this time.

BOARD WORKSHOPS

Assistant Superintendent, Business Christine Fullerton and Director, Fiscal Services Scott Martin continued review for the Board of Trustees of possible investment options for Fund 40. Mrs. Fullerton reviewed the background of Fund 40, including a presentation to the Board from as early as 2004. She reviewed changes since 2004 and current options including continuing to invest the fund in the Orange County Educational Investment Pool, issuing a Request for Proposal (RFP) to hire a private firm to oversee the investment of funds, or investing the funds through the County Treasurer in a custom portfolio developed specifically by County staff. She reviewed investment considerations for Fund 40. She reviewed next steps for the Board including

INVESTMENT
CONSIDERATIONS FOR
FUND 40

reviewing and updating, if needed, of the District's investment policies; deciding on the type of investments in the laddered portfolio and the maximum maturity; deciding how often the District wants reports and coupon distribution; and deciding how and where to budget the investment income. The Board reached consensus and directed Mrs. Fullerton to work with the County on a custom portfolio. Mrs. Fullerton noted that the investment policy would be brought back over the next two months and another workshop would occur following the receipt of a County custom portfolio for review.

PUBLIC COMMENTS

There were two requests to address the Board. Two members of the FVEA addressed the Board regarding Fund 40.

PUBLIC COMMENTS

ADJOURNMENT

Motion: Mrs. Crandall moved to adjourn the meeting at 5:22pm.

Second: Mrs. Galindo

Vote: Unanimously approved

/rl

**FOUNTAIN VALLEY SCHOOL DISTRICT
PERSONNEL ITEMS FOR APPROVAL
April 16, 2015**

1.0 EMPLOYMENT FUNCTIONS

- 1.1 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF JENNIFER KAJDASZ AS ACTING PRINCIPAL AT PLAVAN SCHOOL, EFFECTIVE/ 03/19/2015, RANGE 17 STEP C.
- 1.2 ASSISTANT SUPERINTENDENT, PERSONNEL REQUEST APPROVAL OF JEFF ZAHEDI, TEACHER ON SPECIAL ASSIGNMENT/ASSISTANT PRINCIPAL AT MASUDA MIDDLE SCHOOL EFFECTIVE 3/19/2015.
- 1.3 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CERTIFICATED LEAVES OF ABSENCE:

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>REASON</u>	<u>EFFECTIVE</u>
1.3.1	Ballesteros, Julie	Plavan	Principal	Maternity	3/19/2015
1.3.2	Hunter, Nicole	Tamura	4 th Grade Teacher	Maternity	4/13/2015
1.3.3	Harrison, Tracy	Courreges	1 st Grade Teacher	Maternity	4/01/2015
1.3.4	Blackett, Lindsay	Oka	K/1 Grade Teacher	Personal	2015-2016 School Year
1.3.5	Jackson, Maryellen	On Leave	Middle School Tch.	Child Care	2015-2016 School Year
1.3.6	Howarth, Teri	On Leave	1 st Grade Teacher	Personal	2015-2016 School Year
1.3.7	Ostrzyzek, Tara	On leave	4 th Grade Teacher	Child Care	2015-2016 School Year

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

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
1.4.1	Brannon, Jennifer	Fulton	Resource Specialist	06/18/2015
1.4.2	Katz, Solomon	Fulton	Music Teacher	06/18/2015
1.4.3	Perkins, Jennifer	On Leave	Principal	06/27/2015
1.4.4	Warf, Thomas	On Leave	Middle School Tch.	06/18/2015
1.4.5	Mastropalo, Julie	On Leave	5 th Grade Teacher	06/18/2015

2.0 EMPLOYMENT FUNCTIONS

- 2.1 ASSISTANT SUPERINTENDENT, PERSONNEL HAS ACCEPTED THE RESIGNATION OF THE FOLLOWING CLASSIFIED EMPLOYEE:

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
2.1.1	Miranda Baker	Tamura	ESP Instructor	03/13/2015

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

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
2.2.1	Jon Sleigh	Maintenance	Locksmith	04/29/2015

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

<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>REASON</u>	<u>EFFECTIVE</u>
2.3.1 Kim Tobon	Plavan	LVN	Personal	03/16/2015
2.3.2 Doris McCann	Fulton	OA	Medical	01/29/2015

3.0 INDEPENDENT CONTRACTOR/CONSULTANT AGREEMENT

3.1 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF FIELDWORK AND STUDENT TEACHING AGREEMENT WITH THE CHAPMAN UNIVERSITY EFFECTIVE OCTOBER 1, 2015 TO SEPTEMBER 30, 2020.

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

April 16, 2015

INSTRUCTION

4.0 **INDEPENDENT CONTRACTOR AGREEMENTS/RESOLUTIONS**

	<u>NAME</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>BUDGET</u>	<u>DATE</u>
4.1	JAREB, Jennifer (Fulton)	Sports coach for boys and girls volleyball	\$250 stipend, plus benefits, per sport	010232989-1115	2014-2015 school year
4.2	LOPEZ, Penny (Gisler)	Teacher support	\$750 stipend	011239275-1115	April ~ June, 2015
4.3	MANSON, Lesel MCLEMORE, Katherine PORZIO, Michael (Masuda)	Sports coach for District tournaments	\$250 stipend, plus benefits, per sport	010144989-1115	2014-2015 school year

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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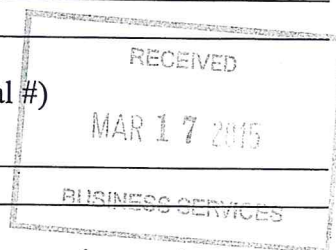
SCHOOL RECEIVING DONATION: Courreges Elementary School

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.)
\$3,000.00, Check #13723, March 10, 2015

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: 010470000-8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010014787-4399

INTENDED USE: (State how this will be used) Purchase 6 Apple iPad Minis (PO I20R1171) & 4 HP Chromebooks (PO I20R1170)

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3/17/2015
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3/17/15
Assistant Superintendent Business/Administration Date

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

BOARD APPROVAL DATE: 4/16/15

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Cox Elementary

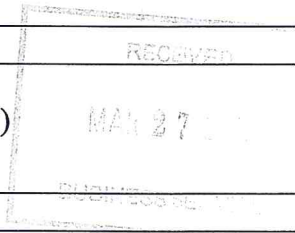
NAME OF DONOR: AT+T Employee Giving

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.)

\$10.00 # 5600517669

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: 01 032 0000-8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0100132894310

INTENDED USE: (State how this will be used) classroom enhancement

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3/23/15
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3/31/15
Assistant Superintendent Business/Administration Date

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

BOARD APPROVAL DATE: 4/16/15

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Cox Elementary

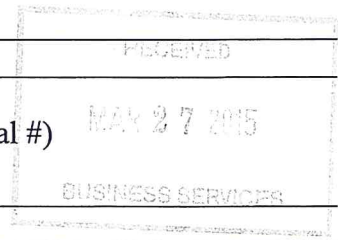
NAME OF DONOR: Silicon Valley Community Foundation

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.)

\$1,000.00 # 14200 00568

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: 010320000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0100132894310

INTENDED USE: (State how this will be used) classroom enhancement

REVIEWED: [Signature]
Principal/Department Head

APPROVED/DISAPPROVED: 3/23/15
Date

REVIEWED: [Signature]
Assistant Superintendent
Business/Administration

APPROVED/DISAPPROVED: 3/31/15
Date

REVIEWED: _____
Assistant Superintendent
Instruction

APPROVED/DISAPPROVED: _____
Date

BOARD APPROVAL DATE: 4/16/15

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Cox Elementary

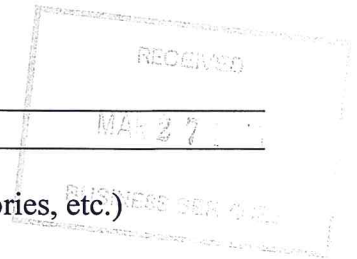
NAME OF DONOR: Schoola

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.)

\$14.27 #0006521368

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: 010320000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010013289 4310

INTENDED USE: (State how this will be used) classroom enhancement

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3/23/15
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3/31/15
Assistant Superintendent Business/Administration Date

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

BOARD APPROVAL DATE: 4/16/15

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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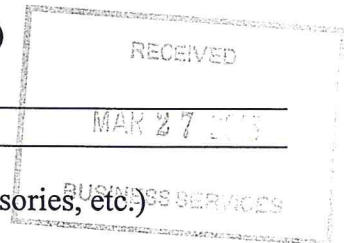
SCHOOL RECEIVING DONATION: Gisler

NAME OF DONOR: Gisler 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 #2236 - \$16.65

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

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



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

REVENUE ACCT: 01 031 0000 - 8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 01 001 3189 - 4310

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

REVIEWED: *Ci C. Bavis*
Principal/Department Head

APPROVED/DISAPPROVED: 3-26-15
Date

REVIEWED: *Chris Sullivan*
Assistant Superintendent
Business/Administration

APPROVED DISAPPROVED: 3/26/15
Date

REVIEWED: _____
Assistant Superintendent
Instruction

APPROVED/DISAPPROVED: _____
Date

BOARD APPROVAL DATE: 4/16/15

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Masuda

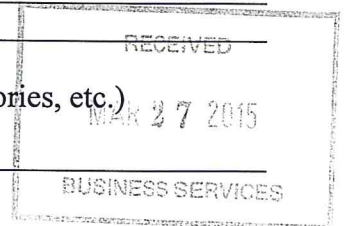
NAME OF DONOR: FV Community Foundation

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.)
\$1860.00

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: 010490000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010144989-5899

INTENDED USE: (State how this will be used) As needed for various school programs/supplies

REVIEWED: Adams APPROVED/DISAPPROVED: 3/30/15
Principal/Department Head Date

REVIEWED: Chris Kubin APPROVED/DISAPPROVED: 3/30/15
Assistant Superintendent Date
Business/Administration

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

BOARD APPROVAL DATE: 4/16/15

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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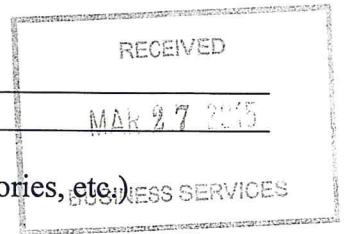
SCHOOL RECEIVING DONATION: Masuda

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: 3-30-15
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3/30/15
Assistant Superintendent Date
Business/Administration

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

BOARD APPROVAL DATE: 4/16/15

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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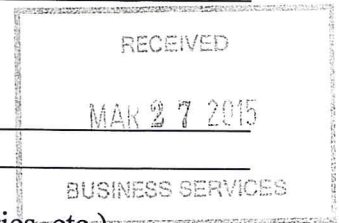
SCHOOL RECEIVING DONATION: Masuda

NAME OF DONOR: Masuda PTA

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)
\$1979.51

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: 010144989 -8699
EXPENDITURE ACCT(S) FOR BUDGET INCREASE: See attached spreadsheet

INTENDED USE: (State how this will be used) Pay Cheer, soccer stipends and After School Clubs stipends

REVIEWED: [Signature] APPROVED/DISAPPROVED: 8 3/17/15
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 8 3/29/15
Assistant Superintendent Date
Business/Administration

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

BOARD APPROVAL DATE: 4/16/15

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

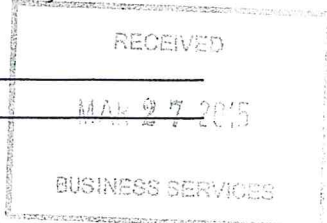
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SCHOOL RECEIVING DONATION: PLAVAN Elementary

NAME OF DONOR: Tom Vo's Taekwondo Academy, 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.)
✓ 1352 in the amount of \$500.

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: 014 00000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0100140894310

INTENDED USE: (State how this will be used) Instructional supplies

REVIEWED: Julie M. Ballesteros APPROVED/DISAPPROVED: 3-17-2015
Principal/Department Head Date

REVIEWED: Chris Kubin APPROVED/DISAPPROVED: 3/29/15
Assistant Superintendent Business/Administration Date

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

BOARD APPROVAL DATE: 4/16/15

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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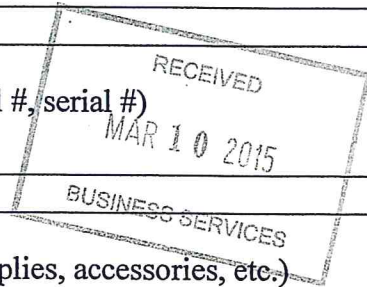
SCHOOL RECEIVING DONATION: Plavan Elementary

NAME OF DONOR: Plavan 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.)
PTO ✓ 7403 in the amount of \$1,258.73

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

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



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

REVENUE ACCT: 01400000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0100140894310

INTENDED USE: (State how this will be used) PTO Expenses for Copier room supplies

REVIEWED: Julie M. Ballesteros APPROVED/DISAPPROVED: 3/9/2015
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3/10/15
Assistant Superintendent Date
Business/Administration

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

BOARD APPROVAL DATE: 4/16/15

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: PLAVAN Elementary

NAME OF DONOR: Tom Vo's Taekwondo Academy, 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.)

✓ 1357 in the amount of \$120.00
(in support of their after school program)

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: 01400000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0100140894310

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

REVIEWED: [Signature]
Principal/Department Head

APPROVED/DISAPPROVED: [Signature]
Date 3-31-2015

REVIEWED: [Signature]
Assistant Superintendent
Business/Administration

APPROVED/DISAPPROVED: [Signature]
Date 4/2/15

REVIEWED: _____
Assistant Superintendent
Instruction

APPROVED/DISAPPROVED: _____
Date _____

BOARD APPROVAL DATE: 4/16/15

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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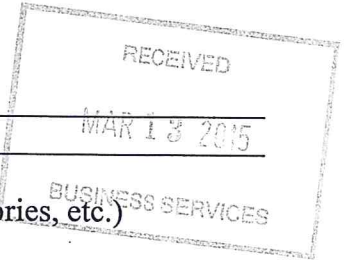
SCHOOL RECEIVING DONATION: Tamura

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 #3644 \$46.90

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) PTO Supplies

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3/6/2015
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3/17/15
Assistant Superintendent Business/Administration Date

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

BOARD APPROVAL DATE: 4/16/15

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Tamura

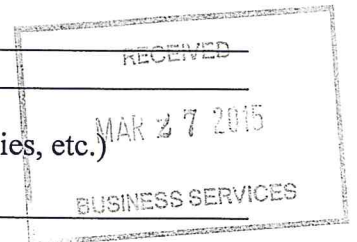
NAME OF DONOR: PTO

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 #3652 \$48.99

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: *Kayla M* APPROVED/DISAPPROVED: 3/19/2015
Principal/Department Head Date

REVIEWED: *Chris Johnson* APPROVED/DISAPPROVED: 3/29/15
Assistant Superintendent Business/Administration Date

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

BOARD APPROVAL DATE: 4/16/15

FOUNTAIN VALLEY SCHOOL DISTRICT

BOARD MEETING APR 16, 2015

TO: Christine Fullerton
FROM: Mino Nhek
SUBJECT: Warrant Listing - Check Numbers 68400-68422 and 68544-68873
DATES: 2/20/2015 and 3/4/2015 -3/31/2015

FUND 01	GENERAL FUND	464,956.63
FUND 12	CHILD DEVELOPMENT	17,712.96
FUND 13	CAFETERIA	53,854.18
FUND 25	CAPITAL FACILITIES	11,686.20
FUND 40	SPECIAL RESERVE	162,248.75
FUND 68	WORKERS COMP	127,372.32
FUND 69	INSURANCE	364,553.22
TOTAL		1,202,384.26

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 04/16/2015

FROM 03/04/2015 TO 03/31/2015

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
I20M4275	SMARDEN SUPPLY COMPANY	218.00	218.00	014869390 4347	STAR Building DO-Routine Maint / Repair & Upkeep Equip
I20M4276	HOME DEPOT	122.09	122.09	012719470 4327	Personnel Department / Health Supplies
I20M4277	GRAINGER INC.	1,502.82	1,502.82	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
I20M4278	SIMPLEXGRINELL	559.00	559.00	012869390 5645	Maintenance / Outside Svcs-Repairs & Mainten
I20M4280	KIMBALL MIDWEST	160.00	160.00	012869390 4345	Maintenance / Maintenance Supplies
I20M4281	BEACH WIRE & CABLE INC.	263.06	263.06	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
I20M4282	WESTERN ILLUMINATED PLASTICS	304.07	304.07	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
I20M4283	TIME AND ALARM SYSTEMS INC.	1,450.00	1,450.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
I20M4284	PINNACLE DRYER CORPORATION	800.00	800.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
I20M4285	MAR VAC	500.00	500.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
I20M4286	SHIMANOFF, PERRY	600.00	600.00	012869390 4320	Maintenance / Computer Supplies
I20M4287	DIGITAL NETWORKS GROUP INC.	385.00	385.00	014869390 5645	STAR Building DO-Routine Maint / Outside Svcs-Repairs &
I20M4288	KIMBALL MIDWEST	280.04	280.04	012869390 4345	Maintenance / Maintenance Supplies
I20M4289	GRAINGER INC.	227.87	227.87	012869390 4329	Maintenance / Disaster Supplies
I20M4290	COMPONENTS CENTER	301.05	301.05	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
I20M4291	GRILLO FILTER SALES INC.	795.48	795.48	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
I20M4292	MCMASTER CARR SUPPLY CO	1,872.91	1,872.91	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
I20M4301	TOXGUARD	300.00	150.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
			150.00	016929395 4349	7230 Home-to-Sc Transportation / Transportation Supplies
I20M4303	CRANDALL'S PLUMBING INC.	3,605.00	3,605.00	012869390 5645	Maintenance / Outside Svcs-Repairs & Mainten
I20M4304	TIME AND ALARM SYSTEMS INC.	460.85	460.85	012869390 5645	Maintenance / Outside Svcs-Repairs & Mainten
I20M4305	MERIDIAN SYSTEMS SUPPLY	250.00	250.00	014869390 5645	STAR Building DO-Routine Maint / Outside Svcs-Repairs &
I20M4306	GOLDEN STATE PAVING INC.	3,391.00	3,391.00	012869390 5645	Maintenance / Outside Svcs-Repairs & Mainten
I20M4307	COMMERCIAL LANDSCAPE SUPPLY IN	1,000.00	1,000.00	012899390 4343	Gardening / Gardening Supplies
I20M4308	TURF STAR INC.	350.00	350.00	012899390 4347	Gardening / Repair & Upkeep Equip Supplies
I20M4309	REFRIGERATION CONTROL COMPANY	180.66	180.66	014869390 5645	STAR Building DO-Routine Maint / Outside Svcs-Repairs &
I20M4310	CROP PRODUCTION SERVICES	650.00	650.00	012899390 4343	Gardening / Gardening Supplies
I20M4311	METRO BUSINESS SOLUTIONS INC.	197.63	98.82	012869390 4325	Maintenance / Office Supplies
			98.81	016929395 5645	7230 Home-to-Sc Transportation / Outside Svcs-Repairs &
I20M4314	TURF STAR INC.	900.00	900.00	012899390 4347	Gardening / Repair & Upkeep Equip Supplies
I20R1138	SCHOLASTIC INC.	576.72	576.72	010459275 4310	Student Achievement Suppl-Inst / Instructional Supplies
I20R1142	SURPLUS TWO WAY RADIOS	2,173.72	2,173.72	010013789 4399	Donations - Oka / Equipment Under \$500
I20R1144	METRO BUSINESS SOLUTIONS INC.	161.99	161.99	012723131 4325	Sch Site Admin - Gisler / Office Supplies

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 04/16/2015

FROM 03/04/2015 TO 03/31/2015

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
I20R1149	SURPLUS TWO WAY RADIOS	210.10	210.10	010014089 5645	Donations - Plavan / Outside Srvs-Repairs & Mainten
I20R1150	HOME DEPOT	150.00	150.00	010014089 4310	Donations - Plavan / Instructional Supplies
I20R1152	SOUTHWEST SCHOOL AND OFFICE SU	28.03	28.03	011219078 4325	Common Core St Standards-Tech / Office Supplies
I20R1153	A1GM	172.91	172.91	012724747 4325	Sch Site Admin - Courreges / Office Supplies
I20R1154	CERTIFIED TRANSPORTATION BUS C	584.79	584.79	010013289 5811	Donations - Cox / Transportation Outside Agency
I20R1155	BARNES AND NOBLE	441.00	441.00	010459275 4310	Student Achievement Suppl-Inst / Instructional Supplies
I20R1156	CERTIFIED TRANSPORTATION BUS C	584.79	584.79	010013289 5811	Donations - Cox / Transportation Outside Agency
I20R1157	CERTIFIED TRANSPORTATION BUS C	842.34	842.34	010011089 5811	Donations - Tamura / Transportation Outside Agency
I20R1158	CERTIFIED TRANSPORTATION BUS C	3,198.00	3,198.00	010142989 5811	Donations - Fulton / Transportation Outside Agency
I20R1159	PIONEER DRAMA SERVICE INC.	269.50	269.50	010143889 4311	Donations - Talbert / Elective Supplies
I20R1162	STAPLES	75.00	75.00	012724949 4325	Sch Site Admin - Masuda / Office Supplies
I20R1163	GST	684.59	684.59	012209078 4399	Technology Replacement / Equipment Under \$500
I20R1164	APPLE COMPUTER ORDER DEPARTMEN	412.32	412.32	012209078 4399	Technology Replacement / Equipment Under \$500
I20R1166	APPLE COMPUTER ORDER DEPARTMEN	13,501.44	36.00	010142929 4410	Sch Site Instr - Fulton / Fixed Assets \$500-\$5000
			13,465.44	010142989 4410	Donations - Fulton / Fixed Assets \$500-\$5000
I20R1167	PELLETS	317.60	317.60	010143889 4310	Donations - Talbert / Instructional Supplies
I20R1168	HOME SCIENCE TOOLS	929.41	929.41	010143889 4310	Donations - Talbert / Instructional Supplies
I20R1169	ORANGE COUNTY DEPARTMENT OF ED	1,200.00	600.00	011239275 5813	Common Core Implementation-Ins / Consultant
			600.00	011534775 5813	Cotsen Grant -Courreges / Consultant
I20R1170	GST	1,472.25	1,472.25	010014787 4399	Other Donations - Courreges / Equipment Under \$500
I20R1171	APPLE COMPUTER ORDER DEPARTMEN	1,566.72	1,566.72	010014787 4399	Other Donations - Courreges / Equipment Under \$500
I20R1173	LEVEL 27 MEDIA	601.55	601.55	011239275 4325	Common Core Implementation-Ins / Office Supplies
I20R1174	AMAZON.COM LLC	10.60	10.60	012109078 4320	Tech/Media Office Operation / Computer Supplies
I20R1175	AMAZON.COM LLC	72.91	72.91	012739962 4310	Medi-Cal Billing-Nurses / Instructional Supplies
I20R1176	LAKESHORE LEARNING MATERIALS	108.00	108.00	010144989 4311	Donations - Masuda / Elective Supplies
I20R1177	WOODCRAFT	432.00	432.00	010144989 4311	Donations - Masuda / Elective Supplies
I20R1179	VAVRINEK TRINE DAY AND CO.	2,100.00	2,100.00	012169380 5210	Business - Audit Services / Travel, Conference, Workshop
I20R1180	UNISOURCE	2,149.74	2,149.74	012059385 4330	Publications / Printing/Xerox Supplies
I20R1181	ORANGE COUNTY DEPARTMENT OF ED	27,785.00	27,785.00	012109078 5899	Tech/Media Office Operation / Other Operating Expenses
I20R1182	ORANGE COUNTY DEPARTMENT OF ED	1,500.00	1,500.00	012109078 5899	Tech/Media Office Operation / Other Operating Expenses
I20R1183	ORANGE COUNTY DEPARTMENT OF ED	44,720.00	44,720.00	012109078 5899	Tech/Media Office Operation / Other Operating Expenses
I20R1184	SOUTHWEST SCHOOL AND OFFICE SU	200.00	200.00	015514060 4310	Special Ed. - Plavan RSP / Instructional Supplies
I20R1185	TIME FOR KIDS	1,744.01	1,744.01	010459275 4310	Student Achievement Suppl-Inst / Instructional Supplies
I20R1186	SOUTHWEST SCHOOL AND OFFICE SU	22.61	22.61	012589860 4325	Discrete Trial Training / Office Supplies

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND BOARD OF TRUSTEES MEETING 04/16/2015

FROM 03/04/2015 TO 03/31/2015

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
I20R1187	SCHOLASTIC INC.	48.44	48.44	012333855 4310	Title III-LEP-Talbert / Instructional Supplies
I20R1188	AMAZON.COM LLC	152.05	152.05	012109078 4320	Tech/Media Office Operation / Computer Supplies
I20R1191	WESTERN PSYCHOLOGICAL	494.21	494.21	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
I20R1192	WESTERN PSYCHOLOGICAL	237.60	237.60	012739964 4322	Medi-Cal Billing-OT Services / Testing Supplies
I20R1193	PEARSON CLINICAL ASSESSMENT	625.86	625.86	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
I20R1194	CDWG	349.44	349.44	010059078 4399	Common Core Supplemental-Tech / Equipment Under \$500
I20R1195	SCANTRON	35.40	35.40	012722929 4325	Sch Site Admin - Fulton / Office Supplies
I20R1196	SUPER DUPER SCHOOL COMPANY	81.99	81.99	010019962 4322	Medi-Cal Billing - S&L / Testing Supplies
I20R1197	SOUTHWEST SCHOOL AND OFFICE SU	129.60	129.60	015511660 4310	Special Ed. - Newland RSP / Instructional Supplies
I20R1198	WOCCE	1,300.00	1,300.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
I20R1199	SYSTEM ID WAREHOUSE/INFORMATIC	1,695.00	1,695.00	012109078 5826	Tech/Media Office Operation /
I20R1200	SCHOLASTIC BOOK ORDERS	691.20	691.20	010459275 4310	Student Achievement Suppl-Inst / Instructional Supplies
I20R1201	UNITED STATES POSTAL SERVICE	220.00	220.00	012719385 5930	Purchasing / Postage, Parcel, & Delivery
I20R1202	SUNESYS	3,858.18	3,858.18	012869390 5910	Maintenance / Communications - Telephones
I20R1210	LAKESHORE LEARNING MATERIALS	336.88	336.88	010459275 4310	Student Achievement Suppl-Inst / Instructional Supplies
I20R1212	STAPLES	29.75	9.28	012109078 4325	Tech/Media Office Operation / Office Supplies
			20.47	012719275 4325	Curriculum/Instruction Office / Office Supplies
I20R1213	APPLE COMPUTER ORDER DEPARTMEN	64,083.96	64,083.96	016689380 4410	7394 TIIG Admin Tech-Operation / Fixed Assets \$500-\$5000
I20R1214	SCHOOL HEALTH CORPORATION	216.00	216.00	012719380 4329	Business Department / Disaster Supplies
I20R1222	HISSHO INC.	2,000.00	2,000.00	012539962 5813	Tobacco-Use-OCDE Instructional / Consultant
I20R1224	SCHOLASTIC INC.	677.42	677.42	010459275 4310	Student Achievement Suppl-Inst / Instructional Supplies
I20R1225	PACIFIC COAST SPEECH SERVICES	22,000.00	22,000.00	012289863 5813	MAA - Instructional S&L / Consultant
I20R1226	SCHOOL SERVICES OF CALIFORNIA	1,240.00	620.00	010059470 5210	Contractual Obligation - Cert / Travel, Conference, Workshop
			310.00	012719165 5210	Superintendent / Travel, Conference, Workshop
			155.00	012719380 5210	Business Department / Travel, Conference, Workshop
			155.00	012849380 5210	Fiscal Services / Travel, Conference, Workshop
I20R1227	ARIEL SUPPLY INC.	217.57	217.57	010019961 4320	Medi-Cal Billing-Instructional / Computer Supplies
I20R1228	GST	7,498.66	7,498.66	010114955 4399	Title I - Masuda / Equipment Under \$500
I20R1229	LAKESHORE LEARNING MATERIALS	130.00	130.00	010011010 4310	Sch Site Instr - Tamura / Instructional Supplies
I20R1230	SCHOOL OUTFITTERS	215.78	215.78	010114955 4410	Title I - Masuda / Fixed Assets \$500-\$5000
I20R1231	CDWG	118.58	118.58	010114955 4320	Title I - Masuda / Computer Supplies
I20R1233	ORANGE COUNTY REGISTER	145.33	145.33	012109078 5825	Tech/Media Office Operation / Advertising
I20R1234	ORANGE COUNTY DEPARTMENT OF ED	220.00	220.00	012329275 5210	Title II-Teacher Quality / Travel, Conference, Workshop
I20R1235	DON JOHNSTON INC.	313.20	313.20	015514060 4310	Special Ed. - Plavan RSP / Instructional Supplies

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND BOARD OF TRUSTEES MEETING 04/16/2015

FROM 03/04/2015 TO 03/31/2015

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
I20R1236	CANNON SPORTS	78.73	78.73	010014789 4310	PTA Donations - Courreges / Instructional Supplies
I20R1237	SCHOLASTIC READING COUNTS	50.76	50.76	010459275 4310	Student Achievement Suppl-Inst / Instructional Supplies
I20R1239	AWARDS & TROPHIES	24.36	24.36	012719165 4325	Superintendent / Office Supplies
I20R1240	LEVEL 27 MEDIA	376.34	376.34	012719165 4325	Superintendent / Office Supplies
I20R1241	LEVEL 27 MEDIA	376.34	376.34	012719165 4325	Superintendent / Office Supplies
I20R1242	APPLE COMPUTER ORDER DEPARTMEN	1,611.72	45.00	010021055 4320	Intervention-Tamura / Computer Supplies
			1,566.72	010021055 4399	Intervention-Tamura / Equipment Under \$500
I20R1243	NEWBRIDGE EDUCATIONAL	835.44	835.44	010459275 4310	Student Achievement Suppl-Inst / Instructional Supplies
I20R1244	BARNES AND NOBLE	225.24	225.24	010459275 4310	Student Achievement Suppl-Inst / Instructional Supplies
I20R1245	PSYCHOLOGICAL ASSESSMENT RESOU	95.00	95.00	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
I20R1246	SCHOLASTIC INC.	864.00	864.00	010459275 4310	Student Achievement Suppl-Inst / Instructional Supplies
I20R1249	VMWARE INC	4,400.28	4,400.28	012109078 5826	Tech/Media Office Operation /
I20R1251	CONSTANT CONTACT INC.	756.00	756.00	012719165 5826	Superintendent / Licensing/Software,Maint/Supp
I20R1252	AWARDS & TROPHIES	57.68	57.68	012719165 4325	Superintendent / Office Supplies
I20R1253	ANAHEIM BAND INSTRUMENTS	56.16	56.16	010143889 4311	Donations - Talbert / Elective Supplies
I20R1254	PERFECTION LEARNING CORP	3,383.04	3,383.04	010459275 4310	Student Achievement Suppl-Inst / Instructional Supplies
I20R1255	ACSA FOUNDATION FOR	716.00	716.00	012395298 5210	7395 Sch/Libr Impr Admin-DO / Travel, Conference,
I20R1256	OFFICE DEPOT	70.17	70.17	012719165 4325	Superintendent / Office Supplies
I20R1257	MISSION SAN JUAN	1,742.00	1,742.00	010014789 5812	PTA Donations - Courreges / Admission Costs
I20R1258	AMAZON.COM LLC	106.93	106.93	012299963 4320	Medi-Cal Billing-Psychologists / Computer Supplies
I20R1259	AMAZON.COM LLC	51.49	51.49	010143838 4310	Sch Site Instr - Talbert / Instructional Supplies
I20R1261	PRO ED INC.	5,235.84	5,235.84	010019962 4322	Medi-Cal Billing - S&L / Testing Supplies
I20R1262	AMAZON.COM LLC	401.76	401.76	010143838 4310	Sch Site Instr - Talbert / Instructional Supplies
I20R1263	FOLLETT SCHOOL SOLUTIONS INC.	187.49	187.49	012129078 4110	Lottery Instructional Material / Basic Textbooks
I20R1264	WESTERN PSYCHOLOGICAL	248.29	248.29	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
I20R1266	AMAZON.COM LLC	74.46	74.46	010019961 4320	Medi-Cal Billing-Instructional / Computer Supplies
I20R1267	THERAPY SHOPPE	221.06	221.06	012739964 4310	Medi-Cal Billing-OT Services / Instructional Supplies
I20R1268	AMAZON.COM LLC	134.14	134.14	012719165 4325	Superintendent / Office Supplies
I20R1270	TIME TIMER	113.24	113.24	015103760 4310	Special Ed. - Oka SDC / Instructional Supplies
I20R1271	STAPLES	2,282.48	1,645.29	010142929 4310	Sch Site Instr - Fulton / Instructional Supplies
			637.19	010142929 4410	Sch Site Instr - Fulton / Fixed Assets \$500-\$5000
I20R1272	SCHOLASTIC BOOK ORDERS	570.24	570.24	010459275 4310	Student Achievement Suppl-Inst / Instructional Supplies
I20R1273	SOUTHWEST SCHOOL AND OFFICE SU	41.80	41.80	015103760 4310	Special Ed. - Oka SDC / Instructional Supplies
I20R1275	PRO ED INC.	200.44	200.44	015643760 4310	Special Ed. - Oka S&L / Instructional Supplies

FOUNTAIN VALLEY SD

**PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 04/16/2015**

FROM 03/04/2015 TO 03/31/2015

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
I20R1276	GST	66,838.50	60,854.11	012109078 4399	Tech/Media Office Operation / Equipment Under \$500
			5,984.39	012109078 4410	Tech/Media Office Operation / Fixed Assets \$500-\$5000
I20R1277	EAGLE SOFTWARE INC.	1,500.00	1,500.00	012395298 5215	7395 Sch/Libr Impr Admin-DO / Staff Development
I20R1278	SOUTHWEST SCHOOL AND OFFICE SU	332.64	332.64	012719470 4399	Personnel Department / Equipment Under \$500
I20R1279	STAPLES	100.00	100.00	010143838 4310	Sch Site Instr - Talbert / Instructional Supplies
I20R1280	TARGET STORES	108.00	108.00	012731616 4327	Health Supplies - Newland / Health Supplies
I20R1281	STAPLES	150.00	150.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
I20R1282	STAPLES	75.00	75.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
I20R1283	SCHOLASTIC INC.	183.71	183.71	010459275 4310	Student Achievement Suppl-Inst / Instructional Supplies
I20R1284	SOUTHWEST SCHOOL AND OFFICE SU	216.00	216.00	010011616 4310	Sch Site Instr - Newland / Instructional Supplies
I20R1285	SCHOOL NURSE SUPPLY INC	108.00	108.00	012731616 4327	Health Supplies - Newland / Health Supplies
I20R1286	ORANGE COUNTY DEPARTMENT OF ED	1,500.00	1,500.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
I20R1287	TANDY LEATHER	278.64	278.64	010142989 4311	Donations - Fulton / Elective Supplies
I20R1288	LAGUNA TOOLS INC.	273.88	273.88	010142989 4311	Donations - Fulton / Elective Supplies
I20R1289	KLINGSPOR WOODWORKING SHOP	524.84	524.84	010142989 4311	Donations - Fulton / Elective Supplies
I20R1290	MERRIAM, BOB	553.60	553.60	010142989 4311	Donations - Fulton / Elective Supplies
I20R1291	CRAFT SUPPLIES USA	326.27	326.27	010142989 4311	Donations - Fulton / Elective Supplies
I20R1292	CERTIFIED TRANSPORTATION BUS C	933.30	933.30	010014789 5811	PTA Donations - Courreges / Transportation Outside Agency
I20R1293	SCHOLASTIC BOOK ORDERS	779.76	779.76	010459275 4310	Student Achievement Suppl-Inst / Instructional Supplies
I20R8032	WAXIE	415.99	415.99	011000000 9320	Revenue Limit - State Revenues / STORES
I20S8033	UNITED HEALTH SUPPLIES	623.16	623.16	011000000 9320	Revenue Limit - State Revenues / STORES
I20S8034	SCHOOL SPECIALTY	119.39	119.39	011000000 9320	Revenue Limit - State Revenues / STORES
I20S8035	GRAINGER INC.	285.08	285.08	011000000 9320	Revenue Limit - State Revenues / STORES
I20S8036	SCHOOL HEALTH CORPORATION	146.34	146.34	011000000 9320	Revenue Limit - State Revenues / STORES
I20S8037	CANNON SPORTS	457.49	457.49	011000000 9320	Revenue Limit - State Revenues / STORES
	Fund 01 Total:	344,406.78	344,406.78		

FOUNTAIN VALLEY SD

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I20M4279	HOME DEPOT	1,945.43	1,945.43	120016198 4410	State Preschool Instructional / Fixed Assets \$500-\$5000
I20R1151	STAPLES	135.00	135.00	120016098 4310	Extended School Instructional / Instructional Supplies
I20R1161	TARGET STORES	216.00	216.00	120016098 4310	Extended School Instructional / Instructional Supplies
I20R1172	STAPLES	54.00	54.00	120016098 4310	Extended School Instructional / Instructional Supplies
I20R1178	PREHISTORIC PETS	189.00	189.00	120016098 5812	Extended School Instructional / Admission Costs
I20R1189	PREHISTORIC PETS	243.00	243.00	120016098 5899	Extended School Instructional / Other Operating Expenses
I20R1203	ORIENTAL TRADING COMPANY	2,376.00	2,376.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
I20R1204	S & S WORLDWIDE	378.00	378.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
I20R1205	ECONOMY HANDICRAFTS	664.20	664.20	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
I20R1206	GUILDCRAFT	648.00	648.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
I20R1207	CONSTRUCTIVE PLAYTHINGS	216.00	216.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
I20R1208	DISCOUNT SCHOOL SUPPLY	432.00	432.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
I20R1209	RHODE ISLAND NOVELTY	162.00	162.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
I20R1211	DELUXE BUSINESS CHECKS & SOLUT	217.68	217.68	120336098 4325	Extended School Administration / Office Supplies
I20R1215	PARTY BOUNCE	530.00	530.00	120016098 5610	Extended School Instructional / Outside Services - Rentals
I20R1216	DISCOUNT SCHOOL SUPPLY	432.00	432.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
I20R1217	ORIENTAL TRADING COMPANY	2,376.00	2,376.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
I20R1218	S & S WORLDWIDE	378.00	378.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
I20R1219	ECONOMY HANDICRAFTS	664.20	664.20	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
I20R1220	CONSTRUCTIVE PLAYTHINGS	216.00	216.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
I20R1221	GUILDCRAFT	648.00	648.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
I20R1232	SUNSET SCREEN PRINTING	596.16	596.16	120016086 4309	Outdoor Education - Child Care / Outdoor Education
I20R1247	LAKESHORE LEARNING MATERIALS	162.00	162.00	120016098 4310	Extended School Instructional / Instructional Supplies
I20R1248	TOYS R US	432.00	432.00	120016098 4310	Extended School Instructional / Instructional Supplies
I20R1260	TARGET STORES	432.00	432.00	120016598 4310	Child Dev Newland Presch-Instr / Instructional Supplies
Fund 12 Total:		14,742.67	14,742.67		

FOUNTAIN VALLEY SD

**PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 04/16/2015**

FROM 03/04/2015 TO 03/31/2015

<u>PO NUMBER</u>	<u>VENDOR</u>		<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
I20R1269	SCSNA		60.00	60.00	133207380 5210	Cafeteria Fund / Travel, Conference, Workshop
		Fund 13 Total:	60.00	60.00		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 04/16/2015

FROM 03/04/2015

TO 03/31/2015

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
I20M4302	ECOLOGY ROOF CORP.	5,400.00	5,400.00	404839380 6217	Energy Efficient Project / Roof Building Improvement
	Fund 40 Total:	5,400.00	5,400.00		

FOUNTAIN VALLEY SD

**PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 04/16/2015**

FROM 03/04/2015 TO 03/31/2015

<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:			364,609.45		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

BOARD OF TRUSTEES

04/16/2015

FROM 03/04/2015 TO 03/31/2015

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>CHANGE AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
I20M4011	STAPLES	1,000.00	+500.00	012869390 4325	Maintenance / Office Supplies
I20M4024	MCMaster CARR SUPPLY CO	9,500.00	+4,000.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
I20M4025	SMARDEN SUPPLY COMPANY	12,500.00	+2,000.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
I20M4253	ECOTRANS RECYCLING	3,225.00	+920.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
I20R0280	BEACH WIRE & CABLE INC.	1,483.46	+403.46	012109078 4320	Tech/Media Office Operation / Computer Supplies
I20R0497	ARIEL SUPPLY INC.	2,100.00	+600.00	012723838 4325	Sch Site Admin - Talbert / Office Supplies
I20R0505	METRO BUSINESS SOLUTIONS INC.	38,000.00	+10,000.00	012719385 4330	Purchasing / Printing/Xerox Supplies
			+10,000.00	012719385 4347	Purchasing / Repair & Upkeep Equip Supplies
I20R0534	SOUTHWEST SCHOOL AND OFFICE SU	200.00	+77.00	015643860 4310	Special Ed. - Talbert S&L / Instructional Supplies
I20R0535	HOME DEPOT	1,500.00	+500.00	010144989 4311	Donations - Masuda / Elective Supplies
I20R0919	MERRIAM, BOB	540.64	+50.00	010142989 4311	Donations - Fulton / Elective Supplies
I20R0950	HOUGHTON MIFFLIN HARCOURT	377.07	+46.54	012338055 4310	Title III-LEP-Instructional / Instructional Supplies
I20R0972	ARIEL SUPPLY INC.	630.00	+230.00	010011616 4310	Sch Site Instr - Newland / Instructional Supplies
I20R1000	GST	13,198.89	-200.00	010142989 4399	Donations - Fulton / Equipment Under \$500
I20R1060	OFFICE DEPOT	223.93	+29.99	012109078 4325	Tech/Media Office Operation / Office Supplies
I20R1105	GST	91,954.79	+1,350.19	010113255 4399	Title I - Cox / Equipment Under \$500
			-23.60	010113255 4410	Title I - Cox / Fixed Assets \$500-\$5000
I20R1122	STUDENT SUPPLY	868.43	+171.85	010013232 4310	Sch Site Instr - Cox / Instructional Supplies
Fund 01 Total:			+30,655.43		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

BOARD OF TRUSTEES 04/16/2015

FROM 03/04/2015 TO 03/31/2015

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>CHANGE AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
I20R0188	SAMS CLUB	10,000.00	+4,600.00	123206098 4710	Extended School Food Service / Food
I20R0218	SMART & FINAL	4,897.28	+3,780.00	123206498 4710	Child Dev Oka Preschool-Food / Food
I20R0683	ORANGE COUNTY COUNCIL, BOY SCO	8,580.00	+7,500.00	120016086 5812	Outdoor Education - Child Care / Admission Costs
Fund 12 Total:			+15,880.00		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

BOARD OF TRUSTEES 04/16/2015

FROM 03/04/2015 TO 03/31/2015

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>CHANGE AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
Total Account Amount:			+46,535.43		

FOUNTAIN VALLEY SD

Adjustment of Funds

Reference #:
2015 44

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

Fund: 0101 GENERAL FUND

Object	Description	FROM	TO
4200	BOOKS OTHER THAN TEXTBOOKS		277.00
4300	MATERIALS & SUPPLIES	414.00	1,051.00
5600	RENTAL, LEASE, REPAIR & NON CAP	414.00	1,811.00
5800	PROF/CONS SERV & OPER EXPENSE		8,561.00
8600	LOCAL INCOME	414.00	11,303.00
9790	UNASSIGNED/UNAPPROPRIATED		17.00
Subfund Total:		1,242.00	23,020.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, April 16, 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 45

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

Fund: 1212 CHILD DEVELOPMENT

Object	Description	FROM	TO
5800	PROF/CONS SERV & OPER EXPENSE		3,465.00
8600	LOCAL INCOME		3,465.00
Subfund Total:		0.00	6,930.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, April 16, 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 46

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

Fund: 1313 CAFETERIA FUND

Object	Description	FROM	TO
8600	LOCAL INCOME		3,790.00
9740	RESTRICTED BALANCE		3,790.00
Subfund Total:		0.00	7,580.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, April 16, 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 42

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

Fund: 0101 GENERAL FUND

Object	Description	FROM	TO
1100	TEACHERS' SALARIES	11,250.00	16,945.00
2900	OTHER CLASSIFIED SALARIES	6,736.00	499.00
3101	STRS-CERTIFICATED POSITIONS	318.00	826.00
3313	MEDICARE-CERTIFICATED	53.00	135.00
3314	MEDICARE-CLASSIFIED	96.00	8.00
3353	ARP-CERTIFICATED		135.00
3354	ALTERNATIVE RETIRE-CLASSIFIED	88.00	25.00
3356	OASDI-CLASSIFIED		31.00
3501	SUI-CERTIFICATED	316.00	5.00
3502	SUI-CLASSIFIED	4.00	1.00
3601	WORKERS'COMP-CERTIFICATED	79.00	525.00
3602	WORKERS'COMP-CLASSIFIED	152.00	12.00
4300	MATERIALS & SUPPLIES	1,750.00	9,043.00
5200	TRAVEL & CONFERENCES	500.00	3,000.00
5800	PROF/CONS SERV & OPER EXPENSE	19,846.00	9,998.00
7142	Excess Costs/County Offices		124,815.00
7222	Trsfs Apportionment County Ofc	124,815.00	
Subfund Total:		166,003.00	166,003.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, April 16, 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 43

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

Fund: 1212 CHILD DEVELOPMENT

Object	Description	FROM	TO
9740	RESTRICTED BALANCE	35,105.00	
9790	UNASSIGNED/UNAPPROPRIATED		35,105.00
Subfund Total:		35,105.00	35,105.00

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

Board meeting of April 16, 2015

SO: 2014-15/B15-27
Fountain Valley School District
Superintendent's Office

MEMORANDUM

TO: Board of Trustees
FROM: Mark Johnson, Superintendent
SUBJECT: **Williams Uniform Complaint Quarterly Report
(Quarter #3: January 1-March 31, 2015)**
DATE: April 3, 2015

Background:

Education Code mandates that a school district shall report summarized data on the nature and resolution of all Williams Uniform Complaints on a quarterly basis to the county superintendent of schools. This report shall be publicly agendaized at a regular board meeting. Complaints and written responses shall be available as public records.

The Williams Litigation Settlement mandates that the district shall use certain procedures to investigate and resolve specific complaints that fall within three specific categories.

- **Instructional materials**
- **Teacher vacancy or misassignment**
- **Facilities**

Williams Quarterly Report: January 1 – March 31, 2105

The District received no complaints in any of the categories.

Recommendation:

It is recommended that the Board of Trustees receives and approves the Williams Quarterly Report for the third quarter of the 2014-15 year and approve its submittal to the Orange County Department of Education.



2014-2015 Quarterly Report Williams Legislation Uniform Complaints

District: Fountain Valley School District

District Contact: Mark Johnson, Ed.D.

Title: Superintendent

- Quarter #1 July 1 to September 30, 2014 **Report due by October 31, 2014**
- Quarter #2 October 1 to December 31, 2014 **Report due by January 31, 2015**
- Quarter #3 January 1 to March 31, 2015 **Report due by April 30, 2015**
- Quarter #4 April 1 to June 30, 2015 **Report due by July 31, 2015**

Check the box that applies:

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

Type of Complaint	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials			
Teacher Vacancies or Misassignments			
Facility Conditions			
CAHSEE Intensive Instruction & Services (high schools only)			
TOTALS			

Name of Superintendent: Mark Johnson, Ed.D.

Signature of Superintendent: _____ Date: 4/16/2015

Please submit to: Thea Savas
 Senior Administrative Assistant
 200 Kalmus Drive, B-1000
 P.O. Box 9050, Costa Mesa, CA 92628-9050
 (714) 966-4336 or fax to: (714) 327-1366



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 Hoefler, Director, Assessment and Accountability

DATE: March 31, 2015

SUBJECT: **Single Plans for Student Achievement**

Background

California Ed Code and the Federal Elementary and Secondary Education Act require School Plans for Student Achievement as a condition for accepting categorical funds, including Title I and Title III. The purpose of school plans is to consolidate school programs and create blueprints to improve academic achievement of all students. This year due to the 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 remaining five schools: Cox, Newland, Oka, Plavan, and Tamura. The other five Single Plans for Student Achievement were approved at the March 12, 2015 Fountain Valley School District Board meeting.

The Single Plan for Student Achievement

School: James H. Cox Elementary School
CDS Code: 30-66498-6066922
District: Fountain Valley School District
Principal: Patrick Ham
Revision Date: 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: Patrick Ham
Position: Principal
Phone Number: (714) 378-4240
Address: 17615 Los Jardines, East
Fountain Valley, CA 92708
E-mail Address: HamP@fvsd.us

The District Governing Board approved this revision of the SPSA on April 16, 2015 .

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School Vision and Mission

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

The mission of Cox School is to provide a safe, respectful, and rigorous learning environment for our students. It is our expectation that through professional & community collaboration and data analysis, students will meet or exceed grade level standards in core subjects areas and become life-long learners and quality citizens.

The school motto "Soaring to Excellence" reflects the staff and faculty's unwavering commitment to achieve excellence by providing the best education for ALL of our students. Teachers, staff, and the administration act on the principle "whatever is best for our students." Cox is dedicated to ensure the academic success of every student through our creative and flexible teaching of our Common Core State standards-based curriculum, GATE clustered classrooms, differentiated small group instruction, web-based literacy and mathematical programs, embedded technology in every classroom, extended day learning programs, and on-going assessment of student progress. The plan to achieve this vision is established in the Single Plan for Student Achievement. This plan is created by the Cox School staff and governed by the School Site Council (SSC). It is a living document that is referenced, evaluated, and modified as needed by stakeholders to ensure that the instruction and curriculum are appropriate and best meet the needs of our students.

School Profile

School Description

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

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

School Demographic Characteristics

Ethnic and Racial Makeup of James H. Cox School
Ethnic/Racial 2014 (Based on CALPADS and Aeries SIS 12/2014)

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

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

Staffing

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

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

Students at Cox Elementary benefit from the following...

Academic Assessments

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

Release Time/Grade Grade Collaboration

- Grade level horizontal collaboration
- Multiple grade level(s) vertical collaboration
- Professional development-Differentiated Instruction/Common Core
- Site visitations/Grade Level Classroom Walkthroughs
- Thinking Maps training and collaboration
- DIBELS Next training and collaboration
- Technology training and collaboration
- Illuminate training
- ST Math training
- District trainings
- Common Core State Standards trainings

Intervention

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

Instructional Supplies

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

Technology

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

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

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

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

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

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

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

PI information-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.

The annual Program Effective Parent Survey for Title I Program was administered by our Title I teacher for the 2013-2014 school year. The summary of the survey showed overall parent satisfaction and appreciation for the services provided in the area of reading. A Staff Title I survey was also administered this year by the site administrator. The purpose of the survey is to educate our staff on important information related to Title I as well as receiving feedback regarding possible Title I funding expenditure for future years. In addition, the District annually administers a survey to solicit input from parents of English learners.

Classroom Observations

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

The Board of Trustees and District administrators value learning and teaching. Throughout the year, District leaders and Board Members make it a priority to visit every school multiple times. District level instructional visits from district management (Senior Management) are conducted 4 times during the school year. Visits from the Board of Trustees also occur multiple times during the school year.

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

Analysis of Current Instructional Program

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

Conditions of Learning

Basic Services

Teachers

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

Textbooks

Strengths	Needs
<ul style="list-style-type: none"> Textbooks for all subject areas are present on site or in the district Math textbooks will be piloted in 2014-2015 ELA textbooks will be piloted in 2015-2016 	<ul style="list-style-type: none"> Common Core textbooks/materials needed Non-fiction informational text needed Management, communication, and distribution Up to date textbooks in all areas needed

Facilities

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

Common Core State Standards

All Students

CCSS

Strengths	Needs
<ul style="list-style-type: none"> CCSS staff development in ELA and Math (See professional development calendar) Principal Training Program – Elementary K-5 Principal PLC Meetings. Sharing "Professional Practices" 	<ul style="list-style-type: none"> More instructional resources Adequate alignment of Interim assessments with curriculum pacing. The CC Steering Committee will continue to monitor and track benchmark

English Learners

CCSS

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

English Language Development

Strengths	Needs
<ul style="list-style-type: none"> Before/after school intervention for EL students 	<ul style="list-style-type: none"> No specific ELD program

Fountain Valley School District Common Core State Standards Interim Assessments

English Language Arts

Strengths	Needs
<ul style="list-style-type: none"> Teacher involvement: The Common Core Steering Committee working to align the Interim Assessments with the new Common Core Release time for teachers and grade level teams to collaboratively score and analyze assessment results 	<ul style="list-style-type: none"> Time to reflect and adjust assessments as needed

Math

Strengths	Needs
<ul style="list-style-type: none"> Teacher involvement: The Common Core Steering Committee working to align the Interim Assessments with the new Common Core ST Math implementation and incentive programs Release time for teachers and grade level teams to collaboratively score and analyze assessment results 	<ul style="list-style-type: none"> Time to reflect and adjust assessments as needed

Course Access

All Students

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

English Learners

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

Low Income Students

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

Students with Disabilities

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

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 the new Smarter Balance Pilot Assessments, no new test scores. Results are from the 2011-2013.</p> <ul style="list-style-type: none"> Positive school-wide growth in both ELA and Math tracking 3 years...2011 to 2013 (ELA +1.7%; Math +5% Proficient or above) 	<ul style="list-style-type: none"> More support time in ELA: 2011-71.1% 2012-81.4% 2013-72.8%

White

Strengths	Needs
<p>Due to the new Smarter Balance Pilot Assessments, no new test scores. Results are from the 2011-2013.</p> <ul style="list-style-type: none"> White students decreased from 81% to 72% Proficient & Advanced, but well above State and county average. 	<ul style="list-style-type: none"> Our White students did not meet the AYP target of 89.2%

Asian

Strengths	Needs
<p>Due to the new Smarter Balance Pilot Assessments, no new test scores. Results are from the 2011-2013.</p> <ul style="list-style-type: none"> • Our Asian population continues to out-perform all other subgroups. 81.3% 	<ul style="list-style-type: none"> • Although our Asian population scored 81.3% in ELA, they did not meet the AYP of 89.2% in ELA. • Inconsistent growth

Hispanic

Strengths	Needs
<p>Due to the new Smarter Balance Pilot Assessments, no new test scores. Results are from the 2011-2013.</p> <ul style="list-style-type: none"> • Our Hispanic subgroup close to 60% Proficient or Advanced...well above State average. 	<ul style="list-style-type: none"> • Our Hispanic subgroup consistently scores about 10% - 15% below school average. • Inconsistent growth

English Learners

Strengths	Needs
<p>Due to the new Smarter Balance Pilot Assessments, no new test scores. Results are from the 2011-2013.</p> <ul style="list-style-type: none"> • Our EL population is only 2.7% below the school average, which is easily attainable for future growth. 	<ul style="list-style-type: none"> • Identifying specific needs of our EL students. • Inconsistent growth

Socioeconomically Disadvantaged

Strengths	Needs
<p>Due to the new Smarter Balance Pilot Assessments, no new test scores. Results are from the 2011-2013.</p> <ul style="list-style-type: none"> • 62% Proficient and Advanced in ELA. Growth of 1.5% from 2012. • Steady growth in Math, 5% 	<ul style="list-style-type: none"> • Scoring 11% below the school average. • Inconsistent growth

Students with Disabilities

Strengths	Needs
<p>Due to the new Smarter Balance Pilot Assessments, no new test scores. Results are from the 2011-2013.</p> <ul style="list-style-type: none"> • 1.7% growth in ELA over the past 3 years • Math 9.4% increase 	<ul style="list-style-type: none"> • 4.3% decline from 2012-2013; greatest discrepancy with school average.

Academic Performance Index

All Students

Strengths	Needs
<p>Due to the new Smarter Balance Pilot Assessments, no new test scores. Results are from the 2011-2013.</p> <ul style="list-style-type: none"> • 100 point growth in API...1999 to 2013; 2 years above 900; 913 API highest in school history 2012. 	<ul style="list-style-type: none"> • Consistency; grade level and classroom

White

Strengths	Needs
<p>Due to the new Smarter Balance Pilot Assessments, no new test scores. Results are from the 2011-2013.</p> <ul style="list-style-type: none"> White API has grown 12 points since 2011 	<ul style="list-style-type: none"> White API decreased 9 points from 2012-2013.

Asian

Strengths	Needs
<p>Due to the new Smarter Balance Pilot Assessments, no new test scores. Results are from the 2011-2013.</p> <ul style="list-style-type: none"> Asian API is higher than the school average at 938 	<ul style="list-style-type: none"> Asian API declined by 10 points from 2012 - 2013.

Hispanic

Strengths	Needs
<p>Due to the new Smarter Balance Pilot Assessments, no new test scores. Results are from the 2011-2013.</p> <ul style="list-style-type: none"> Hispanic API increased 11 points from 2011 to 2013 	<ul style="list-style-type: none"> Hispanic API is 61 points lower than the school average.

English Learner

Strengths	Needs
<p>Due to the new Smarter Balance Pilot Assessments, no new test scores. Results are from the 2011-2013.</p> <ul style="list-style-type: none"> EL API increased 37 points from 2011 to 2013. 	<ul style="list-style-type: none"> EL API has decreased by 14 points from 2012.

Socioeconomically Disadvantaged

Strengths	Needs
<p>Due to the new Smarter Balance Pilot Assessments, no new test scores. Results are from the 2011-2013.</p> <ul style="list-style-type: none"> Low income sub-group has improved by 5 points each year since 2011. 	<ul style="list-style-type: none"> A 65 point gap still exists between low income and the school average.

Students with Disabilities

Strengths	Needs
<p>Due to the new Smarter Balance Pilot Assessments, no new test scores. Results are from the 2011-2013.</p> <ul style="list-style-type: none"> 61 point increase since 2011 	<ul style="list-style-type: none"> A 136 point gap still exists.

California English Language Development Test
AMAO 1

Strengths	Needs
<ul style="list-style-type: none"> 86.1% met AMAO1 target in 2014; this is an improvement from 75.9% in 2013. NCLB Target is 59%. 	

AMAO 2

Strengths	Needs
<ul style="list-style-type: none"> • 54.2% met AMAO2 target in 2014; this is an improvement from 50.6% in 2013. NCLB Target is 22.8%. 	<ul style="list-style-type: none"> • Attaining English Proficiency dropped last year, district wide

Reclassified Rates

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

California Physical Fitness Test

Strengths	Needs
<ul style="list-style-type: none"> • 74.4% are meeting at least 4 of the 6 fitness standards • Wellness Wednesdays • Noon Leagues 	<ul style="list-style-type: none"> • Goal of 100% meeting 4 of 6 standards • Adhering to P.E. required minutes • Parental and community support with educating students on the importance of physical education and increasing physical activity • More communication with parents regarding the progress • Time to practice these skills

Writing Benchmarks

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

Other Student Outcomes

Dibels Next

Strengths	Needs
<ul style="list-style-type: none"> • DIBELS Next across all grade levels • DIBELS Next used to identify students who may need support/intervention 	<ul style="list-style-type: none"> • Time to assess selected groups of students in the beginning of the year • More support for certain demographics showing slower rate of progress • Scores seem to go down at the end of the year

Engagement

Parent Involvement

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

Student Engagement

Attendance

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

Chronic Absenteeism

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

School Climate

Suspensions

Strengths	Needs
<ul style="list-style-type: none">• Progressive discipline; strong classroom management	<ul style="list-style-type: none">• Number of suspensions at Cox was above district average for Elementary Schools, possibly related to school size

Expulsions

Strengths	Needs
<ul style="list-style-type: none">• No expulsions reported in the last 3 years.	

Survey (California Healthy Kids Survey Results and school surveys)

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

Description of Barriers and Related School Goals

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

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

Description of possible barriers related to goal: Student Achievement

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

Description of possible barriers related to goal: Parent Involvement

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

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

- Extended school opportunities for students to be more "connected" to school
- Lack of extra school activities and programs embedded in the regular school day (staff to organize and coordinate)
- Support needed from parents 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
Number Included	490	476		126	133		5	5		202	208	
Growth API	913	904		908	899					948	938	
Base API	887	913		887	907					921	948	
Target	A	A		A	A					A	A	
Growth	26	-9		21	-8					27	-10	
Met Target	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
Number Included	126	101		140	127		175	152		36	36	
Growth API	866	843		902	888		877	868		760	768	
Base API	832	866		851	903		839	877		707	761	
Target	A	A		A	A		A	A				
Growth	34	-23		51	-15		38	-9				
Met Target	Yes	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		99	100	
Number At or Above Proficient	399	346		102	95		--			175	169	
Percent At or Above Proficient	81.4	72.8		81.0	72.0		--	--		86.6	81.3	
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	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	99		100	98	
Number At or Above Proficient	91	58		108	89		130	98		18	16	
Percent At or Above Proficient	72.2	57.4		77.1	70.1		74.3	64.5		50.0	45.7	
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		--	--	

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	99	100		99	99		100	100		99	100	
Number At or Above Proficient	399	400		101	110		--			184	197	
Percent At or Above Proficient	81.4	84.0		80.2	82.7		--	--		91.1	94.7	
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	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	100	100		100	100		100	99		100	100	
Number At or Above Proficient	89	65		115	104		133	118		22	25	
Percent At or Above Proficient	70.6	64.4		82.1	81.9		76.0	77.6		61.1	69.4	
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	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	
	#	%	#	%	#	%	#	%	#	%	#	
K			***** *	***								*****
1	16	33	19	40	10	21	2	4	1	2		48
2	1	5	8	40	10	50			1	5		20
3	12	39	13	42	6	19						31
4	9	35	12	46	4	15			1	4		26
5	7	39	8	44	3	17						18
Total	45	31	61	42	33	23	2	1	3	2		144

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
	#	%	#	%	#	%	#	%	#	%	#
K	4	8	10	21	18	38	10	21	6	13	48
1	17	31	21	38	12	22	2	4	3	5	55
2	3	13	8	35	11	48			1	4	23
3	13	37	15	43	6	17			1	3	35
4	10	33	13	43	6	20			1	3	30
5	7	35	9	45	3	15	1	5			20
Total	54	26	76	36	56	27	13	6	12	6	211

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	135	137	144
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	135	137	144
Number Met	105	104	124
Percent Met	77.8%	75.9%	86.1%
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	146	16	170	12	166	16
Number Met	74	--	86	--	90	--
Percent Met	50.7%	--	50.6%	--	54.2%	--
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
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	

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
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Met Target for AMAO 3	Yes	No	No

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.

CATEGORY/PRIORITY AREA(S): Implementation of Common Core State Standards
LEA Local Control and Accountability (LCAP) Goal:
Goal 2: All students will have access to textbooks and instructional materials aligned to the Common Core State Standards (CCSS), California English Language Development (ELD), and Next Generation Science Standards (NGSS). Goal 4: To support effective implementation of the CCSS, provide professional development that includes specialized training, team planning within and across grade levels, and classroom visitations within and among schools. Goal 6: Provide the necessary technology hardware and infrastructure for the implementation of the CCSS and Smarter Balanced assessments, including personnel to provide technical support.
SCHOOL GOAL #1:
To support implementation of the Common Core State Standards, James H. Cox Elementary School will incorporate professional development, technology integration, and when available new Common Core State Standards aligned instructional materials.
Data Used to Form this Goal:
Professional Development: Professional Development Calendar, Staff Meeting Agenda/Collaboration Notes Technology: Technology survey, device student ratio, Chromebook and iPad distribution and classroom small group usage Instructional Materials: Textbooks adoption committee, District Math and ELA Interim Assessments (Common Core Focus, not student achievement)
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Implementation of Common Core State Standards (CCSS) <ul style="list-style-type: none">• Lack of time for collaboration• Lack of time for data analysis• Lack of time for professional growth• Lack of time for on-going Professional Development for CCSS along with its newly adopted curriculum• Lack of a consistent writing program (school and district-wide)
How the School will Evaluate the Progress of this Goal:
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 (District). Math Professional Development (OCDE)	09/2013-06/2016	Teachers, Site Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	Common Core	6791
James H. Cox School Staff Meeting-Grade Level and Vertical Grade Level Collaboration Differentiated Instruction Agenda and Schedule (Site Specific)	09/2013-06/2016	Teachers, Site Administrator	Staff Created Differentiated Instruction Collaboration Meeting Agendas & Calendars Staff Collaboration Meeting Notes			0 0
Learning Walks: Grade Level Teams Visiting various site within and outside the Fountain Valley School District (District) that support Common Core State Standards and District signature practices	09/2013-06/2016	Teachers, Site Administrator, District Administrator	Collaboration: Release Time Collaboration Form (Purple)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6102
Increase device student ratio	09/2013-06/2016	Teachers, Site Administrator, District Administrator	computers, mice, headsets	4000-4999: Books And Supplies	Common Core	49,834
Ticket to Read (Site Specific)	09/2013-06/2016	Teachers, Site Administrators	Site License Annual Renewal Costs	5000-5999: Services And Other Operating Expenditures	Title I	3500
Pilot Common Core State Standards Math Materials (District)	09/2014 - 06/2015	Pilot teachers, Site & District Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	Common Core	2,757
Purchase Common Core State Standards Math Materials (District)	Spring, 2015	Teachers, Site & District Administrators	Instructional Materials	4000-4999: Books And Supplies	Common Core	57,512
Implement Common Core State Standards Math Materials and participate in professional development	09/2015 - 06/2016	Teachers, Site & District Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	District Funded	6,791

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 ELA Materials (District)	09/2015 - 06/2016	Pilot teachers, Site District Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	Lottery: Instructional Materials	2,757
Purchase Common Core State Standards ELA Materials (District)	Spring, 2016	Teachers, Site & District Administrators	Instructional Materials	4000-4999: Books And Supplies	LCFF - Base	57,512
Refresh existing staff devices	9/2014- 06/2016	District personnel	Technology Devices	5000-5999: Services And Other Operating Expenditures	LCFF - Base LCFF - Supplemental	34278
Provide CCSS paraprofessional training	9/2014-06/2016	District personnel and paraprofessionals	training costs	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	800
Technology professional development	09/2013-06/2016	Teachers, District administrators	Substitutes, stipends, presenter fees	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,000
Provide ongoing training on District Signature Practices that support CCSS. Trainings and Demos.	9/2014-6/2016	Teachers, Site & District administrators	Presenter Fees and Substitutes, Stipends	5800: Professional/Consulting Services And Operating Expenditures	Title I	4295

Planned Improvements in Student Performance

School Goal #2

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

CATEGORY/PRIORITY AREA(S): Student Achievement
LEA Local Control and Accountability (LCAP) Goal:
Goal 9: Students will demonstrate achievement in English language arts and math equal to or greater than the State average. Goal 10: Reduce the Achievement Gap in English language arts and math that exists among student groups equal to or greater than the State average.
SCHOOL GOAL #2:
All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math, while reducing the achievement gap between subgroups.
Data Used to Form this Goal:
SBAC, DIBELS Next, Fountain Valley School District Writing Benchmarks, CELDT, AMAO I & AMAO II, AYP, API
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Student Achievement <ul style="list-style-type: none"> • Lack of aligned Standards based core and supplemental curriculum & materials • Lack of professional development with SBAC assessments • Lack of Intervention extended opportunities • Lack of baseline data as reference
How the School will Evaluate the Progress of this Goal:
SBAC, DIBELS Next, Writing Benchmarks, CELDT, AMAO 1 and 2, AYP, API

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bilingual Tutor Support for Beginning and Early Intermediate English Learner students to facilitate content mastery.	09/2014-06/2016	Teachers, Site & District Administrators	Bilingual Tutor Salary	2000-2999: Classified Personnel Salaries	LCFF-EL	43826

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
After School English Learner Support Class (District).	03/2014 - 05/2014	6 Teachers, Office Manager, and Site Administrator	Stipend	1000-1999: Certificated Personnel Salaries	Title III	8,580
Collaboration: Devote 1 day per month to formal grade level collaboration to plan and analyze data.	9/2014-6/2016	Teachers	No additional expense associated with this action			
PLC release time to score and analyze District assessment through music release time.	9/2014-6/2015	Teacher & Site Administrator	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	11,200
Teachers will continue to teach using CCSS and Differentiated Instruction model (District & Site Specific).	9/2013-6/2016	Teacher, Site & District Administrator	Expense outlined in Goal 1			
Analyze and disaggregate student achievement data in English language development, English/language arts, and mathematics in order to provide timely intervention and close the achievement gap	9/2013-6/2016	Teacher, Site & District Administrator	Annual service renewal fees	5000-5999: Services And Other Operating Expenditures	LCFF - Base LCFF - Supplemental	2,321
Purchase supplemental Informational Text Supplemental instructional materials to support CCSS implementation	9/2013-6/2016	Teacher, Site & District Administrator	Materials	4000-4999: Books And Supplies	LCFF - Supplemental	5886
Participate in school library program	9/2014-6/2016	Library Media Technician	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Base LCFF - Supplemental	16435
Utilize ST Math to support English learners, low income youth, and other high needs student populations	9/2014-6/2016	Teachers	Annual fee	5000-5999: Services And Other Operating Expenditures	Title I LCFF - Supplemental	3318 2500
Assess students in a format similar to SBAC	9/2014-6/2017	Teachers & Site Administrators	Materials	4000-4999: Books And Supplies	LCFF - Base	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Score and analyze District Assessments	9/2014-6/2017	Teachers and Site Administrators	Certificated Salary	1000-1999: Certificated Personnel Salaries	Title I	4125
Site specific technology/Chromebooks and axillary devices and District support of increasing student device ratio	9/2015-6/2016	Teachers, Site Administrators, District Administrators	Chromebooks 182	5000-5999: Services And Other Operating Expenditures	Title I	69,000
			SMART Table 4	5000-5999: Services And Other Operating Expenditures	Title I	20,000
			Chromebook carts VLT32	5000-5999: Services And Other Operating Expenditures	Title I	2,300

Planned Improvements in Student Performance

School Goal #3

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

CATEGORY/PRIORITY AREA(S): Parent Involvement
LEA Local Control and Accountability (LCAP) Goal:
Goal 11: Increase parent engagement and involvement of historically underserved and other high needs student populations.
SCHOOL GOAL #3:
Increase parent involvement to include a broader representation of parents on school decision-making groups, reflective of all student demographics (parent ed nights, participation in PTO, SSC, school activities, conferences).
Data Used to Form this Goal:
SSC Roster, PTO board & Committee chair leads, PTO sign-ins, volunteer lists, parent conference attendance, "Success Needs Succession" Outreach Night attendance
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Parent Involvement <ul style="list-style-type: none">• Parents are reluctant to join PTO or serve in volunteer chair positions• Lack of primary grade parents serving in leadership positions• Language and cultural barriers for EL parents
How the School will Evaluate the Progress of this Goal:
School Site Council documentation; English Learner Advisory documentation; District English Learner Advisory documentation; Number of parent education opportunities; meeting sign ins, agendas, and resources; expenditures for interpretation, translation, and childcare; responses to parent surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Document Translations and bilingual interpreters at meetings/events (District)	09/2013-06/2014	Parents, Classified Staff, Site & District Administrators	Expense included in other actions			
Provide childcare for parent involvement nights/events/meetings (Site Specific)	09/2013-06/2014	Parents, Classified Staff, Site & District Administrators	Additional duty	2000-2999: Classified Personnel Salaries	PTO	1500
Utilize technology and social media to communicate with parents, promote involvement, and solicit input	9/2013-6/2016	Site & District Administrator	Personnel and annual service agreements	5000-5999: Services And Other Operating Expenditures	LCFF - Base LCFF - Supplemental	10,120
PTO Parent Involvement Recruitment Night: "Success Needs Succession" (Site Specific).	09/2013-06/2016	Teachers, Site Administrators, & Parents	Dinner/Social Night	5000-5999: Services And Other Operating Expenditures	PTO	500
Continue to provide a bilingual Community Liaison to support parent outreach	09/2013-06/2016	District staff	Personnel	2000-2999: Classified Personnel Salaries	LCFF-EL	4,100

Planned Improvements in Student Performance

School Goal #4

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

CATEGORY/PRIORITY AREA(S): Student Engagement & School Climate
LEA Local Control and Accountability (LCAP) Goal:
Goal 12: Reduce chronic absenteeism. Goal 14: Expand behavioral interventions to further reduce student suspension and expulsion rates. Goal 15: Increase meaningful student participation.
SCHOOL GOAL #4:
Create a learning and school climate that improves students' attendance, connection, and overall involvement in all aspects of their education.
Data Used to Form this Goal:
Student Daily attendance Chronic Absenteeism Suspensions California Healthy Kids Survey 5th Grade Upper Grade Lunch Time Noon League Homeroom Participation Parent and/or Student surveys Student participation in spirit days/special events
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Student Engagement and School Climate <ul style="list-style-type: none">• Extended school opportunities for students to be more "connected" to school• Lack of extra school activities and programs embedded in the regular school day (staff to organize and coordinate)• Support needed from parents to not take vacations during school time and to not allow students to remain at home when not sick
How the School will Evaluate the Progress of this Goal:
Daily attendance rates, chronic absenteeism information, suspensions, California Healthy Kids Survey results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitor student engagement & School climate by analyzing data from discipline reports, citations, suspensions, and SARB process (Site Specific).	09/2013-06/2016	Teachers & Site Administrators	No additional expenses associated with this action			
Continue Noon Leagues and Wellness Program. Monitor Student Participation (Site Specific).	09/2013-06/2016	PTO, Site Administrators, Student Volunteers	Equipment and supplies	5000-5999: Services And Other Operating Expenditures	PTO	500
Provide ongoing parent education related to the negative effects of chronic absenteeism	9/2013-6/2016	Teachers & Site Administrators	No additional expenses associated with this action			
Provide health services to support attendance for high needs student populations	9/2013-6/2016	School Staff, Site Administrators, District Staff	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,200
Conduct Parent/Administrator/Teacher Conferences as needed for chronic absenteeism, tardies, late pickups	9/2014-6/2016	Teachers, Site Administrators, Parents	No additional expenses associated with this action			

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	PTO	1,500.00
5000-5999: Services And Other Operating	PTO	1,000.00
1000-1999: Certificated Personnel Salaries	Common Core	9,548.00
4000-4999: Books And Supplies	Common Core	107,346.00
1000-1999: Certificated Personnel Salaries	District Funded	6,791.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	1,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	16,435.00
4000-4999: Books And Supplies	LCFF - Base	58,512.00
5000-5999: Services And Other Operating	LCFF - Base	46,719.00
	LCFF - Supplemental	2,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	21,502.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	800.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,886.00
2000-2999: Classified Personnel Salaries	LCFF-EL	47,926.00
1000-1999: Certificated Personnel Salaries	Lottery: Instructional Materials	2,757.00
1000-1999: Certificated Personnel Salaries	Title I	4,125.00
5000-5999: Services And Other Operating	Title I	98,118.00
5800: Professional/Consulting Services And	Title I	4,295.00
1000-1999: Certificated Personnel Salaries	Title III	8,580.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
PTO	2,500.00
Common Core	116,894.00
District Funded	6,791.00
LCFF - Base	122,666.00
LCFF - Supplemental	30,688.00
LCFF-EL	47,926.00
Lottery: Instructional Materials	2,757.00
Title I	106,538.00
Title III	8,580.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	54,303.00
2000-2999: Classified Personnel Salaries	66,661.00
4000-4999: Books And Supplies	171,744.00
5000-5999: Services And Other Operating Expenditures	145,837.00
5800: Professional/Consulting Services And Operating	4,295.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	233,929.00
Goal 2	190,491.00
Goal 3	16,220.00
Goal 4	4,700.00

Home/School Compact

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

Student Pledge:

THE STUDENT PLEDGE:

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

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

Student's Signature _____ Date _____

Parents Pledge:

THE PARENT PLEDGE:

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

- _____ I will provide a quiet place for my child to study.
- _____ I will encourage my child to complete his/her homework.
- _____ I will make sure my child gets an adequate night's sleep.
- _____ I will see to it that my child arrives at school on time every day.
- _____ I will spend at least 20-25 minutes per day reading with my child.
- _____ I will attend Back to School Night, Parent Conferences, and Open House
- _____ I will support the school/district policies on homework, discipline and attendance.

Parent's Signature _____ Date _____

Staff Pledge:

THE TEACHER PLEDGE:

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

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

Teacher's Signature _____ Date _____

Everyone Will...

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

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Patrick Ham	X				
Emily Harvest		X			
Kathy Lewis		X			
Dana Yager		X			
Nanci Sueda			X		
Monica Ceja				X	
Britany Coleman				X	
Jim Cunneen				X	
Katherine Garrett				X	
Steven Nguyen				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on February 18, 2015.

Attested:

Patrick Ham

Typed Name of School Principal

Signature of School Principal

Date

Dana Yager

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: William T. Newland Elementary School
CDS Code: 30-66498-6027999
District: Fountain Valley School District
Principal: Chris Mullin
Revision Date: March 16, 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 Mullin
Position: Principal
Phone Number: (714) 378-4200
Address: 8787 Dolphin Street
Huntington Beach, CA 92646
E-mail Address: mullinc@fvsd.us

The District Governing Board approved this revision of the SPSA on April 16, 2015.

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School Vision and Mission

William T. Newland Elementary School's Vision and Mission Statements Mission Statement

The staff and community of Newland School are committed to providing an educational environment in which academic excellence is expected and all children are encouraged to develop:

- Their maximum potential,
- A positive attitude toward self and others,
- A love of learning,
- The ability to think creatively and critically,
- An appreciation for diversity in others,
- Effective communication skills, and
- The ability to be a productive, useful member of society.

Vision Statement

Our staff is dedicated to maintaining and enhancing the spirit of excellence that pervades our school and community. All of Newland's teachers teach to the Common Core State Standards, challenging each student to reach his maximum potential. Teachers strive to help students demonstrate mastery on the Common Core Tests. The following special programs help students achieve their highest potential: Speech and Language, Resource Specialist Program, Gifted and Talented Program, Remediation, Special Day Classes, and Social Skills Classes. The education program is also enhanced through community involvement utilizing our hardworking and supportive parents and business partners. Parents and teachers conduct ongoing assessments of the school-based program. Our standards based program utilize hands-on activities, manipulatives, group projects, portfolios, District Interim Assessments, and unit tests provided by the adopted publishers. The Newland staff continues to develop professionally in order to provide high quality instruction. Teachers continue to use the media center and other technology to make learning accessible and enticing for students. Finally, Newland provides a nurturing caring environment that encourages the celebration and joy of learning. The school environment will be clean, orderly, and a place where all students will feel safe and secure.

School Profile

William T. Newland School is a K-5 elementary school serving approximately 440 students. Newland is located in Huntington Beach, California.

School Demographic Characteristics:

English Learners - 23

Socio-Economic Disadvantaged - 53

Special Education - 56

Our parent community is strong and active in supporting our instructional program and students receive enriched opportunities as a result of the volunteers' countless dedicated hours. Newland School uses all available resources in the community to assist students in their emotional and academic development. Parents take advantage of the ample opportunities to be involved in activities that benefit students.

Parent Teacher Association

School Site Council

Fountain Valley Schools Foundation

Classroom Volunteers

District GATE Advisory Committee

EL Tutoring Program

GLAD

Action Committee for Education

Art Masters

Business/Community Partnerships
Mind Institute ST Math
Accelerated Reader/Math
Positive Intervention Behavioral Supports
Chess Club
Knitting Club
Kids Art
Band
Extended School Program
Child Development Center

Newland is the intake center for the District's PB5 (Parent Birth to five years) program. Students are referred for testing by Regional Center and parents or doctors when there is a suspected developmental delay. One or all of the following professionals administer the appropriate testing: the occupational therapist, classroom teacher, psychologist, speech and language pathologist, adaptive Physical Education specialist, and/or nurse. The team meets monthly to determine appropriate placement and level of services. Newland houses a special day pre-school class, a blended pre-school class, social skills groups, occupational therapy and adaptive physical education. These programs provide services for children with identified needs between the ages of three and five.

In addition to servicing the Special Day Class population, Resource Specialists and Speech and Language pathologists are also provided for the kindergarten through fifth grade students that require additional support in the classroom. Students come from other schools to participate in these programs such as social skills and the SUCCESS Program, a K - 5th grade class for students needing additional teaching strategies in their learning environment.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Due to the lack of standardized test scores, Program Improvement status was frozen for all identified schools and district. Fountain Valley District will remain year 3 in the 2014/2015 school year. Annually, the District administers a survey to parents of English learners. Parents consistently indicate they are pleased with the progress their children are making learning English. The complete results are available in the Fountain Valley School District Program Effectiveness document.

Classroom Observations

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

The Board of Trustees and District administrators value learning and teaching. Throughout the year, District leaders make it a priority to visit every school multiple times. Along with these informal visits, Newland administration conducts several instructional visits every week.

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"> All highly qualified/credentialed teachers 	<ul style="list-style-type: none"> Maintain 100% compliance in this area

Textbooks

Strengths	Needs
<ul style="list-style-type: none"> Textbooks for all subject areas, currently piloting Common Core Math materials 	<ul style="list-style-type: none"> Common Core textbooks/materials needed

Facilities

Strengths	Needs
<ul style="list-style-type: none"> Excellent grounds maintenance by our district grounds workers Overall an excellent campus for our students with access to playground equipment and open grass areas for play Solar panels Custodial deep cleaning over summer 	<ul style="list-style-type: none"> Custodial maintenance consistency Additional parking lot Patching of cracks, holes, dips caused by tree and land settlement Aging pipe replacement

Common Core State Standards

All Students

CCSS

Strengths	Needs
<ul style="list-style-type: none"> CCSS staff development in ELA and Math Principal Meetings 	<ul style="list-style-type: none"> More instructional resources Adequate alignment of benchmark tests Off site staff development

English Learners

CCSS

Strengths	Needs
<ul style="list-style-type: none"> Newland has reclassified students in each of the past three years 	<ul style="list-style-type: none"> English Learners are a growing subgroup at Newland which needs greater focus for reclassification

English Language Development

Strengths	Needs
<ul style="list-style-type: none"> Teachers using SDAIE strategies within the classroom 	<ul style="list-style-type: none"> Very low ELD numbers and professional development

Fountain Valley School District Common Core State Standards Interim Assessments

English Language Arts

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

Math

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

Course Access

All Students

Strengths	Needs
<ul style="list-style-type: none"> • Protected ELA block • D.I. • ST Math • Instructional consistency at each grade level 	<ul style="list-style-type: none"> • Computer lab schedules and Arts Masters conflicts with core subjects and blocks

English Learners

Strengths	Needs
<ul style="list-style-type: none"> • Students appropriately identified 	<ul style="list-style-type: none"> • Need more direct small group ELD instruction

Low Income Students

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

Students with Disabilities

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

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"> • Due to participation in SBAC pilot, previous scores used 	

White

Strengths	Needs
<ul style="list-style-type: none"> • AYP: ELA 89.8% Math 92.8% • Made growth over previous year... • Met AYP in math and English • Population out-performs other subgroups 	

Asian

Strengths	Needs
<ul style="list-style-type: none"> • 94.1% in math 	<ul style="list-style-type: none"> • 82.4% in ELA... below 89.2% target

Hispanic

Strengths	Needs
<ul style="list-style-type: none"> • Increased 18% in ELA and 8% in math 	<ul style="list-style-type: none"> • Still below ELA and math targets

English Learners

Strengths	Needs
	<ul style="list-style-type: none"> • Although small population (11) only 63% proficient

Socioeconomically Disadvantaged

Strengths	Needs
<ul style="list-style-type: none"> • Increased 24% in ELA and 10% in math 	<ul style="list-style-type: none"> • Still below ELA and math targets

Students with Disabilities

Strengths	Needs
<ul style="list-style-type: none"> • Increased 3.5% in ELA and 3.6% in math 	<ul style="list-style-type: none"> • Still below ELA and math targets, lowest of subgroups

Academic Performance Index

All Students

Strengths	Needs
<ul style="list-style-type: none"> • 23 point growth. API is now at 944 	<ul style="list-style-type: none"> • Continue to sustain growth, even though the new testing model will be different and API scores will not be available in the coming year • Instructional materials not aligned with new CC Standards

White

Strengths	Needs
<ul style="list-style-type: none"> • White API grew 20 points to 951 	<ul style="list-style-type: none"> • Sustain growth

Asian

Strengths	Needs
<ul style="list-style-type: none"> • Asian API grew 18 points to 945 	<ul style="list-style-type: none"> • Sustain growth

Hispanic

Strengths	Needs
<ul style="list-style-type: none"> Hispanic API grew 28 points to 901 	<ul style="list-style-type: none"> Hispanic API is 43 points lower than the school average

English Learner

Strengths	Needs
	<ul style="list-style-type: none"> API is 47 points lower than the school average

Socioeconomically Disadvantaged

Strengths	Needs
<ul style="list-style-type: none"> API grew 58 points to 906 	<ul style="list-style-type: none"> API is 38 points lower than the school average

Students with Disabilities

Strengths	Needs
<ul style="list-style-type: none"> API grew 37 points to 838 	<ul style="list-style-type: none"> API is 106 points lower than the school average

California English Language Development Test
AMAO 1

Strengths	Needs
<ul style="list-style-type: none"> District - 82.6% met NCLB target 	

AMAO 2

Strengths	Needs
<ul style="list-style-type: none"> District - 79.9% met NCLB target 	

Reclassified Rates

Strengths	Needs
<ul style="list-style-type: none"> R-FEP rates meet or exceed district and county rates each year, this year the District was at 12% 	

California Physical Fitness Test

Strengths	Needs
<ul style="list-style-type: none"> 75.9% met at least 5 of the 6 fitness standards across district Newland met 80.6% of at least 5 of the 6 fitness standards Wellness Wednesdays 	<ul style="list-style-type: none"> Only 53.7% are meeting all 6 or 6 standards Adhering to P.E. required minutes Parental and community support with educating students on the importance of physical education and increasing physical activity

Writing Benchmarks

Strengths	Needs
<ul style="list-style-type: none"> Consistent genres at each grade level Flexibility in choosing genre 	<ul style="list-style-type: none"> More relevant prompts Citing text evidence Need more informational text to practice writing skills

Other Student Outcomes

Dibels Next

Strengths	Needs
<ul style="list-style-type: none">• DIBELS Next across all grade levels• Small group instruction and placement is based on scores	<ul style="list-style-type: none">• Time to assess all students in the beginning of the year• DIBELS Next does not always assess actual reading skills

Engagement

Parent Involvement

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

Student Engagement

Attendance

Strengths	Needs
<ul style="list-style-type: none">• 96.2% in 13-14	<ul style="list-style-type: none">• Slightly below district average attendance in 2013

Chronic Absenteeism

Strengths	Needs
	<ul style="list-style-type: none">• 13.17% chronic absenteeism, approx. 10% higher than district average in 2013

School Climate

Suspensions

Strengths	Needs
<ul style="list-style-type: none">• PBIS	<ul style="list-style-type: none">• 9 suspensions in past 3 years

Expulsions

Strengths	Needs
<ul style="list-style-type: none">• No expulsions reported in the last 3 years	

Survey (California Healthy Kids Survey Results and school surveys)

Strengths	Needs
<ul style="list-style-type: none">• Cigarette use was reported at 1%• Marijuana was reported at 0%	<ul style="list-style-type: none">• Alcohol use was reported at 18%• District wide, only 53% reported feeling safe at school all the time

Description of Barriers and Related School Goals

Description of possible barriers related to goal: Implementation of CCSS

- Lack of time for collaboration
- Lack of time for data analysis
- Lack of time for professional growth
- Lack of time for on-going professional development for CCSS
- Lack of a consistent writing program (school and district-wide)

Description of possible barriers related to goal: Student Achievement

- Lack of manipulatives and/or kits to supplement math instruction
- Lack of professional development on mathematics strategies
- More time needed for small group math instruction
- Motivation needed for students who struggle and reach plateaus in Jiji math or AR Reading

Description of possible barriers related to goal: Parent Involvement

- Parents are reluctant to join PTA or serve in volunteer positions (usually in K-2). 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
- Additional after school programs needed to allow greater access for students to become more "connected" to school
- Support needed from parents to not take vacations during school time and 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
Number Included	242	245		160	166		3	1		34	34	
Growth API	921	944		931	951					927	945	
Base API	940	921		941	932					952	927	
Target	A	A		A	A							
Growth	-19	23		-10	19							
Met Target	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
Number Included	31	34		8	11		45	32		45	39	
Growth API	873	901			897		848	906		821	838	
Base API	956	874		966			912	848		834	822	
Target												
Growth												
Met Target												

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	99	99		100	98		100	100		98	100	
Number At or Above Proficient	199	214		137	149		--			29	28	
Percent At or Above Proficient	82.6	87.3		85.6	89.8		--	--		87.9	82.4	
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	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		98	100		98	96	
Number At or Above Proficient	20	28		--	7		27	27		30	28	
Percent At or Above Proficient	64.5	82.4		--	63.6		60.0	84.4		68.2	71.8	
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	98		100	100		100	100	
Number At or Above Proficient	206	225		138	154		--			30	32	
Percent At or Above Proficient	85.1	91.8		86.2	92.8		--	--		88.2	94.1	
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	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	100	100		100	100		98	100		100	96	
Number At or Above Proficient	24	29		--	9		32	26		33	30	
Percent At or Above Proficient	77.4	85.3		--	81.8		71.1	81.3		73.3	76.9	
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	
	#	%	#	%	#	%	#	%	#	%	#	
1			***** *	***								*****
2	***** *	***	***** *	***								*****
3			***** *	***								*****
4			***** *	***	***** *	***			***** **	***		*****
Total	1	11	6	67	1	11			1	11		9

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
	#	%	#	%	#	%	#	%	#	%	#
K			2	22	1	11	2	22	4	44	9
1			***** *	***							*****
2	***** *	***	***** *	***							*****
3			***** *	***					***** **	***	*****
4			***** *	***	***** *	***			***** **	***	*****
Total	1	5	8	42	2	11	2	11	6	32	19

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	8	11	9
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	8	11	9
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	12	0	15	2	16	0
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
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

Conclusions based on this data:

*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
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Met Target for AMAO 3	Yes	No	No

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.

CATEGORY/PRIORITY AREA(S): Implementation of Common Core
LEA Local Control and Accountability (LCAP) Goal:
Goal 2: All students will have access to textbooks and instructional materials aligned to the Common Core State Standards (CCSS), California English Language Development (ELD), and Next Generation Science Standards (NGSS). Goal 4: To support effective implementation of the CCSS, provide professional development that includes specialized training, team planning within and across grade levels, and classroom visitations within and among schools. Goal 6: Provide the necessary technology hardware and infrastructure for the implementation of the CCSS and Smarter Balanced assessments, including personnel to provide technical support.
SCHOOL GOAL #1:
To support implementation of the Common Core State Standards, Newland Elementary will incorporate professional development, technology integration, and when available new Common Core State Standards aligned instructional materials.
Data Used to Form this Goal:
Instructional Materials: textbook adoption process and committee membership Professional Development: CCSS Steering Committee, calendar, interim assessments, staff meeting agendas Technology: technology survey, device student ratio, Chromebook cart schedules
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Implementation of CCSS <ul style="list-style-type: none">• Lack of time for collaboration• Lack of time for data analysis• Lack of time for professional growth• Lack of time for on-going Professional Development for CCSS• Lack of a consistent writing program (school and district-wide)
How the School will Evaluate the Progress of this Goal:
Instructional Materials: textbook adoption process and committee membership Professional Development: CCSS Steering Committee, calendar, interim assessments, staff meeting agendas 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	9/2013 - 6/2016	Teacher, Site Administrator	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	Common Core	4,366
School Provided Professional Development	9/2013 - 6/2016	Site Administrator Teachers	No expenses associated with this action			
Increase in student access to technology as well as student ratio	9/2013 - 6/2016	District and Site Administrator	Computers Headphones Mice	5000-5999: Services And Other Operating Expenditures	Common Core	32,693
Pilot Common Core State Standards Math Materials	9/2014 - 6/2015	Pilot Teachers	Substitutes 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	34,681
Implementation of Common Core State Standards Math materials and professional development	9/2015	Teachers, Site Administrators, District Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	LCFF - Base	4,366
Pilot Common Core State Standards ELA Materials	9/2015 - 6/2016	Pilot Teachers	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	Lottery: Instructional Materials	2,757
Purchase of Pilot Common Core State Standards ELA Materials	Spring 2016	District Administrators	Instructional Materials	4000-4999: Books And Supplies	LCFF - Base	34,681
Provide CCSS training for paraprofessionals	9/2015 - 6/2016	Site and District Administrators	Stipends	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	800
Participate in classroom and/or site visits of District signature practices that support Common Core State Standards	9/2013 - 6/2016	Teachers, Site Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	Title I	4,068
Refresh existing staff devices and classroom technology	9/2013 - 6/2016	Teachers, site administrator, district administrators	Computers Printers	5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,066

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology professional development	9/2013 - 6/2016	Teachers Administrators	Substitutes Stipends	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.

CATEGORY/PRIORITY AREA(S): Student Achievement
LEA Local Control and Accountability (LCAP) Goal:
Goal 9: Students will demonstrate achievement in English language arts and math equal to or greater than the State average. Goal 10: Reduce the Achievement Gap in English language arts and math that exists among student groups equal to or greater than the State average.
SCHOOL GOAL #2:
All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math thereby addressing the achievement gap.
Data Used to Form this Goal:
SBAC, DIBELS Next, Accelerated Reader, Accelerated Math, CELDT, FVSD writing benchmarks Theme skills tests, AMAO I & II, AYP, API
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Student Achievement <ul style="list-style-type: none"> • Lack of manipulatives and/or kits to supplement math instruction • Lack of professional development on mathematics strategies • More time needed for small group math instruction • Motivation needed for students who struggle and reach plateaus in Jiji math or AR Reading •
How the School will Evaluate the Progress of this Goal:
SBAC, DIBELS Next, Writing Benchmarks, CELDT, AMAO 1 and 2, AYP, API

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide ELD on a daily basis for targeted students.	9/2013 - 6/2016	Teacher, Site Administration	No additional expenses associated with this action			
Continue to provide and expand on DI on a daily basis	9/2013 - 6/2016	Teachers, Site Administrator	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 Administrator	Renewal fees	5000-5999: Services And Other Operating Expenditures	LCFF - Base LCFF - Supplemental	2,321
Purchase supplemental instructional materials to support CCSS implementation	9/2013 - 6/2016	Teachers Site Administrator	CCSS Steering Committee selected supplemental instructional materials	4000-4999: Books And Supplies	LCFF - Supplemental	3516
Participate in school library program	9/2013-6/2016	Library media technician	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Base LCFF - Supplemental	10,281
Utilize ST Math to support English learners, low income youth, and other high needs student populations	9/2013-6/2016	Teachers Site Administrator	Renewal fees	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,500
Devote 1 day a month to formal grade level collaboration to evaluate data	9/2015 - 6/2016	Teachers Site Administrator	No additional expenses associated with this action			
PLC release time to score and analyze district assessments through music time release	9/2015 - 6/2017	Teachers Site Administrator	Certified Salary	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	11,200
Assess students in a format similar to SBAC	9/2015 - 6/2017	Teachers Site Administrator	Materials	4000-4999: Books And Supplies	LCFF - Base	1,000
Score and analyze district assessment	9/2015 - 6/2017	Teachers Site Administrator	Certified Salary	1000-1999: Certificated Personnel Salaries	Title I	2599

Planned Improvements in Student Performance

School Goal #3

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

CATEGORY/PRIORITY AREA(S): Parent Involvement
LEA Local Control and Accountability (LCAP) Goal:
Goal 11: Increase parent engagement and involvement of historically underserved and other high needs student populations.
SCHOOL GOAL #3:
Increase parent involvement to include a broader representation of parents on school decision-making groups, reflective of all student demographics.
Data Used to Form this Goal:
School Site Council Roster, Sign-in Sheets for Parent Opportunities, PTA roster, Parent Conference attendance, Volunteer Lists
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Parent Involvement <ul style="list-style-type: none"> Parents are reluctant to join PTA or serve in volunteer positions (usually in K-2). Parents of older students tend to join the PTA board in 3rd-5th grade, rather than K-2nd. Language barrier with our EL parents.
How the School will Evaluate the Progress of this Goal:
School Site Council documentation; English Learner Advisory documentation; District English Learner Advisory documentation; Number of parent education opportunities; meeting sign ins, agendas, and resources; expenditures for interpretation, translation, and childcare; responses to parent surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide parent educational opportunities	9/2013 - 6/2016	Site Administrator	No additional expenses associated with this action			
Continue to provide a bilingual Community Liaison to support parent outreach	9/2013 - 6/2016	District staff	Personnel	2000-2999: Classified Personnel Salaries	LCFF-EL	4,100
Utilize technology and social media to communicate with parents, promote involvement, and solicit input	9/2013 - 6/2016	District staff, site administrator	Personnel Annual service agreements	2000-2999: Classified Personnel Salaries	LCFF - Base	10,120

Planned Improvements in Student Performance

School Goal #4

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

CATEGORY/PRIORITY AREA(S): Student Engagement & School Climate
LEA Local Control and Accountability (LCAP) Goal:
Goal 12: Reduce chronic absenteeism. Goal 14: Expand behavioral interventions to further reduce student suspension and expulsion rates. Goal 15: Increase meaningful student participation.
SCHOOL GOAL #4:
Create a learning and school climate that improves students' attendance, connection, and overall involvement in all aspects of their education.
Data Used to Form this Goal:
Daily attendance rates, chronic absenteeism information, suspensions, California Healthy Kids Survey results
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Student Engagement and School Climate <ul style="list-style-type: none">• Staff members need to be more consistent with PBIS rewards and program components• Additional after school programs needed to allow greater access for students to become more "connected" to school.• Support needed from parents to not take vacations during school time and allow students to remain at home when not sick.
How the School will Evaluate the Progress of this Goal:
Daily attendance rates, chronic absenteeism information, suspensions, 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 student clubs	9/2013 - 6/2016	Teacher, Site Administrator	No expenses associated with this action			
Use stakeholder groups to provide input on how to improve student attendance and reduce absenteeism	9/2013 - 6/2016	Administrators, Teachers	No expenses associated with this action			
Educate parents regarding district policy related to absenteeism	9/2013 - 6/2016	Site Administrator	No expenses associated with this action			
Review district and school site discipline plans	9/2013 - 6/2016	Site Administrator	No expenses 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	9/2013 - 6/2016	Site administrator District staff	No expenses associated with this action			

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Common Core	7,123.00
4000-4999: Books And Supplies	Common Core	34,681.00
5000-5999: Services And Other Operating	Common Core	32,693.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	5,366.00
2000-2999: Classified Personnel Salaries	LCFF - Base	20,401.00
4000-4999: Books And Supplies	LCFF - Base	35,681.00
5000-5999: Services And Other Operating	LCFF - Base	5,387.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	15,400.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	800.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,516.00
5000-5999: Services And Other Operating	LCFF - Supplemental	2,500.00
2000-2999: Classified Personnel Salaries	LCFF-EL	4,100.00
1000-1999: Certificated Personnel Salaries	Lottery: Instructional Materials	2,757.00
1000-1999: Certificated Personnel Salaries	Title I	6,667.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Common Core	74,497.00
LCFF - Base	66,835.00
LCFF - Supplemental	22,216.00
LCFF-EL	4,100.00
Lottery: Instructional Materials	2,757.00
Title I	6,667.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	37,313.00
2000-2999: Classified Personnel Salaries	25,301.00
4000-4999: Books And Supplies	73,878.00
5000-5999: Services And Other Operating Expenditures	40,580.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	125,235.00
Goal 2	33,417.00
Goal 3	14,220.00
Goal 4	4,200.00

Home/School Compact

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

Student Pledge:

THE STUDENT PLEDGE:

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

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

Student's Signature _____ Date _____

Parents Pledge:

THE PARENT PLEDGE:

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

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

Parent's Signature _____ Date _____

Staff Pledge:

THE TEACHER PLEDGE:

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

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

Teacher's Signature _____ Date _____

Everyone Will...

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

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Chris Mullin	X				
Terry Johnston		X			
Kelly Blanchard		X			
Kenan House				X	
Tracy Stephens				X	
James Tilka		X			
Numbers of members of each category:	1	3		2	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on March 16, 2015.

Attested:

Chris Mullin

Typed Name of School Principal

Signature of School Principal

Date

Terry Johnston

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: Isojiro Oka Elementary School
CDS Code: 30-66498-6068605
District: Fountain Valley School District
Principal: Erik Miller
Revision Date: March 11, 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: Mr. Erik Miller
Position: Principal
Phone Number: (714) 378-4260
Address: 9800 Yorktown Ave.
Huntington Beach, CA 92646
E-mail Address: MillerE@fvsd.us

The District Governing Board approved this revision of the SPSA on April 16, 2015.

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School Vision and Mission

Isojiro Oka Elementary School's Vision and Mission Statements

Mission Statement of Fountain Valley School District:

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

Mission Statement of Isojiro Oka Elementary School:

Oka's mission is to provide an educational foundation and environment which fosters positive self-esteem and academic success. Furthermore, it supports learning so our students become productive, responsible, caring members of society. Teachers, support staff, administration, and our parent community are dedicated to assisting students in achieving this mission. Our vision is to ensure every student acquires the skills and knowledge in elementary school, so they are best prepared for all future successes.

School Profile

Isojiro Oka Elementary School is the pride of our community! We are a California Distinguished School and part of the illustrious Fountain Valley School District, which is comprised of seven elementary schools and three middle schools. Oka is located just south of Fountain Valley in the city limits of Huntington Beach. Oka serves students in grades kindergarten through five on a traditional calendar schedule. In addition, we have four pre-school classes, and an Early Entry Kindergarten class on our campus, as well as an Extended School Program, in order to provide before and after school child care. Oka is all about offering a family-oriented, nurturing and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first. Our educational programs are tailored to meet the needs of our specific students, however all students are given access to appropriate curriculum, in order to best achieve success in mastering Common Core State Standards.

Oka Elementary School was originally constructed in 1970 and has been thoroughly modernized over the last several years. The campus is currently comprised of 24 permanent classrooms, a computer lab, a library, and a spacious playground. Recent upgrades to the school include installation of solar panels for more efficient electrical use, as well as increased wifi internet capability. The facility strongly supports teaching and learning through its ample classroom and recreational space.

Students are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. One essential goal is to provide students with opportunities to learn self-discipline through a system of rewards and consequences for their behavior. Trimester awards are bestowed to students who exhibit exemplary and scholarly behaviors. We also have a variety of other student recognition programs, many of which are based off of the "Values in Action" program, designed and created by National Educator of the Year, Mr. Gene Bedley. This program introduces students to a variety of character traits which help them to become well rounded citizens. Each year a new theme is introduced so that by the time a student has completed elementary school, they will have been taught all of the identified traits. The theme for the 2014-2015 school year is Integrity, whereby students are encouraged to demonstrate behavior that represents positive characteristics and qualities on the Oka "Tree of Integrity."

Oka personnel consist of classroom and special education teachers, a part-time psychologist, as well as full and part-time classified staff members. Special programs include GATE (Gifted and Talented), Speech & Language, English Language Development (ELD), and Special Day Classes (SDC). Oka is once again formally identified as a Title I school, and receives funding to support students in need.

We have a dedicated computer lab that can accommodate 33 students simultaneously. In addition, Oka has over 140 Chromebooks throughout our campus for students. Every student has four-five opportunities per week to have some sort of device in their hands, in order to support and facilitate learning. Students in grades three-five have the opportunity to participate in a fee based instrumental music program in either band or orchestra, while all students receive vocal music instruction either weekly or every other week, depending on their grade level.

Parents and the community are very supportive of the educational program at Oka Elementary School. Parents are encouraged to become involved in their child's education by volunteering at Oka, participating in school activities, and joining school committees and councils. In addition to community and business partnerships, Oka benefits from an extremely active Parent-Teacher Organization (PTO). The PTO sponsors numerous fundraisers, awards programs, activities, and field trips throughout the school year. This past year, the Oka PTO has been instrumental in helping provide and fund additional technology for student usage.

Additional opportunities for parental and/or community involvement include, but are not limited to, the following:

ST Math
Art Masters
Best Foot Forward: Grades 1-2
Accelerated Reader: Grades 3-5
Fountain Valley Schools Foundation
Legislative Action Committee
School Site Council

We encourage open lines of communication by having a comprehensive website: <http://ioes-fvsvd-ca.schoolloop.com> and our PTO sends out emails to parents numerous times each month to convey information and solicit feedback. In addition, we have a monthly newsletter which highlights various features of Oka and recognizes our Students of the Month. As mentioned above, students are also recognized weekly and each trimester for their academic successes and positive behavior. Oka is a diverse campus with 447 students. The following enrollment breakdowns and demographic information is specific for 2014-15:

White 224
Hispanic or Latino 104
Vietnamese 57
All Other Combined ethnic sub-groups 62
English Learners 43
Socioeconomically Disadvantaged 138
Students with Disabilities 56
Gifted & Talented 12

In 2009, Oka was recognized by the Orange County Register as the Top Elementary School in the Orange County. Oka continues to be recognized for its efforts to promote student learning and development. Teachers, staff, and administration work from the principle that students come first. The educational programs at Oka are tailored to meet the needs of our changing student population. Oka is dedicated to ensuring the academic success of every student by providing them with a comprehensive education experience that becomes an integral part of their life. All students receive instruction using core curriculum that has been adopted by the California State Board of Education, and approved by the Fountain Valley School District Board of Education. Instruction is enriched through a variety of special programs and instructional strategies that work toward supporting the needs of students with diverse needs.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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 in Year 3 in the 2014-15 school year. Title I and EL Surveys will also be conducted during the 2014-15 school year by Fountain Valley School District for representative populations.

Classroom Observations

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

The Board of Trustees and District administrators value learning and teaching. Throughout the year, District leaders make it a priority to visit every school multiple times. Each classroom is visited by the principal multiple times per week on an informal basis. During the first trimester, there were 360 visitations to classrooms, as well as formal observations for specific teachers. Multiple Fountain Valley School District instructional visits occur from our Director of Assessment & Accountability, Superintendent, each Assistant Superintendent, and various School Board members throughout the year.

Analysis of Current Instructional Program

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

Conditions of Learning

Basic Services

Teachers

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

Textbooks

Strengths	Needs
70% of Oka teachers participating in FVSD Math Pilot of Common Core materials.	Textbooks and materials are not in alignment with the Common Core.

Facilities

Strengths	Needs
<p>Solar panels installed and operating since early 2014.</p> <p>Exterior and interior lighting have been replaced with energy efficient tubes and bulbs.</p> <p>Sufficient playing areas for students on blacktop and grass.</p> <p>Strong custodial presence in front parking lot at arrival and dismissal times to help with safety and bus transportation.</p> <p>Grounds crew and operation staff are working hard to maintain any vegetation throughout campus.</p> <p>Summer Cleaning program provided 80 additional hours of custodial support.</p>	<p>Insufficient number of parking spaces for the number of staff employed at school site.</p> <p>Numerous sidewalks and pavement areas with significant cracks and safety hazards.</p> <p>Grass fields are overused (includes use by outside agencies) and are filled/patched in many areas with packed dirt, rather than actual grass.</p>

Common Core State Standards

All Students

CCSS

Strengths	Needs
<p>Staff development provided in both ELA and Math, with teachers receiving multiple days of varied training.</p> <p>Administrative Training Program</p> <p>Principal Meetings</p>	<p>Necessary Common Core instructional materials are not currently available in all content areas. Currently multiple years away.</p> <p>Better alignment of FVSD Common Core Assessments (Benchmarks) with anticipated Common Core assessments beginning in the spring of 2015.</p> <p>Further staff development opportunities.</p>

English Learners
CCSS

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

English Language Development

Strengths	Needs
<p>Vietnamese bilingual tutor support for identified students.</p> <p>Teachers using SDAIE strategies to support students in their classrooms, consistent with grade level peers.</p>	No specific ELD program. Minimal to no professional development / training for bilingual tutor support.

Fountain Valley School District Common Core State Standards Interim Assessments
English Language Arts

Strengths	Needs
<p>Common Core Steering Committee of teachers formed to create, evaluate, and revise district assessments.</p> <p>Additional time provided for teachers to collaboratively score and analyze test results from Common Core Interim Assessments within FVSD.</p>	Assessments are just being administered. Minimal data available as of this report.

Math

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

Course Access

All Students

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

English Learners

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

Low Income Students

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

Students with Disabilities

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

Pupil Outcomes

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

Adequate Yearly Progress

All Students

Strengths	Needs
<p>The last year California Standardized Tests were administered was in 2012-2013 in ELA and Math. There is no data available from a more current timeframe. Data provided is from the last reportable period when current assessment data was available.</p> <p>As a trend, CST results in Math were higher and stronger than in ELA.</p> <p>With the exception of 2013, Oka has met AYP results in past years.</p>	<p>The last year California Standardized Tests were administered was in 2012-2013 in ELA and Math. There is no data available in a more current timeframe. Data provided is from the last reportable period when current assessment data was available.</p> <p>The inability to reach either 89.2% in ELA or 89.5% in Math, across all subgroup areas.</p> <p>Address the nearly 35% increase in the number of Oka students being assessed each year as part of state testing between 2011 and 2013.</p>

White

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

Asian

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

Hispanic

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

English Learners

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

Socioeconomically Disadvantaged

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

Students with Disabilities

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

Academic Performance Index

All Students

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

White

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

Asian

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

Hispanic

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

English Learner

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

Socioeconomically Disadvantaged

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

Students with Disabilities

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

California English Language Development Test

AMAO 1

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

AMAO 2

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

Reclassified Rates

Strengths	Needs
<p>Bilingual tutor support is now provided for Vietnamese students instead of Spanish, and this group of students has the highest reclassification rate. For the 2013-14 school year, there were 6 students reclassified (R-FEP).</p> <p>R-FEP reclassification rate was above the district rate. District = 12% - Oka = 14%</p>	<p>Although above the average reclassification rate of FVSD, there are still a significant number of students who have not yet met the criteria for reclassification.</p> <p>Further support to students in need of bilingual tutor assistance in their primary language continues to be a strong need.</p>

California Physical Fitness Test

Strengths	Needs
<p>Wellness Wednesdays and promoting a variety of activities for students in our PE program.</p> <p>Teachers adhering to the number of required minutes for PE during the week.</p> <p>Improvement in percent of students meeting all six requirements. Went from 18.9% to 43.2%.</p>	<p>32.5 % of students did not achieve five or all six requirements.</p> <p>Body Composition was the area with the lowest student proficiency.</p> <p>Oka was below the district average in all six standard areas assessed.</p>

Writing Benchmarks

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

Other Student Outcomes

Dibels Next

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

Engagement

Parent Involvement

Strengths	Needs
Strong and committed parent group, some who volunteer multiple hours per day, and multiple times per week.	Increase the overall number of active participants in the Oka PTO.

Student Engagement

Attendance

Strengths	Needs
Oka has exceeded a student attendance rate over 96% in each of the past three years. Most recent data is 96.75% for 2013-14.	Each of the past three years, Oka has been slightly below the average district attendance rate. The district average is 97.16%.

Chronic Absenteeism

Strengths	Needs
Oka has initiated and placed over 30 students on Attendance Contracts during the past two years. This has resulted in over a 90% success rate in reducing the number of absences and tardies. Continue with Oka's "On-Time Attendance" Incentive program, whereby students can earn extra recess time for not being late to school. As a school, Oka has one of the lowest rates of chronic absenteeism throughout our district.	Continue to reduce the number of student absences and tardies, especially those who are chronic.

School Climate

Suspensions

Strengths	Needs
<p>Continue to have a low overall rate of student suspensions at Oka.</p> <p>Greater utilization of in-school suspension instead of an out-of-school suspension for identified students.</p> <p>Values in Action Character Education Program is a vital component of the Oka culture.</p> <p>Provide multiple assemblies / presentations to promote positive student behavior.</p>	<p>The four suspensions from last school year was the highest number in three years.</p> <p>There were multiple suspensions for the same student.</p>

Expulsions

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

Survey (California Healthy Kids Survey Results and school surveys)

Strengths	Needs
<p>In reported 5th grade student results, cigarette use is at 0%.</p> <p>In reported 5th grade student results, marijuana use was reported at 0%.</p>	<p>Alcohol use was reported by 20% of students in 5th grade, significantly higher than any other category. Inhalant use was the second highest at 4%.</p> <p>37% of reporting 5th grade students indicated they had been bullied at school.</p> <p>Only 53% of reporting 5th grade students indicated they felt safe at school all the time.</p> <p>Have data that represents Oka specifically, as opposed to FVSD on the whole.</p>

Description of Barriers and Related School Goals

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

- Lack of time for collaboration between staff.
- Lack of time for data analysis. Insufficient time and minimal opportunities for collaboration between and across grade levels.
- Lack of time for professional growth and on-going professional development.
- Lack of currently adopted materials aligned with the Common Core State Standards.
- Lack of consistency for a district identified and implemented writing program.

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

- Lack of meaningful and ongoing professional development opportunities that provide adequate sustainability over time.
- Minimal amount of hands-on manipulative opportunities for student usage.
- Insufficient time and minimal opportunities for collaboration between and across grade levels.
- Lack of appropriately aligned materials to Common Core State Standards.
- Lack of sufficient before or after school remediation class opportunities needed for students with special needs.
- Lack of consistent writing program across FVSD.

BARRIERS to ACHIEVE SUCCESS in OKA'S Goal #3: Parent Involvement

- Parent resistance to get more involved with PTO.
- Parent involvement lessens as students move into upper grades.
- Language barriers for some parents to get more involved.

BARRIERS to ACHIEVE SUCCESS in OKA'S Goal #4 Student Engagement and School Climate

- Inconsistent staff participation in Oka's Value in Action program. All participate, however a few only participate minimally.
- More after school programs and lunchtime activities needed to allow for greater connectivity to school.

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
Number Included	263	306		147	171		5	1		42	48	
Growth API	933	903		929	910					973	938	
Base API	922	933		921	929					949	973	
Target	A	A		A	A							
Growth	11	-30		8	-19							
Met Target	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
Number Included	54	65		33	49		77	88		36	44	
Growth API	923	851		920	877		908	887		865	781	
Base API	891	920		898	915		912	909		798	864	
Target		A					A	A				
Growth		-69					-4	-22				
Met Target		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	100		100	100		100	98	
Number At or Above Proficient	218	229		118	132		--			39	38	
Percent At or Above Proficient	82.9	74.8		80.3	77.2		--	--		92.9	79.2	
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	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	98	
Number At or Above Proficient	45	41		28	31		60	62		24	24	
Percent At or Above Proficient	83.3	63.1		84.8	63.3		77.9	70.5		66.7	54.5	
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	99		100	100		100	100		100	98	
Number At or Above Proficient	237	267		131	154		--			42	44	
Percent At or Above Proficient	90.5	87.5		89.1	90.1		--	--		100.0	91.7	
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	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	99		100	98		99	100		100	96	
Number At or Above Proficient	46	50		31	43		63	78		29	30	
Percent At or Above Proficient	85.2	78.1		93.9	89.6		82.9	88.6		80.6	69.8	
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	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	
	#	%	#	%	#	%	#	%	#	%	#	
1	1	14	5	71	1	14						7
2			2	33	3	50	1	17				6
3	6	50	4	33	2	17						12
4	4	31	4	31	4	31			1	8		13
5	2	50	1	25	1	25						4
Total	13	31	16	38	11	26	1	2	1	2		42

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
	#	%	#	%	#	%	#	%	#	%	#
K	2	13	4	27	5	33	2	13	2	13	15
1	1	14	5	71	1	14					7
2			2	33	3	50	1	17			6
3	6	50	4	33	2	17					12
4	4	31	4	31	4	31			1	8	13
5	2	40	1	20	1	20			1	20	5
Total	15	26	20	34	16	28	3	5	4	7	58

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	48	42
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	31	48	42
Number Met	25	35	33
Percent Met	80.6%	72.9%	78.6%
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	37	1	44	8	43	5
Number Met	21	--	26	--	24	--
Percent Met	56.8%	--	59.1%	--	55.8%	--
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
English-Language Arts			
Met Participation Rate	--	Yes	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	Yes	
Met Percent Proficient or Above	--	--	

Conclusions based on this data:

*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
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Met Target for AMAO 3	Yes	No	No

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.

CATEGORY/PRIORITY AREA(S): Implementation of Common Core
LEA Local Control and Accountability (LCAP) Goal:
Goal 2: All students will have access to textbooks and instructional materials aligned to the Common Core State Standards (CCSS), California English Language Development (ELD) Standards, and Next Generation Science Standards (NGSS). Goal 4: To support effective implementation of the CCSS, provide professional development that includes specialized training, team planning within and across grade levels, and classroom visitations within and among schools. Goal 6: Provide the necessary technology hardware and infrastructure for the implementation of the CCSS and Smarter Balanced assessments, including personnel to provide technical support.
SCHOOL GOAL #1:
To support implementation of the Common Core State Standards, Oka Elementary School will incorporate professional development, technology integration, and when available new Common Core State Standards aligned instructional materials.
Data Used to Form this Goal:
Professional Development Schedule and Calendar Technology Usage through Formal / Informal Classroom Observation, Technology Surveys FVSD Interim Common Core Assessments Equitable and Flexible Technology Schedule that allows for all students to have access to wired and wireless devices on a weekly basis. Instructional Materials aligned with Common Core State Standards
Findings from the Analysis of this Data:
BARRIERS to ACHIEVE SUCCESS in OKA'S Goal #1: Implementation of Common Core State Standards <ul style="list-style-type: none">• Lack of time for collaboration between staff.• Lack of time for data analysis. Insufficient time and minimal opportunities for collaboration between and across grade levels.• Lack of time for professional growth and on-going professional development.• Lack of currently adopted materials aligned with the Common Core State Standards.• Lack of consistency for a district identified and implemented writing program.
How the School will Evaluate the Progress of this Goal:
Professional Development Attendance, Professional Development: CCSS Steering Committee, calendar, interim assessments Technology: technology survey, device student ratio, Chromebook cart schedules Instructional Materials: textbook adoption process and committee membership

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Participate in FVSD provided Common Core State Standards Professional Development	09/2013 - 06/2016	Teachers Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	Common Core	4,851
Participate in Oka School Site Staff Development	09/2013 - 06/2016	Teachers Administrator	No expenses associated with this action			
Pilot Common Core State Standards Math Materials	09/2014 - 06/2015	Pilot Teachers	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	Common Core	2,757
Purchase Common Core State Standards Math Materials	Spring, 2015	District Administration	Instructional Materials	4000-4999: Books And Supplies	Common Core	35,076
Implement Common Core State Standards Math Materials and participate in professional development	09/2015 - 06/2016	Teachers Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	LCFF - Base	4,850
Pilot Common Core State Standards ELA Materials	09/2015 - 06/2016	Teachers Administrators	Substitutes 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	35,076
Participate in classroom and/or site visits of District signature practices that support Common Core State Standards	09/2016 - 06/2017	Teachers Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,294
Increase student device ratio	09/2013-06/2016	teachers, site administrator, district administrators	Computers, Mice, Headphones	4000-4999: Books And Supplies	Common Core	60,333
Refresh existing staff devices and classroom technology	09/2013-06/2016	teachers, site administrator, district administrators	Laptops Projectors	5000-5999: Services And Other Operating Expenditures	LCFF - Base LCFF - Supplemental	24,080

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

CATEGORY/PRIORITY AREA(S): Student Achievement
LEA Local Control and Accountability (LCAP) Goal:
Goal 9: Students will demonstrate achievement in English language arts and math equal to or greater than the State average. Goal 10: Reduce the Achievement Gap in English language arts and math that exists among student groups equal to or greater than the State average.
SCHOOL GOAL #2:
All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math thereby addressing the achievement gap.
Data Used to Form this Goal:
SBAC DIBELS Next District Writing Benchmarks CELDT Results AMAO I AMAO II
Findings from the Analysis of this Data:
BARRIERS to ACHIEVE SUCCESS in OKA'S Goal #2: Student Achievement <ul style="list-style-type: none">• Lack of meaningful and ongoing professional development opportunities that provide adequate sustainability over time.• Minimal amounts of hands-on manipulative opportunities for student usage.• Insufficient time and minimal opportunities for collaboration between and across grade levels.• Lack of aligned materials to Common Core State Standards.• Lack of sufficient before or after school remediation class opportunities needed for students with special needs.• Lack of consistent writing program across FVSD.
How the School will Evaluate the Progress of this Goal:
SBAC, DIBELS Next, Writing Benchmarks, CELDT, AMAO 1 and 2, AYP, API

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bilingual Tutor Support for Beginning and Early Intermediate English Learner students to facilitate content mastery.	09/2014 - 06/2015	Teachers Support Staff Administration	Bilingual Tutor Salary	2000-2999: Classified Personnel Salaries	LCFF-EL	7,019
Provide multiple software programs to teachers and students supporting curriculum, remediation, and instruction with a particular focus on Language Arts and Math.	09/2014 - 06/2015	Teachers Administration	Web based subscriptions for programs to facilitate greater visual supports in math, and comprehension development in Language Arts.		Title I	7,800
Participate in classroom and/or site visits of District signature practices that support Common Core State Standards	09/2014 - 06/2015	Teachers Administration	Expenses outlined in Goal 1			
Participate in District provided Common Core State Standards Professional Development	09/2014 - 06/2015	Teachers Administration	Expenses outlined in Goal 1			
Analyze and disaggregate student achievement data in English language development, English/language arts, and mathematics in order to provide timely intervention and close the achievement gap	09/2013 - 06/2014	Teachers Administration	Renewal Fees	5000-5999: Services And Other Operating Expenditures	LCFF - Base LCFF - Supplemental	3,231
Purchase supplemental instructional materials to support CCSS implementation	9/2013-6/2016	Teachers Administration	informational text	4000-4999: Books And Supplies	LCFF - Supplemental	3,555
Participate in school library program	9/2013-6/2016	Library Media Technician	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Base LCFF - Supplemental	13,929
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	3,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize Thursday afternoon collaboration time for teacher planning and articulation approximately one time per month.	9/2013-6/2016	Teachers	No cost associated with this action.			0
Before & After School Remediation Support classes for identified struggling students	1/2015-3/2015	Teachers Administration	teacher stipends	1000-1999: Certificated Personnel Salaries	Title I	9,000
Provide additional technology hardware and resources to facilitate a greater level of student learning.	09/2014-05/2015	Teachers Administration	Hardware, Installation, and Staff Training,	5000-5999: Services And Other Operating Expenditures	Title I	44,000

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.

CATEGORY/PRIORITY AREA(S): Parent Involvement
LEA Local Control and Accountability (LCAP) Goal:
Goal 11: Increase parent engagement and involvement of historically underserved and other high needs student populations.
SCHOOL GOAL #3:
Increase involvement of parents from traditionally underrepresented subgroups with regard to school activities and home school communication.
Data Used to Form this Goal:
Meeting Sign-In Sheets for School Site Council Meeting Sign-In Sheets for PTO Volunteer Log / Sign-In Sheet for Volunteers Parent-Teacher Conference
Findings from the Analysis of this Data:
BARRIERS to ACHIEVE SUCCESS in OKA'S Goal #3: Parent Involvement * Parent resistance to get further involved with PTO. * Parent involvement lessens as students move into upper grades. * Language barriers for some parents to get further involved.
How the School will Evaluate the Progress of this Goal:
School Site Council documentation; English Learner Advisory documentation; District English Learner Advisory documentation; Number of parent education opportunities; meeting sign ins, agendas, and resources; expenditures for interpretation, translation, and childcare; responses to parent surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Home / School Communication	09/2014 - 06/2015	Teachers Administration	No additional expenses associated with this action.			
Continue to provide a bilingual Community Liaison to support parent outreach	09/2014 - 06/2015	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	09/2014 - 06/2015	District staff	Personnel and Annual Service Agreements	2000-2999: Classified Personnel Salaries	LCFF - Base	10,120
Provide translation services as needed or required.	09/2014-06/2015	District staff	Expense captured in Action 1.			
Host Family Events on Oka campus such as Family Science Night, Family Movie Night, Family Learning Night.	90/2014-06/2015	Administration	No additional expenses associated with this action.			

Planned Improvements in Student Performance

School Goal #4

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

CATEGORY/PRIORITY AREA(S): Student Engagement and School Climate
LEA Local Control and Accountability (LCAP) Goal:
Goal 12: Reduce chronic absenteeism. Goal 14: Expand behavioral interventions to further reduce student suspension and expulsion rates. Goal 15: Increase meaningful student participation.
SCHOOL GOAL #4:
Increase the level of student engagement and provide a school environment that is positive, student centered, and built on promoting student achievement.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Establish consistent parent communication that alerts of attendance concerns.• Provide additional administrative support to students at risk of suspension.• Utilize student leadership to further engage student participation in extracurricular activities.• Healthy Kids Survey Participation - 5th Grade• Wellness Wednesday Announcements• Values in Action - Behavior Program• Trimester Awards - Student Recognition• No Tardy Incentive - Additional Student Recess
Findings from the Analysis of this Data:
BARRIERS to ACHIEVE SUCCESS in OKA'S Goal #4 Student Engagement and School Climate * Inconsistent staff participation in Oka's Value in Action program. All participate, however a few only participate minimally. * More after school programs and lunchtime activities needed to allow for greater connectivity to school.
How the School will Evaluate the Progress of this Goal:
Daily attendance rates, chronic absenteeism information, suspensions, Healthy Kids Survey results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Weekly Recognition of student successes through Values in Action Program; Student of the Month awards; Trimester Awards for Behavior Recognition and Academic Achievement	09/2014 - On Going	Administration	No additional expense associated with the action.			
Communicate absent and/or tardy concerns to parents and establish attendance contracts for students who continue to struggle coming to school.	09/2014 - On Going	Staff	No additional expense associated with the action.			
Students with zero tardy days during an attendance reporting period receive a bonus recess one time per month.	09/2014 - On Going	Staff	No additional expense associated with the action.			
Provide health services to support attendance for high needs student populations	9/2013-6/2016	Staff Administration District Staff	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,200
Analyze suspension information to identify patterns in misconduct and/or student demographics	9/2013-6/2016	Staff Administration District Staff	No additional expense associated with the action.			
Educate parents regarding the legal ramifications of attendance.	09/2014-06/2015	Staff Administration	No additional expense associated with the action.			
Utilize existing stakeholder groups to gather information and provide better direction, including PTO and SSC.	09/2014-06/2015	Staff Administration	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	7,608.00
4000-4999: Books And Supplies	Common Core	95,409.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	5,850.00
2000-2999: Classified Personnel Salaries	LCFF - Base	24,049.00
4000-4999: Books And Supplies	LCFF - Base	35,076.00
5000-5999: Services And Other Operating	LCFF - Base	27,311.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	8,494.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,555.00
5000-5999: Services And Other Operating	LCFF - Supplemental	3,500.00
2000-2999: Classified Personnel Salaries	LCFF-EL	11,119.00
1000-1999: Certificated Personnel Salaries	Lottery: Instructional Materials	2,757.00
	Title I	7,800.00
1000-1999: Certificated Personnel Salaries	Title I	9,000.00
5000-5999: Services And Other Operating	Title I	44,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Common Core	103,017.00
LCFF - Base	92,286.00
LCFF - Supplemental	15,549.00
LCFF-EL	11,119.00
Lottery: Instructional Materials	2,757.00
Title I	60,800.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	7,800.00
1000-1999: Certificated Personnel Salaries	33,709.00
2000-2999: Classified Personnel Salaries	35,168.00
4000-4999: Books And Supplies	134,040.00
5000-5999: Services And Other Operating Expenditures	74,811.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	175,074.00
Goal 2	92,034.00
Goal 3	14,220.00
Goal 4	4,200.00

Home/School Compact

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

Student Pledge:

THE STUDENT PLEDGE:

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

- _____ I will return completed homework on time.
- _____ I will return corrected work to my parent(s).
- _____ I will arrive at school on time every day, unless I am ill.
- _____ I will be responsible for my own behavior and follow school behavior expectations.
- _____ I will be a cooperative learner and strive to put my best effort into everything I do at Oka.

Student Signature _____ Date _____

Parents Pledge:

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

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

Parent Signature _____ Date _____

Staff Pledge:

THE TEACHER PLEDGE:

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

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

Teacher Signature _____ Date _____

Everyone Will...

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

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mr. Erik Miller	X				
Ms. Melissa Kimmons			X		
Mrs. Randi Hubbard		X			
Ms. Carla Miali		X			
Mrs. Marianne Owen		X			
Mrs. Katy Garrett				X	
Mrs. Brenda Espinoza				X	
Mrs. Andrea Gerhardt				X	
Mrs. Laura Ehrlich				X	
Numbers of members of each category:	1	2	1	4	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on March 11, 2015.

Attested:

Erik Miller

Typed Name of School Principal

Signature of School Principal

Date

Randi Hubbard

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: Urbain H. Plavan Elementary School
CDS Code: 30-66498-6085278
District: Fountain Valley School District
Principal: Julie Ballesteros
Revision Date: February 25, 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: Julie Ballesteros
Position: Principal
Phone Number: (714) 378-4230
Address: 9675 Warner Ave.
Fountain Valley, CA 92708
E-mail Address: BallesterosJ@fvsd.us

The District Governing Board approved this revision of the SPSA on April 16, 2015.

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School Vision and Mission

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

Mission Statement

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

Vision Statement

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

School Profile

Urbain H. Plavan School is a K-5 elementary school located in the city of Fountain Valley, in Orange County. Our high quality instructional program is designed to meet the varied needs of our student population. All students receive core curriculum instruction as identified by the Fountain Valley School District and 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, transitional mainstream classroom instruction for English Learners (EL), and special services for identified special education students. Our staff is committed to high standards for all students that will prepare them for their future.

Teachers, staff, and administrator act on the principle that students come first. The educational programs at the school are tailored to meet the needs of the changing school population. Plavan School is dedicated to ensuring the academic success of every student, providing them with a comprehensive educational experience that becomes an integral part of their lives.

SCHOOL DEMOGRAPHIC CHARACTERISTICS based on Aeries, October 2014.

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

Plavan Total Enrollment:	533
English Language Learners	146
Gifted and Talented	12
Socio- economically Disadvantage	165
Special Education	38
R-FEP	11
Asian	249
Hispanic/Latino	88
White, not Hispanic	101

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).

Program Improvement: Due to the lack of standardized test scores, Program Improvement status was frozen for all identified schools and district. Fountain Valley will remain year 3 in the 2014/2015 school year.

Annually, the District administers a survey to parents of English learners And Title I. Parents consistently indicate they are pleased with the progress their children are making. The complete results are available in the Fountain Valley School District Program Effectiveness document.

Classroom Observations

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

The principal conducts informal classroom observations 2-3 times per week in every classroom. The principal uses these visits to guide staff development planning, evaluate effective teaching strategies and log best practices to be shared among peers. Certificated tenured teachers are formally observed twice a year every other year. The principal conducts a formal pre-observation meeting, a formal observation and a follow up meeting with a written summary.

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. District level instructional visits occur 4-5 times a year by members of the Division of Instruction. The Superintendent, Assistant Superintendents of Business and Personnel and the Board of the Trustees also visit school sites on a regular basis.

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">All highly qualified/credentialed teachers; none teaching outside the credentialed area.	<ul style="list-style-type: none">Time & familiarity with Common Core & Differentiated Instruction

Textbooks

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

Facilities

Strengths	Needs
<ul style="list-style-type: none"> Regular garden maintenance by our district grounds workers Overall an excellent campus for our students to play with access to playground equipment and open grass areas. Consistent cleaning process maintained with Antonio and Gabriel. Solar panels Deep Cleaning of entire school with additional custodial hours New air conditioning units were installed to conserve energy. Solar lighting tubes were installed in media center to enhance lighting and conserve energy. 	<ul style="list-style-type: none"> Custodial cleaning and on-going maintenance of cleaning needs improvement ;such as deep cleaning of carpet/air vents and dusting more often. Blacktop aging with cracks and sink holes.

Common Core State Standards

All Students

CCSS

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

English Learners

CCSS

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

English Language Development

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

Fountain Valley School District Common Core State Standards Interim Assessments

English Language Arts

Strengths	Needs
<ul style="list-style-type: none"> Teacher involvement. The Common Core Steering Committee working to align the Interim Assessments with the new Common Core Release time has been provided to collaboratively score and analyze test results. 	<ul style="list-style-type: none"> Time to reflect and adjust assessments as needed.

Math

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

Course Access

All Students

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

English Learners

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

Low Income Students

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

Students with Disabilities

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

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

White

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

Asian

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

Hispanic

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

English Learners

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

Socioeconomically Disadvantaged

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

Students with Disabilities

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

Academic Performance Index

All Students

Strengths	Needs
<ul style="list-style-type: none"> • 12 point growth in API from 2011 to 2013. Growth remains unchanged due to no test scores. 	<ul style="list-style-type: none"> • 33 point drop from 2012-2013 after 45 point increase from 2011-2012. • Consistency; grade level and classrooms

White

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

Asian

Strengths	Needs
<ul style="list-style-type: none"> • Asian API is higher than the school average at 932. Growth remains unchanged due to lack of test scores and participation in the SBAC pilot. 	<ul style="list-style-type: none"> • Asian API declined by 24 points from 2012 to 2013.

Hispanic

Strengths	Needs
<ul style="list-style-type: none"> • Hispanic API increased 63 points from 2011 to 2013. Growth remains unchanged due to lack of test scores and participation in the SBAC pilot. 	<ul style="list-style-type: none"> • Hispanic API is 48 points lower than the school average.

English Learner

Strengths	Needs
<ul style="list-style-type: none"> • EL API is only 1 point less than the school average. Growth remains unchanged due to lack of test scores and participation in the SBAC pilot. 	<ul style="list-style-type: none"> • EL API has decreased by 46 points from 2012.

Socioeconomically Disadvantaged

Strengths	Needs
<ul style="list-style-type: none"> Low income sub-group has improved by 18 points since 2011. Growth remains unchanged due to lack of test scores and participation in the SBAC pilot. 	<ul style="list-style-type: none"> A 16 point gap still exists between low income and the school average.

Students with Disabilities

Strengths	Needs
<ul style="list-style-type: none"> 79 point increase since 2011. Growth remains unchanged due to lack of test scores and participation in the SBAC pilot. 	<ul style="list-style-type: none"> A 95 point gap still exists.

California English Language Development Test
AMAO 1

Strengths	Needs
<ul style="list-style-type: none"> 75.4% met AMAO1 target in 2013- 14 	

AMAO 2

Strengths	Needs
<ul style="list-style-type: none"> 50.4% met AMAO2 target in 2013-14 	

Reclassified Rates

Strengths	Needs
<ul style="list-style-type: none"> 8.0 % met R-FEP requirements for 2013-2014 	<ul style="list-style-type: none"> Plavan R-FEP rates are below the district average by 4%.

California Physical Fitness Test

Strengths	Needs
<ul style="list-style-type: none"> 93.2% are meeting at least 4 of the 6 fitness standards Wellness Wednesdays Noon leagues 	<ul style="list-style-type: none"> Increased scores in Body Composition standards. Adhering to P.E. required minutes Parental and community support with educating students on the importance of physical education and increasing physical activity.

Writing Benchmarks

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

Other Student Outcomes

Dibels Next

Strengths	Needs
<ul style="list-style-type: none">• DIBELS Next across all grade levels• DIBELS Next used to identify students who may need support/intervention	<ul style="list-style-type: none">• Time to assess all students in the beginning and throughout the year.

Engagement

Parent Involvement

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

Student Engagement

Attendance

Strengths	Needs
<ul style="list-style-type: none">• Consistent with district average of 97.16 %• Steady increase over the past three years from 96.98% to 97.19%• Monthly attendance letter and phone calls• Monthly parent education• Monthly attendance incentives	

Chronic Absenteeism

Strengths	Needs
<ul style="list-style-type: none">• Below district average in 2013• Decrease in 18 or more absences by 3.37% from 2011-12 to 2013-14	

School Climate

Suspensions

Strengths	Needs
<ul style="list-style-type: none">• 7 suspensions throughout the year• Progressive Discipline; strong classroom management• PBIS• Student relationships	

Expulsions

Strengths	Needs
• No expulsions	

Survey (California Healthy Kids Survey Results and school surveys)

Strengths	Needs
• District wide 61% perceive Caring relationships with adults in a positive manner. • 66% perceive a high level of school connectedness	

Description of Barriers and Related School Goals

Description of possible barriers related to goal: Implementation of CCSS

- Lack of time for collaboration
- Lack of time for data analysis
- Lack of time for professional growth
- Lack of time for on-going professional development for CCSS
- Lack of a consistent writing program (school and district-wide)

Description of possible barriers related to goal: Student Achievement

- Lack of manipulatives and/or kits to supplement math instruction
- Lack of professional development on mathematics strategies
- More time needed for small group math instruction
- Motivation needed for students who struggle and reach plateaus in ST Math
- More intervention classes needed for after school support for our EL and Special education students

Description of possible barriers related to goal: Parent Involvement

- Parents are reluctant to join the PTO or serve in volunteer positions
- Parents of older students tend to join the PTO board in 3rd-5th grades
- Language barrier with our EL parents

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

- Staff members need to be more consistent with PBIS rewards and program components
- Additional after school programs needed to allow greater access for students to become more "connected" to school
- Support needed from parents to not take vacations during school time and 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
Number Included	301	347		92	99		4	6		153	180	
Growth API	933	900		917	879					955	932	
Base API	888	933		878	917					925	956	
Target	A	A		A	A					A	A	
Growth	45	-33		39	-38					30	-24	
Met Target	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
Number Included	38	42		85	108		81	109		38	43	
Growth API	903	852		941	899		908	884		888	805	
Base API	789	903		901	942		866	908		726	891	
Target				A	A		A	A				
Growth				40	-43		42	-24				
Met Target				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		99	100		100	100		100	100	
Number At or Above Proficient	256	257		72	69		--			138	144	
Percent At or Above Proficient	85.0	74.1		78.3	69.7		--	--		90.2	80.0	
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	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		99	99		98	98	
Number At or Above Proficient	32	27		75	78		64	77		32	25	
Percent At or Above Proficient	84.2	64.3		88.2	72.2		79.0	70.6		84.2	58.1	
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	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		99	100		100	100		100	100	
Number At or Above Proficient	264	292		78	78		--			143	164	
Percent At or Above Proficient	87.7	84.1		84.8	78.8		--	--		93.5	91.1	
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	Yes	No		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		99	99		98	98	
Number At or Above Proficient	29	32		77	91		68	85		32	34	
Percent At or Above Proficient	76.3	76.2		90.6	84.3		84.0	78.0		84.2	79.1	
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	--	--		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

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K			***** *	***	***** *	***						*****
1	1	4	10	43	9	39	2	9	1	4		23
2	5	19	13	50	6	23	1	4	1	4		26
3	6	18	13	38	13	38	2	6				34
4	6	27	12	55	4	18						22
5	3	30	6	60			1	10				10
Total	21	18	55	47	34	29	6	5	2	2		118

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
	#	%	#	%	#	%	#	%	#	%	#
K	1	4	5	20	11	44	3	12	5	20	25
1	2	8	11	44	9	36	2	8	1	4	25
2	5	18	14	50	6	21	1	4	2	7	28
3	6	18	13	38	13	38	2	6			34
4	6	26	12	52	5	22					23
5	5	42	6	50			1	8			12
Total	25	17	61	41	44	30	9	6	8	5	147

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	93	100	118
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	93	100	118
Number Met	78	80	89
Percent Met	83.9%	80.0%	75.4%
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	110	4	116	9	129	8
Number Met	61	--	63	--	65	--
Percent Met	55.5%	--	54.3%	--	50.4%	--
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
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	

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
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Met Target for AMAO 3	Yes	No	No

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.

CATEGORY/PRIORITY AREA(S): Implementation Of Common Core
LEA Local Control and Accountability (LCAP) Goal:
Goal 2: All students will have access to textbooks and instructional materials aligned to the Common Core State Standards (CCSS), California English Language Development (ELD), and Next Generation Science Standards (NGSS). Goal 4: To support effective implementation of the CCSS, provide professional development that includes specialized training, team planning within and across grade levels, and classroom visitations within and among schools. Goal 6: Provide the necessary technology hardware and infrastructure for the implementation of the CCSS and Smarter Balanced assessments, including personnel to provide technical support.
SCHOOL GOAL #1:
To support implementation of the Common Core State Standards, Plavan will incorporate professional development, technology integration, and when available new Common Core State Standards aligned instructional materials.
Data Used to Form this Goal:
Instructional Materials: textbook adoption process and committee membership Professional Development: CCSS Steering Committee, calendar, interim assessments Technology: technology survey, device student ratio, Chrome book cart schedules FVSD Interim Common Core Assessments
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Implementation of CCSS <ul style="list-style-type: none">• Lack of time for collaboration• Lack of time for data analysis• Lack of time for professional growth• Lack of time for on-going professional development for CCSS• Lack of currently adopted materials aligned with the Common Core• Lack of a consistent writing program (school and district-wide)
How the School will Evaluate the Progress of this Goal:
Instructional Materials: textbook adoption process and committee membership Professional Development: CCSS Steering Committee, calendar, interim assessments Technology: technology survey, device student ratio, Chromebook cart schedules

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Participate in District provided Common Core State Standards Professional Development	09/2013 - 06/2016	Teachers, Site Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	Common Core	5,093
Participate in school site provided Common Core State Standards professional development	09/2013-06/2016	Site Administrator, Teachers	No expenses associated with this action			
Participate in classroom and/or site visits of District signature practices that support Common Core State Standards	09/2014- 06/2017	Teachers, Site Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,520
Increase student access to technology and increase student device ratio	09/2013-06/2015	Teachers, Site Administrator and District administrators.	Computers, mice, headphones	4000-4999: Books And Supplies	Common Core	37,844
Pilot Common Core State Materials	Sept 2014-June 2015	Pilot Teachers	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	Common Core	2,757
Refresh existing staff devices and classroom technology	09/2013-06/2016	Site Administrator District Administrators	Front Office PCs	5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,066
Purchase Common Core State Standards math materials	Spring 2015	District Administration	Instructional Materials	4000-4999: Books And Supplies	Common Core	40,132
Pilot Common Core State Materials in ELA	Sept.2015-June 2016	Pilot Teachers	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	Lottery: Instructional Materials	2,757
Purchase Common Core State Standards ELA materials	Spring 2016	District Administration	Instructional Materials	4000-4999: Books And Supplies	LCFF - Base	40,132
Technology professional development	09/2013-6/2014	Teachers, Site Administrator, District administrators	Substitutes Stipends Presenter Fees	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide CCSS training for paraprofessionals	9/2014-6/2015	District Administrators	Stipends	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	800
Provide ongoing training on District Signature Practices that support CCSS	9/2014-6/2015	Site Administrators and District Administrators	Presenter Fees, Substitutes, stipends	5800: Professional/Consulting Services And Operating Expenditures	Title I	3,360

Planned Improvements in Student Performance

School Goal #2

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

CATEGORY/PRIORITY AREA(S): Student Achievement
LEA Local Control and Accountability (LCAP) Goal:
Goal 9: Students will demonstrate achievement in English language arts and math equal to or greater than the State average. Goal 10: Reduce the Achievement Gap in English language arts and math that exists among student groups equal to or greater than the State average.
SCHOOL GOAL #2:
All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math thereby addressing the achievement gap.
Data Used to Form this Goal:
Smarter Balanced Assessment DIBELS Next Fountain Valley School District Writing Benchmarks CELDT AMAO I & II AYP API
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Student Achievement <ul style="list-style-type: none">• Lack of manipulatives and/or kits to supplement math instruction• Lack of professional development on CCSS strategies (CGI, FOSNOT, Jr. Great Books)• More time needed for small group math instruction• Motivation needed for students who struggle and reach plateaus in ST Math• More intervention classes needed for after school support for our EL and Special education students
How the School will Evaluate the Progress of this Goal:
SBAC, DIBELS Next, Writing Benchmarks, CELDT, AMAO 1 and 2, AYP, API

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bilingual tutor support for Beginning and Early Intermediate English learners to facilitate content mastery	09/2013-6/2016	Teachers, Site Administration, Support Staff, District administration	Classified Salaries	2000-2999: Classified Personnel Salaries	LCFF-EL	
Teachers will continue to teach using CCSS and differentiated instruction model.	09/2013-June 2016	Teachers	Expense outlined in Goal 1			
Provide targeted intervention to support ELs	Sept.2013- June 2016	Administration Teachers	Personnel	1000-1999: Certificated Personnel Salaries	Title III	
Purchase supplemental informational text instructional materials to support CCSS implementation	June 2014-June 2016	Teachers Site Administrators	instructional materials	4000-4999: Books And Supplies	LCFF - Supplemental	4,227
Collaboration: Devote one day per month to formal grade level collaboration to plan and analyze data	June 2014-June 2016	Teachers Site Administrators	No expense associated with this action			
Utilize ST Math to support English learners, low income youth, and other high needs student populations	Sept.2013- June 2016	Teachers Site Administrators	Renewal fees	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,800
Participate in school library program	Sept.2013- June 2016	Library Media Technician	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Base LCFF - Supplemental	10,399.00
Common Core State Standards: Continue to bridge the gap between Ca content standards and the new CCSS	Jan 2013-2015	Teachers Site Administrators	No expenses associated with this action			
Teachers will collaborate to share ideas and strategies, as well as "best practices". Learning walks through classrooms will be used to reinforce the collaboration process.	March 2013 - May 2013	Teachers Site Administrators	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
Implement Positive Behavior Intervention System (PBIS)	Sept. 2011 - 6/2015	Teachers Site Administrators	No 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	Teacher, Site & District Administrators.	Annual service renewal	5000-5999: Services And Other Operating Expenditures	LCFF - Base LCFF - Supplemental	2,321
Teachers will use data to drive instruction.	Sept. 2014-2016	Teachers Site Administrators	No expense associated with this action			
Utilize ST Math tablet access to support English learners, low income youth, and other high needs student populations	on-going	Teachers Site Administrators	One time upgrade fee	5000-5999: Services And Other Operating Expenditures	Title I	4,000
Utilize Chromebooks to provide greater access to students that struggle to meet grade level achievement.	on-going	Teachers Site Administrators	Chrome books Student earphones	5000-5999: Services And Other Operating Expenditures	Title I	17,445
Utilize Junior Great Books to support at risk students by providing greater access to text evidence, authors purpose and communication.	on going	Teachers Site Administrators	Class sets of books Teacher Training Teacher manuals	4000-4999: Books And Supplies	Title I	13,924
Utilize web based instructional program to support greater access to the curriculum.	Sep 2014-June 2016	Teachers Site Administrators	Brain Pop Two year subscription	5000-5999: Services And Other Operating Expenditures	Title I	2,300
Provide after school intervention programs for Title I eligible students for addition support in ELA and mathematics to support student achievement.	January 2015-June 2015	Teachers Site Administrators	After School intervention classes	1000-1999: Certificated Personnel Salaries	Title I	9,000
PLC release time to score and analyze District assessments through music time release time	9/2014-6/2017	Teachers Site Administrators	Certificated Salaries	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	11,200

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	9/2014-6/2017	Teachers Site Administrators	Materials	4000-4999: Books And Supplies	LCFF - Base	1,000
Score and analyze District assessments	9/2014-6/2017	Teachers Site Administrators	Certificated Salary	1000-1999: Certificated Personnel Salaries	Title I	2,769

Planned Improvements in Student Performance

School Goal #3

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

CATEGORY/PRIORITY AREA(S): Parent Involvement
LEA Local Control and Accountability (LCAP) Goal:
Goal 11: Increase parent engagement and involvement of historically underserved and other high needs student populations.
SCHOOL GOAL #3:
Increase parent involvement to include a broader representation of parents on school decision-making groups. (i.e parent ed nights, participation in PTO, SSC and school activities, and conferences)
Data Used to Form this Goal:
School Site Council Roster, English Learner Advisory documentation, District English Learner Advisory documentation, sign-in sheets for parent opportunities and volunteer lists.
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Parent Involvement <ul style="list-style-type: none">• Parents are reluctant to join the PTO or serve in volunteer positions.• Parents of older students tend to join the PTO board in 3rd-5th grade.• Language barrier with our EL parents.
How the School will Evaluate the Progress of this Goal:
School Site Council documentation; English Learner Advisory documentation; District English Learner Advisory documentation; number of parent education opportunities; meeting sign ins, agendas, and resources; expenditures for interpretation, translation, and childcare; responses to parent surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide parent volunteer trainings on site in the areas of clerical and small group instruction.	June 2013-June 2016	Teachers Administrator	No expense associated with this action			
Continue to provide a bilingual Community Liaison to support parent outreach	9/2013 - 6/2016	District Staff	Personnel	2000-2999: Classified Personnel Salaries	LCFF-EL	4,100
Utilize technology and social media to communicate with parents, promote involvement, and solicit input	9/2013 - 6/2016	District Staff Site Administrator	Personnel Annual service agreements	2000-2999: Classified Personnel Salaries	LCFF - Base	10,120
Organize family nights to bring families together and build community relationships.	9/2013 - 6/2016	Teachers Site Administration PTO Members	No expense associated with this action			
Provide written parent communication in English and Vietnamese.	9/2013 - 6/2016	District and site translator	Expense captured in Goal #2			
Organize parent nights to educate parents on how to support their child's education.	9/2013 - 6/2016	Teachers Site Administration PTO Members	No expenses associated with this action			

Planned Improvements in Student Performance

School Goal #4

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

CATEGORY/PRIORITY AREA(S): Student Engagement & School Climate
LEA Local Control and Accountability (LCAP) Goal:
Goal 12: Reduce chronic absenteeism. Goal 14: Expand behavioral interventions to further reduce student suspension and expulsion rates. Goal 15: Increase meaningful student participation.
SCHOOL GOAL #4:
Create a learning environment and school climate which improves students' attendance, connection, and overall involvement in all aspects of their education.
Data Used to Form this Goal:
Daily attendance rates Chronic absenteeism information suspensions California Healthy Kids Survey PBIS evaluation data Student/ Parent surveys
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Student Engagement and School Climate <ul style="list-style-type: none">• Staff members need to be more consistent with PBIS rewards and program components• Additional after school programs needed to allow greater access for students to become more "connected" to school.• Support needed from parents to not take vacations during school time and not allow students to remain at home when not sick.
How the School will Evaluate the Progress of this Goal:
Daily attendance rates, chronic absenteeism information, suspensions, Healthy Kids Survey results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expand and update our current PBIS plan. Our current ROAR program is still needing to be used to its fullest extent.	9/2013-6/2016	Teachers Site Administrator	No expense associated with this action			
Educate parents regarding legalities related to absenteeism	9/2013-6/2016	Teachers Site Administrator	No additional expense associated with the action			
Provide health services to support attendance for high needs student populations	9/2013-6/2016	School Staff Site Administrator District Staff	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,200
Analyze suspension information to identify patterns in misconduct and/or student demographics	9/2013-6/2016	Site Administrator District staff	No additional expense associated with the action			
Create school site awards for excellent attendance	9/2014-6/2016	Site Administrator Office staff Teachers	No expense associated with this action			
Use stakeholder groups to provide input and suggestions on how to improve student attendance rates and reduce chronic absenteeism.	On- going	Site Administrator	No 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	7,850.00
4000-4999: Books And Supplies	Common Core	77,976.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	1,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	20,519.00
4000-4999: Books And Supplies	LCFF - Base	41,132.00
5000-5999: Services And Other Operating	LCFF - Base	5,387.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	19,920.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	800.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,227.00
5000-5999: Services And Other Operating	LCFF - Supplemental	1,800.00
2000-2999: Classified Personnel Salaries	LCFF-EL	4,100.00
1000-1999: Certificated Personnel Salaries	Lottery: Instructional Materials	2,757.00
1000-1999: Certificated Personnel Salaries	Title I	11,769.00
4000-4999: Books And Supplies	Title I	13,924.00
5000-5999: Services And Other Operating	Title I	23,745.00
5800: Professional/Consulting Services And	Title I	3,360.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Common Core	85,826.00
LCFF - Base	68,038.00
LCFF - Supplemental	26,747.00
LCFF-EL	4,100.00
Lottery: Instructional Materials	2,757.00
Title I	52,798.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	43,296.00
2000-2999: Classified Personnel Salaries	25,419.00
4000-4999: Books And Supplies	137,259.00
5000-5999: Services And Other Operating Expenditures	30,932.00
5800: Professional/Consulting Services And Operating	3,360.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	141,461.00
Goal 2	80,385.00
Goal 3	14,220.00
Goal 4	4,200.00

Home/School Compact

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

Student Pledge:

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

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

Student's Signature: _____ Date _____

Parents Pledge:

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

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

Parent's Signature : _____ Date _____

Staff Pledge:

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

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

Teacher's Signature _____ Date _____

Everyone Will...

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

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Julie Ballesteros	X				
Autumn Burza		X			
Lindsey Moothart		X			
Becky DeJulio		X			
Marcia Tengan				X	
Shanon Parker				X	
Teshi Decourcy				X	
Numbers of members of each category:	1	4	0	4	

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

Recommendations and Assurances

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

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

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 25, 2015.

Attested:

Julie Ballesteros

Typed Name of School Principal

Signature of School Principal

Date

Autumn Burza

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 April 16, 2015.

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School Vision and Mission

Hisamatsu Tamura Elementary School's Vision and Mission Statements

Our Mission:

Tamura's Mission, along with the Fountain Valley School District's, is to promote a foundation for academic excellence, mastery of basic skills, responsible citizenship, and a desire by students to achieve their highest potential through a partnership with home and community.

Our Vision:

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"> All highly qualified/credentialed teachers; none teaching outside the credentialed area. 	<ul style="list-style-type: none"> Time & familiarity with Common Core & Differentiated Instruction

Textbooks

Strengths	Needs
<ul style="list-style-type: none"> Textbooks for all subject areas are present on site or in the district. 2014/15 school year we piloted two math programs. 	<ul style="list-style-type: none"> Common Core textbooks/materials needed Non-fiction informational text Current materials not aligned with Common Core

Facilities

Strengths	Needs
<ul style="list-style-type: none"> Excellent grounds maintenance by our district grounds keepers. An excellent campus for our students to play on with access to playground equipment and open grass areas. Consistent cleaning process maintained with custodians. Solar panels 40 hours deep cleaning for school site 	<ul style="list-style-type: none"> Custodial cleaning and on-going maintenance of cleaning needs improvement such as, heavy or deep cleaning carpets, vents, etc. more often Blacktop and concrete aging (Deferred Maintenance Plan-Budgeting)

Common Core State Standards

All Students

CCSS

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

English Learners

CCSS

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

English Language Development

Strengths	Needs
<ul style="list-style-type: none"> • Before school Intervention for EL students. • Interim assessments developed by steering committee 	<ul style="list-style-type: none"> • ELD program not aligned to the Common Core • Need new State adopted materials

Fountain Valley School District Common Core State Standards Interim Assessments

English Language Arts

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

Math

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

Course Access

All Students

Strengths	Needs
<ul style="list-style-type: none"> • ELA/Math block consistent across grade levels. • Differentiated, small group instruction implementation • Greater emphasis nonfiction, informational text • Special education schedules developed to maximize student learning. 	<ul style="list-style-type: none"> • Grade level consistency in Differentiated Instruction/small group implementation. • Limited bilingual tutor hours prohibits schedule that maximizes learning.

English Learners

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

Low Income Students

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

Students with Disabilities

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

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"> • Positive school-wide growth in Math tracking 3 years...2011 to 2013 • Positive school-wide growth in ELA for 2 years...2011 and 2012 • 2011 - 2013 AYP remains unchanged due to lack of test scores in 2013-2014 	<ul style="list-style-type: none"> • Higher % needed to reach 89.2%

White

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

Asian

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

Hispanic

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

English Learners

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

Socioeconomically Disadvantaged

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

Students with Disabilities

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

Academic Performance Index

All Students

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

White

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

Asian

Strengths	Needs
<ul style="list-style-type: none"> Asian API is higher than the school average at 958 	<ul style="list-style-type: none"> Asian API declined by 12 points from 2012 to 2013.

Hispanic

Strengths	Needs
<ul style="list-style-type: none"> Hispanic API decreased 37 points from 2012 to 2013. 	<ul style="list-style-type: none"> Hispanic API is 72 points lower than the school average.

English Learner

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

Socioeconomically Disadvantaged

Strengths	Needs
<ul style="list-style-type: none"> Low income sub-group has decreased by 23 points since 2012. 	<ul style="list-style-type: none"> A 35 point gap still exists between low income and the school average.

Students with Disabilities

Strengths	Needs
<ul style="list-style-type: none"> Remained the same as 2012 	<ul style="list-style-type: none"> A 201 point gap still exists.

California English Language Development Test

AMAO 1

Strengths	Needs
<ul style="list-style-type: none"> 89.8% met AMAO1 target in 2014, which was an improvement from 82.1% (2013). 	

AMAO 2

Strengths	Needs
<ul style="list-style-type: none"> 65.1 % met AMAO2 target for 2014, which grew from 46.9% in 2013 	

Reclassified Rates

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

California Physical Fitness Test

Strengths	Needs
<ul style="list-style-type: none">56% are meeting at least 5 of the 6 fitness standardsWellness WednesdaysNoon Leagues	<ul style="list-style-type: none">Goal of 100% meeting 5 of 6 standardsAdhering to P.E. required minutesParental and community support with educating students on the importance of physical education and increasing physical activity.

Writing Benchmarks

Strengths	Needs
<ul style="list-style-type: none">Consistent genres at each grade level.Flexibility in choosing genre.Writing data used for reclassification and student progressOn-going; more data will be available	<ul style="list-style-type: none">Writing Benchmark closely aligned to new SBAC...citing text evidenceMore relevant promptsCiting text evidenceNeed more informational text to practice writing skills

Other Student Outcomes

Dibels Next

Strengths	Needs
<ul style="list-style-type: none">DIBELS Next across all grade levelsDIBELS Next used to identify students who may need support/intervention	<ul style="list-style-type: none">Time to assess all students in the beginning of the year

Engagement

Parent Involvement

Strengths	Needs
<ul style="list-style-type: none">School wide parent involvement such as; classroom support, School Site Council, ELAC, Lunar New Year, Accelerated Reader Lab and PTO	<ul style="list-style-type: none">Better communication

Student Engagement

Attendance

Strengths	Needs
<ul style="list-style-type: none">Above District average attendance which is 97.1%Monthly attendance slowly increased from 2011-2013Attendance rate made a small improvement in 2013-2014 from 97.34% to 97.71%	

Chronic Absenteeism

Strengths	Needs
<ul style="list-style-type: none">• Below District average from 2011 - 2013	

School Climate

Suspensions

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

Expulsions

Strengths	Needs
<ul style="list-style-type: none">• No expulsions reported in the last 3 years.• PBIS and relationships	

Survey (California Healthy Kids Survey Results and school surveys)

Strengths	Needs
<ul style="list-style-type: none">• High % of students connected to school	

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
Number Included	327	385		119	126		4	5		149	186	
Growth API	952	936		937	926					972	958	
Base API	946	951		934	937					975	970	
Target	A	A		A	A					A	A	
Growth	6	-15		3	-11					-3	-12	
Met Target	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
Number Included	39	46		90	106		77	94		13	24	
Growth API	901	864		942	929		924	899		735	747	
Base API	865	899		938	940		921	923		796	736	
Target				A	A		A	A				
Growth				4	-11		3	-24				
Met Target				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	
	#	%	#	%	#	%	#	%	#	%	#	
K	2	25	5	63	1	13						8
1	14	47	14	47	2	7						30
2	9	39	10	43	4	17						23
3	12	46	9	35	4	15	1	4				26
4	7	47	7	47	1	7						15
5	4	67	2	33								6
Total	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
	#	%	#	%	#	%	#	%	#	%	#
K	4	9	12	27	13	30	9	20	6	14	44
1	14	47	14	47	2	7					30
2	9	38	10	42	4	17	1	4			24
3	12	44	9	33	4	15	1	4	1	4	27
4	7	47	7	47	1	7					15
5	4	67	2	33							6
Total	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
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
Mathematics			
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
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Met Target for AMAO 3	Yes	No	No

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.

CATEGORY/PRIORITY AREA(S): Implementation of Common Core
LEA Local Control and Accountability (LCAP) Goal:
<p>Goal 2: All students will have access to textbooks and instructional materials aligned to the Common Core State Standards (CCSS), California English Language Development (ELD), and Next Generation Science Standards (NGSS).</p> <p>Goal 4: To support effective implementation of the CCSS, provide professional development that includes specialized training, team planning within and across grade levels, and classroom visitations within and among schools.</p> <p>Goal 6: Provide the necessary technology hardware and infrastructure for the implementation of the CCSS and Smarter Balanced assessments, including personnel to provide technical support.</p>
SCHOOL GOAL #1:
To support implementation of the Common Core State Standards, Tamura will incorporate professional development, technology integration, and when available new Common Core State Standards aligned instructional materials.
Data Used to Form this Goal:
<p>Instructional Materials: textbook adoption process and committee membership</p> <p>Professional Development: CCSS Steering Committee, calendar, interim assessments</p> <p>Technology: technology survey, device student ratio, Chromebook cart schedules</p> <p>FVSD Interim Common Core Assessments</p>
Findings from the Analysis of this Data:
<p>Description of possible barriers related to goal: Implementation of CCSS</p> <ul style="list-style-type: none"> • Lack of time for collaboration between staff. Insufficient time and minimal opportunities for collaboration between and across grade levels. • Lack of time for data analysis. • Lack of time for professional growth and on-going professional development for CCSS. • Lack of currently adopted materials aligned with the Common Core. • Lack of a consistent writing program (school and district-wide). <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:
<p>Instructional Materials: textbook adoption process and committee membership</p> <p>Professional Development: CCSS Steering Committee, calendar, interim assessments</p> <p>Technology: technology survey, device student ratio, Chromebook cart schedules</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Participate in District provided Common Core State Standards Professional Development	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	
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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.

CATEGORY/PRIORITY AREA(S): Student Achievement
LEA Local Control and Accountability (LCAP) Goal:
Goal 9: Students will demonstrate achievement in English language arts and math equal to or greater than the State average. Goal 10: Reduce the Achievement Gap in English language arts and math that exists among student groups equal to or greater than the State average.
SCHOOL GOAL #2:
All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math thereby addressing the achievement gap.
Data Used to Form this Goal:
Smarter Balanced Assessment DIBELS Next Fountain Valley School District Writing Benchmarks CELDT results AMAO I & II AYP API
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Student Achievement <ul style="list-style-type: none">• Lack of manipulatives and/or kits to supplement math instruction• Lack of Professional Development on CCSS strategies (CGI, Fosnot, Jr. Great Books)• More time needed for small group math instruction• More intervention classes needed for after school support for our EL and Special Education students• 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.
How the School will Evaluate the Progress of this Goal:
SBAC, DIBELS Next, Writing Benchmarks, CELDT, AMAO I & II, AYP, API

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bilingual tutor support for Beginning and Early Intermediate students to facilitate content mastery.	09/2013-06/2016	teachers, support staff, administration	personnel	2000-2999: Classified Personnel Salaries	LCFF-EL	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			
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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.

CATEGORY/PRIORITY AREA(S): Parent Involvement
LEA Local Control and Accountability (LCAP) Goal:
Goal 11: Increase parent engagement and involvement of historically underserved and other high needs student populations.
SCHOOL GOAL #3:
Increase participation of parents of at-risk students at school events (i.e. parents ed nights, participation in PTO, SSC, school activities, conferences).
Data Used to Form this Goal:
SSC roster, PTO roster, volunteer lists, parent conference attendance, English Learner advisory documentation
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Parent Involvement <ul style="list-style-type: none">• Parents are reluctant to join the PTO or serve in volunteer positions.• Parents of older students tend to join the PTO board in 3rd-5th grade.• Language barrier with our EL parents.
How the School will Evaluate the Progress of this Goal:
School Site Council documentation; English Learner Advisory documentation; District English Learner Advisory documentation; Number of parent education opportunities; meeting sign ins, agendas, and resources; expenditures for interpretation, translation, and childcare; responses to parent surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide a bilingual Community Liaison to support parent outreach	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			
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.

CATEGORY/PRIORITY AREA(S): Student Engagement & School Climate
LEA Local Control and Accountability (LCAP) Goal:
Goal 12: Reduce chronic absenteeism. Goal 14: Expand behavioral interventions to further reduce student suspension and expulsion rates. Goal 15: Increase meaningful student participation.
SCHOOL GOAL #4:
Create a learning and school climate that improves students' attendance, connection, and overall involvement in all aspects of their education.
Data Used to Form this Goal:
Daily attendance rates, Chronic absenteeism information, suspensions, California Healthy Kids Survey, PBIS evaluation data, student survey, parent survey
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Student Engagement and School Climate *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
How the School will Evaluate the Progress of this Goal:
Daily attendance rates, chronic absenteeism information, suspensions, California Healthy Kids Survey results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Educate parents regarding district 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			
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

Funding Source	Total Expenditures
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

Object Type	Total Expenditures
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

Goal Number	Total Expenditures
Goal 1	166,447.00
Goal 2	101,084.00
Goal 3	14,220.00
Goal 4	4,200.00

Home/School Compact

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

Student Pledge:

THE STUDENT PLEDGE:

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

- _____ I will return completed homework on time.
- _____ I will return corrected work to my parent(s).
- _____ I will arrive at school on time every day unless I am ill.
- _____ I will be responsible, be respectful, be safe, and be my best.

Parents Pledge:

THE PARENT PLEDGE:

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

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

Staff Pledge:

THE TEACHER PLEDGE:

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

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

Everyone Will...

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

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kathy Davis	X				
Jessica Boktor/Michelle Siefker		X			
Michelle Carr		X			
Cheryl Hall			X		
Tiffany Cassity				X	
Yolanda Chavez				X	
Jennifer English				X	
Numbers of members of each category:	1	4	1	3	

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

Recommendations and Assurances

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

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

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 18, 2015.

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
Curriculum/Instruction

TO: Mark Johnson, Superintendent
FROM: Anne Silavs, Assistant Superintendent, Instruction
SUBJECT: *Disposal of Obsolete Textbooks*
DATE: March 30, 2015

BACKGROUND

Board Policy 3270(a), Sale and Disposal of Books, requires that the Superintendent or designee shall identify any instructional materials that have become unusable or obsolete to the Board of Trustees, together with their estimated value and recommended method of sale or disposal. The Houghton Mifflin, Holt, McDougall-Littell and Prentice Hall math books are to be declared unusable and obsolete for the following reasons:

- a. No longer comply with the State adopted standards for instructional materials;
- b. Have been replaced by materials that are aligned with the Common Core State Standards and are of no foreseeable value in other instructional areas.

The disposal of obsolete math books will be handled in the following manner:

- a. All editions of math books being declared obsolete will be offered to the general public.
- b. Used textbook companies will be contacted to review and purchase any of these obsolete books that are usable.
- c. All items considered unusable shall be donated to a non-profit organization for educational purposes or sold for recycling.
- d. All proceeds from these textbooks shall be returned to the IMF Account 0162799008699 for purchase of instructional materials, per the Education Code 60512.

RECOMMENDATION

It is recommended that the Board declare the Houghton Mifflin, Holt, McDougall-Littell and Prentice Hall math books unusable and obsolete by the Fountain Valley School District.



FOUNTAIN VALLEY SCHOOL DISTRICT

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

FOUNTAIN VALLEY SCHOOL DISTRICT SUPPORT SERVICES

MEMORANDUM

TO: Anne Silavs, Assistant Superintendent, Instruction

FROM: Cara Robinson, Director, Support Services

SUBJECT: **Goodwill Industries of Orange County DBA Assistive Technology Exchange Center (ATEC) Service Agreement for 2014-2015**

DATE: March 31, 2015 – for April 16, 2015 Board Meeting

BACKGROUND

Assistive Technology Exchange Center (ATEC) service agreement will provide assistive technology services (evaluations, training, and/or trial use of new equipment) to Special Education students to promote greater independence. The District shall agree to pay \$105 per hour for assessments (nine-hour minimum); \$105 per hour for trial period, programming, preparation, and training; \$25 per hour for travel; mileage at current rate per mile (roundtrip). Term of contract is March 30, 2015 through June 30, 2015. Contract shall not exceed \$5,000 total.

RECOMMENDATION

It is recommended that the Board of Trustees approve the Service Agreement for Good Will Industries of Orange County DBA Assistive Technology Exchange Center (ATEC) March 30, 2015 through June 30, 2015 and authorize the Superintendent or designee to sign all documents.

sb



Goodwill Industries of Orange County
Assistive Technology Exchange Center (ATEC)
1601 East Saint Andrew Place
Santa Ana, CA 92705
voice: 714.361.6200
tty/tdd: 714.543.1873
www.atec-oc.org
www.ocgoodwill.org

ATEC Fee Schedule

Assessments – Rate \$105.00/hr

*9-hour minimum

Trial-period, Programming, Preparation & Training – Rate \$105.00/hr

IEP, Telephone Conference, Consultation Services – Rate \$105.00/hr

Travel Time (within catchment area only) – Rate \$25.00/hr (roundtrip)

Mileage (within catchment area only) – Current federal rate per mile (roundtrip)

Professional Development & Training – Rate \$105.00/hr



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: Board Item – Special Education Settlement Agreement

DATE: March 31, 2015 for April 16, 2015 Board Meeting

BACKGROUND:

According to the Settlement Agreement signed on March 30, 2015, between Parents and the Fountain Valley School District, it was agreed to reimburse Parents in the amount not to exceed Five Thousand Five Hundred Dollars (\$5,500.00) for attorney's fees related to dispute. This amount (\$5,500.000) shall be paid to "The Law Offices of Kathleen M. Loyer, Inc.". Total settlement agreement is Five Thousand Dollars (\$5,500.00).

RECOMMENDATION:

Approval by the Board of Trustees is recommended to approve the above mentioned services and legal fees.

FOUNTAIN VALLEY SCHOOL DISTRICT

INVESTMENT POLICY

I. PURPOSE

To establish a policy for investment of funds by the Fountain Valley School District (herein called the District). The policy also governs the issuance of debt by the District. This policy is based upon federal, state, and local laws, and prudent money management practices. To the extent that this policy conflicts with applicable law, the applicable law shall prevail. The primary goals of this policy are:

To assure compliance with all federal, state, and local laws governing the investment of monies and the issuance of debt,

To protect the principal deposits of the District, and

To generate investment income within the parameters of this policy.

II. POLICY

The District's primary investment objective shall be to maintain the safety and liquidity of its funds. Safety of principal is the foremost objective of the District. The investment factors the District shall consider in order of descending importance are the following:

Safety of invested funds,

Sufficient liquidity to meet future cash flow requirements, and

Attain maximum yield consistent with the aforementioned requirements.

In addition, the District shall adopt measures as set forth herein to ensure that the issuance of debt by the District complies with all applicable state and federal laws, including federal and state securities laws.

The Superintendent or its designee, under the direction of the Board of Trustees shall have the responsibility for all decisions and activities performed under the District's investment policy. The Superintendent shall have the ability to allocate resources or delegate responsibility as necessary to optimize the safety and liquidity of the investment portfolio and to implement this investment policy.

III. LEGAL CONSTRAINT

Pursuant to California Education Code Section 41001, the District shall deposit all funds received or collected from any source into the Orange County Treasury, to be placed to the credit of the proper Fund of the District except as otherwise provided herein.

Pursuant to California Education Code Section 41015, the District may invest all or part of funds deposited in a Special Reserve Fund or any surplus monies not required for the immediate necessities of the District in any of the investments specified in California Government Code Sections 16430 or 53601. Special Reserve Funds are defined as those funds which the Board of Education has designated for capital outlay or other purposes where an accumulation over a period of fiscal years is desired.

IV. AUTHORIZED INVESTMENTS

The District shall make investments in the context of the “Prudent Investor Rule” (Civil Code Section 2261 et seq.), which in substance states that:

“Investment shall be made with the judgment and care, under circumstances then prevailing which person of prudence, discretion and intelligence, exercise in the management of their own affairs, not for speculation; but for investment, considering the probable safety of their capital as well as the probable income to be derived.”

The District shall deposit all funds received or collected from any source into the Orange County Treasury, except as provided for through California Education Code. Those funds maintained in a Special Reserve Fund or any surplus fund not required for the immediate necessities of the District shall be available for investment (“funds available for investment”) under the conditions set forth in this policy.

Authorized investments are:

1. The Orange County Investment Pool(s) established by the Orange County Treasurer for the benefit of local agencies and/or schools. The District may invest up to one hundred percent (100%) of its funds available for investment in the Orange County Investment Pool(s).
2. The Local Agency Investment Fund established by the California State Treasurer for the benefit of local agencies. The District may invest up to one hundred percent (100%) of its funds available for investment in the Local Agency Investment Fund.

3. To the extent that the District directs the investment of its funds to specific securities, those securities shall be limited to the securities identified in California Government Code Section 53601. However, the District will not, under any circumstances, direct the investment of its funds to reverse repurchase agreements unless such transactions are matched to maturity.

Monies received from the sources, or for the purposes listed below may be deposited in a bank or other financial institution. Monies so deposited shall be in a fully insured or collateralized account(s) or instrument(s). An individual bank account shall not exceed \$100,000 (Education Code Section 41002.5). Bank accounts maintained outside of the County Treasury shall be limited to the following purposes:

- a. Cash Clearing Account
Purpose: To deposit accounts receivable checks then write check to Fountain Valley School District once checks have cleared.
- b. Revolving Cash
Purpose: Emergency transactions for payroll and accounts payable.
- c. Self-Insured Trust Account
Purpose: To pay various insurance claims.
- d. TRANs Proceeds

V. COMPLIANCE WITH STATE AND FEDERAL SECURITIES LAWS

The District will take reasonable steps to ensure that any debt offerings issued by the District comply fully with all applicable state and federal securities laws. In connection with all debt offerings issued by the District, the District will retain bond counsel to review the offering materials prepared in connection with the debt offering to ensure that disclosures contained in offering materials comply with federal and state securities laws. The Assistant Superintendent of Business Services shall be responsible for reviewing the offering materials regarding the accuracy of information disclosed in such materials.

VI. DEPOSIT OF PROCEEDS FROM THE ISSUANCE OF DEBT

The District shall not issue debt, for the sole purpose of generating funds for investment. The District shall limit the issuance of debt for the purposes of meeting short-term cash flow needs and to final capital projects.

When depositing proceeds from the issuance of debt, the District shall limit such investments to those authorized investments identified in this policy. Should a trust agreement of a particular debt issued by the District be more restrictive than the District's policy on authorized investments, then the trust agreement will take precedence.

VII. INVESTMENT REVIEWS

The Assistant Superintendent of Business Services will review quarterly reports on investment performance.

VIII. CHANGES TO INVESTMENT POLICY

This policy dated October 24, 1996, has been submitted to the Board of Trustees for review and approval. This policy will be reviewed at least annually to ensure its consistency with the objectives of income, growth and safety, and changes in applicable laws and financial trends. Any proposed amendments to the Investment Policy will require approval by the Board of Trustees.


IX. FINANCIAL PROFESSIONAL'S COMPLIANCE WITH INVESTMENT POLICY

All outside investment advisors/managers, attorneys and other financial professionals employed or retained by the District and/or its representatives, including without limitation financial advisors, underwriters, bond counsel, and disclosure counsel, must review this policy and sign a statement of compliance confirming that they have reviewed this investment policy and will fully comply with these policies. A copy of this statement of compliance is attached as Exhibit A.

**STATEMENT OF COMPLIANCE WITH INVESTMENT POLICIES
ADOPTED BY THE FOUNTAIN VALLEY SCHOOL DISTRICT**

The undersigned has been retained to perform services for the Fountain Valley School District. The undersigned has been provided with a copy of the Fountain Valley School District Investment Policies and has reviewed the Investment Policy thoroughly. In providing services to the Department, the undersigned agrees to comply fully with all of the policies and procedures set forth in the Investment Policies.

Date: April 16, 2015

By: 
Christine Fullerton
Assistant Superintendent, Business

INVESTING

The Superintendent or designee may invest as permitted by law all or part of the special reserve fund of the district or any surplus monies not required for immediate district operations. Such investments shall be limited to securities specified in Government Code 16430, 53601 and 53635.

The Board of Trustees recognizes that the Superintendent or designee has fiduciary responsibility and is subject to prudent investor standards for all investment decisions. As such, district investments must be made with skill, prudence and diligence, with the primary objective of safeguarding the principal of the funds and with the secondary objective of meeting the district's liquidity needs. In order to enhance investment return, the district's third investment objective shall be to generate an investment yield that attains or exceeds a market-average rate of return through economic cycles.

The Board recognizes the importance of overseeing investments made with district funds including investments by the county treasurer. The Superintendent or designee shall maintain ongoing communication with any county committees established for the purpose of overseeing county investments. In addition, the Superintendent or designee shall keep the Board informed about policies that guide the investment of these funds.

The Superintendent or designee shall annually provide to the Board and any district investment oversight committee a statement of the district's investment policy or, if all district surplus funds are invested with the county treasurer, the county's investment policy. At a public meeting, the Board shall review this policy and discuss any changes to be made. If the Board decides not to invest surplus funds in the county treasury, the Superintendent or designee also shall provide the Board quarterly reports with specified components, including a statement of how the district portfolio compares with the district's investment policy. (Government Code 53646)

(cf. 3460 - Financial Reports and Accountability)

(cf. 9270 - Conflict of Interest)

Legal Reference: (see next page)

INVESTING (continued)

Legal Reference:

EDUCATION CODE

- 41001 Deposit of money in county treasury*
- 41002 General fund deposits and exceptions*
- 41002.5 Deposit of certain funds in insured institutions*
- 41003 Funds received from rental of real property*
- 41015 Authorization of and limitation investment of district funds*
- 41017 Deposit of miscellaneous receipts*
- 41018 Disposition of money received*
- 42840-42843 Special reserve fund*

GOVERNMENT CODE

- 16430 Eligible securities for investment of surplus moneys*
- 27130-27137 County treasury oversight committees*
- 53600-53609 Investment of surplus*
- 53630-53686 Deposit of funds, especially:*
 - 53635 Local agency funds; deposit or investment*
 - 53646 Treasurer reports and statements of investment policy*
 - 53852.5 Investment term for funds designated for repayment of notes*
 - 53859.02 Borrowing by local agency*

Fountain Valley School District
BUSINESS SERVICES DIVISION

M E M O R A N D U M

TO: Mark Johnson, Superintendent
FROM: Christine Fullerton, Assistant Superintendent, Business Services
DATE: April 16, 2015
SUBJECT: REVIEW OF INVESTMENT POLICY

BACKGROUND

In anticipation of upcoming investment decisions the District's Investment policy is presented for information and review.

Government Code section 35646 requires the chief fiscal officer of each local agency in California to annually render a statement of the agency's investment policy. The Fountain Valley School District Board of Trustees adopted an Investment Policy statement in October of 1996 which provides additional detail to Board Policy 3430(a) Investing.

In reviewing the District's current Board Policy 3430(a) no changes were found to be necessary. The Investment Policy document required the updating of the title "Deputy Superintendent of Business and Personnel Administration" to "Assistant Superintendent, Business Services".

RECOMMENDATION

It is recommended that the Board of Trustees receive the Investment Policy for review.

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: March 23, 2015
Subject: **Non-Public School Contract Addendums**

Board Meeting Date: April 16, 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
192150-2844	Speech & Language Development Center	830.00	July 01, 2014 to June 30, 2015

Approved by the FVSD Board of Trustees
April 16, 2015

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 16th of April, 2015 between the Fountain Valley School District, County of Orange and Speech & Language Development Center for (Local Education Agency) (Nonpublic School or Agency)

192150-2844 born on _____, who is a resident of Fountain Valley School District of (Name of Student) (Date of Birth) (Local Education Agency) 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 - Individual (2x30min/wk)	NPS	60 Minutes	81.50	42.00	3,423.00
2. Adapted Physical Education - Group (1x30min/wk)	NPS	60 Minutes	81.50	21.00	1,711.50
3. Language/Speech Therapy/Individual (4x30min/wk)	NPS	60 Minutes	81.50	82.00	6,683.00
4. Occupational Therapy - Individual (2x30min/wk)	NPS	60 Minutes	81.50	42.00	3,423.00
5. Occupational Therapy - Group (1x30min/wk)	NPS	60 Minutes	81.50	21.00	1,711.50
6. Language/Speech Therapy/Consult (6x60min staff/par training)	NPS	60 Minutes	81.50	6.00	489.00
7. One-on-One Aide (360min/day)	NPS	60 Minutes	14.00	1,224.00	17,136.00
TOTAL ORIGINAL CONTRACT COST					62,219.00

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 - Individual (2x30min/wk)	NPS	60 Minutes	81.50	-42.00	-3,423.00
1. Adapted Physical Education - Individual (2x30min/wk (rate change))	NPS	60 Minutes	83.00	42.00	3,486.00
2. Adapted Physical Education - Group (1x30min/wk)	NPS	60 Minutes	81.50	-21.00	-1,711.50
2. Adapted Physical Education - Group (1x30min/wk (rate change))	NPS	60 Minutes	83.00	21.00	1,743.00
3. Language/Speech Therapy/Individual (4x30min/wk)	NPS	60 Minutes	81.50	-82.00	-6,683.00
3. Language/Speech Therapy/Individual (4x30min/wk (rate change))	NPS	60 Minutes	83.00	82.00	6,806.00
4. Occupational Therapy - Individual (2x30min/wk)	NPS	60 Minutes	81.50	-42.00	-3,423.00
4. Occupational Therapy - Individual (2x30min/wk (rate change))	NPS	60 Minutes	83.00	42.00	3,486.00
5. Occupational Therapy - Group (1x30min/wk)	NPS	60 Minutes	81.50	-21.00	-1,711.50
5. Occupational Therapy - Group (1x30min/wk (rate change))	NPS	60 Minutes	83.00	21.00	1,743.00
6. Language/Speech Therapy/Consult (6x60min staff/par training)	NPS	60 Minutes	81.50	-6.00	-489.00
6. Language/Speech Therapy/Consult (6x60min staff/par training (rate change))	NPS	60 Minutes	83.00	6.00	498.00
7. One-on-One Aide (360min/day)	NPS	60 Minutes	14.00	-1,224.00	-17,136.00
7. One-on-One Aide (360min/day (rate change))	NPS	60 Minutes	16.00	1,224.00	19,584.00
TOTAL ORIGINAL CONTRACT COST					4,707.00

ADDENDUM TO AGREEMENT FOR NONPUBLIC NONSECTARIAN SCHOOL/AGENCY SERVICES
INDIVIDUAL SERVICE CONTRACT

This ADDENDUM to the SERVICE CONTRACT is made and entered into this 16th of April, 2015 between the Fountain Valley School District, County of Orange and Speech & Language Development Center for
(Local Education Agency) (Nonpublic School or Agency)

192150-2844 born on _____, who is a resident of Fountain Valley School District of
(Name of Student) (Date of Birth) (Local Education Agency)

Orange County.

ADDENDUM CONTRACT - July 01, 2014 to June 30, 2015

SERVICES ADDED BY THIS ADDENDUM	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Addendum Cost
8. AAC Consult (1x600min/yr)	NPS	60 Minutes	83.00	10.00	830.00
TOTAL ADDENDUM CONTRACT COST					830.00

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 - Individual (2x30min/wk)	NPS	60 Minutes	81.50	0.00	0.00
1. Adapted Physical Education - Individual (2x30min/wk (rate change))	NPS	60 Minutes	83.00	42.00	3,486.00
2. Adapted Physical Education - Group (1x30min/wk)	NPS	60 Minutes	81.50	0.00	0.00
2. Adapted Physical Education - Group (1x30min/wk (rate change))	NPS	60 Minutes	83.00	21.00	1,743.00
3. Language/Speech Therapy/Individual (4x30min/wk)	NPS	60 Minutes	81.50	0.00	0.00
3. Language/Speech Therapy/Individual (4x30min/wk (rate change))	NPS	60 Minutes	83.00	82.00	6,806.00
4. Occupational Therapy - Individual (2x30min/wk)	NPS	60 Minutes	81.50	0.00	0.00
4. Occupational Therapy - Individual (2x30min/wk (rate change))	NPS	60 Minutes	83.00	42.00	3,486.00
5. Occupational Therapy - Group (1x30min/wk)	NPS	60 Minutes	81.50	0.00	0.00
5. Occupational Therapy - Group (1x30min/wk (rate change))	NPS	60 Minutes	83.00	21.00	1,743.00
6. Language/Speech Therapy/Consult (6x60min staff/par training)	NPS	60 Minutes	81.50	0.00	0.00
6. Language/Speech Therapy/Consult (6x60min staff/par training (rate change))	NPS	60 Minutes	83.00	6.00	498.00
7. One-on-One Aide (360min/day)	NPS	60 Minutes	14.00	0.00	0.00
7. One-on-One Aide (360min/day (rate change))	NPS	60 Minutes	16.00	1,224.00	19,584.00
8. AAC Consult (1x600min/yr)	NPS	60 Minutes	83.00	10.00	830.00
TOTAL AMENDED CONTRACT COST					67,756.00

2014/2015

HBUHSD Contract No. 2844
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 16th of April, 2015 between the Fountain Valley School District, County of Orange and Speech & Language Development Center for
(Local Education Agency) (Nonpublic School or Agency)
192150-2844 born on _____, who is a resident of Fountain Valley School District of
(Name of Student) (Date of Birth) (Local Education Agency)
Orange County.

This AMENDED Service shall begin on July 01, 2014 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

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: March 23, 2015
Subject: **Non-Public Agency Contracts**

Board Meeting Date: April 16, 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
153938-3217	Maxim Healthcare Services	16,000.00	March 16, 2015 to June 30, 2015

Approved by the FVSD Board of Trustees
April 16, 2015

Mark Johnson, Ed.D.
Superintendent

INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
 (Education Code 56365 et seq.)

All terms and conditions of the current Master Contract for Nonpublic, Nonsectarian School Agency (NPS/NPA), hereinafter referred to as the Master Contract, previously executed by the parties hereto, are incorporated herein by reference. The CONTRACTOR will implement the Individualized Education Program (IEP), and will request an IEP review prior to any change in the service program.

Date: 03-23-15 Local Education Agency: Fountain Valley School District
 Nonpublic School/Agency: Maxim Healthcare Services
 Pupil Name: 153938-3217 DOB _____
 Last, First Middle : _____
 Address: _____
 Street _____
 Sex: _____ Grade: _____ Residential Setting (Indicate Home, Foster, JCS or LCI): Home
 (K - 8 or 9 - 12) If LCI, indicate number: _____

Parent/Guardian: _____ Home Phn: _____ Cell Phn: _____
 Address: _____
 Street _____ City _____ Zip _____

CONTRACT TERMS:

1. The pupil's teacher/service provider will hold the following credential/license:
2. The class size for the pupil will not exceed _____, and/or therapist/pupil ratio will be _____
3. The length of the instructional program will be _____ per day, Monday through Friday. (Nonpublic school only)
4. AUTHORIZED educational services as specified in the IEP shall be provided by the CONTRACTOR up to the amount specified.

A. BASIC EDUCATION PROGRAM (Applies to nonpublic schools only):

Number of days x Per Diem TOTAL BASIC EDUCATION COSTS

B. DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES:

SERVICES	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Maximum Total Cost for Contracted Period
1. Nursing Services (LVN)	NPA	60.00 Minutes	40.00	400.00	16,000.00
5x5hr/wk					

Maximum Total Related Services Costs (B) 16,000.00

Maximum Total Basic Education and Related Services Costs (A + B) _____

Maximum Per Diem for Basic Education _____

INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code 56365 et seq.)

All terms and conditions of the current Master Contract for Nonpublic, Nonsectarian School Agency (NPS/NPA), hereinafter referred to as the Master Contract, previously executed by the parties hereto, are incorporated herein by reference. The CONTRACTOR will implement the Individualized Education Program (IEP), and will request an IEP review prior to any change in the service program.

Other Provisions (attachments as necessary): _____

The parties hereto have executed this contract by and through their duly authorized agents or representatives.

This contract is effective on: March 16, 2015
and terminates on 5:00 p.m. on: June 30, 2015
unless sooner terminated as provided herein.

-CONTRACTOR-

-DISTRICT-

Maxim Healthcare Services
(Name of Nonpublic School/Agency)

Fountain Valley School District
(Name of School District)

(Contracting Officer's Signature) Date

(Signature) Date

(Type Name and Title)

Mark Johnson, Ed.D.
(Type Name of Superintendent)

23421 South Pointe Drive, Laguna Hills, CA 92653
(Address)

949-770-4994 949-770-4884
(Telephone Number) (FAX Number)

52-1590951
(Federal I.D. or Social Security Number)

APPROVED BY THE GOVERNING BOARD ON _____

**DISTRICT MASTER CONTRACT
GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL SERVICES
2014-15**

HBUHSD CONTRACT NO. 3217

Please refer to this number on all correspondence, invoices, etc.
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**NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT**

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into this 16th day of April, 2015, between the Fountain Valley School District (hereinafter referred to as “District” or local educational agency “LEA”) and Maxim Healthcare Services (hereinafter referred to as “CONTRACTOR”) for the purpose of providing special education and/or related services to District students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 et seq. and Title 5 of the California Code of Regulations section 3000 et seq., AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the District to pay for special education and/or related services provided to any District student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as “ISA”). Unless otherwise agreed in writing, the ISA shall acknowledge CONTRACTOR’s obligation to provide all services specified in the student’s Individualized Education Plan (hereinafter referred to as “IEP”). The ISA shall be executed within ninety (90) days of an LEA student’s enrollment. LEA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR.

Unless placement is made pursuant to an Office of Administrative Hearings (hereinafter referred to as “OAH”) order, a lawfully executed agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the LEA student’s parent.

2. CERTIFICATIONS AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code, section 56366 et seq. and within the professional scope of practice of each provider’s license, certification and/or credential.

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In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of California and provides services to LEA students in such out-of-state program, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

A current copy of CONTRACTOR's licenses and nonpublic school/agency certifications, or a validly issued waiver of any such certification, must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR. CONTRACTOR must immediately (and under no circumstances longer than three (3) calendar days) notify LEA if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or subject to a pending administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. If any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract, this Master Contract shall terminate as of the date of such action.

Total student enrollment shall be limited to capacity as stated on CDE certification. Total student enrollment shall be limited to capacity as stated in Section 24 of the Master Contract.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations including but not limited to the provision of special education and/or related services, facilities for individuals with exceptional needs, pupil enrollment, attendance and transfer, corporal punishment, pupil discipline, and positive behavioral interventions.

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract, and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2014 to June 30, 2015 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. However, the parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2015. In the event a Master Contract is not renegotiated by June 30th, an interim contract may be made available as mutually agreed upon for up to 90 days from July 1 of the new fiscal year. (Title 5, California Code of Regulations, Section 3062(d).) No

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Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA. Request for re-negotiation of any rate, including but not limited to, related services for the subsequent contract year, are to be submitted in writing to Orange County Department of Education, Special Education Division, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, CA 92628-9050 prior to January 31, 2015.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract shall be referenced by each subsequent Individual Services Agreement for students served by LEA which is received by CONTRACTOR. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with all information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to the LEA, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to the LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by the LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety day period, all payments shall cease until such time as the new Master Contract is signed. (California Education Code sections 56366(c)(1) and (2).) In the event that this Master Contract expires or terminates, CONTRACTOR and LEA shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students at the direction of the LEA.

6. INDIVIDUAL SERVICES AGREEMENT

This Master Contract shall include an ISA developed for each LEA student for whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for LEA students enrolled with the approval of the LEA pursuant to Education Code section 56366(a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students.

Any and all changes to a LEA student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the LEA student's IEP. At any time during the term of this Master Contract, a LEA student's parent, CONTRACTOR, or LEA may request a review of a LEA student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA (California Education Code sections 56366(a)(5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided.

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If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the “stay-put” requirement of state and federal law unless the parent agrees otherwise or an interim alternative educational placement is deemed lawful and appropriate by the LEA or OAH. CONTRACTOR shall adhere to all the LEA requirements concerning changes in placement.

Disagreements between the LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2). Nothing herein shall limit LEA or CONTRACTOR from engaging in alternative dispute resolution. CONTRACTOR disagrees with the language of Education Code section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its rights to challenge that provision.

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term “CONTRACTOR” means a nonpublic, nonsectarian school/agency certified by the California Department of Education and identified in Paragraph 1 above.
- b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for nonpublic school/agencies.
- c. The term “credential” means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(j).
- d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services, and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, including those requirements set forth in Title 5 of the California Code of Regulations sections 3064 and 3065, or, in the absence of such requirements, the state-education-agency-approved or recognized requirements, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code. Nothing in this definition shall be construed as restricting the activities of services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations.
- e. The term “license” means a valid nonexpired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services, including but not limited to mental health and board and care services at a residential placement, or refer to themselves using a specified professional title. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license, shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(s).

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- f. Parent means a biological or adoptive parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child, a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare, a surrogate parent, a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2). Parent does not include the state or any political subdivision of government or the nonpublic school or agency under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).
- g. The term "days" means calendar days unless otherwise specified.
- h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a LEA student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term "Master Contract" also means "Agreement" and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Master Contract shall be in writing. Notices shall be mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee. E-mail notifications may be used provided that a hard copy is also mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee via first class mail or hand delivery.

All notices mailed to the LEA shall be addressed to the person and address as indicated on the signature page of the Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time

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sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications by-laws; lists of current board of directors/trustees, if incorporated; documents evidencing financial expenditures; federal/state payroll quarterly reports; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain LEA student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the LEA student's record. Such log needs to record access to the LEA student's records by: (a) the LEA student's parent; (b) an individual to whom written consent has been executed by the LEA student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward all records within five (5) business days to LEA. These shall include, but not limited to, current transcripts, IEP/ISPs, and reports.

10. SEVERABILITY CLAUSE

If any provision of this Master Contract is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire Agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this Master Contract with venue in Orange County.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based. If the parties cannot agree on such modifications or amendments, this Master Contract may be terminated in accordance with Paragraph 14.

14. TERMINATION

This Master Contract or an Individual Service Agreement may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the Master Contract or ISA unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To

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terminate the Master Contract for cause, either party shall give twenty (20) days prior written notice to the other party (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to the LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, except as specified above in Paragraph 5. CONTRACTOR or the LEA may also terminate an individual ISA for cause. To terminate the ISA, either party shall also give twenty (20) days prior written notice to the other.

15. INSURANCE

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR'S fulfillment of any of its obligations under this Agreement:

A. Commercial General Liability Insurance, including both bodily injury and property damage, with minimum limits as follows:

- \$1,000,000 per occurrence
- \$ 5,000 medical expenses
- \$1,000,000 personal & adv. injury
- \$2,000,000 general aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR'S policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

B. Auto Liability Insurance. To the extent vehicles are used to transport students, such vehicles shall have liability coverage of not less than \$1 million combined single limit.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as an approved service location by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

C. Workers' Compensation and Employers Liability Insurance in a form and amount covering CONTRACTOR'S full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

- Part A - Statutory Limits
- Part B - \$1,000,000/\$1,000,000/\$1,000,000 Employers Liability

Nothing in this provision shall require CONTRACTOR to procure Employment Practices Liability Insurance.

D. Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage with the following limits:

- \$1,000,000 per occurrence
- \$1,000,000 general aggregate

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- E. CONTRACTOR, upon execution of this Master Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance and endorsements evidencing such coverage. The certificate of insurance shall include a thirty (30) day non-renewal, cancellation or modification notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the District's Board of Education as additional insured's on all insurance policies and premiums shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.
- F. Unless CONTRACTOR is insured under the California Private Schools Self Insurance Group (CAPS SIG) or a similar self-insurance group, any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, the LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees or (b) procure a bond guaranteeing payment of losses and related investigation.
- G. For any claims related to the services provided by CONTRACTOR, the CONTRACTOR's insurance coverage shall be primary insurance as respects the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance shall reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

If the LEA or CONTRACTOR determines that changes in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall defend, indemnify and hold harmless LEA and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by CONTRACTOR or its directors, officers, agents, employees, volunteers or guests arising from CONTRACTOR's duties and obligations described in this Agreement or imposed by law.

To the fullest extent allowed by law, LEA shall defend, indemnify and hold harmless CONTRACTOR and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by LEA or its directors, officers, agents, employees, volunteers or guests arising from LEA's duties and obligations described in this Agreement or imposed by law.

17. INDEPENDENT CONTRACTOR

Nothing herein contained shall be construed to imply a joint venture, co-principal, partnership, principal-agent, employer-employee, or co-employer relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

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If the LEA is held to be a partner, joint venturer, co-principal, employer or co-employer of CONTRACTOR based on any acts or omissions of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding. If CONTRACTOR is held to be a partner, joint venturer, co-principal, employer, or co-employer of the LEA based on any acts or omissions of LEA, LEA shall indemnify and hold harmless the CONTRACTOR from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding..

18. SUBCONTRACTING

CONTRACTOR shall not enter into any subcontracting relationship without first obtaining the written approval of the LEA. CONTRACTOR's written notification shall include the specific special education and/or related service to be subcontracted, including the corresponding hourly rate or fee. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, unless written approval for any change is first obtained by the LEA. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including without limitation transportation) for any LEA student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. LEA may request that the certificates and endorsements be completed on forms provided by the LEA. All certificates and endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA and the LEA/District Board of Education as additional insured. If LEA does not approve the subcontractor's insurance, the LEA shall provide CONTRACTOR notice within fifteen (15) days.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance shall reference the LEA contract number, name of the school or agency submitting the certificate, indication if nonpublic school or nonpublic agency, and the location of the school or agency submitting the certificate. In addition, all sub-contractors must meet the requirements as contained in Section 45 (Clearance Requirements) and Section 46 (Staff Qualifications) of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to the LEA a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. This can be provided via e-mail to the SELPA Director of the LEA. CONTRACTOR and any member of its Board of Directors (or Trustees) shall avoid any relationship with the LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education Code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

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Unless CONTRACTOR and the LEA otherwise agree in writing, the LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a LEA student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the LEA student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the LEA student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the LEA student is performed or a report is prepared in the normal course of the services provided to the LEA student by CONTRACTOR. To avoid a conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the District may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the District agrees to fund. When no other appropriate assessor is available, the LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

When the CONTRACTOR is a nonpublic agency, the CONTRACTOR acknowledges that its authorized representative has read and understands Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by the LEA if provided by an individual who was an employee of the LEA within the three hundred and sixty five (365) days prior to executing this Master Contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by the LEA.

20. NON-DISCRIMINATION

CONTRACTOR shall not unlawfully discriminate on the basis of race, religion, sex, national origin, age, sexual orientation, disability or any other classification protected by federal or state law, in employment or operation of its programs.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with the LEA student's IEP and as specified in the ISA. If CONTRACTOR is a nonpublic school, CONTRACTOR shall not accept a LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for LEA students, as specified in the LEA student's IEP and ISA. LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the LEA and shall be returned to the LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the nonpublic school. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the LEA student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA student's enrollment under the terms of this Master Contract). CONTRACTOR may charge a LEA student's parent(s) for services and/or activities not necessary for the LEA student to receive a free appropriate public education after: (a) written notification to the LEA student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the LEA student's parent(s) of the cost and voluntary nature of the

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services and/or activities.

Voluntary services and/or activities not necessary for the LEA student to receive a free appropriate public education shall not interfere with the LEA student's receipt of special education and/or related services as specified in the LEA student's IEP and ISA unless the LEA and CONTRACTOR agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 et seq.

When CONTRACTOR is a nonpublic school, CONTRACTOR's general program of instruction shall: (a) be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the LEA student's IEP and ISA. LEA students shall have access to: (a) State Board of Education (SBE) - adopted standards-based, core curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards - aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the nonpublic school; (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling. CONTRACTOR's general program of instruction shall be described in writing and a copy provided to LEA prior to the effective date of this Master Contract.

When CONTRACTOR serves LEA students in grades nine through twelve inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to LEA students who have not successfully completed all of the LEA's graduation requirements, including, but not limited to, passing the California High School Exit Exam per state guidelines.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall be consistent with LEA and CDE guidelines and certification, and provided as specified in the LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention services shall develop a written treatment plan that specifies the nature of their nonpublic agency service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a contractor that is a licensed children's institution, all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI contractors shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to the LEA a written description of the services and location provided prior to the effective date of this Master Contract. Contractors providing Behavior Intervention services must meet the requirements set forth in Title 5 of the California Code of Regulations sections 3065(d) and (e) and Education Code section 56520 et seq. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

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When CONTRACTOR is a nonpublic agency, CONTRACTOR shall not provide transportation nor subcontract for transportation services.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to LEA students at like grade level, attending LEA schools and shall be specified in the LEA student's ISA developed in accordance with the LEA student's IEP.

For LEA students in grades pre-kindergarten through 12, unless otherwise specified in the LEA student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch, and passing time, shall be at least:

310 instructional minutes for LEA students in grades pre-kindergarten through five inclusive.

314 instructional minutes for LEA students in grades six through twelve inclusive.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to LEA students attending LEA schools in like grade levels unless otherwise specified in the LEA student's IEP.

When CONTRACTOR is a nonpublic agency and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the LEA student's ISA developed in accordance with the LEA student's IEP.

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students unless CONTRACTOR and the LEA agree otherwise, in writing.

In the event a nonpublic school is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the nonpublic school shall develop a plan to assure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and the LEA may agree to one 30 school day period per contract year where class size may be increased to assure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a nonpublic agency.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to the LEA a school calendar with the total number of billable days not to exceed 180 days, plus up to twenty (20) extended school year billable days unless otherwise specified in the LEA student's IEP/IFSP and ISA. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

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Unless otherwise specified by the students' IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by his/her IEP Team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP Team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic school service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as the LEA and shall identify the dates of observance on its school calendar submitted to the LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Dr. Martin Luther King, Jr. Day, President's Day, Memorial Day and Independence Day. With the approval of the LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by LEA.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic agency service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA, all data related to students who are served by the CONTRACTOR. This shall include any and all data related to any section of this Master Contract. The specific format of the data to be provided shall be determined between the LEA and CONTRACTOR.

The LEA may provide the CONTRACTOR with approved forms and/or format for such data, including but not limited to, invoicing, attendance reports, and progress reports. The LEA may approve use of CONTRACTOR-provided forms at LEAs discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and the LEA shall both follow policies and procedures that support Least Restrictive Environment ("LRE") options (and/or dual enrollment options if available and appropriate) for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

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LRE placement options shall be addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services and goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommendations and/or activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING AND HIGH SCHOOL EXIT EXAMINATION

Where CONTRACTOR is a nonpublic school, CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools and each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR's qualified staff; CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA. Contractor shall report the test results to the CDE as required by Education Code section 56366(a)(8)(A).

Where CONTRACTOR is a nonpublic school, CONTRACTOR shall administer all statewide achievement tests and the California High School Exit Examination as mandated by the LEA and pursuant to the LEA, state and federal guidelines.

29. DISTRICT MANDATED ATTENDANCE AT MEETINGS

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, and standardized testing. The LEA shall provide CONTRACTOR with reasonable advanced notice of mandated meetings. Attendance at such meetings shall not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS

CONTRACTOR shall comply with the requirements of Education Code section 56520 et seq. and applicable provisions of Title 5 of the California Code of Regulations regarding positive behavior interventions including, but not limited to: the completion of functional behavioral assessments; the development, implementation, monitoring, supervision, modification, and evaluation of behavior intervention plans; and emergency interventions. It is understood that the LEA may require additional requirements for staff qualifications beyond what is required in Title 5 of the California Code of Regulations sections 3064 and 3065. Such requirements will be provided in writing to CONTRACTOR prior to entering into an ISA for a LEA student. Failure to maintain adherence to staff qualification requirements shall constitute sufficient cause for contract termination. CONTRACTOR shall provide the LEA with all training protocols for behavior intervention staff who do not possess a license, credential or recognized certification as part of their Master Contract application. CONTRACTOR shall provide certification that all behavior aides who do not possess a license, credential or recognized certification have completed required training protocols within ten days of the start of providing behavior intervention services to a LEA student. Failure to do so shall constitute sufficient cause for termination.

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CONTRACTOR shall designate an individual employed, contracted, and/or otherwise hired by CONTRACTOR as a “behavior intervention case manager.” CONTRACTOR shall maintain a written policy in compliance with Education Code section 56520 et seq. and applicable provisions of Title 5 of the California Code of Regulations regarding emergency interventions and reports. Evidence of such training shall be submitted to the LEA at the beginning of the school year and within fourteen (14) days of any new hire. CONTRACTOR shall ensure that all of its staff members are trained annually in crisis intervention and emergency procedures as related to appropriate behavior management strategies.

CONTRACTOR shall not authorize, order, consent to, or pay for any of the following prohibited interventions, or any other intervention similar to or like the following: (a) any intervention that is designed to, or likely to, cause physical pain, including but not limited to, electric shock; (b) releasing noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the LEA student’s face; (c) any intervention which denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities; (d) any intervention which is designed to subject, used to subject, or likely to subject the LEA student to verbal abuse, ridicule, or humiliation, or which can be expected to cause excessive emotional trauma; (e) restrictive interventions which employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used as a limited emergency intervention by CONTRACTOR’s trained and qualified personnel as allowable by applicable law and regulations; (f) locked seclusion except as allowable by applicable law and regulations; (g) any intervention that precludes adequate supervision of LEA student; and (h) any intervention which deprives the LEA student of one or more of his or her senses, pursuant to Education Code section 56521.2.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations.

When CONTRACTOR seeks to remove a LEA student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: the LEA student’s name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the LEA student’s behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10th) day of suspension. CONTRACTOR shall notify and invite LEA representatives to the IEP team meeting where the manifestation determination will be made.

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the nonpublic school and/or by the nonpublic agency; and (3) whether changes to the student’s IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366(a)(2)(B)(i) and (ii).) If an LEA student is enrolled in the nonpublic school pursuant to a lawfully executed agreement between the LEA and parent, it shall be the responsibility of the LEA to notify CONTRACTOR in writing (1) when or whether an IEP meeting will be held, (2) whether placement in the nonpublic school should be documented as part of an IEP, and (3) the start date and, if known, the end date for services to be provided by CONTRACTOR to LEA student.

If a LEA student is to be transferred from a nonpublic school setting into a regular class setting in a public

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school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each LEA student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and the LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, a parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to the parent(s), the CONTRACTOR and the LEA. CONTRACTOR shall provide to the LEA any and all assessments (including testing protocols) and written assessment reports created by CONTRACTOR and any of its agents or subcontractors, upon request.

If the CONTRACTOR or LEA is unable to convince the parent or guardian that he or she should attend the IEP, CONTRACTOR shall maintain a written record of its attempts to arrange a mutually agreed-upon time and place. The CONTRACTOR and LEA shall also take any action necessary to ensure that the parent or guardian understands the proceedings at a meeting, including arranging for an interpreter.

Changes in any LEA student's educational program, including instruction, services, or instructional setting, provided under this Master Contract may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of considering a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or unless an interim alternative educational placement is deemed lawful and appropriate by the LEA or OAH.

33. SURROGATE PARENTS

CONTRACTOR shall comply with state and federal laws and regulations regarding assigning surrogate parents to LEA students.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by the LEA. CONTRACTOR shall also fully participate in the investigation of any complaint filed with the State of California, the Office for Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/IFSP.

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of LEA students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.; (2) Nondiscrimination policies pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policies pursuant to California Education Code 231.5(a)(b)(c); (4) Student Grievance Procedure pursuant to Title IX 106.8 (a)(d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act (HIPPA). CONTRACTOR shall include verification of these procedures to the LEA.

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36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless the LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s).

CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre-/post-tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior support plans. The LEA may request copies of such data at any time within five (5) years of the date of service. CONTRACTOR agrees to maintain the information for at least five (5) years and also shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other assessment of the LEA student one month prior to the LEA student's annual or triennial review IEP team meeting for the purpose of reporting the LEA student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. Contractor shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

CONTRACTOR is responsible for all assessment costs regarding the updating of goals and objectives, progress reporting and the development of present levels of performance. All assessments shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For nonpublic agency services, supervision provided by a qualified individual as specified in Title 5 of the California Code of Regulations, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the LEA student's parent(s) or LEA for the provision of progress reports, report cards, and/or any assessments, interviews, or meetings, unless the LEA agrees in writing prior to the completion of any work. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall prepare transcripts at the close of each semester, or upon LEA student transfer, for LEA students in grades nine through twelve inclusive. CONTRACTOR shall submit all transcripts to the LEA Director of Special Education for evaluation of progress toward completion of diploma requirements as specified by LEA.

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38. LEA STUDENT CHANGE OF RESIDENCE

Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents. Within five (5) school days after CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR shall notify the LEA, in writing, of the LEA student's change of residence.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the LEA student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, the LEA shall not be responsible for the costs of services delivered after the LEA student's change of residence.

39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM

CONTRACTOR shall immediately report, by telephone, to the LEA Representative responsible for overseeing nonpublic schools and nonpublic agencies, and any other required representative from the California Department of Education, when a LEA student is withdrawn from school and/or services. CONTRACTOR shall confirm such telephone call in writing via e-mail or other written notification to the LEA Director of Special Education and submit to the LEA and the Department of Education, if required, within five (5) business days of the withdrawal. CONTRACTOR shall assist LEA to verify and clear potential dropouts three (3) times per year, as required by the 2001 Elementary and Secondary Education Act (No Child Left Behind; NCLB), as documentation of graduation rate is one of the indicators of Adequate Yearly Progress (AYP).

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to LEA students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and LEA student living quarters. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR, if operating a program with a residential component, shall cooperate with a parent's reasonable request for LEA student visits in their home during, but not limited to, holidays and weekends. CONTRACTOR shall ensure that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA.

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

If CONTRACTOR provides services on a LEA public school campus, CONTRACTOR shall comply with Penal Code section 627.1 et seq., as well as all other LEA and campus-specific policies and procedures regarding visitors to/on school campuses. CONTRACTOR shall be responsible for the purchase and provision of the supplies and assessment tools necessary to implement the provision of CONTRACTOR services on LEA public school campuses.

It is understood that the public school credentialed classroom teacher is responsible for the educational program.

It is understood that all employees, subcontractors and volunteers of any certified nonpublic school or agency shall adhere to customary professional standards when providing services. All practices shall be within the scope of professional responsibility as defined in the professional code of conduct for each

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profession. Reports regarding student progress shall be consistent with the provision of the Master Contract.

CONTRACTOR, if providing services in a student's home as specified in the ISA, shall assure that at least one parent of the child or an adult caregiver with written and signed authorization to make decisions in an emergency is present during the provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the nonpublic school/nonpublic agency service provider. All problems and/or concerns reported to parents, both verbal and written shall also be provided to the LEA.

42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS

If CONTRACTOR is a licensed children's institution, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code sections 56366(a)(2)(C) and 56366.9, Health and Safety Code section 1501.1(b), (AB1858, AB490 (Chapter 862, Statutes of 2003)) and any other applicable laws and/or regulations. An LCI shall not require that a pupil be placed in its nonpublic school as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to the LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified special education students, the list shall include: 1) special education eligibility at the time of enrollment; and 2) the educational placement and services specified in each student's IEP at the time of enrollment.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between the LEA and parent, the LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the LEA student's parent or another adult with educational decision-making rights.

43. STATE MEAL MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49530, 49530.5 and 49550.

44. MONITORING

CONTRACTOR shall allow representatives from the LEA access to its facilities for the purpose of monitoring each LEA student's instructional program. LEA shall have access to observe each LEA student at work, observe the instructional setting, interview CONTRACTOR, and review each LEA student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

If CONTRACTOR is also an LCI, the SELPA shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching

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staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall fully participate in the CDE On-Site and Self Review and if applicable, District Validation Review. This review will address programmatic aspects of the nonpublic school/agency, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall complete and submit a Nonpublic School/Agency Self-Review Assessment submitted as specified by the LEA.

CONTRACTOR understands that the LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card in accordance with California Education Code Section 33126.

PERSONNEL

45. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code section 44237, 35021.1 and 35021.2 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for all of CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers who will have or likely may have direct contact with LEA students shall not come in contact with LEA students until both CDOJ and FBI clearance are ascertained. CONTRACTOR shall further certify in writing to the LEA that none of its employees, volunteers, or subcontractors who will have or likely may have any direct contact with LEA students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

46. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or provide related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold to render the service consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(y), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

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Only those nonpublic, nonsectarian schools or agencies located outside of California that employ staff who hold a current valid credential or license to render special education and related services as required by that state shall be eligible to be certified.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to Federal requirements and California Education Code sections 45340 et seq. and 45350 et seq. Specifically, all paraprofessionals, including, but not limited to instructional aides and teacher assistants, employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or higher) degree; or met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

47. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to the LEA a staff list, and copies of all current and required licenses, certifications, credentials, permits and/or other documents which entitle the holder to provide special education and/or related services by CONTRACTOR and all individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. The LEA may file all licenses, certifications, credentials, permits or other documents with the office of the County Superintendent of Schools. CONTRACTOR shall notify the LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, certifications, credentials, permits and/or other documents for CONTRACTOR and all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall immediately, and in no circumstances longer than five (5) business days, provide to the LEA updated information regarding the status of licenses, certifications, credentials, permits and/or other documents of any known changes.

48. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time. The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a nonpublic agency and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in section seven (7) of this agreement and as determined by the LEA) substitute, unless the LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for his/her student. The LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up"

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services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not “bank” or “carry over” make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and an authorized LEA representative.

49. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified nonpublic school or nonpublic agency shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR. Reports regarding student progress shall be consistent with the provision of this Master Contract.

For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and LEA policy. It is understood that the public school credentialed classroom teacher is responsible for the instructional program, and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program.

For services provided in a pupil’s home as specified in the IEP, CONTRACTOR must assure that the parent or an LEA-approved responsible adult is present during the provision of services. All problems and/or concerns reported to parents, both verbal and written shall also be provided to the LEA.

HEALTH AND SAFETY MANDATES

50. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, and local laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 et seq., 49406, and Health and Safety Code section 121525 regarding the examination of CONTRACTOR’s employees and volunteers for tuberculosis. CONTRACTOR shall provide to the LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with an LEA student.

CONTRACTOR shall comply with OSHA Blood Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

51. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to LEA students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a nonpublic school, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR’s facilities is required to comply with applicable federal, state, and local laws, regulations, and ordinances.

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52. ADMINISTRATION OF MEDICATION

Unless otherwise set forth in the student's ISA, CONTRACTOR shall comply with the requirements of California Education Code section 49423 and Title 5 of the California Code of Regulations section 600 et seq. when CONTRACTOR serves a LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the LEA student with the administration of such medication after the LEA student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to the LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify the LEA student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with student's physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

53. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours by fax and mail, any accident or incident report to the LEA. LEA may specify procedures to be implemented by CONTRACTOR or forms to be submitted by CONTRACTOR related to accident or incident reporting.

54. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. To protect the privacy rights of all parties involved (i.e. reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

55. SEXUAL HARASSMENT/DISCRIMINATION

CONTRACTOR shall have a Sexual and Gender Identity Harassment Policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures.

56. REPORTING OF MISSING CHILDREN

CONTRACTOR assures the LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

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FINANCIAL

57. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the children enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every child.

CONTRACTOR shall provide all records requested by LEA concerning enrollment, contracting, attendance reporting, service tracking and billing, including requirements of electronic billing. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the LEA student's IEP and ISA which are provided on billable days of attendance. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program and each related service. Original attendance forms (for example, roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by the LEA during the effective period of this Master Contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to the LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents may be submitted electronically if requested by LEA and CONTRACTOR has the systems in place to generate the requested documents. The LEA may designate forms for use by CONTRACTOR when submitting invoices. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the ISA or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of the nonpublic school/nonpublic agency administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this Master Contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and the name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this Master Contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this Master Contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by the LEA.

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In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six months after the close of the fiscal year unless approved by the LEA to resolve billing issues including rebilling issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than 12 months from the close of the fiscal year. If the billing or rebilling error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

58. RIGHT TO WITHHOLD PAYMENT

The LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Master Contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to LEA students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received, prior to school closure or contract termination, all documents concerning one or more LEA students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change or residence to another district, but fails to notify LEA with five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a LEA student. It is understood that no payments shall be made for any invoices that are not received by six months following the close of the prior fiscal year, for services provided in that year.

The amount which may be withheld by the LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date of the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the LEA student.

If the LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for the LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for the LEA's withholding payment, submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, the LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

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If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to the LEA specifying the reason it believes payment should not be withheld. The LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason the LEA believes payment should not be made. If the LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: Disagreements between the LEA and CONTRACTOR concerning the Master Contract may be appealed to the Orange County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code Section 56366(c)(2). CONTRACTOR disagrees with the language of California Education Code Section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its right to challenge that provision.

59. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify the LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to LEA students. Upon request, CONTRACTOR shall provide to the LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to LEA students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually thereafter.

60. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time. The LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in section seven (7) of this agreement and as determined by LEA) substitute. The LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in LEA student's IEP or ISA.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10th) cumulative day of the LEA student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. The LEA shall not pay for services provided on days that a

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student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. The LEA shall not be responsible for payment of DIS or related services for days on which a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in section seven (7) of this Agreement and as determined by the LEA) substitute, unless the LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. The LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and the LEA. In the event services were not provided, reasons for why the services were not provided shall be included. In the event of a service provider absence for Behavior Intervention Implementation services provided at the school site, services shall not be deemed eligible for make up.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a LEA student no later than the fifth consecutive service day of the student's absence. The LEA shall not be responsible for the payment of services when a student is absent.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide the LEA access to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and rollbooks of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, social security numbers (last four digits unless otherwise required), dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by the LEA. CONTRACTOR shall make available to the LEA all budgetary information including operating budgets submitted by CONTRACTOR to the LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of the LEA or CONTRACTOR's offices at all reasonable times and without charge. All records shall be provided to the LEA within five (5) working days of a written request from the LEA. CONTRACTOR shall, at no cost to the LEA, provide reasonable

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assistance for such examination or audit. The LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to the LEA upon request by the LEA.

If an inspection, review, or audit by the LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes the LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, the LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and the LEA otherwise agree in writing, CONTRACTOR shall pay to the LEA the full amount owed as result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by the LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to the LEA within thirty (30) days of receipt of the LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the percentage of a 310-minute instructional day.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

63. DEBARMENT CERTIFICATION

By signing this agreement, CONTRACTOR certifies that:

- (a) CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Has/have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the 1st day of July 2014 and terminates at 5:00 P.M. on June 30, 2015, unless sooner terminated as provide herein.

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CONTRACTOR,

LEA,

Maxim Healthcare Services

Fountain Valley School District

Nonpublic School/Agency

By: _____

Signature

Date

By: _____

Signature

Date

Name and Title of Authorized Representative

Mark Johnson, Ed.D., Superintendent

Name and Title of Authorized Representative

APPROVED BY THE LOCAL EDUCATION
AGENCY GOVERNING BOARD ON: _____

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Notices to CONTRACTOR shall be addressed to:	Notices to LEA shall be addressed to:
Name	Name and Title
Nonpublic School/Agency/Related Service Provider	Patrick J Middleton, Fiscal and MIS Manager
Address	LEA WOCCSE / Huntington Beach Union High School District
City State Zip	Address 5832 Bolsa Avenue
Phone Fax	City State Zip
Email	Huntington Beach, CA 92649
	Phone Fax
	714.903.7000 ext 4615 714.372.8109
	Email
	pmiddleton@hbuhdsd.org

**Additional LEA Notification
(Required if completed)**

Name and Title
Address
City State Zip
Phone Fax
Email

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EXHIBIT A: RATES

CONTRACTOR Maxim Healthcare Services CONTRACT YEAR 2014-2015
(NONPUBLIC SCHOOL OR AGENCY)

Per CDE Certification, total enrollment may not exceed _____ If blank, the number shall be as determine by CDE Certification.

Rate Schedule. This rate schedule limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Special education and/or related services offered by CONTRACTOR, and the charges for such educational and/or related services during the term of this contract shall be as follows:

	Rate	Period
A. <u>Basic Education Program/Special Edu</u>		
Basic Education Program	\$ _____	_____ Day

Per diem rates for LEA students whose IEPs authorize less than a full instructional day shall be adjusted proportionally.

B. <u>Related Services</u>		
(001.1) a. Transportation - Round Trip	\$ _____	_____ Minutes
(001.2) b. Transportation - One Way	\$ _____	_____ Minutes
(001.3) c. Public Transportation	\$ _____	_____ Minutes
(002.1) a. Educational Counseling - Individual	\$ _____	_____ Minutes
(002.2) b. Educational Counseling - Group	\$ _____	_____ Minutes
(002.3) c. Counseling - Parent	\$ _____	_____ Minutes
(003.1) a. Adapted Physical Education - Individual	\$ _____	_____ Minutes
(003.2) b. Adapted Physical Education - Group	\$ _____	_____ Minutes
(004.1) a. Language and Speech Therapy - Individual	\$ _____	_____ Minutes
(004.2) b. Language and Speech Therapy - Group	\$ _____	_____ Minutes
(004.3) c. Language and Speech Therapy - Per Diem	\$ _____	_____ Minutes
(004.4) d. Language and Speech Therapy - Consultation Rate	\$ _____	_____ Minutes
(005.1) a. Additional Classroom Aide - Individual	\$ _____	_____ Minutes
(005.2) b. Additional Instructional Assistant - Group	\$ _____	_____ Minutes
(006) Intensive Special Education Instruction	\$ _____	_____ Minutes
(007.1) a. Occupational Therapy - Individual	\$ _____	_____ Minutes
(007.2) b. Occupational Therapy - Group	\$ _____	_____ Minutes
(007.3) c. Occupational Therapy - Consultation Rate	\$ _____	_____ Minutes
(008.1) a. Physical Therapy - Individual	\$ _____	_____ Minutes
(008.2) b. Physical Therapy - Group	\$ _____	_____ Minutes
(008.3) c. Physical Therapy - Consultation Rate	\$ _____	_____ Minutes
(009.1) Nursing Services (LVN)	\$ 40.00	60 Minutes
(009.2) Nursing Services (LVN-visit rate,2hr min)	\$ 50.00	60 Minutes
(010) Nursing Services (RN)	\$ 55.00	60 Minutes
(011) Nursing Services (Credentialed RN)	\$ 65.00	60 Minutes
(012) Para Educator/Health Aide	\$ 26.00	60 Minutes

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Nonpublic School/Agency Assurance Statement

Nonpublic School or Agency: _____

Date: _____ Prepared By: _____

I hereby certify the following:

- All employees of this nonpublic school or agency are trained annually in child abuse reporting requirements and have signed statements acknowledging their understanding of these requirements.

- All employees of this nonpublic school or agency have been provided with a copy of our policy specific to sexual harassment prevention that describes behaviors that are prohibited by federal and state laws and procedures for making complaints and receive annual training related to the policy.

- All employees of this nonpublic school or agency are trained annually in missing children reporting requirements and have signed statements acknowledging their understanding of these requirements.

Signature of Administrator: _____