



Fountain Valley School District

BOARD OF TRUSTEES
REGULAR MEETING

A G E N D A

Board Room
10055 Slater Avenue
Fountain Valley, CA

February 16, 2017

- CALL TO ORDER: 5:30PM
- ROLL CALL
- APPROVAL OF AGENDA

M ____
2nd ____
V ____

BOARD WORKSHOP

1. CROSSROADS WORKSHOP

The Board of Trustees will have an opportunity to discuss the work of the Surplus Property 7-11 Committee regarding the District-owned Crossroads Building located in Orange, CA with Marshal Vogt of Lee and Associates.

- 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.

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.

- OPEN SESSION: 7:00PM
- PLEDGE OF ALLEGIANCE will be led by Troop 567.

SPECIAL PRESENTATIONS

2. CELEBRATION OF FOUNTAIN VALLEY SCHOOL DISTRICT ADMINISTRATOR OF THE YEAR DR. JULIANNE HOEFER

The Board of Trustees will join staff and the community in celebrating Fountain Valley School District's Administrator of the Year, Director, Educational Services, Dr. Julianne Hoefer.

3. RECOGNITION OF MIDDLE 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 Fulton Middle School, the Board shall recognize and thank Elizabeth Smilor and Erin Volz. From Masuda Middle School, the Board shall recognize and thank Karen Cunningham and Theresa Payne. And from Talbert Middle School the Board shall recognize and thank Tami Morrison and Bobbie Banner.

4. RECOGNITION OF MIDDLE 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 each of our middle schools: Fulton Middle School, Masuda Middle School and Talbert Middle School.

- RECESS

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

5. NEW BOARD POLICY 5141.33 HEAD LICE (FIRST READING)

M ____
2nd ____
V ____

This policy takes into consideration the most recent medical research and practice, while maximizing student attendance to clarify our practices. Board Policy 5141.33 is a new policy.

Superintendent's Recommendation: It is recommended that new Board Policy 5141.33 Head Lice be approved for first reading, with necessary changes as indicated by the Board of Trustees.

6. BOARD POLICY 5030 STUDENT WELLNESS (FIRST READING)

M ____
2nd ____
V ____

Updates to BP 5030 include added /deleted language from CSBA to help with clarification. In addition, the policy is being updated to reflect new Federal Regulations (81 Fed. Reg. 50151) which address the content of the wellness policy, assurance of stakeholder participation in the development and updates of the policy, and periodic assessment and disclosure of compliance. The revised policy also reflects new State Law (SB 1169, 2016) which no longer requires posting of district policy on nutrition and physical activity within cafeterias/eating areas, but does require annually informing the public of the content and implementation of the policy.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves the revisions to Board Policy 5030 Student Wellness for first reading, with necessary changes as indicated by the Board of Trustees.

7. BOARD POLICY 6164.6 IDENTIFICATION AND EDUCATION UNDER SECTION 504 (FIRST READING)

M ____
2nd ____
V ____

CSBA recommended updates to Board Policy 6164.6 include mostly changes to terms and definitions. Of note beyond terminology, this updated policy includes the LCAP's development and review to include students with disabilities.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves the revisions to Board Policy 6164.6 Identification and Education Under Section 504 for first reading, with necessary changes as indicated by the Board of Trustees.

8. DISCLOSURE OF MANAGEMENT AND CONFIDENTIAL EMPLOYEES SALARY INCREASES

M ____
2nd ____

V ____

Management and confidential employees in the Fountain Valley School District are not represented by a bargaining unit. Historically, these District employees have received similar salary increases as the District's bargaining units.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves the Disclosure of Management and Confidential Employees Salary Increases for the 2016-17 school year.

9. 2017 CSBA DELEGATE ASSEMBLY ELECTION – REGION 15

M ____
2nd ____
V ____

The Board of Trustees may vote for up to nine candidates for the 2017 CSBA Delegate Assembly Election – Region 15.

Superintendent's Recommendation: It is recommended that the Board of Trustees reaches consensus to vote for the Delegate Assembly nominees of its choice, not to exceed nine candidates.

10. SELECTION OF REPRESENTATIVES TO DISTRICT COMMITTEES

M ____
2nd ____
V ____

Superintendent's Recommendation: It is recommended that the Board of Trustees reaches consensus on the selection of representatives to District Committees.

11. 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

11-A. Board Meeting Minutes from January 12 regular meeting

11-B. Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)

11-C. Donations

11-D. Warrants

11-E. Purchase Order Listing

11-F. Budget Adjustments

Consent Items

11-G. SINGLE PLANS FOR STUDENT ACHIEVEMENT

Superintendent's Comments: It is recommended that the Board of Trustees approves the School Plans for Student Achievement for Courreges, Cox, Fulton, Gisler and Masuda Schools.

11-H. SETTLEMENT AGREEMENT

Superintendent's Comments: It is recommended that the Board of Trustees approves the settlement as described in the attached memo.

11-I. APPROVAL OF CONTRACT BETWEEN THE FOUNTAIN VALLEY SCHOOL DISTRICT AND THE ORANGE COUNTY DEPARTMENT OF EDUCATION TO PROVIDE DATA CIRCUIT NETWORK MANAGEMENT SERVICES

Superintendent's Comments: It is recommended that the Board of Trustees approves the contract between the Fountain Valley School District and the Orange County Department of Education, for the purpose of providing data circuit network management services.

11-J. RESOLUTION 2017-14: AUTHORIZATION FOR TEACHING CREDENTIALS

Superintendent's Comments: It is recommended that the Board of Trustees adopts Resolution 2017-14: Authorization for Teaching Credentials to approve the teaching assignments listed.

11-K. CONSOLIDATED APPLICATION – WINTER RELEASE 2016

Superintendent's Comments: It is recommended that the Board of Trustees approves transmittal of the Consolidated Application Winter Release 2016 Data Collection to the California State Department of Education.

11-L. 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/addendums 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
Olive Crest Academy	\$28,437.66	12/15/16-6/30/17
Cornerstone Therapies	\$1,000	2/16/17-6/30/17
Cornerstone Therapies	\$3,150	2/16/17-6/30/17

Olive Crest Academy

\$37,644.30

1/30/17-6/30/17

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, March 9, 2017 at 7:00pm.**

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

Regular Board meeting proceedings are tape recorded.

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

Board meeting of February 16, 2017



SO 2016-17/B17-34
Fountain Valley School District
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees
FROM: Mark Johnson, Ed.D., Superintendent
SUBJECT: CROSSROADS WORKSHOP
DATE: February 9, 2017

Background:

The Board of Trustees will have an opportunity to discuss the work of the Surplus Property 7-11 Committee regarding the District-owned Crossroads Building located in Orange, CA with Marshal Vogt of Lee and Associates.

Board meeting of February 16, 2017



SO 2016-17/B17-33
Fountain Valley School District
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees
FROM: Mark Johnson, Ed.D., Superintendent
SUBJECT: **CELEBRATION OF FOUNTAIN VALLEY SCHOOL DISTRICT
ADMINISTRATOR OF THE YEAR DR. JULIANNE HOEFER**
DATE: February 9, 2017

Background:

The Board of Trustees will join staff and the community in celebrating Fountain Valley School District's Administrator of the Year, Director, Educational Services, Dr. Julianne Hoefer.



SO 16-17/B17-35
Fountain Valley School District
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees
FROM: Mark Johnson, Ed.D., Superintendent
SUBJECT: **RECOGNITION OF MIDDLE SCHOOL PARENT VOLUNTEERS**
DATE: February 9, 2017

Background:

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

Volunteers are selected by the principal and/or Parent Teacher organization 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 our middle school outstanding and deserving volunteers:

Fulton Middle School:

♥ Elizabeth Smilor
♥ Erin Volz

Masuda Middle School:

♥ Karen Cunningham
♥ Theresa Payne

Talbert Middle School:

♥ Tami Morrison
♥ Bobbie Banner

Reference: Board Policy 1150.2



Fountain Valley School District
Educational Services

MEMORANDUM

TO: Board of Trustees
FROM: Steve McLaughlin, Ed.D., Assistant Superintendent, Educational Services
SUBJECT: **STUDENT RECOGNITION PROGRAM: FULTON, MASUDA, TALBERT**
DATE: January 31, 2017

Background:

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 February 16, 2017, the following six students from **Fulton, Masuda and Talbert Schools** will be recognized:

	<u>Fulton Middle School</u>	<u>Masuda Middle School</u>	<u>Talbert Middle School</u>
6 th Grade	Kanoa Wesley	Jaden Smalley	Rhegan Crosby
6 th Grade	Eileen Baghdasarian	Abdulazim Muhammad	Devon House
7 th Grade	Sean Zukle	Audrey Tengan	Jacqueline Dinh
7 th Grade	Emelia Ostovarpour	Eric Stiffler	Emma Paquette
8 th Grade	Jake Pedersen	Marina Haliem	Miranda Shannon
8 th Grade	Julia Svartstrom	Glenn Atkins III	Seth Allen



Fountain Valley School District
Support Services Department

M E M O R A N D U M

TO: Board of Trustees
FROM: Cara Robinson, Director, Support Services
SUBJECT: **NEW BOARD POLICY 5141.33 HEAD LICE (FIRST READING)**
DATE: February 9, 2017

Background:

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

Based on the current research and guidance from the Guidelines on Head Lice Prevention and Control for School Districts and Child Care Facilities by the California Department of Public Health (CDPH) in March 2012, many districts have lessened the restrictions of lice in schools. Although lice are a nuisance, they are not associated with the spread of disease and are not highly transferrable in the school setting (CDPH). This policy takes into consideration the most recent medical research and practice, while maximizing student attendance to clarify our practices.

This will be a new policy.

Fiscal Impact:

There is no fiscal impact associated with the addition of **BOARD POLICY 5141.33 HEAD LICE**.

Recommendation:

It is recommended that the Board of Trustees approves new **BOARD POLICY 5141.33 HEAD LICE** for first reading, with necessary changes as indicated by the Board of Trustees.

HEAD LICE

The Governing Board recognizes that head lice infestations among students require treatment but are not known to spread disease. The Superintendent or designee shall encourage early detection and treatment in a manner that minimizes disruption to the educational program and reduces student absences.

The Superintendent or designee may distribute information to parents/guardians of preschool and elementary students regarding routine screening, symptoms, accurate diagnosis, and proper treatment of head lice infestations. The Superintendent or designee also may provide related information to school staff.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible.

If a student is found with active, adult head lice, the student shall be referred to the school nurse or designee as soon as possible. The parent/guardian of any such student shall be given information about the treatment of head lice and encouraged to begin treatment of the student immediately and to check all members of the family. The parent/guardian also shall be informed that the student shall be checked upon return to school the next day and allowed to remain in school if no active head lice are detected and evidence of treatment has been presented by the parent to school nurse or designee.

Upon the student's return to school, the school nurse or designee shall check the student for active head lice. If it is determined that the student remains infected with head lice, or if evidence of treatment has not been provided, the school nurse or designee shall contact the student's parent/guardian to discuss treatment. As needed, he/she may provide additional resources and/or referral to the local health department, health care providers, or other agencies.

(cf. 5141.3 - Health Examinations)

(cf. 5141.6 - School Health Services)

If a student is found consistently infested with head lice, he/she may be referred to the School Attendance Review Board, which may consist of the school nurse, representatives from the local health department and social services, and other appropriate individuals, to determine the best approach for identifying and resolving problems contributing to the student's head lice infestations.

(cf. 1020 - Youth Services)

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

When it is determined that one or more students in a class are infested with head lice, the principal or designee may, at his/her discretion, notify parents/guardians of students in that class and provide them with information about the detection and treatment of head lice.

Staff shall maintain the privacy of students identified as having head lice.

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

(cf. 5125 - Student Records)



Fountain Valley School District
Food Service Department

M E M O R A N D U M

TO: Board of Trustees
FROM: Diane Sharpe, Food Service Director
SUBJECT: **BOARD POLICY 5030 STUDENT WELLNESS (FIRST READING)**
DATE: February 9, 2017

Background:

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

Updates to BP 5030 include added /deleted language from CSBA to help with clarification. In addition, the policy is being updated to reflect new Federal Regulations (81 Fed. Reg. 50151) which address the content of the wellness policy, assurance of stakeholder participation in the development and updates of the policy, and periodic assessment and disclosure of compliance. The revised policy also reflects new State Law (SB 1169, 2016) which no longer requires posting of district policy on nutrition and physical activity within cafeterias/eating areas, but does require annually informing the public of the content and implementation of the policy.

Fiscal Impact:

There is no fiscal impact associated with the revision of BP 5030 Student Wellness.

Recommendation:

It is recommended that the Board of Trustees approves the revisions to Board Policy 5030 Student Wellness for first reading, with necessary changes as indicated by the Board of Trustees.

STUDENT WELLNESS

The Board of Trustees recognizes the link between student health and academic success and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Fountain Valley School District (FVSD) Board is committed to providing a school environment that promotes and protects children's health and well-being. The Board supports healthy eating and increased levels of physical activity.

The Superintendent or designee shall build a coordinated school health system that supports, promotes and reinforces students' understanding of the importance of a healthy lifestyle through health education, physical education, and nutrition services.

Wellness Committee

The Superintendent or designee shall *establish* a District Health and Wellness Committee consisting of the following representatives: district administrators, school health professionals, physical education teachers, parents, community partners and others interested in school health issues.

The District Health and Wellness Committee shall assist with policy development and advise the district on health-related issues, activities, policies and programs. At the discretion of the Superintendent or designee, the council's charges may include monitoring, evaluating, planning and implementing activities to promote health within the school or community.

Health and Wellness Liaisons: Each school will identify a Health and Wellness Liaison who will work with the principal to create annual goals; implement, monitor and report each school sites activities and events that relate to the health and wellness policy guidelines and goals. Liaisons are responsible for providing ~~three reports~~ **school site health and wellness information** to the District Health and Wellness Committee throughout the year.

Nutrition Education, Physical Education, Foods and Beverages and other Wellness Activities

The Board shall adopt goals for nutrition education, nutrition promotion, physical activity, and other school-based activities.

Nutrition Education

Pursuant to the requirements of the Education Code, nutrition education shall be provided as part of the instructional program in grades K-8, as suitable, integrated into core academic subjects and offered through, before- and after - school programs.

The nutrition education program shall include, but is not limited to, information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health. Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program, before- and after-school programs, summer learning programs, and school garden programs.

The district aims to teach, encourage, and support healthy eating by students and others while on the school site. Schools will provide nutrition education and engage in nutrition promotion that may include, but is not limited to, the following:

1. Offering each grade level a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health
2. As appropriate, integration into other classroom subject area instruction such as Language Arts, Math, Physical Education, Science and Social Sciences
3. Developmentally-appropriate, culturally relevant, participatory activities such as taste testing, working in school gardens, field trips to farms, community gardens, and or other community locations promoting healthy lifestyles
4. Linking educational and promotional activities with the Food Service Program and nutrition-related organizations and community services
5. Promoting consumption of water, fruits, vegetables, whole-grain products, and low fat or fat-free dairy products, and health food preparation methods emphasizing calorie balance between food intake and energy expenditure through physical activity and exercise

Nutrition Promotion

The district shall encourage consistent health messages between the home and school environment, the Superintendent or designee may disseminate health information to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, the district or school web site, and other communications.

Staff, School Organizations and Community

The Superintendent or designee shall encourage staff to serve as positive role models. Staff professional development may include instructional strategies that assess health knowledge and skills and promote healthy behaviors. Health education assignments shall encourage student interaction with family and community.

Food Marketing in Schools

The Board prohibits the marketing and advertising of non-nutritious foods and beverages. School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of those consistent with the California Nutrition Standards and Guidelines set forth by the district.

Physical Education and Physical Activity

The FVSD will provide all students with the opportunity to be physically active within developmentally appropriate physical education as a part of the academic curriculum. The district will meet minimum requirements for physical education as specified in the California Education Code: all elementary grade levels must provide 200 minutes of physical education every 10 days (California Education Code 51222) and all secondary grade levels must provide 400 minutes of physical education every 10 days (California Education Code 51223)

The district shall provide:

1. Standards-based instructional content and delivery supported by physical education framework for California public schools
2. Developmentally appropriate sequencing of curriculum consistent with California State Standards
3. Multiple opportunities for students to demonstrate learning of content
4. Authentic assessment and documentation of meeting state adopted standards
5. Providing students with adequate amounts of moderate to vigorous physical activity (i.e., minimum 50 percent of allotted class time)
6. Physical education teachers in the FVSD shall be credentialed teachers
7. For physical education classes, the district shall staff those classes to provide for student safety and maximize student participation
8. Opportunities throughout the year for teachers to professional development in the area of physical education, health education and nutrition

Joint Use Agreements

The Board may enter into a joint use agreement or memorandum of understanding to make district facilities or grounds available for recreational or sports activities outside of the school day and/or to use the community facilities to expand student' access to opportunity for physical activity.

Professional Development

Professional Development shall be regularly offered to health education and physical education teachers, coaches, activity supervisors, food services staff, and other staff as appropriate to enhance their health knowledge and skills.

The Board recognizes that a safe, positive school environment is also conducive to student's physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health conditions

In order to ensure that students have access to comprehensive health services, the district may provide access to health services at or near district schools and/or may provide referrals to community resources.

Staff

The Superintendent or designee shall encourage staff to serve as positive role models for healthy eating and physical fitness. He/she shall promote work-site wellness programs and may provide opportunities for regular physical activity among employees.

~~Foods and Beverages~~

Nutrition Guidelines for ALL Foods Available at School

The Board believes that all foods and beverages sold to students at district schools, including those available outside the district's reimbursable food services program, should support the health curriculum and promote optimal health. Nutrition standards adopted by the district for foods and beverages provided through student stores, vending machines, or other venues shall meet or exceed state and federal nutrition standards.

In order to maximize the district's ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs and after-school snack programs, to the extent possible. When approved by the California Department of Education, the district may sponsor a summer meal program.

~~Nutritional standards for all foods and beverages including those served in federally reimbursable meal programs, a la carte food sold by Food Services, food sold by Student Organizations, food sold by fundraisers and food offered to students will strictly adhere to all laws and regulations of the federal, state, local governments and the FVSD Wellness policy. This includes any and all existing future regulations on food service and safety. These~~

~~regulations will be in effect for services offered to students beginning one half hour before, during and all through half hour after school sessions.~~

~~Foods and beverages provided through federally reimbursable school meal programs shall meet or exceed federal regulations and guidance issued pursuant to 42 USC 1758(f)(1), 1766(a), and 1779(a) and (b), and shall meet the nutritional standards as well as the nutrient and calorie levels for students of each age or grade group required by 7CFR 210.10 and 220.8 (42 USC 1758b, 1773).~~

~~Foods should:~~

- ~~1. — Be nutritious and appealing to students~~
- ~~2. — Meet the nutritional and new meal pattern requirements mandated by the United States Department of Agriculture as required by the Healthy, Hunger Free Kids Act of 2010 (HHFKA)~~
- ~~3. — Meet nutritional guidelines required by the Child and Adult Care Food Program to meet Pre-school student's dietary needs~~

Snacks

~~A "Snack" is food that is generally regarded as supplementing a meal. The HHFKA of 2010 required the USDA to establish nutrition standards for all schools beyond the federally supported meals programs.~~

~~Allowable snack — a food item that contains:~~

- ~~• Not more than 35 percent of calories from fat~~
- ~~• Not more than 10 percent of calories from Saturated fat~~
- ~~• Not more than 35 percent sugar by weight~~
- ~~• Not more than 175 calories for elementary schools~~
- ~~• **Not more than 200 mg of sodium**~~
- ~~• Not more than 250 calories for middle schools~~

~~"Exempt snacks" include: nuts, nut butters, seeds, eggs, cheese packaged for individual sale, fruit, legumes, and vegetables that have not been deep fried.~~

School Beverages

~~All schools may sell water or carbonated water; unflavored low-fat milk; flavored or unflavored fat-free milk and soy alternatives; 100 percent fruit or vegetable juice. Portion sizes of juice and milk vary by the grade of students.~~

- ~~• Drinking water with no added sweetener~~
- ~~• Fruit juice with no less than 50 percent fruit juice, no added sweetener~~
- ~~• Vegetable drinks with no less than 50 percent juice, no added sweetener~~
- ~~• Milk: one percent, non-fat, milk alternatives such as soy, almond and rice milk~~

Drinking Water

The Superintendent or designee shall provide access to free, potable drinking water during meal times in the food service area in accordance with Education Code 38086 and 42USC 1758 and shall encourage student's consumption of water by educating them about the health benefits of water.

The Board believes that all foods and beverages sold to students at district schools, including those available outside the district's reimbursable food services program, should support the health curriculum and promote optimal health. Nutrition standards adopted by the district for foods and beverages provided through student stores, vending machines, or other venues shall meet or exceed state and federal nutrition standards.

Guidelines for Classroom Birthday Parties, Fundraisers, Student Organizations and School Events

School staff, parents/guardians, or other volunteers shall support the district's wellness policy requirements when conducting class birthday parties, fundraisers, student organization sales and school celebrations/events.

Classroom Birthday Parties

No food or beverages may be a component of classroom birthday parties in order to support the FVSD's goal to have every student maintain good nutrition and achieve a healthy weight and lifestyle.

Student Organizations/Fundraising

Fundraising Activities

During the school day- from midnight to one half hour after the school day Fundraising Activities must meet allowable food, beverage and snack items, be commercially prepared, and occur after the school lunch service and not be a potentially hazardous food item.

Food or beverages sold by student organizations for fundraising on campus from midnight to one half hour after the school day must meet the allowable food, beverage and snack items, occur after lunch service, be commercially prepared and not be a potentially hazardous food item. See E 5030 (2) (Reference Guide) for further guidelines regarding these sales.

Food or beverages sold by student organizations for fundraising 30 minutes after the school day until midnight *do not* have to meet the nutritional standards.

"Potentially Hazardous Food Item" is a food item that has to be cooked, refrigerated, washed, frozen, mixed or prepared before serving.

School Events

School Events occurring during the school day must use commercially prepared food, occur after lunch service, and follow E 5030 (1) (Guidelines for Safe Food Handling Procedures).

Food or beverages provided at school events that do not meet the policy's nutritional standards may be sold if the sale takes place at least 30 minutes after the end of the school day until midnight.

After-School Programs Including the Child Care Program

Schools are encouraged to offer fresh fruits and vegetables, whole-grain snacks and low-fat or non-fat milk as part of an after school snack program.

The after school child care program and after school enrichment programs shall provide and encourage daily periods of moderate to vigorous physical activity for all participants.

Program Implementation and Evaluation

The Superintendent or designee shall establish a plan for measuring implementation of the policy. The Superintendent shall designate the Assistant Superintendent, Educational Services and the District Food Services Director to ensure that the school sites implement the district's wellness policy.

The Superintendent or designee shall recommend for Board approval specific quality indicators that will be used to measure the implementation of the policy district wide and at each district school. These measures will include tracking Nutrition Promotions, School Site Goals, Communication, Nutrition Education, and Physical Education.

As feasible, the assessment report may include a comparison of results across multiple years, a comparison of district data with county, statewide, or national data, and/or a comparison of wellness data with other student outcomes such as academic indicators or student discipline rates.

The Superintendent or designee shall invite feedback on district and school wellness activities from food service personnel, school administrators, the wellness council, parents/guardians, students, teachers, before- and after-school program staff, and/or other appropriate persons.

The Superintendent or designee shall inform the public about the content and implementation of the district's wellness policy and shall make the policy, and any updates to the policy, available the public on an annual basis.

The Superintendent or designee shall report to the Board at least every two **three** years on the implementation of this policy and any other Board policies related to nutrition and physical activity.

Posting Requirements

~~Each school shall post the district's policies and regulations on nutrition and physical activity in public view within all school offices, cafeterias or in other central areas.~~

Records

In addition, the Superintendent or designee shall prepare and maintain the proper documentation and records needed for the administrative review of the district's wellness policy conducted by the California Department of Education (CDE) every three years.

Policy
adopted:

FOUNTAIN VALLEY SCHOOL DISTRICT
Fountain Valley, California

Students

E(1) 5030

STUDENT WELLNESS

PLEASE SEE DISTRICT MATERIAL IN THE
DISTRICT OFFICE FOR EXHIBIT (1)
"NUTRITION SERVICES"

Exhibit
version: January 12, 2017

FOUNTAIN VALLEY SCHOOL DISTRICT
Fountain Valley, California

STUDENT WELLNESS**FOUNTAIN VALLEY SCHOOL DISTRICT****Guidelines for Safe Food Handling
School Events/Celebrations**

Whenever food is prepared, caution must be taken to avoid food borne illness. In order to protect students and staff from food borne illness, please use the following guidelines:

1. The number one cause of food borne illness is due to improper hand washing. Make sure that anyone who is serving food has washed their hands prior to handling any food. Plastic gloves should be utilized.
2. Must buy commercially prepared foods such as those purchased in a grocery store, bakery or restaurant are monitored by the Orange County Department of Environmental Health and can be expected to provide safe food if it has been stored appropriately after purchase.
3. Foods that are most likely to contain harmful bacteria (potentially hazardous foods) are foods containing protein such as meats, poultry, fish and dairy products.
4. Bacteria that causes food borne illness grows best in the Danger Zone when temperatures are between 41 degrees fahrenheit - 135 degrees fahrenheit. Potentially hazardous foods should be kept outside of this temperature range.
5. Hot foods must be kept at an internal temperature of 135 degrees fahrenheit or higher in order to keep it safe while waiting to be served. Cold foods must be kept at or below 41 degrees fahrenheit prior to serving. This is also while food is being transported or held for any period of time.
6. If anyone cuts themselves while serving the food, any food in the area should be thrown away if there was any possibility it came in contact with the blood. All utensils should be sanitized with bleach solution before using again.
7. Include ingredients with the foods that are brought in to assist with identification of allergies.
8. Any person serving food to students is required to read and sign these guidelines. Parents should submit this form to the teacher and teachers retain their own forms.

Name: _____ Signature: _____ Date: _____

Exhibit

FOUNTAIN VALLEY SCHOOL DISTRICT

version: January 12, 2017

Fountain Valley, California



Fountain Valley School District
Support Services Department

M E M O R A N D U M

TO: Board of Trustees
FROM: Cara Robinson, Director Support Services
SUBJECT: **BOARD POLICY 6164.6 IDENTIFICATION AND EDUCATION
UNDER SECTION 504 (FIRST READING)**
DATE: February 9, 2017

Background:

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

CSBA recommended updates to this revised policy include mostly changes to terms and definitions. Of note beyond terminology, this updated policy includes the LCAP's development and review to include students with disabilities.

Fiscal Impact:

There is no fiscal impact associated with the revision of Board Policy 6164.6 Identification and Education Under Section 504.

Recommendation:

It is recommended that the Board of Trustees approves the revisions to Board Policy 6164.6 Identification and Education Under Section 504 for first reading, with necessary changes as indicated by the Board of Trustees.

IDENTIFICATION AND EDUCATION UNDER SECTION 504

The Board of Trustees believes that all children, including children with disabilities, should have an opportunity to learn in a safe and nurturing environment. The ~~district~~ **Superintendent of designee** shall work to identify children with disabilities who reside within ~~its jurisdiction~~ **the jurisdiction of the district** in order to ensure that they receive educational and related services required by law.

The Superintendent or designee shall provide ~~identified~~ **qualified** students with disabilities with a free appropriate public education, as defined under Section 504 of the federal Rehabilitation Act of 1973. Such students shall receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of **students without disabilities** ~~nondisabled students~~ are met. (34 CFR 104.33)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.23 - Asthma Management)
(cf. 5141.24 - Specialized Health Care Services)
(cf. 5141.27 - Food Allergies/Special Dietary Needs)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

In addition, qualified students with disabilities shall be provided an equal opportunity to participate in programs and activities that are integral components of the district's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities. (34 CFR 104.37)

(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6145.5 - Student Organizations and Equal Access)

The district's local control and accountability plan shall include goals and actions to improve student achievement and other outcomes of students with disabilities. At least annually, the Superintendent or designee shall assess the district's progress in attaining the goals established for students with disabilities and shall report these results to the Board. (Education Code 52052, 52060)

In providing services to students with disabilities under Section 504, the Superintendent or designee shall ensure district compliance with law, including providing the students and their parents/guardians with applicable procedural safeguards and required notifications. Any dispute as to the identification, evaluation, or placement of any student with a disability shall be resolved in accordance with the processes specified in the "Procedural Safeguards" section of the accompanying administrative regulation.

IDENTIFICATION AND EDUCATION UNDER SECTION 504

The Superintendent designates the following position as the district's 504 Coordinator to implement the requirements of Section 504 of the federal Rehabilitation Act of 1973: (34 CFR 104.7)

Director of Support Services
10055 Slater Avenue
Fountain Valley, CA 92708
(714) 843-3281

Definitions

For the purpose of implementing Section 504 of the Rehabilitation Act of 1973, the following terms and phrases shall have only the meanings specified below:

Free appropriate public education (FAPE) means the provision of regular or special education and related aids and services designed to meet the individual educational needs of a student with disabilities as adequately as the needs of **students without disabilities** ~~nondisabled students~~ are met, without cost to the student or his/her parent/guardian, except when a fee is **specifically authorized by law for all students** ~~imposed on nondisabled students~~. (34 CFR 104.33)

(cf. 3260 - Fees and Charges)

Student with a disability means a student who has a physical or mental impairment which substantially limits one or more major life activities. (34 CFR 104.3)

Physical impairment means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal, special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genito-urinary, **immune**, hemic and lymphatic, skin, and endocrine. (34 CFR 104.3)

Mental impairment means any mental or psychological disorder, such as **intellectual disability** ~~mental retardation~~, organic brain syndrome, emotional or mental illness, and specific learning **disability** ~~disabilities~~. (34 CFR 104.3)

Substantially limits major life activities means limiting a person's ability to perform functions, **as compared to most people in the general population**, such as caring for himself/herself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. *Major life activities* also includes major bodily functions such as functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, **cardiovascular**, endocrine, **hemic, lymphatic**,

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (continued)

musculoskeletal and reproductive functions. The determination of whether an impairment substantially limits a student's major life activities shall be made without regard to the ameliorative effects of mitigating measures other than ordinary eyeglasses or contact lenses. Mitigating measures are measures that an individual may use to eliminate or reduce the effects of an impairment, including, but not limited to, medications, medical supplies or equipment, prosthetic devices, assistive devices, reasonable modifications or auxiliary aids or services, learned behavioral or adaptive neurological modifications, psychotherapy, behavioral therapy, or physical therapy. (42 USC 12102; 28 CFR 35.108)

Referral, Identification, and Evaluation

Any action or decision to be taken by the district involving the referral, identification, or evaluation of a student with disabilities shall be in accordance with the following procedures:

1. A parent/guardian, teacher, other school employee, student success team, or community agency may refer a student to the principal or 504 Coordinator for identification as a student with a disability under Section 504.

(cf. 6164.5 - Student Success Teams)

2. Upon receipt of any such referral, the principal, 504 Coordinator, or other qualified individual with expertise in the area of the student's suspected disability shall consider the referral and determine whether an evaluation is appropriate. This determination shall be based on a review of the student's school records, including those in academic and nonacademic areas of the school program; consultation with the student's teacher(s), other professionals, and the parent/guardian, as appropriate; and analysis of the student's needs.

If it is determined that an evaluation is unnecessary, the principal or 504 Coordinator shall inform the parents/guardians in writing of this decision and of the procedural safeguards available, as described in the "Procedural Safeguards" section below.

3. If it is determined that the student needs or is believed to need special education or related services under Section 504, the district shall conduct an evaluation of the student prior to his/her initial placement. (34 CFR 104.35)

Prior to conducting an initial evaluation of a student for eligibility under Section 504, the district shall obtain written parent/guardian consent.

The district's evaluation procedures shall ensure that the tests and other evaluation materials: (34 CFR 104.35)

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (continued)

- a. Have been validated and are administered by trained personnel in conformance with the instruction provided by the test publishers
- b. Are tailored to assess specific areas of educational need and are not merely designed to provide a single general intelligence quotient
- c. Reflect the student's aptitude or achievement or whatever else the tests purport to measure rather than his/her impaired sensory, manual, or speaking skills, except where those skills are the factors that the tests purport to measure

Section 504 Services Plan and Placement

Services and placement decisions for students with disabilities shall be determined as follows:

1. A multi-disciplinary 504 team shall be convened to review the evaluation data in order to make placement decisions.

The 504 team shall consist of a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. (34 CFR 104.35)

In interpreting evaluation data and making placement decisions, the team shall draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The team shall also ensure that information obtained from all such sources is documented and carefully considered and that the placement decision is made in conformity with 34 CFR 104.34. (34 CFR 104.35)

2. If, upon evaluation, a student is determined to be eligible for services under Section 504, the team shall meet to develop a written 504 services plan which shall specify the types of regular or special education services, accommodations, and supplementary aids and services necessary to ensure that the student receives FAPE.

The parents/guardians shall be invited to participate in the meeting and shall be given an opportunity to examine all relevant records.

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.23 - Asthma Management)

(cf. 5141.24 - Specialized Health Care Services)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (continued)

3. If the 504 team determines that no services are necessary for the student, the record of the team's meeting shall reflect whether or not the student has been identified as a disabled person under Section 504 and shall state the basis for the determination that no special services are presently needed. The student's parent/guardian shall be informed in writing of his/her rights and procedural safeguards, as described in the "Procedural Safeguards" section below.
4. The student shall be placed in the regular educational environment, unless the district can demonstrate that the education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. The student shall be educated with those who are not disabled to the maximum extent appropriate to his/her individual needs. (34 CFR 104.34)
5. The district shall complete the identification, evaluation, and placement process within a reasonable time frame. **The district shall adhere to this time frame regardless of any extended school breaks or times that school is otherwise not in session.**
6. A copy of the student's Section 504 services plan shall be kept in his/her student record. The student's teacher(s) and any other staff who provide services to the student shall be informed of the plan's requirements.

If a student transfers to another school within the district, the principal or designee at the school from which the student is transferring shall ensure that the principal or designee at the new school receives a copy of the plan prior to the student's enrollment in the new school.

(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 5125 - Student Records)

Review and Reevaluation

The 504 team shall monitor the progress of the student and, at least annually, shall review the effectiveness of the student's Section 504 services plan to determine whether the services are appropriate and necessary and whether the student's needs are being met as adequately as the needs of **students without disabilities** ~~non-disabled students~~. In addition, each student with a disability under Section 504 shall be reevaluated at least once every three years.

A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement. (34 CFR 104.35)

(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (continued)

Procedural Safeguards

The Superintendent or designee shall notify the parents/guardians of students with disabilities of all actions and decisions by the district regarding the identification, evaluation, or educational placement of their children. He/she also shall notify the parents/guardians of all the procedural safeguards available to them if they disagree with the district's action or decision, including an opportunity to examine all relevant records and an impartial hearing in which they shall have the right to participate. (34 CFR 104.36)

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

If a parent/guardian disagrees with any district action or decision regarding the identification, evaluation, or educational placement of his/her child under Section 504, he/she may request a Section 504 due process hearing within 30 days of that action or decision.

Prior to requesting a Section 504 due process hearing, the parent/guardian may, at his/her discretion, but within 30 days of the district's action or decision, request an administrative review of the action or decision. The Coordinator shall designate an appropriate administrator to meet with the parent/guardian to attempt to resolve the issue and the administrative review shall be held within 14 days of receiving the parent/guardian's request. If the parent/guardian is not satisfied with the resolution of the issue, he/she may request a Section 504 due process hearing.

Section 504 due process hearing shall be conducted in accordance with the following procedures:

1. The parent/guardian shall submit a written request to the Coordinator within 30 days of receiving the district's decision or, if an administrative review is held, within 14 days of the completion of the review. The request for the due process hearing shall include:
 - a. The specific nature of the decision with which he/she disagrees
 - b. The specific relief he/she seeks
 - c. Any other information he/she believes is pertinent to resolving the disagreement
2. Within 30 days of receiving the parent/guardian's request, the Superintendent or designee and 504 Coordinator shall select an impartial hearing officer. This 30-day deadline may be extended for good cause or by mutual agreement of the parties.

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (continued)

3. Within 45 days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. This 45-day deadline may be extended for good cause or by mutual agreement of the parties.
4. The parties to the hearing shall be afforded the right to:
 - a. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the problems of students with disabilities under Section 504
 - b. Present written and oral evidence
 - c. Question and cross-examine witnesses
 - d. Receive written findings by the hearing officer stating the decision and explaining the reasons for the decision

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction.

Notifications

The Superintendent or designee shall ensure that the district has taken appropriate steps to notify students and parents/guardians of the district's duty under Section 504. (34 CFR 104.32)

(cf. 5145.6 - Parental Notifications)



Fountain Valley School District
BUSINESS SERVICES DIVISION

M E M O R A N D U M

TO: Christine Fullerton, Assistant Superintendent Business Services
FROM: Isidro Guerra, Director, Fiscal Services
SUBJECT: **Disclosure of Management and Confidential Employees Salary Increases**
DATE: February 6, 2017

Background:

Management and confidential employees in the Fountain Valley School District are not represented by a bargaining unit. Historically, these District employees have received similar salary increases as the District's bargaining units. In December 2016, the District concluded negotiations with the Fountain Valley Teachers Association (FVEA) for the 2016-17 fiscal year. FVEA agreed to a total ongoing increase to the salary schedule of two and a half percent (2.50%), comprised of a recently settled increase of one and a half percent (1.50%), in addition to the previously settled one percent (1.00%) increase effective on July 1, 2016. Additionally, FVEA agreed to a one-time, one percent (1.00%) off-schedule payment. As of the date of this memorandum, the classified bargaining unit remained unsettled for 2016-17.

The District's confidential employees will receive the same salary increase outlined above for certificated staff. The District's management employees will receive an ongoing increase of two percent (2.00%) to the salary schedule and a one-time, one percent (1.00%) off-schedule payment. Management employees did not receive the previously settled one percent (1.00%) increase effective on July 1, 2016.

Fiscal Impact:

The impact of the salary increases for confidential and management employees are detailed in the following table:

<i>Description</i>	<i>Budget Impact</i>
Salaries	\$121,588
Statutory Benefits	\$22,734
Total	\$144,322

Recommendation:

It is recommended that the Board of Trustees approves the Disclosure of Management and Confidential Employees Salary Increases for the 2016-17 school year.



SO 16-17/B17-36
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: **2017 CSBA Delegate Assembly Election – Region 15**
DATE: February 9, 2017

Background

Enclosed is a copy of the 2017 CSBA Delegate Assembly Election ballot and biographical sketches of all nominees. The Board of Trustees may vote for up to nine candidates with no more than one vote for any one candidate. Each member board shall submit one ballot. The ballot contains a provision for write-in candidates. The official ballot, with the signature of the Board Clerk, must be returned to CSBA postmarked no later than March 15, 2017.

Recommendation

It is recommended that the Board of Trustees reaches consensus to vote for the Region 15 Delegate Assembly nominees of its choice, not to exceed nine candidates.

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **WEDNESDAY, MARCH 15, 2017**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box.
A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2017 DELEGATE ASSEMBLY BALLOT
REGION 15
(Orange County)
Number of vacancies: 9 (Vote for no more than 9 candidates)

Delegates will serve two-year terms beginning April 1, 2017 – March 31, 2019

	Alfonso Alvarez (Santa Ana USD)
	Carrie Buck (Placentia-Yorba Linda USD)
	Bonnie Castrey (Huntington Beach Un. HSD)*
	Jeff Cole (Anaheim ESD)*
	Ian Collins (Fountain Valley SD)*
	Karin M. Freeman (Placentia-Yorba Linda USD)*
	Ira Glasky (Irvine USD)
	Diana D. Hill (Los Alamitos USD)
	Al Jabbar (Anaheim Un. HSD)
	Shari Kowalke (Huntington Beach City SD)
	Robert A. Singer (Fullerton Jt. Un. HSD)*
	Suzie R. Swartz (Saddleback Valley USD)*
	Dolores Winchell (Saddleback Valley USD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office. Late submissions will not be accepted. If you have any questions, please contact the Executive Office at (800) 266-3382.

Name: <u>Alfonso Alvarez, Ed.D.</u>		CSBA Region-subregion #: <u>15</u>
District or COE Name: <u>Santa Ana Unified School District</u>		Years on board: <u>Newly Elected</u>
Profession: <u>Social Service</u>	Contact Number: <u>714-309-4072</u>	E-mail: <u>dralvarezschoolboard@gmail.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____		

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

My desire to become a delegate is due to my belief that all children are entitled to a quality education. As a delegate to CSBA, this would allow me to interact with other delegates at a statewide level. For the past twenty two years, I have dedicated my life advocating for children as a counselor for abused children and as a social worker. I have over twenty five years of experience in community advocacy, primarily in the areas of gang prevention and gang intervention.

My sixteen years of experience as a union steward for the Orange County Employees Association has allowed me to develop my skills as an organizer. I have formal training as a community organizer through the National Association of Latino Elected and Appointed officials and the Southwest Voter Registration Project. My Master's and Doctoral degrees are in the field of Organization Leadership, the emphasis of this field is to help make organizations more efficient.

My professional and community experience, along with my education have provided me with the skills necessary to become a CSBA delegate.

Please describe your activities and involvement on your local board, community, and/or CSBA.

As a new board member, I have not been involved with CSBA. I have over twenty five years of involvement in my community as an advocate and approximately 22 years of professional involvement in my community as a social services professional. As a community activist, I have been involved in gang prevention, gang intervention, homeless issues and veterans issues. As a community activist, I have provided public comments at City Council meetings, school board meetings and at the state level, I have provided public comments at the California Community Colleges Chancellor's Office meeting and have provided testimony at a California Senate Veterans Affairs Committee. In 2014, I received a presidential appointment to the Federal Selective Service Board.

I have over ten years experience as a non-profit director. During the last ten years, I have served on the board of directors of SER, Jobs for Progress, a vocational school in Santa Ana, the Foundation for Survivors of Human Trafficking, Veterans First, which operates seven shelters housing approximately 120 homeless and disabled veterans, and the Orange County Chapter of the American GI Forum, the largest and oldest Congressionally chartered Hispanic veterans organization.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The biggest challenge facing governing boards is the ability of board members to work together. Board members have differing values, beliefs, political ideology and educational philosophies. Although the majority of the board members may belong to the same political party, ideologies differ within political parties. CSBA can help by providing training to board members on how to overcome their differences in order to achieve a common goal.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature:  Date: 1-5-17

2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office. Late submissions will not be accepted. If you have any questions, please contact the Executive Office at (800) 266-3382.

Name: <u>Carrie Buck</u>		CSBA Region-subregion #: <u>15</u>
District or COE Name: <u>Placentia-Yorba Linda Unified School District</u>		Years on board: <u>6</u>
Profession: <u>Non-Profit Executive Director</u>	Contact Number: <u>714-348-5951</u>	E-mail: <u>carries.buck@yahoo.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____		

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I am interested in becoming a Delegate to have an greater impact on students in my district, Orange County, and California. I want to represent Unified Districts and that perspective. I would like to collaborate to have a collective impact on the education system in California.

I come from a family of educators and I have three children that attend Placentia-Yorba Linda Unified Schools. Before being elected six years ago to PYLUSD on PTA Boards, worked as a Special Education Paraprofessional in the district. I am the Executive Director of a homeless shelter in Placentia and work with families to help them regain self-sufficiency.

I have personally worked with and continue to work with English Language Learners, Special Education, and Homeless students. I can give input on the barriers they face, needs they have, and ways we can help improve learning environments and outcomes for them and additionally to all students. I look forward to working collaboratively to improve education in California. I would like to ensure the districts in California are able to continue to share best practices and advocate together on behalf of students, educators, and parents.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I have been serving as a Governing Board Member in Placentia Yorba-Linda Unified School District for 6 years. (2010-present) I am currently the Clerk of the Board and served as President in 2014. I have been a member of OCSBA and participate in most events each year. I have been the PYLUSD, PAGE Representative to OCSBA for the last 4 years. I have served as the Secretary on OCSBA Board of Directors for the last 2 years.

Professionally I am the Executive Director of a homeless shelter. I am the current President of the Placentia Community Collaborative, a group of non-profits, businesses, local agencies, and service organizations who ensure that comprehensive and coordinated resources are available to support family needs.


I have the experience in education, as a School Board Member. I am a leader and bring people together to collaborate for a positive collective impact. I want to work with other Delegates in CSBA to continue to advocate and ensure the students in our districts have access to the best education we can provide.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Funding continues to be the biggest challenge we face in the upcoming years without addressing the inequity in the LCFF. PYLUSD is a district with one of the lowest income neighborhoods in Orange County yet, we do not receive supplemental and concentration funding. Nationally, it is important in the next few years to advocate for adequate funding for California and Special Education Funding.

CSBA can work together and advocate to our state and federal legislators, lobby for public education, and continue to provide an annual conference where Board Members can meet and take the opportunity for professional development.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature:  Date: January 7, 2017

Carrie Buck

Executive Director at HIS House

CarrieS.Buck@yahoo.com

4532 Mimosa Dr., Yorba Linda, CA 92886

714-348-5951

QUALIFICATIONS:

- Professional group manager with ten years community service and Board of Directors experience
- Experienced team leader and motivator, developing staff, volunteers and interns to achieve performance objectives
- Seasoned manager of manpower and financial budgets – reducing expenses and increasing service levels
- Skilled in all aspects of program administration and development including grant response administration
- Active ambassador of the mission in the community including Chamber of Commerce
- Seasoned manager of operational, administrative and financial aspects of transitional living program
- Collaborative and professional interface with the Board of Directors in planning and achieving long-term goals
- Team leader of fund raising and charitable activities designed to increase contributions and community visibility

EXPERIENCE:**Executive Director***Homeless Intervention Shelter**Placentia, CA**2015 - Present*

- Oversee all aspects of shelter planning, administrative and operational activities
- Manage all finance, budget, grant, donation, and fundraising activities
- Train and develop staff, volunteers and interns in concert with organizational goals
- Directly manage development of policy and procedures, job descriptions, performance evaluations program goals
- Interface directly with Board of Directors and Executive Committee in developing program and fund-raising goals
- Manage maintenance activities, energy conservation and water conservation efforts through education and feedback
- Develop funding mechanisms for strategic program goals through grants writing and fund-raising
- Participate in community, service and philanthropic organizations in order to enhance public awareness

Owner/Entrepreneur*My Flippin Party**Placentia, CA**2010 - Present*

- Developed and launched event services company that transforms a short live video into a Flipbook in seconds
- Extended brand to include full service photography, green screen, red carpet and 3-D photos
- Successfully created and promoted My Flippin Party brand on social media.
- Established long-term commercial relationships for repeat corporate events and referrals

Governing Board Member*Placentia-Yorba Linda Unified School District**Yorba Linda, CA**2010 – Present*

- Contributed to development of comprehensive strategic plan for the district administrative staff
- Supported organic growth in technical education programs and academies
- Secured partial funding for District wide music and arts program
- Reinforced Board commitment to nutrition and wellness programs
- Championed support for relevant educational opportunities for all students

Special Education Instructional Aide*Valadez Middle School Academy**Placentia, CA**2010**Woodsboro Elementary School**Placentia, CA**2009 - 2010*

- Worked with 6-8th grade students with disabilities on IEP goals
- Instructed students one-on-one, in small groups, and the entire class environments
- Shadowed students with discipline goals during breaks, general education classes, and electives
- Supported full inclusion initiatives with customized lesson plans, class work and homework

EDUCATION:*California State University Fullerton, BA - Human Services, May 2017**Fullerton College, AA - Human Services, 2011*

2017 Delegate Assembly Candidate Biographical Sketch Form

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Name: <u>Bonnie Castrey</u>		CSBA Region-subregion #: <u>15</u>
District or COE Name: <u>Huntington Beach Union High School District</u>		Years on board: <u>31</u>
Profession: <u>Mediator/Arbitrator/Fact Finder</u>	Contact Number: <u>714-963-7114</u>	E-mail: <u>bcastrey@earthlink.net</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>30 years</u>		

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I have deep knowledge of the education system as well as dispute resolution skills and advocacy skills. I travel throughout California chairing many fact finding panels and mediating labor-employment disputes. As a result I have knowledge about many school districts, large and small, rural and urban and the funding model under LCFF and how it impacts students and the operations of various districts. I deeply believe that public education is one of the cornerstones of our democracy. CSBA is the strong voice of public education and through that voice advocates legally and legislatively for all students. I can support those efforts by advocating both state wide and federally.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I remain active in various activities at all the school sites and have served or currently serve on many district committees, including Relationships by Objectives, Team Building through Communication, the Wellness Committee, Coastline ROP and am currently the Vice President of our Board. In that position, I frequently represent the Board in all three of our diverse communities. I serve on the Golden West College Foundation Board and am very active in community events including the AAUW, Sister City, the Yulin Chinese School and the Assistance League.

I have often served on CSBA Committees including three terms on the Nominating Committee, Chair of the Annual Education Committee, the Legislative Committee, The Collective Bargaining Task Force and as the CSBA representative to the state CIF. Locally, I have held many offices in the Orange County School Boards Association including the Presidency. In 2013 I was honored to receive the OCSBA Marian Bergeson Leadership Award. Over these years I have mentored new school board members.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Adequacy of school funding, both in the state of California and nationally. IDEA must be fully funded at the federal "promise" of 40%. The state must allocate significantly more resources to education and stop giving with one hand and taking with the other, as they did with the LCFF Funding and then placed a huge burden on local school districts for pension costs. CSBA must continue to advocate locally and nationally and teach all board members the importance of legislative advocacy in order to persuade both the State and Congressional Representatives of the increased needs of our students. With adequate funding districts could allocate resources for the multiplicity of needs of our students including mental health services, nutrition and full days of classes rather than limiting the numbers of classes a student can take. Adequacy of funding can also be addressed with the Education Legal Alliance. We must continue this fight for adequate funding, in both arenas, to get back to one of the top five states rather than, where we are now in the bottom five states.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Bonnie Castrey

Date: 12-13-16

Bonnie Prouty Castrey

Resume

Ms Castrey, originally a nurse by profession, has always taken an active role in education. She earned her three-year diploma in 1964 from Edward J. Meyer Memorial Hospital in Buffalo, New York, and her Bachelor of Science from California State University at Long Beach in 1972. In 1992, she completed her Juris Doctor at Western State University College of Law where she received a full scholarship based on scholastic achievement.

In 1972 she became a tenured instructor at El Camino College. She continues to teach mediation, negotiation skills, and arbitration at a number of colleges and universities as an adjunct professor. She also provides seminars on communication skills, group process, negotiations, facilitation, and building internal capacity for dispute resolution and dispute resolution skills. In 1978, County Supervisor Harriett Wieder appointed Ms Castrey to the Orange County Commission on the Status of Women. She served on the Commission for nine years. During that time she influenced public policy and in 1979, Conciliation Courts to mediate child custody disputes were established in the Orange County Superior Court.

Since 1985, Ms Castrey has served her community as an elected Trustee of the Huntington Beach Union High School District. The District encompasses three cities and has six comprehensive high schools, one continuation school, alternative education and adult education programs serving over 16,000 students. She has served eight terms as President of the Board. One of her most significant contributions to the school district has been the initiation of the Relationships By Objectives (RBO) for certificated staff and Team Building through Communication (TBC) for classified staff which brought labor management peace to the district through collaborative problem-solving.

In 1986, the Board placed a significant emphasis on creating a climate in which women and people of color could thrive and succeed in climbing the administrative ladder. Hence, it is now our culture to have women and people of color in leadership positions.

Ms Castrey served 10 1/2 years as the HBUHSD Representative to the Coastline Regional Occupational Program and served as President of that Board twice. She has attended the statewide legislative meetings of CARCROP and spoken out on the need for funding and adequately supporting Career and Technical Education. She is currently serving a new two-year term on Coastline ROP and is the Vice President this year.

As a member of the Golden West College Foundation and former Chair of the Center for Excellence in Education Foundation, she has helped raise money for teachers and the Arts/CAPPIES in Orange County. Ms Castrey was also instrumental in the formation of the HBUHSD Academy for the Performing Arts in 1989. That academy has grown from 80 to more than 700 students, and the academy has won over 25 CAPPIES, many Macy Awards, and other significant recognitions over these years. Its students and staff are nationally and internationally recognized.

Ms Castrey is an internationally recognized specialist in dispute resolution. She has assisted parties in reaching agreements through mediation in diverse industries from education and construction to theme parks and transportation. She specializes in employment and labor/management issues. In her more than three decades of neutral practice, Ms Castrey has assisted parties in over 2,500 disputes. As an active member of the Society of Professionals In Dispute Resolution (SPIDR), she co-edited the International "SPIDR News" newsletter for ten years, served on the Board of Directors 1987-1992, and served as the International President in 1990-1991.

Ms Castrey helped found and serves on the boards of directors of numerous organizations, including the California Foundation for the Improvement of Employer-Employee Relations (CFIER) and The Mediation Center and the California Dispute Resolution Council (CDRC). She chaired the American Arbitration Association's Orange County Employment Mediation Advisory Council from 1995-1999. She chaired the Center for Collaborative Solutions (CCS) which resulted from the merger of CFIER and The Workplace Institute until 2014.

Ms Castrey holds numerous awards for her professional and community activities and speaks nationally and internationally on comparative dispute resolution systems in the United States. In 1995 President Clinton appointed Ms Castrey to a five-year term as a Member of the Federal Service Impasses Panel (FSIP). In 2000, the President reappointed her as Chair of the Federal Service Impasses Panel (FSIP) where she served until January of 2002. In March and April of 1999, she served as a Visiting Scholar at Edith Cowen University, Perth, Australia, and in January of 2000, she was a Guest Lecturer at Harvard's John F. Kennedy School of Public Policy. In 2010 she was awarded a Life Time Achievement Award by the Labor Employment Relations Association. She is currently serving as the McKelvey Neutral in Residence for School Year 2014-15 at Cornell's ILR School.

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Name: <u>Jeff Cole</u>		CSBA Region-subregion #: <u>15</u>
District or COE Name: <u>Anaheim Elementary School District</u>		Years on board: <u>6</u>
Profession: <u>Teacher</u>	Contact Number: <u>714-928-3731</u>	E-mail: <u>colej189@gmail.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>2</u> years		

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I wish to continue on the delegate assembly as a change agent. I have had an extensive career in special education and educational leadership. I have been both a special and general education teacher at the elementary, middle, and high school levels. I am presently a special education teacher, RSP department chair at Ball Junior High School in Anaheim, California, and on a school-site committee planning staff professional development. Additionally, I asked by my fellow board members to continue representing the Anaheim Elementary School District on the CSBA Delegate Assembly. I presently hold a doctoral degree in educational leadership and have served public education for over twenty years. I respectfully ask for your vote to continue serving on the delegate assembly.

Please describe your activities and involvement on your local board, community, and/or CSBA.

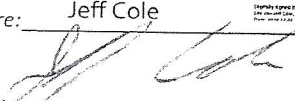
As a school and district leader, I have formulated policy and evaluated district personnel in the implementation of Common Core, special education inclusion, Project Based Learning, and Universal Design for Learning. I have applied my doctoral-based research in implementing special education inclusion at the junior high level and writing policy for the elementary level. Additionally, I have worked with district leaders in the Anaheim Elementary School District to design community-centered and theme schools, and community-based charters. I am currently drafting a community-based legislative proposal, which may affect policies and guidelines for charter schools within the state of California.

As an Orange County delegate to the Delegate Assembly of the California School Boards Association, I have worked with CSBA lobbyists regarding state education policies. I have developed working relationships with fellow education leaders across the state of California to foster research-based education reform.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

I see two significant challenges: 1. Maintaining local school board autonomy from state and federal policies; 2. Supporting districts in fostering effective and fully inclusive schools that address varying needs within a single classroom.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Jeff Cole 

Date: 12/22/2016

Jeff Cole

1235 North Citron Lane, Anaheim, CA 92801 - (714) 928-3731 – colej189@gmail.com

Summary

School site leader, teacher, and elected leader offering a strong educational background and more than 20 years of teaching and instructional leadership experience.

Education

Ed.D. Educational Leadership	08/2015
California State University, Fullerton	
M.S. Special Education/CLAD Certification	1999
National University, San Diego, CA	
M.A. Social Sciences	1994
California State University, Fullerton	
B.A. Political Science, with a minor in German	1989
Brigham Young University, Provo, Utah	

Professional Experience

Elected Board Member – Anaheim City School District 2010-Present

- Created board goal for Anaheim City School District to begin district-wide 6th grade co-teaching inclusion and fostered multi-tiered approaches to inclusion
- Facilitated the implementation of co-teaching strategies within the ACSD district
- Initiated ACSD's Community-based schools, with a curricular focus

RSP Department Chair/Teacher– AUHSD 2001-Present

- Represented AUHSD in the O.C. Alliance on Special Education and the Common Core
- Taught general education world/U.S. history/government
- A GRIP mentor
- Developed instruction and assessment, incorporating "Teach To The Future" classroom technology, Project Based Learning, and Universal Design for Learning, in the context of universal access within the general education classroom

Other Related Work Experience

- SDC Teacher, Bellflower Unified School D. (1998-2001)
- Teacher AUHSD Adult Education Program (2005-2010)
- ACCESS Teacher, Orange County Department of Education
- Juvenile Detention Teacher, OCDE
- Adult Transition Teacher for the Severely Disabled, AUHSD

Professional Memberships

California Association for Bilingual Education (CABE)

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Name: <u>Ian Collins</u>	CSBA Region-subregion #: <u>15</u>
District or COE Name: <u>Fountain Valley School District</u>	Years on board: <u>8</u>
Profession: <u>Retired School Administrator</u> Contact Number: <u>714.968.7057</u>	E-mail: <u>jcollins7057@gmail.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>2</u> years	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

- * I am a graduate of the CSBA Masters in Governance Program.
- * I am on the Orange County School Board Executive Board.
- * I regularly attend OCSBA/ACSA general dinner meetings.
- * I have attended 8 CSBA Annual Education Conferences.
- * I have always been keenly committed and passionate about public education.
- * I would like to serve as a delegate for Region 15 as a way of being an advocate for children and education.

Please describe your activities and involvement on your local board, community, and/or CSBA.

- * I am serving my third term on the Governing Board of the Fountain Valley School District.
- * I have served on my district's Action Committee for Education (ACE) for 10 years and attended 9 Sacramento Safaris.
- * I served on the Superintendent Parent Council (SPC) for 4 years and am an active member of the Fountain Valley Schools Foundation.
- * I have served on the Huntington Beach Children's Needs Task Force for 10 years and served as Ad Hoc representative to the City of Huntington Beach.
- * I hold a Bachelor of Arts with an emphasis in geography and a Masters of Arts with emphasis in both political science and geography, and a lifetime administrative credential.
- * I taught for 5 years and was a school assistant principal and principal for 29 years.
- * I was awarded the Golden Oak Award and the continuing Service Award by PTA, as well as the Outstanding Contribution to Education Award by OCDE and the Outstanding Service Award by FVSD in 2014 in recognition of volunteerism in our district.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

1. Equity and opportunities for all students.
2. Pertinent information on topics that help Board members be more effective in governance.
3. Enacting the LCFF in a complete and thorough manner.

These three items are critical for all Board members in the coming year.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Ian Collins

Date: 12/13/2017

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Name: <u>Karin M. Freeman</u>	CSBA Region-subregion #: <u>15</u>
District or COE Name: <u>Placentia-Yorba Linda Unified School District</u>	Years on board: <u>27</u>
Profession: <u>Former So. Cal. Edison Supervisor</u> Contact Number: <u>714-777-0686</u>	E-mail: <u>kmfinylca@aol.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>14</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

Education always has and will have challenges to meet. As a current delegate, I value working with other delegates in Region 15 as well as with other delegates throughout California, helping to chart the course of CSBA's role in addressing the issues confronting education. Regardless of district size, demographics, or location, all of us want the best for the students we serve. The strength of CSBA lies in that collaborative leadership and problem-solving work. I learn from this process and share with my colleagues, strive to be collaborative, and discover better ways to deliver a quality education in our public schools.

My experience as a board member began in a K-8 district, followed by a K-12 unified school district and, additionally, an ROP. These all have given me a strong foundation to better serve the interests of our students. The communities we represent expect us to grow in our boardmanship skills which, in turn, can assist us in seeking greater opportunities for the youth in our schools. As a delegate, I will work to assure CSBA remains effective, transparent, and accessible for all board members in our state.

Please describe your activities and involvement on your local board, community, and/or CSBA.

The initial experience of being a K-8 board member provided an excellent introduction into the needs of a district. Following the merger into a larger district, my involvement has widened significantly in the ensuing years. Now a board member of a unified and an ROP, my activities and roles have become numerous.

I have been a member of the Orange County School Boards Association Board of Directors since 1993 and have the opportunity to give input into regional matters and to update with other board members in Orange County. Since 2007, I have served on the Orange County Committee on School District Organization. This committee handles very unique and relevant issues and has taught me a great deal about the differences and similarities among the many districts.

Another way I have gained more experiences and information has been as a Golden Bell Validator. These visits to other districts have allowed me to better see many different programs in action.

Beyond the realm of education, I remain committed to the Chamber of Commerce and the local historical societies.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Most prominent in my mind is that a fiscal downturn has the potential to effect many aspects of public education including the teacher shortage, aging facilities, and expanding opportunities for career-technical education. CSBA needs to maintain its efforts to demand funding that will help districts recruit, train, and retain teachers and substitutes. Influencing legislation which aides professional development, deals with college debt, and secures affordable housing will improve the lives of future teachers.

Many districts are struggling to modernize their schools for both safety as well as for technology infrastructure. CSBA should remain an active advocate for more funding for facilities so as to assure that children throughout California are not shortchanged by aging facilities. Similarly, funding for expanding career-technical education necessitates increased investment into state-of-the-art equipment and qualified teachers.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Karin M. Freeman

Date: 12-20-16

KARIN M. FREEMAN
Candidate for CSBA Delegate Assembly
Region 15

EDUCATIONAL LEADERSHIP EXPERIENCE

- Board member, PYLUSD Board of Education since 1989
- Board member, North Orange County Regional Occupational Program since 1991
- Member, Orange County School Boards Association Board of Directors since 1993
- Member, Orange County Committee on School District Organization since 2007
- Delegate, California School Boards Association since 2002
- CSBA Golden Bell validator multiple times
- Masters in Governance graduate, CSBA
- Involved with the Business Booster Club at El Camino High School since 2006
- Former CSBA Governmental Relations Chair, Assemblyman Duvall
- Board member, former Yorba Linda Elementary School District (1986-1989)
- Past PTA President at Linda Vista Elementary, 2 terms
- Past Site Council member, Linda Vista Elementary
- Volunteered at district schools in the district, 9 years at one and 5 years at another
- Active leader in the merger of Placentia Unified School District with Yorba Linda Elementary School District in the late 1980's

CIVIC INVOLVEMENT/ACTIVITIES

- Member, Yorba Linda Chamber of Commerce since 1984 including terms as a director and executive board officer; currently a member of the Education Committee
- Member, St. Jude Medical Center Community Benefit Committee since 1999
- Yorba Linda Veterans Memorial Committee, 2006-2009
- Founding member/current committee chair, Yorba Linda Historical Society
- Member, Placentia Founders Society
- Steering Committee member, North Orange County Leadership Institute 1994-2000
- Member, former Placentia-Yorba Linda Child Care Task Force
- Treasurer, YL4ED, an education foundation for the former Yorba Linda School District

EDUCATION/PROFESSIONAL/PERSONAL

- B.A., Political Science, UCI
- Lived in Germany for two years post university
- Former technical English teacher, IBM Germany
- Former customer service supervisor, Southern California Edison
- 1990 Recipient of Honor, Orange County Commission on Status of Women
- 2005 Marian Bergeson Award, Outstanding Board Member in Orange County
- Married 47 years with two children graduating our public schools; 5 grandchildren in PYLUSD elementary schools and district preschool

My experiences as a board member in a K-8, a K-12, and an ROP have provided a strong foundation to better serve the many interests of our students. I welcome any questions or comments about my candidacy for re-election to Delegate Assembly. Please contact me at 714-777-0686 or at kmfinylca@aol.com.

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Name: <u>Ira Glasky</u>		CSBA Region-subregion #: <u>15</u>
District or COE Name: <u>Irvine Unified School District</u>		Years on board: <u>2.5 years</u>
Profession: <u>Attorney</u>	Contact Number: <u>714.393.4578</u>	E-mail: <u>iraglasky@iusd.org</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____		

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I have been committed and involved with legislative advocacy for all of my professional life. I have served as a staff member in both the California State Assembly and the United States Senate and was a lobbyist responsible for government affairs policy on all levels of government for one of the largest chambers of commerce in California. I am now an attorney and real estate developer with a focus on land use, local government, election and political law. I believe that this experience as a legislative advocate has allowed me to be an effective member of the Irvine Unified School District Board and I am excited about the opportunity to serve and contribute this experience to the CSBA Delegate Assembly. Given the myriad of challenges facing school boards throughout the state, the role of CSBA as an advocate for our districts and their students has become more important than ever. There is no other interest group in California that involves and affects as many people as our public schools. CSBA's influence and effectiveness is predicated upon the unified representation and support of its member school districts and county offices of education. As such, I would be honored to serve as a member of the CSBA Delegate Assembly.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I have served our Irvine schools as a volunteer for over 15 years including the last 2 ½ years as a member of the Irvine Unified School District Board of Education. My involvement on the Board has allowed me to serve as a member of the Irvine Child Care Project Board and liaison to the IUSD Special Education Community Advisory Committee, Irvine Public Schools Foundation Board, the Irvine Emergency Preparedness Interagency Collaborative, and the Irvine Chamber of Commerce Government Affairs Committee. I was a past member of the IUSD Finance Committee and spent 5 years as a School Site Council member, 2 years on a PTA executive board, and involved with high school athletic boosters club. Outside of the schools, I served as a member of the City of Irvine Aquatics Advisory Board, President of the Irvine Swim League, and member of the Irvine Junior Games Committee. I also volunteered for 6 years as a Board Member of the Orange County Chapter of the American Red Cross.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Ensuring funding for school districts that is both equitable and adequate is a crucial issue facing local governing boards and thus must remain a key priority for CSBA. The organization needs to narrow the gap between the have and have-not school districts when it comes to funding. Serving as both a steadfast advocate and a resource for state legislative representatives and government staff on this and other education issues is a crucial role for CSBA. Focusing internally, CSBA needs to remain a leader and partner for our members about ensuring that their local decision-making focuses less on politics and more on students. This collective commitment to students and ensuring that they have the best educational opportunities possible needs to inform each and every action taken by both our local boards and CSBA and Delegate Assembly plays an important role in ensuring success in that goal.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: 

Date: 01/07/2017

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Name: <u>Diana D. Hill</u>		CSBA Region-subregion #: <u>15</u>
District or COE Name: <u>Los Al USD</u>		Years on board: <u>6</u>
Profession: <u>Director RE Education</u>	Contact Number: <u>310-720-7677</u>	E-mail: <u>dhill@losal.org</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____		

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I believe in public education and I want to help facilitate a great education for all students in California.

Skills and experiences:

Collaborative

Committed to Students

I keep "the main thing teh main thing"

Leadership for the past 20 years

Skillful at finding balance

Please describe your activities and involvement on your local board, community, and/or CSBA.

President of the LAUSD School Board 2015

Former President of LAUSD Education Foundation

Former Chair of School Bond

Former Chair of Bond Oversight Committee

Board Member of Pathways

Masters in Governance with 1 ½ sessions to finish

Completed Presidents CSBA workshop

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

There are two:

- 1) Consistency of fundign model. School districts need to have consistency so they can plan their budgets.
- 2) GASB 45

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature



Date:

1/4/2017

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Name: Al Jabbar CSBA Region-subregion #: 15
District or COE Name: Anaheim Union High School District Years on board: 3-plus
Profession: program supervisor Contact Number: 714-609-8646 E-mail: alkamaleejabbar@gmail.com
Are you a continuing Delegate? ☐ Yes ☒ No If yes, how long have you served as a Delegate? _____

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I am very much interested in becoming a delegate because of CSBA's importance in developing and supporting education policy. Today, more than ever, we as public school board members need to unite in a collective voice behind the issue of local governance. This is especially important as it relates to the proliferation of non-locally authorized corporate charters and a potential movement toward vouchers, as we might expect under the incoming administration of incoming U.S. Secretary of Education Betsy DeVos. Because the AUHSD, under the Board's leadership, has been at the forefront of the charter school transparency movement, as a CSBA delegate, I would be in a position to share our action in relation to the anti-public school forces with my colleagues across the state.

Please describe your activities and involvement on your local board, community, and/or CSBA. I have attended CSBA governance workshops and conferences since coming on the Board. I am also very active representing the AUHSD Board at school and district-related events. In addition, I am active in the community as a resident of Anaheim and father of two young children, one of whom is attending local public school. For example, I attend many events at our schools, from a Parent Leadership Academy graduation to a choir show. I am very visible and accessible to parents, who often contact me to seek information, express concerns and provide solutions to challenges. I also have great relationships with students, reflecting the importance I place on gaining the "student voice." I also believe being active in the community gives me a greater understanding of all the issues facing us.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

I believe the greatest issue facing governing boards is the threat to the concept of local control from non-locally authorized corporate charters. If a school board denies a charter, the law allows a charter authorizer to seek approval from the county and state boards of education. That turns the idea of local control on its head! Additionally, charters are not subject to the same governance, finance, transparency, and oversight requirements that public schools are subject to under the law. That has to change and CSBA is in a position to lead the conversation around policies and legislation that levels the playing field.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____

Date: 12-22-2016

Al Jabbar was appointed to the Board in January 2013. With his election in 2014, Mr. Jabbar became the first Sri Lankan-American to hold public office in the United States. In the run-up to the election, he was endorsed by many elected leaders in Orange County and the State of California, including U.S. Congressman Lou Correa; Orange County Sheriff Sandra Hutchens; and State Superintendent of Public Instruction Tom Torlakson. He was also endorsed by many local elected leaders.

Growing up, Mr. Jabbar was an active member of the United Nations Club and played basketball for college. He migrated to the United States in 1996 and attended Cypress College, where he was elected as Student Senator, Student Body President, and Student Trustee. He then went on to Cal State Fullerton, where he received his Bachelor's degree and was also the Vice President of the American Marketing Association. He moved on to receive his Master in Public Administration from Cal State Long Beach.

After graduating, Mr. Jabbar became very active in his city and in the Sri Lankan community in the United States. He was appointed and served for seven years as Cultural Heritage Commissioner for the city of Anaheim. He was elected as the Communications Director for the Orange County Young Democrats, where he served for one year. Al also served as Board Member for the Orange County Employees Association, the largest public employee union in Orange County.

He held numerous positions with the Sri Lanka Muslim Association of California and was elected as President of the organization. During his tenure, he was instrumental in implementing and providing relief projects to Tsunami victims, and other welfare projects in Sri Lanka. He also held many positions with an expatriate group. Mr. Jabbar is a frequent master of ceremonies for many Sri Lankan events in Southern California, including the official Sri Lanka Independence Day celebration every year. He was invited by the Consul General of Los Angeles to introduce the President of Sri Lanka during the historic visit by the Honorable Mahinda Rajapakse.

A resident of Anaheim for more than 14 years, Mr. Jabbar has worked to make neighborhoods safe and free of violence. To that end, he helped organize a general Community Forum and a Community Police Forum in Anaheim. He assisted the West Anaheim Neighborhood Development (WAND) committee in organizing events such as the traditional Christmas Tree Lighting, where he served as master of ceremonies, and the annual community barbecue, where he was again master of ceremonies. Additionally, Mr. Jabbar helped WAND inform residents of development issues. He also worked with community groups in the South Anaheim District to make neighborhoods safe and clean, while heading up two non-profit organizations that raise funds for community projects and scholarships for needy students.

Mr. Jabbar works as a program supervisor for Correctional Health Services at the Health Care Agency of Orange County. He is the son of Mohamed Ismail Abdul Jabbar, a retired attorney, and Ainool Khair Jabbar, former principal and teacher. He and his wife have two children.

2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office. Late submissions will not be accepted. If you have any questions, please contact the Executive Office at (800) 266-3382.

Name: <u>Shari Kowalke</u>	CSBA Region-subregion #: <u>15</u>
District or COE Name: <u>Huntington Beach City School District</u>	Years on board: <u>5</u>
Profession: <u>Designer</u> Contact Number: <u>714-366-1133</u>	E-mail: <u>boardkowalke@hbcisd.us</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? <u>n/a</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I would like to serve as a delegate for Region 15 to allow me to advocate for children and education. I have been an PTA volunteer advocate for 13 years, attending the 4th District Sacramento Safari several times as well as local advocacy and legislative events in Orange County in support of students and education. Additionally, I am a graduate of the CSBA Masters in Governance Program and I have attended the CSBA Annual Education Conference every year since being appointed to the Huntington Beach City School District's Board of Trustees.

I am the proud daughter of two public education teachers. My daughter recently graduated from high school and my son is a 9th grade student. Both of my children have received the highest quality public education from my school district as well as the high school district.

I believe that my experience, enthusiasm and skills have prepared me to successfully contribute and collaborate on critical issues facing all children.

Please describe your activities and involvement on your local board, community, and/or CSBA.

During my time on the Board, I have served as Board Clerk, Vice-President and President. During my term as President of the Board of Education I focused on strengthening relationships with both associations within the district. In my time as a Board Member, I have strongly supported our district's transition in utilizing research based strategies for our educators, as well as the implementation of the four C's (Critical Thinking, Collaboration, Communication and Creativity) which is reflected in the tremendous growth of our students.

As I mentioned, I have served our students, community and schools as a PTA leader holding various positions in multiple schools as well as the Huntington Union Council PTA. Additionally, I have served on various committees in the district and support organizations, such as the Huntington Beach Educational Foundation.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

1. Setting Policy – As new laws and changes in education are enacted or mandated, CSBA needs to set accurate and concise policies. These policies need to be clearly communicated to Board Members to allow them to be more effective in governance.
2. Equity and Opportunity – This applies to all children. CSBA needs to look forward to the global markets and what is going to be needed in education to meet these future demands. As well, how education be funded beyond the '07-'08 LCFF standard.
3. Federal Influence – Now, possibly more than ever, CSBA will need to make concerted efforts to influence federal policy makers regarding public education as well as communicating federal policies that effect our students in a timely manner.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: 

Date: 1.6.17

Shari Kowalke Professional Resume

Name: Shari Kowalke

Profession: Graphic Designer (24 years)
Huntington Beach City School District Governing Board Member
(5 ½ years)

Volunteer Experience: **PTA** – President, Executive Vice President, Vice President Membership, Vice President Programs, Newsletter Editor, Communications Chairperson, Advocacy Chairperson, Art Masters Chairperson, Parliamentarian and Honorary Service Award recipient.

Site Council Member – Moffett Elementary and Edison High School

HBCSD Committees – Parent Education, STEM Collaboration, Bond Measure

Huntington Beach Education Foundation – Board Liaison, Donation Coordinator, Event Organization and Volunteer

School Site – Room Parent, Classroom Volunteer, Art Masters Instructor, Best Foot Forward Reading Partner, Field Trip Chaperone, Curriculum Support, etc.

CIBACS Foundation at Edison High School – (Center for International Business and Communications Studies) President, Program Judge, Chaperone, etc.

Governance Experience: Currently serving as the Clerk of the Board, Vice President, Member, and Past President.

Board representative to the Orange County School Board Association's Political Action Group Effort meetings.

Contact Information: Email: boardkowalke@hbcasd.us

Cell #: 714-366-1133

2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office. Late submissions will not be accepted. If you have any questions, please contact the Executive Office at (800) 266-3382.

Name: Robert A. Singer, Ph.D.

CSBA Region-subregion #: 15

District or COE Name: Fullerton Joint Union High School District

Years on board: 36 years

Profession: Ret. aerospace engineer/manager Contact Number: (714) 871-6326

E-mail: sing4us@aol.com

Are you a continuing Delegate? ☒ Yes ☐ No If yes, how long have you served as a Delegate? 16 years

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

As a 16-year Delegate Assembly member, I believe I have contributed to and been effective in working with my fellow Orange County delegates in constructively influencing the specific and general decisions of the CSBA. I wish to continue assisting CSBA and school board members to: obtain adequate funding to meet the full spectrum of educational needs and mandates; preserve local control to allow districts to meet their unique student and district needs/contraints; establish a thoughtful, integrated, statewide educational framework to help guide legislative and agency directions to state schools; ensure implementation of meaningful, educationally sound, stable, and cost-effective State educational accountability and standards systems; evolve high payoff and supportable approaches to incorporating and maintaining educational technology; and enhance educational governance. As your delegate, I was elected by the Delegate Assembly to the CSBA Nominating Committee and was selected to serve as a Golden Bell local validator.

Please describe your activities and involvement on your local board, community, and/or CSBA.

Served eight terms as Board President; served fifteen years to date on the Orange County Committee on School District Organization; served earlier on the Orange County School Boards Association with a term as Director for High Schools and as a Trustee for the North Orange County Regional Occupational Program (currently as an Alternate); served on the City of Fullerton Economic Development Team; initiated and supported comprehensive District assessment program successfully utilized for 25 years; contributed to increased student educational opportunities, curriculum enhancement, new magnet programs, vocational offerings, and higher academic standards; contributed to more effective long-range planning, thoughtful introduction and utilization of technology, and improving instructional excellence; helped passage of two school facility bonds and contributed to assuring timely, within-cost construction of new classroom buildings and modernization of each school.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The biggest challenge for CSBA is to be effectively involved in multiple critical thrusts to meet educational governance needs in the face of the current dynamics in the economy, political environment, classroom instruction, and changing standards. We must (a) help assure adequate and stable education funding in order to educate all students competitively; (b) help ensure and protect local school district flexibility and control of public education policy, management, and resource allocation decisions in order to allow disparate districts to best meet both common and unique needs; and (c) help develop changes to California education laws and policies that strengthen the ability of all school districts to best meet the educational challenges for our children, including enhancements in accountability, employee evaluation and tenure, charter schools and non-public education alternatives, mandates and additional State-imposed expenses, etc. The current wildcard in educational governance is the expected near term changes to the Federal role in public education, including items such as vouchers and charter schools, implications on Common Core standards, and changes in amounts and criteria for Federal educational funding. We must assure that CSBA is well equipped to offer an effective platform and a strong, respected voice.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Robert A. Singer

Date: December 12, 2016

2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office. Late submissions will not be accepted. If you have any questions, please contact the Executive Office at (800) 266-3382.

Name: <u>Suzie R. Swartz</u>		CSBA Region-subregion #: <u>15</u>
District or COE Name: <u>Saddleback Valley Unified</u>		Years on board: <u>16</u>
Profession: <u>PR Consultant</u>	Contact Number: <u>949-830-5924</u>	E-mail: <u>suzieswartz@cox.net</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>6 years</u>		

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I believe my work on Orange County School Boards Association (OCSBA) and the OC Education Coalition in my local district and as a member of Delegate Assembly, has prepared me to fairly represent the interests of our region as platforms and guidelines are formed in Delegate Assembly. The policy direction and guidelines that Delegate Assembly sets can help guide state and federal policy makers as well as local school boards to make decisions that truly benefit the children we serve. In addition, Delegate Assembly's voice helps inform and can improve public perception of our schools. I believe I have the experience, skills and enthusiasm to respectfully continue to collaborate with colleagues and contribute to the strength of Delegate Assembly.

Please describe your activities and involvement on your local board, community, and/or CSBA.

(1) Have served terms in all board offices, including a fourth term as President; (2) Legislative Chair of Orange County School Boards Association and have served in various capacities on the Board of Directors for the past 12 years, including three terms as president; (3) Served on 2014 CSBA Nominating Committee; (4) Member of the Orange County Education Coalition steering committee; provided public relation services to promote coalition rallies and events over the past 16 years; (5) Serve on the Coastline ROP Board and served as representative to the South County Chamber of Commerce Governmental Affairs Committee; (6) Helped establish the SVUSD Arts education Alliance and have served many terms on PTA and PTA council executive boards along with music and athletic booster boards, including terms as president and legislative action chair; (7) Served on Orange County Dept. of Education Character Education and Early Childhood committees, and (8) In 2000, coordinated and implemented positive youth development workshops training hundreds of teachers, administrators and parents in Saddleback Valley Unified and Capistrano Unified.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

1. Adequate, fair and equal, and stable funding for all schools in California. Currently LCFF funding does not keep pace with rising costs, and "like" schools with the same concentrations of the same student demographics do not receive the same funding.
2. The teacher shortage -- it is becoming more difficult to attract and retain high quality teachers in our classrooms. With approximately a third of California's teaching force nearing retirement, it is projected that we'll need about 100,000 new teachers over the next 10 years.
3. Increase efforts to influence state and federal policy makers' and the public's perception of effective education reform, Common Core and the need for a "level playing field" with Charter Schools.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Suzie R. Swartz Date: 12-12-16

Suzie R. Swartz for CSBA Delegate Assembly Region 15

School District

- Saddleback Valley Unified School District (SVUSD) – first elected in 2000

Experience

- Four terms President SVUSD Board of Education – also served as Vice President, and Clerk
- Six years representing Region 15 in Delegate Assembly
- Served on the 2014 California School Boards Association Nominating Committee
- Legislative Chair of Orange County School Boards Association (OCSBA) – served three terms as President, Vice President and Political Action Group Effort Chair
- Member Coastline ROP Board including one term as President
- Member Orange County Education Coalition Steering Committee; volunteered public relations services to promote coalition rallies and events
- California School Boards Association Federal Government Relations Rep 2004-05

Community Service

- Recipient OCSBA Marian Bergeson Award for outstanding governing board service and community service to promote and enhance public education.
- Recipient Phi Delta Kappa Citizen of the Year Award for community service to our public schools.
- Founding member Saddleback Valley Arts Education Alliance
- Past PTA President and PTA Council Executive Board Member for several terms
- Coordinated and implemented positive youth development training for teachers, administrators and parents in SVUSD and CUSD.
- Served on School Site Councils, high school band, athletic and Model UN booster boards
- Room mother/Classroom Volunteer
- Community Advisory Board for South County Family Resource Center (SCFRC)
Developed/implemented a bilingual preschool Story/Activity Hour for SCFRC.

Education

- Bachelor of Arts, University of California at Los Angeles
- Masters in Governance Program, CSBA
- Early Childhood Education Credits Saddleback Community College

Employment

- Public Relations and Marketing Communications Consultant
- Preschool Teacher

My work with OCSBA, OC Education Coalition, and in my local district has prepared me to fairly represent the interests of our region. Delegate Assembly provides a powerful voice to guide policy makers' decisions, inform and improve public perceptions and positively impact public education. I believe I have the skills, experience and enthusiasm to respectfully collaborate with colleagues on the critical issues facing our public schools and the children we serve. Please feel free to contact me at 949-830-5924 or suzieswartz@cox.net.

2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office. Late submissions will not be accepted. If you have any questions, please contact the Executive Office at (800) 266-3382.

Name: <u>Dolores Winchell</u>	CSBA Region-subregion #: <u>15</u>
District or COE Name: <u>Saddleback Valley Unified</u>	Years on board: <u>6</u>
Profession: <u>Corporate HR Manager</u> Contact Number: <u>949 400-3621</u>	E-mail: <u>dolores.winchell@gmail.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>2 yrs</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I am interested in continuing as a Delegate because my 13 years as a PTA volunteer and 6 years of board service have instilled in me a passion for public education. I believe that with my background of volunteer, parent and board experience, I can contribute to the important work of CSBA.

Prior to board service I attended school board meetings for 13 years and served in multiple leadership roles in PTA including President at Elementary, High School and Council (district level). In addition, I campaigned for the Facilities Bond Measure and then served as the Vice Chairman of the COC for six years visiting numerous construction and modernization projects. I support bond measures and believe that state matching funds are critical to local districts for maintenance and modernization of facilities.

Please describe your activities and involvement on your local board, community, and/or CSBA.

In the past 6 years I have served as SVUSD board president, vice-president, and clerk.

With both of my kids in HS music for 8 consecutive years, I was an active band booster and have continued to support music programs and the arts in our schools, as I believe they provide students with opportunities for a well-rounded education. We need to seize opportunities to restore Music and The Arts in conjunction with STEAM and Common Core.

I served two years on the ROP board as president and vice-president, and I am an avid supporter of CTE. ROP delivers rigorous CTE classes which are in high demand in our district and accomplishes this much more economically that we are able. I believe we need to provide multiple career pathways for our diverse student population and ROP serves as an excellent partner to meet that objective.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Adequate funding and closing the opportunity gap. CSBA can help by advocating to move California education funding up from the bottom of the 50 states closer to the top and getting all mandates fully funded.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Dolores Winchell Date: 12/15/16



SO 2016-17/B17-37
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: **Selection of Representatives to District Committees**
DATE: February 9, 2017

Background

The Board of Trustees shall select board representatives to various District committees as needed at this point in the year. Alternates may be selected for some of the committees at the discretion of the Board.

Recommendation:

It is recommended that the Board of Trustees reaches consensus on the selection of representatives to District Committees.

Fountain Valley School District
Superintendent's Office

REGULAR MEETING OF THE BOARD OF TRUSTEES

10055 Slater Avenue
Fountain Valley, CA 92708

January 12, 2017

MINUTES

President Crandall called the regular meeting of the Board of Trustees to order at 5:30pm.

CALL TO ORDER

The following board members were present:

ROLL CALL

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

Motion: Mr. Collins moved to approve the meeting agenda with the changing of order of items 3 and 4, with the recognition of parent volunteers occurring first.

AGENDA APPROVAL

Second: Mr. Cunneen

Vote: 5-0

BOARD WORKSHOP

Superintendent, Mark Johnson, Ed.D., led the Board of Trustees through a eighth session focused on a study of *The Advantage* by Patrick Lencioni. Dr. Johnson opened the session by reviewing the work done in this study to date, noting that the governance team currently remains examining Discipline Two: Create Clarity. He noted that at the close of the last discussion, the governance team reached consensus on integrity as a core value. The team then broke into small groups to discuss what a second core value might be, if there is one. Following discussion, the governance team reached consensus on adding caring and committed as additional core values. The team then remained in their small groups to discuss and poster, as a Board, what we do; how we will succeed; and what is important, right now. In reviewing the responses, it was noted that there is great cohesion amongst the team. In closing, Dr. Johnson discussed why the

BOARD WORKSHOP:
BOOK STUDY: *THE ADVANTAGE*

team participated in this exercise, and in looking forward to the upcoming workshop with Dr. Gloria Johnston, the question of who must do what and expectations.

The Board of Trustees had an opportunity to ask questions of senior staff regarding delivery options following the workshop that took place at the Special Meeting on January 5, 2017. This discussion would be taken into account when framing the workshop on January 26th. Requests for staff included additional information regarding Lease-Leaseback, examples from other districts of similar scale Lease-Leaseback projects, personal experiences from those staff that have already gone through similar projects with other districts, a reminder of construction delivery for work done in 2003 and 2006, a further examination of information available regarding Design-Build, and additional information as to how bond monies will be coming to the District in addition to how the chunking of projects as a result of this will occur.

FACILITIES DISCUSSION

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

PUBLIC COMMENTS

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

CLOSED SESSION

- Personnel Matters: *Government Code 54957 and 54957.1*
Appointment/Assignment/Promotion of employees; employee discipline/dismissal/release; evaluation of employee performance; complaints/charges against an employee; other personnel matters.
- Pupil Personnel: *Education Code 35146*
Student expulsion(s) or disciplinary matters for violation of Board Policy 5144.1.
- 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.

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

PLEDGE OF ALLEGIANCE

Boy Scout Pack 455 led the Pledge of Allegiance.

SPECIAL PRESENTATIONS

It is an interest of the Board of Trustees to recognize outstanding parent volunteers who give generously of their time and talents to our schools. From Courreges School, the Board was joined by members of the Courreges staff and PTA in recognizing and thanking Petra Erlandson and Brittany Bradshaw.

**RECOGNITION OF
PARENT VOLUNTEERS
FROM COURREGES
SCHOOL**

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 Courreges School including: James Quist (K), Danica Frisch (1st), Xavier Moreno (2nd), Kayden Pheasant (3rd), Alex Johnson (4th), Matthew Johnson (4th), and Jacob Rimdzius (5th). The Board was joined by parents, staff and PTA members in celebrating the accomplishments of these students.

**RECOGNITION OF
STUDENTS FROM
COURREGES SCHOOL**

Following the recognitions, the Board took a brief recess.

PUBLIC HEARING

The Board of Trustees conducted a public hearing for the purpose of receiving public comment on the proposed tentative agreement for the 2016-17 school year between FVSD and FVEA. Public input was welcome. There were no requests to address the Board and the hearing was closed.

**TENTATIVE
AGREEMENT BETWEEN
FOUNTAIN VALLEY
SCHOOL DISTRICT AND
FOUNTAIN VALLEY
EDUCATION
ASSOCIATION FOR 2016-
17 YEAR****BOARD REPORTS AND COMMUNICATIONS**

Mrs. Schultz' activities since the last Board meeting included: participation in the special meeting regarding construction delivery options.

Mr. Cunneen's activities since the last Board meeting included: Fountain Valley Rotary's Most Improved Student recognition, Masuda choir performance, band and orchestra performances, and participation in the special meeting regarding construction delivery options.

Mr. Collins' activities since the last Board meeting included: APA holiday program at Huntington Beach High School, Polar Day, Talbert's Holiday Breakfast, Gisler's Lunch on the Lawn,

District Office Holiday Breakfast, Fountain Valley Rotary's Most Improved Student recognition, and participation in the special board meeting regarding construction delivery options.

Mrs. Galindo's activities since the last Board meeting included: retirement celebration for OCDE CBO Wendy Benkart, Polar Day, District Office Holiday Breakfast, and participation in the special meeting regarding construction delivery options. In addition, she thanked staff for the recognition of her year as Board President presented at the last meeting.

Mrs. Crandall congratulated Dr. Hoefer on her recognition as Administrator of the Year. Her activities since the last meeting included: Polar Day, retirement celebration for OCDE CBO Wendy Benkart, Masuda winter band orchestra and choir concerts, Talbert Holiday Breakfast and District Office Holiday Breakfast, FV Rotary's Most Improved Student recognition, and participation in the special meeting regarding construction delivery options. She thanked the trustees for their service this month.

PUBLIC COMMENTS

There were no requests to address the Board of Trustees.

PUBLIC COMMENTS

LEGISLATIVE SESSION

Motion: Mr. Collins moved to approve the Public Disclosure of Bargaining Agreement between Fountain Valley School District and Fountain Valley Education Association for 2016-17 School Year

Second: Mr. Cunneen

Vote: 5-0

Motion: Mrs. Galindo moved to approve the Agreement between the Fountain Valley Education Association and the Fountain Valley School District for the 2016-17 School Year.

Second: Mr. Collins

**PUBLIC DISCLOSURE
OF COLLECTIVE
BARGAINING
AGREEMENT
BETWEEN FOUNTAIN
VALLEY SCHOOL
DISTRICT AND
FOUNTAIN VALLEY
EDUCATION
ASSOCIATION FOR
2016-17 SCHOOL
YEAR
AGREEMENT
BETWEEN FOUNTAIN
VALLEY EDUCATION
ASSOCIATION AND
FOUNTAIN VALLEY
SCHOOL DISTRICT
FOR THE 2016-17**

Vote:	5-0	SCHOOL YEAR
Motion:	Mr. Cunneen moved to adopt Resolution 2017-12: Certification of All Proceedings in the November 8, 2016 General Obligation Bond Election.	RESOLUTION 2017-12: CERTIFICATION OF ALL PROCEEDINGS IN THE NOVEMBER 8, 2016 GENERAL OBLIGATION BOND ELECTION
Second:	Mrs. Schultz	
Vote:	5-0	
Motion:	Mr. Collins moved to adopt Resolution 2017-13 to Establish a Special Reserve for Capital Outlay Projects Sub-Fund 40-41	RESOLUTION 2017-13 TO ESTABLISH A SPECIAL RESERVE FOR CAPITAL OUTLAY PROJECTS SUB-FUND 40-41
Second:	Mrs. Galindo	
Vote:	5-0	
Motion:	Mrs. Schultz moved to approve the Consent Calendar.	CONSENT CALENDAR/ ROUTINE ITEMS OF BUSINESS
Second:	Mrs. Galindo	
Vote:	5-0	

The Consent Calendar included:

- Board Meeting Minutes from the December 8th annual organizational meeting
- Board Meeting Minutes from the January 5th special meeting
- Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- Warrants
- Purchase Order Listing
- Budget Adjustments
- Fountain Valley School District Policy Manual (Second Reading and Adoption)
- Williams Quarterly Report for Second Quarter 2016-17
- Agreement for Participation in the Twilight Education Project
- Royer Studio Animation Programs
- Ratification of the Scope of Work with Government Financial Strategies, Inc. for Financial Planning and Advisory Work Associated with Measure O

SUPERINTENDENT'S COMMENTS/NEW ITEMS OF BUSINESS

Dr. Johnson Wished everyone a happy New Year, noting that with the opportunity to walk our sites following the recess, our teachers have returned to throw themselves back into their work and it is commendable. Regarding the Summer Enrichment Academy, he commended the FVSF for the hiring of a director, noting that in doing so already, they allow greater planning and promoting of this program. While we think that we can serve up to 200 this year, there are goals to serve up to 500 in future years. Our FVSF is phenomenal. In addition, the FVSF just approved \$9300 for middle school music programs. He commended Dr. McLaughlin in addition for bringing this forward on their behalf. Moreover, he thanked Mrs. Abdel, Mrs. Fullerton and our bargaining teams for their work in negotiating and coming to an agreement with FVEA. In addition, he thanked the community once again for their support of Measure O at 64.3%. He noted that everything on the facilities page to date will remain there in addition to being archived. Going forward, including the special meeting presentation, everything will be on the Measure O page and both pages will cross reference each other. He commended Dr. Hoefer on her recognition as Administrator of the Year for the District. Furthermore, he commended the Board on their work in the study of *The Advantage* by Patrick Lencioni. Their efforts are commendable. In closing, he thanked Mrs. Crandall for the leading of her first regular meeting this presidency.

ADJOURNMENT

Motion: Mr. Collins moved to adjourn the meeting at 8:13pm.

Second: Mr. Cunneen

Vote: Unanimously approved

/rl

**FOUNTAIN VALLEY SCHOOL DISTRICT
PERSONNEL ITEMS FOR APPROVAL
February 16, 2017**

1.0 EMPLOYMENT FUNCTIONS:

- 1.1 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING NEW CERTIFICATED EMPLOYEES ON TEMPORARY CONTRACT FOR THE 2016-2017 SCHOOL YEAR:

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>EFFECTIVE</u>
1.1.1	Keilty, Elizabeth	Science	Talbert Middle School	01/30/2017
1.1.2	Vivar, Rolando	Math/50%	Masuda Middle school	02/06/2017

- 1.2 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE CERTIFICATED MANAGEMENT AND SCHOOL PSYCHOLOGIST SALARY SCHEDULES REFLECTING 2.0% SALARY INCREASE TO THE 2015-2016 SALARY SCHEDULES EFFECTIVE 07/01/2016 AND A ONE TIME 1% OFF SCHEDULE PAYMENT (see attachments).

- 1.3 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE HOURLY RATE OF PAY \$15.00 (less benefits) FOR INDUCTION MENTOR TRAININGS FOR CERTIFICATED PERSONNEL FOR THE 2016-2017 SCHOOL YEAR.

**FOUNTAIN VALLEY SCHOOL DISTRICT
PERSONNEL ITEMS FOR APPROVAL
February 16, 2017**

2.0 EMPLOYMENT FUNCTIONS

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

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
2.1.1	Nguyen, Phuc	Oka	ESP Aide	01/26/2017
2.1.2	Geertson, Danna	Cox	ESP Aide	01/30/2017
2.1.3	Parra, Nayeli	District Office	Senior Payroll Technician	02/06/2017

2.2 ASSISTANT SUPERINTENDENT, PERSONNEL HAS ACCEPTED THE FOLLOWING CLASSIFIED LEAVE OF ABSENCE:

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>REASON</u>	<u>EFFECTIVE</u>
2.2.1	Espinoza, Julie	D.O./ESP	Office Assistant/ESP Aide	Medical	12/21/16

2.3 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE CONFIDENTIAL SALARY SCHEDULE REFLECTING AN ADDITIONAL 1.5% TO THE 2015-16 SALARY SCHEDULE, EFFECTIVE 07/01/2016, AND A ONE-TIME, 1% OFF SCHEDULE PAYMENT (see attachment).

2.4 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE CLASSIFIED MANAGEMENT SALARY SCHEDULE REFLECTING A 2.0% SALARY INCREASE TO THE 2015-16 SALARY SCHEDULE, EFFECTIVE 07/01/2016, AND A ONE-TIME, 1% OFF SCHEDULE PAYMENT (see attachment).

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

February 16, 2017

<i>EDUCATIONAL SERVICES</i>

3.0

	<u>NAME</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>BUDGET</u>	<u>DATE</u>
3.1	BELSITO, Tracy (CR)	Early Developmental Index	Regular stipend	120269275-1115	January 26, 2017 -
	HARRISON, Tracy (CR)	(EDI) surveys by	rate of \$29.79		February 28, 2017
	MCMAHON, Peny (CR)	kindergarten teachers	per hour, not to		
	SHUTE, Jaymee (CR)		exceed 10 hours		
	SPRAGUE, Michelle (CR)		for surveys and		
	HORNBuckle, Lisa (CX)		1 hour for the		
	MARTONE, Sumarlei (CX)		training		
	RICHARDS, Jill (CX)				
	SANKEY, Debra (CX)				
	CORREA, Kelly (GIS)				
	GONSOWSKI, Kim (GIS)				
	SOLORZANO, Joleen (GIS)				
	TRILLO, Michelle (GIS)				
	BLANCHARD, Kelly (NEW)				
	DUBOIS, Brittany (NEW)				
	ROQUEMORE, Nicole (NEW)				
	HERSH, Joan (NEW)				
	COLEMAN, Kelly (OK)				
	HOLMES, Ashley (OK)				
	HUBBARD, Randi (OK)				
	LICCARDO, Dana (OK)				
	ANDREWS, Jennifer (PL)				
	BURZA, Autumn (PL)				
	VOSS, Lauren (Pl)				
	BRAGDON, Cynthia (TAM)				
	MONSOOR, Kristin (TAM)				
	MULLEN, Katie (TAM)				
	(Childcare Programs)				

Reason for late submittal: Not able to get prior Board approval in time for the January Board meeting.

4.0 **CONFERENCE/WORKSHOP ATTENDANCE**

	<u>NAME</u>	<u>ATTENDING</u>	<u>LOCATION</u>	<u>COST</u>	<u>BUDGET</u>	<u>DATE</u>
4.1	RENAUD, Jennifer (Masuda)	CADA 2017 Annual Convention	San Diego, CA	\$375.00	010144949-5210	March 1-4, 2017
4.2	WOO, Candise, SLP (Support Services)	Orange County Conference of Social Thinking	Santa Ana, CA	Actual and Necessary	010019961-5210	January 31 thru February 3, 2017

Reason for late submittal: Not able to get prior Board approval in time for the January Board meeting.

4.3	ALLEN, Natalie, Sch Psych WAGNON, Krista, Sch Psych DILDAY, Shannon, Sch Psych (Support Services)	UCLA PEERS Clinic	Los Angeles, CA	Actual and Necessary	010019961-5210	February 9-11, 2017
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Reason for late submittal: Not able to get prior Board approval in time for the January Board meeting.

FOUNTAIN VALLEY SCHOOL DISTRICT

CERTIFICATED MANAGEMENT SALARY SCHEDULE

2016-2017

RANGE	STEP A	STEP B	STEP C	STEP D	STEP E	STEP F
15	98,188	103,099	108,253	113,665	119,347	125,316
16	103,029	108,179	113,589	119,269	125,232	131,494
17	107,053	112,408	118,026	123,928	130,125	136,631
18	109,664	115,147	120,906	126,950	133,298	139,963
18A	111,008	116,557	122,385	128,506	134,929	141,676
19	116,557	122,385	128,506	134,929	141,676	148,760

RANGE 15 **Assistant Principal; Science Coordinator, Program Specialist, Autism Specialist (210 Days)**

RANGE 17 **Elementary Principal (210 Days)**

RANGE 18 **Middle School Principal (215 Days)**

RANGE 18A **Director, Support Services; Director, Educational Services (245 Days)**

RANGE 19 **Executive Director, Personnel, (245 Days)**

NOTE: Step advancement is contingent upon serving at least 50% of the previous year. An additional \$3,000 on an annual basis is awarded to an earned doctorate. The 245 days include a maximum of 24 vacation days. Following the 5th, 10th, 15th, 20th, 25th, 30th and 35th year of employment (including outside and in the District), a cumulative stipend in the amount of \$500, not to exceed \$3,500 in the 35th year is awarded.

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

FOUNTAIN VALLEY SCHOOL DISTRICT
CERTIFICATED MANAGEMENT SALARY SCHEDULE
PSYCHOLOGISTS
2016-2017

RANGE	STEP A	STEP B	STEP C	STEP D	STEP E	STEP F
A	87,358	94,100	100,815	107,871	113,305	118,973
B	44,351					

RANGE A Psychologist (192 Days)

RANGE B Psychologist Intern (192 Days)

NOTE: Step advancement is contingent upon serving at least 50% of the previous year. An additional \$500 on an annual basis is awarded to an earned doctorate. Following the 5th, 10th, 15th, 20th, 25th, 30th and 35th year of employment in the District, a cumulative stipend in the amount of \$500, not to exceed \$3,500 in the 35th year, is awarded.

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

FOUNTAIN VALLEY SCHOOL DISTRICT
2016-2017 Salary Schedule
Classified Management

	Step A		Step B		Step C		Step D		Step E		Step F	
RANGE	MONTH	ANNUAL	MONTH	ANNUAL	MONTH	ANNUAL	MONTH	MONTH	MONTH	ANNUAL	MONTH	ANNUAL
06A	5,018	60,216	5,265	63,180	5,521	66,252	5,792	69,504	6,076	72,912	6,381	76,572
7	6,110	73,320	6,409	76,908	6,724	80,688	7,051	84,612	7,398	88,776	7,768	93,216
7A	5,265	63,180	5,521	66,252	5,791	69,492	6,076	72,912	6,375	76,500	6,693	80,316
8	5,521	66,252	5,791	69,492	6,076	72,912	6,375	76,500	6,685	80,220	7,022	84,264
12	6,687	80,244	7,016	84,192	7,361	88,332	7,723	92,676	8,105	97,260	8,510	102,120
14	7,373	88,476	7,735	92,820	8,115	97,380	8,516	102,192	8,935	107,220	9,382	112,584
17	8,504	102,048	8,925	107,100	9,362	112,344	9,824	117,888	10,313	123,756	10,827	129,924

Range 6A Supervisor Grounds
Range 07 Director Food Services
Range 7A Energy Conservation Manager, Custodial Supervisor
Range 08 Supervisor Maintenance, Supervisor Transportation
Range 12 Information Technology Supervisor
Range 14 Director Child Care Program
Range 17 Director Fiscal Services, Director Human Resources

Note:

Following the 5th, 10th, 15th, 20th, 25th, 30th, and 35th years of employment in the District, a cumulative stipend in in the amount of \$500, not to exceed \$3, 500 in the 35th year is awarded.

Board Approved: _____

Effective: 07-01-2016

FOUNTAIN VALLEY SCHOOL DISTRICT
2016-2017 Salary Schedule
Confidential Employees

	Step 1		Step 2		Step 3		Step 4		Step 5	
RANGE	MONTH	ANNUAL	MONTH	ANNUAL	MONTH	ANNUAL	MONTH	MONTH	MONTH	ANNUAL
38	4,544	54,528	4,767	57,204	4,999	59,988	5,241	62,892	5,499	65,988
40	4,636	55,632	4,863	58,356	5,099	61,188	5,349	64,188	5,612	67,344
55	5,339	64,068	5,599	67,188	5,873	70,476	6,163	73,956	6,467	77,604

Range 38: Insurance Benefits Technician

Range 40: Senior Administrative Secretary, Certificated and Classified Personnel Technican

Range 55: Executive Assistant

Note: Following the 5th, 10th, 15th, 20th, 25th, 30th, and 35th years of employment in the District, a cumulativ stipend in the amount of \$600, not to exceed \$4, 200 in the 35th year, is awarded.

Board Approved: _____

Effective: 07-01-2016

FOUNTAIN VALLEY SCHOOL DISTRICT DONATIONS

BOARD APPROVAL DATE: 2/16/2017

SCHOOL	DONOR	AMOUNT	DESCRIPTION / INTENDED USE
DIST. OFFICE			
	FV Schools Foundation	\$9,415.00	Electricity, special supplies, accessories. For middle school music program
COX			
	Jennie Tang	\$225.00	Classroom enhancement
FULTON			
	Fulton PTA	\$1,237.09	Release stipend and benefits
	Fulton PTA	\$2,586.53	Club stipend and benfits
	Fulton PTA	\$232.68	ASB Director stipend and benefits
	Fulton PTA	\$233.02	Cheer stipend and benefits
	Benevity Community Impact Fund	\$127.25	Principal's discretion
	Benevity Community Impact Fund	\$106.81	Principal's discretion
	Fulton PTA	\$116.51	Cheer stipend and benefits
	Fulton PTA	\$581.70	Coach stipends and benefits
	Fulton PTA	\$1,621.01	Release time and benefits
	Fulton PTA	\$232.68	ASB Director stipend and benefits
	Fulton PTA	\$3,798.70	Clubs and benefits
MASUDA			
	Masuda PTO	\$1,548.31	Clubs, Cheer stipend/benefits
NEWLAND			
	Assistance Leage of HB	\$431.00	Instruction for Monica Christenson
	CEC Entertainment	\$154.17	Instruction
OKA			

	Tom Vo Taekwondo	\$390.00	Principal's discretion
	Tom Vo Taekwondo	\$200.00	Principal's discretion
	Oka PTO	\$256.00	Substitute cost for field trips 2/3 & 2/6
PLAVAN			
	Plavan PTO	\$225.81	Copy paper
	Plavan PTO	\$1,255.80	Transportation to Griffith Observatory -5th gr
TALBERT			
	Talbert ASB	\$223.00	ASB & Yearbook Advisor, Release time for soccer
	Talbert PTO	\$386.00	STEAM Release Time
	Talbert PTO	\$240.00	After School Clubs/Homework Help
	Talbert PTO	\$1,911.00	After School Clubs, Homework Help, Sports Release
TAMURA			
	Merck Foundation	\$23.10	Principal's Discretion
	Lynn Pham	\$243.48	Custodian hrs for Girl Scout event 12/10/16

**FOUNTAIN VALLEY SCHOOL DISTRICT
BOARD MEETING FEBRUARY 16, 2017**

To: Christine Fullerton

From: Mino Nhek

Subject: Warrant Listing

Warrant Numbers: 75255 - 75471

Dates: 1/9/2017 - 1/26/2017

Fund 01	General Fund	369,002.14
Fund 12	Child Development	39,939.93
Fund 13	Cafeteria	52,212.11
Fund 25	Capital Facilities	-
Fund 40	Special Reserves	-
Fund 68	Worker Comp	71,933.17
Fund 69	Insurance	396,388.89

TOTAL	\$	929,476.24
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FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 02/16/2017

FROM 01/04/2017 TO 02/01/2017

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBE</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
K20M4208	VORTEX INDUSTRIES INC	2,500.00	2,500.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
K20M4209	SEACORE INDUSTRIAL INC.	800.00	800.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
K20M4223	AMERICAN ENVIRONMENTAL SPECIAL	1,673.44	1,673.44	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
K20M4224	WALTERS WHOLESALE ELECTRIC CO	213.80	213.80	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
K20M4225	VORTEX INDUSTRIES INC	1,063.00	1,063.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
K20M4226	BOBCAT OF CERRITOS	200.00	200.00	012899390 4347	Gardening / Repair & Upkeep Equip Supplies
K20M4227	ECOTEK CONSULTING INC.	1,500.00	1,500.00	012879390 5645	Vandalism / Outside Srvs-Repairs & Mainten
K20M4228	HUNTINGTON BEACH GLASS & MIRRO	543.52	543.52	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
K20M4229	CRANDALL'S PLUMBING INC.	7,700.00	7,700.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
K20M4231	RITEWAY AUTO PAINT AND BODYWOR	5,382.12	5,382.12	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
K20M4232	A GOOD SIGN	2,900.00	2,900.00	014869390 5645	STAR Building DO-Routine Maint / Outside Srvs-Repairs &
K20M4233	DAPPER TIRE COMPANY	6,000.00	6,000.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
K20M4234	PARKHOUSE TIRE INC.	450.00	450.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
K20M4251	TIME AND ALARM SYSTEMS INC.	880.00	880.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
K20M4252	COMPONENTS CENTER	329.72	329.72	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
K20M4253	UNITED PARCEL SERVICE	30.00	30.00	012869390 5930	Maintenance / Postage, Parcel, & Delivery
K20M4254	ALAN'S LAWNMOWER & GARDEN CENT	164.33	164.33	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
K20M4255	UNITED PARCEL SERVICE	30.00	30.00	012869390 5930	Maintenance / Postage, Parcel, & Delivery
K20M4256	MENDTRONIX INC.	509.18	509.18	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
K20M4257	UNITED PARCEL SERVICE	50.00	50.00	012869390 5930	Maintenance / Postage, Parcel, & Delivery
K20M4258	RESOURCE BUILDING MATERIALS	134.69	134.69	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
K20M4259	REFRIGERATION CONTROL COMPANY	418.42	418.42	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
K20M4260	HUNTINGTON BEACH GLASS & MIRRO	458.22	458.22	012879390 5645	Vandalism / Outside Srvs-Repairs & Mainten
K20M4263	SR PRODUCTS	301.51	301.51	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
K20M4264	MENDTRONIX INC.	312.47	312.47	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
K20M4265	PARAGON SYSTEMS INC	939.17	939.17	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
K20M4266	KIMBALL MIDWEST	262.20	262.20	012869390 4345	Maintenance / Maintenance Supplies
K20M4267	MIKE SCHNEIDER	164.66	164.66	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
K20M4268	PAINTING & DECOR INC.	2,870.00	2,870.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
K20M4269	ORANGE COUNTY PUMPING INC	450.00	450.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
K20R0884	AMAZON.COM LLC	132.30	18.90	012731616 4327	Health Supplies - Newland / Health Supplies
			18.90	012733131 4327	Health Supplies - Gisler / Health Supplies

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 02/16/2017

FROM 01/04/2017 TO 02/01/2017

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBE</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
K20R0884	*** CONTINUED ***				
			18.90	012733232 4327	Health Supplies - Cox / Health Supplies
			18.90	012733737 4327	Health Supplies - Oka / Health Supplies
			18.90	012733838 4327	Health Supplies - Talbert / Health Supplies
			18.90	012734040 4327	Health Supplies - Plavan / Health Supplies
			18.90	012734949 4327	Health Supplies - Masuda / Health Supplies
K20R0894	OFFICE DEPOT	61.54	61.54	012719165 4325	Superintendent / Office Supplies
K20R0927	PARAGON SYSTEMS INC	14,684.25	14,684.25	012109078 5645	Tech/Media Office Operation / Outside Srvs-Repairs & Mainte
K20R0930	IRVINE, MEGAN	70.00	70.00	012889771 5899	Safety Class - Custodians / Other Operating Expenses
K20R0939	BOTHWELL, BRUCE	6,000.00	6,000.00	015999860 5894	Special Ed - Administration / Regionalized Services (X-Pot)
K20R0949	EAGLE SOFTWARE INC.	300.00	300.00	012395098 5210	7395 Sch/Libr Imp Instr-DO / Travel, Conference, Workshop
K20R0952	HEINEMANN	7,004.34	7,004.34	011235675 4322	State Standards Discrt-READING / Testing Supplies
K20R0953	PTM DOCUMENT SYSTEMS INC.	42.54	42.54	012849380 4325	Fiscal Services / Office Supplies
K20R0956	GREAT BOOKS FOUNDATION	1,484.49	1,484.49	011533175 4310	Cotsen Foundation - Gisler / Instructional Supplies
K20R0957	LEVEL 27 MEDIA	670.73	670.73	012723131 4325	Sch Site Admin - Gisler / Office Supplies
K20R0959	GROWING EDUCATORS INC	850.00	850.00	010011010 5210	Sch Site Instr - Tamura / Travel, Conference, Workshop
K20R0960	BEACH WIRE & CABLE INC.	462.67	462.67	012109078 4320	Tech/Media Office Operation / Computer Supplies
K20R0963	BLICK ART MATERIALS	50.75	50.75	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
K20R0964	SCHOOL NURSE SUPPLY INC	138.14	138.14	012731616 4327	Health Supplies - Newland / Health Supplies
K20R0965	SOCIAL THINKING PUBLISHING	90.01	90.01	015643160 4310	Special Ed. - Gisler S&L / Instructional Supplies
K20R0966	BOOKSOURCE	142.04	142.04	011235675 4310	State Standards Discrt-READING / Instructional Supplies
K20R0967	BOOKSOURCE	187.60	187.60	011235675 4310	State Standards Discrt-READING / Instructional Supplies
K20R0968	BOOKSOURCE	222.34	222.34	011235675 4310	State Standards Discrt-READING / Instructional Supplies
K20R0969	BOOKSOURCE	187.16	187.16	011235675 4310	State Standards Discrt-READING / Instructional Supplies
K20R0970	BOOKSOURCE	218.14	218.14	011235675 4310	State Standards Discrt-READING / Instructional Supplies
K20R0971	BOOKSOURCE	407.30	407.30	011235675 4310	State Standards Discrt-READING / Instructional Supplies
K20R0972	BOOKSOURCE	95.64	95.64	011235675 4310	State Standards Discrt-READING / Instructional Supplies
K20R0973	BOOKSOURCE	233.97	233.97	011235675 4310	State Standards Discrt-READING / Instructional Supplies
K20R0974	KAEDEN CORPORATION	223.73	223.73	011235675 4310	State Standards Discrt-READING / Instructional Supplies
K20R0975	KAEDEN CORPORATION	193.73	193.73	011235675 4310	State Standards Discrt-READING / Instructional Supplies
K20R0976	KAEDEN CORPORATION	223.73	223.73	011235675 4310	State Standards Discrt-READING / Instructional Supplies
K20R0977	KAEDEN CORPORATION	223.73	223.73	011235675 4310	State Standards Discrt-READING / Instructional Supplies
K20R0978	KAEDEN CORPORATION	110.67	110.67	011235675 4310	State Standards Discrt-READING / Instructional Supplies

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 02/16/2017

FROM 01/04/2017 TO 02/01/2017

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBE</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
K20R0979	KAEDEN CORPORATION	186.28	186.28	011235675 4310	State Standards Discret-READING / Instructional Supplies
K20R0980	KAEDEN CORPORATION	193.64	193.64	011235675 4310	State Standards Discret-READING / Instructional Supplies
K20R0981	SCHOLASTIC MAGAZINE	213.01	213.01	011235675 4310	State Standards Discret-READING / Instructional Supplies
K20R0982	PEARSON CLINICAL ASSESSMENT	1,080.00	1,080.00	010019961 4322	Medi-Cal Billing-Instructional / Testing Supplies
K20R0983	STUDIES WEEKLY INC.	217.19	217.19	011235675 4310	State Standards Discret-READING / Instructional Supplies
K20R0987	STUDIES WEEKLY INC.	217.19	217.19	011235675 4310	State Standards Discret-READING / Instructional Supplies
K20R0988	STUDIES WEEKLY INC.	217.19	217.19	011235675 4310	State Standards Discret-READING / Instructional Supplies
K20R0989	BARNES AND NOBLE	245.57	245.57	011235675 4310	State Standards Discret-READING / Instructional Supplies
K20R0991	AMAZON.COM LLC	80.98	80.98	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
K20R0992	JONES SCHOOL SUPPLY	73.27	73.27	012723737 4325	Sch Site Admin - Oka / Office Supplies
K20R0993	SOUTHWEST SCHOOL AND OFFICE SU	50.00	50.00	015511060 4310	Special Ed. - Tamura RSP / Instructional Supplies
K20R0994	SCHOLASTIC INC.	670.38	670.38	011235275 4310	State Standards Discret-ELA / Instructional Supplies
K20R0995	PEARSON CLINICAL ASSESSMENT	2,150.00	2,150.00	010019961 4322	Medi-Cal Billing-Instructional / Testing Supplies
K20R0996	CASBO	1,490.00	745.00	012719380 5210	Business Department / Travel, Conference, Workshop
			745.00	012849380 5210	Fiscal Services / Travel, Conference, Workshop
K20R0997	CITY OF HUNTINGTON BEACH	3,099.15	3,099.15	012869390 5570	Maintenance / Sanitation Fees
K20R0998	ORANGE COUNTY DEPARTMENT OF ED	150.00	150.00	014079275 5210	OC Arts Ed-Visual & Perfor Art / Travel, Conference, Worksho
K20R0999	AMAZON.COM LLC	247.77	234.87	012849380 4320	Fiscal Services / Computer Supplies
K20R1006	APPLE COMPUTER ORDER DEPARTMEN	2,221.80	2,221.80	010143888 4410	ASB Donations Instr - Talbert / Fixed Assets \$500-\$5000
K20R1007	ANAHEIM BAND INSTRUMENTS	38.05	38.05	010143889 4311	Donations - Talbert / Elective Supplies
K20R1009	BOOKSOURCE	484.56	484.56	015513160 4310	Special Ed. - Gisler RSP / Instructional Supplies
K20R1011	LYTLE SCREEN PRINTING INC.	297.00	297.00	012719165 4325	Superintendent / Office Supplies
K20R1012	LYTLE SCREEN PRINTING INC.	34.56	34.56	012719165 4325	Superintendent / Office Supplies
K20R1013	FOUNTAIN VALLEY CHAMBER OF COM	30.00	15.00	012719165 5210	Superintendent / Travel, Conference, Workshop
			15.00	012719166 5210	Board of Trustees / Travel, Conference, Workshop
K20R1014	FOUNTAIN VALLEY CHAMBER OF COM	15.00	15.00	012719165 5210	Superintendent / Travel, Conference, Workshop
K20R1015	DECKER EQUIPMENT/SCHOOL FIX	492.16	492.16	010142989 4325	Donations - Fulton / Office Supplies
K20R1016	SCHOLASTIC INC.	426.69	426.69	010114055 4310	Title I - Plavan / Instructional Supplies
K20R1017	AMAZON.COM LLC	104.11	104.11	015511060 4310	Special Ed. - Tamura RSP / Instructional Supplies
K20R1018	BARNES AND NOBLE	546.53	546.53	010114055 4310	Title I - Plavan / Instructional Supplies
K20R1020	LAKESHORE LEARNING MATERIALS	730.55	730.55	010019961 4310	Medi-Cal Billing-Instructional / Instructional Supplies
K20R1022	CDWG	163.62	163.62	010019961 4399	Medi-Cal Billing-Instructional / Equipment Under \$500
K20R1025	OFFICE DEPOT	59.67	59.67	012719165 4325	Superintendent / Office Supplies

FOUNTAIN VALLEY SD
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K20R1026	AUGUSTIN EGELSEE LLP	6,500.00	6,500.00	015999860 5894	Special Ed - Administration / Regionalized Services (X-Pot)
K20R1028	AGZOUR, JANA K	3,400.00	3,400.00	015999860 5894	Special Ed - Administration / Regionalized Services (X-Pot)
K20R1032	PORTVIEW PREPARATORY INC	57,275.00	57,275.00	015999860 5894	Special Ed - Administration / Regionalized Services (X-Pot)
K20R1033	LAW OFFICES OF MAUREEN GRAVES	8,000.00	8,000.00	015999860 5894	Special Ed - Administration / Regionalized Services (X-Pot)
K20R1035	MONTRIVISAI-CHOHAN, MARISA	1,400.00	1,400.00	010118055 5813	Title I - Private School / Consultant
K20R1036	SCHOLASTIC INC.	3,443.69	3,443.69	010114055 4310	Title I - Plavan / Instructional Supplies
K20R1037	CERTIFIED TRANSPORTATION BUS C	2,537.60	2,537.60	010014089 5811	Donations - Plavan / Transportation Outside Agency
K20R1038	STAPLES	201.26	201.26	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
K20R1039	AMAZON.COM LLC	365.10	365.10	012849470 4325	Payroll Fiscal Services / Office Supplies
K20R1040	THE LIBRARY STORE	210.00	210.00	011402955 4230	Library Services - Fulton / Lost Books Rebate
K20R1043	CERTIFIED TRANSPORTATION BUS C	946.40	946.40	010014089 5811	Donations - Plavan / Transportation Outside Agency
K20R1044	CERTIFIED TRANSPORTATION BUS C	3,042.00	3,042.00	010143889 5811	Donations - Talbert / Transportation Outside Agency
K20R1048	SCHOLASTIC INC.	2,744.39	2,744.39	010114055 4310	Title I - Plavan / Instructional Supplies
K20R1049	ARIEL SUPPLY INC.	314.69	68.55	010013131 4310	Sch Site Instr - Gisler / Instructional Supplies
			246.14	012849380 4330	Fiscal Services / Printing/Xerox Supplies
K20R1050	SEHI COMPUTER PRODUCTS	20,477.81	700.00	010114955 4320	Title I - Masuda / Computer Supplies
			17,746.13	010114955 4399	Title I - Masuda / Equipment Under \$500
			1,691.68	010114955 4410	Title I - Masuda / Fixed Assets \$500-\$5000
			340.00	010114955 5899	Title I - Masuda / Other Operating Expenses
K20R1052	PLAYSCRIPTS INC	278.31	278.31	010143889 4311	Donations - Talbert / Elective Supplies
K20R1053	SCHOLASTIC INC.	1,721.85	1,721.85	010114055 4310	Title I - Plavan / Instructional Supplies
K20R1055	BOOKSOURCE	2,839.30	339.30	010011010 4310	Sch Site Instr - Tamura / Instructional Supplies
			2,500.00	016279078 4310	7156 Instructional Mat'l Fund / Instructional Supplies
K20R1059	A & R WHOLESALE	562.63	562.63	011239275 4325	State Standards-Discretionary / Office Supplies
K20R1060	SOCIAL THINKING PUBLISHING	639.20	639.20	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
K20R1061	SOCIAL THINKING PUBLISHING	245.00	245.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
K20R1062	ACSA FOUNDATION FOR	490.00	490.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
K20R1064	OFFICE DEPOT	247.81	247.81	012724787 4325	Other Donations Clerical-Courr / Office Supplies
K20R1066	GOVERNMENT FINANCIAL STRATEGIE	3,952.82	3,952.82	012719380 5813	Business Department / Consultant
K20R1067	CDWG	494.05	494.05	012109078 4399	Tech/Media Office Operation / Equipment Under \$500
K20R1068	VOYAGER SOPRIS LEARNING INC	1,500.00	1,500.00	010019961 4310	Medi-Cal Billing-Instructional / Instructional Supplies
K20R1070	APPLE COMPUTER ORDER DEPARTMEN	3,089.76	3,089.76	012109078 4410	Tech/Media Office Operation / Fixed Assets \$500-\$5000
K20R1071	KNOWLEDGENET ENTERPRISES LLC	299.00	299.00	012109078 5210	Tech/Media Office Operation / Travel, Conference, Workshop

FOUNTAIN VALLEY SD
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K20R1074	UCLA NEUROPSYCHIATRIC & BEHAVI	4,400.00	4,400.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
K20R1077	HOUGHTON MIFFLIN HARCOURT	900.00	900.00	012289963 5826	MAA - Instructional / Licensing/Software,Maint/Supp
K20R1078	COMMITTEE FOR CHILDREN	778.00	778.00	010019961 4310	Medi-Cal Billing-Instructional / Instructional Supplies
K20R1079	LAKESHORE LEARNING MATERIALS	100.00	100.00	015643260 4310	Special Ed. - Cox S&L / Instructional Supplies
K20R1080	STAPLES	50.00	50.00	015643260 4310	Special Ed. - Cox S&L / Instructional Supplies
K20R1081	ILLUMINATE EDUCATION INC.	250.00	250.00	012395098 5899	7395 Sch/Libr Imp Instr-DO / Other Operating Expenses
K20R1082	EDLIO INC.	11,616.00	2,904.00	011258155 5826	Parent Involvement-Media / Licensing/Software,Maint/Supp
			8,712.00	012658155 5826	Assessment and Accountability / Licensing/Software,Maint/Supp
K20R1083	CDWG	245.43	245.43	012719275 5826	Educational Services Admin / Licensing/Software,Maint/Supp
K20R1085	ARIEL SUPPLY INC.	399.09	399.09	010019961 4320	Medi-Cal Billing-Instructional / Computer Supplies
K20R1087	TARGET STORES	100.00	100.00	015641660 4310	Special Ed. - Newland S&L / Instructional Supplies
K20R1089	APPLE COMPUTER ORDER DEPARTMEN	826.75	826.75	010019961 4410	Medi-Cal Billing-Instructional / Fixed Assets \$500-\$5000
K20R1090	LEVEL 27 MEDIA	107.75	107.75	010019961 4325	Medi-Cal Billing-Instructional / Office Supplies
K20R1094	UCLA NEUROPSYCHIATRIC & BEHAVI	2,200.00	2,200.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
K20S8017	WAXIE	461.84	461.84	011000000 9320	Revenue Limit - State Revenues / STORES
K20S8018	UNITED HEALTH SUPPLIES	115.83	115.83	011000000 9320	Revenue Limit - State Revenues / STORES
K20S8019	ARIEL SUPPLY INC.	544.14	544.14	011000000 9320	Revenue Limit - State Revenues / STORES
K20S8020	WAXIE	9,463.72	9,463.72	011000000 9320	Revenue Limit - State Revenues / STORES
K20S8021	LIBERTY FLAGS	240.00	240.00	011000000 9320	Revenue Limit - State Revenues / STORES
Fund 01 Total:		250,184.13	250,171.23		

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<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBE</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
K20M4212	WAXIE	161.51	161.51	120016098 4310	Extended School Instructional / Instructional Supplies
K20R0860	LAKESHORE LEARNING MATERIALS	432.00	432.00	120017598 4310	Child Dev Cntr Preschool Instr / Instructional Supplies
K20R0962	LAKESHORE LEARNING MATERIALS	862.00	862.00	120017598 4310	Child Dev Cntr Preschool Instr / Instructional Supplies
K20R0990	CDWG	169.18	169.18	120016198 4310	State Preschool Instructional / Instructional Supplies
K20R1002	PAUL H. BROOKES PUBLISHING CO.	151.39	151.39	120017598 4310	Child Dev Cntr Preschool Instr / Instructional Supplies
K20R1003	LAKESHORE LEARNING MATERIALS	859.85	859.85	120017598 4310	Child Dev Cntr Preschool Instr / Instructional Supplies
K20R1004	LAKESHORE LEARNING MATERIALS	802.74	802.74	120017598 4310	Child Dev Cntr Preschool Instr / Instructional Supplies
K20R1005	CONSTRUCTIVE PLAYTHINGS	107.75	107.75	120016098 4310	Extended School Instructional / Instructional Supplies
K20R1010	CPACINC	904.02	904.02	120016098 4310	Extended School Instructional / Instructional Supplies
K20R1023	SURPLUS TWO WAY RADIOS	101.22	101.22	120016098 5645	Extended School Instructional / Outside Srvs-Repairs & Maint
K20R1024	LAKESHORE LEARNING MATERIALS	107.75	107.75	120016098 4310	Extended School Instructional / Instructional Supplies
K20R1027	CDWG	2,893.10	2,893.10	120016098 4310	Extended School Instructional / Instructional Supplies
K20R1029	LAKESHORE LEARNING MATERIALS	1,616.25	1,616.25	120017598 4310	Child Dev Cntr Preschool Instr / Instructional Supplies
K20R1030	DISCOUNT SCHOOL SUPPLY	431.00	431.00	120017598 4310	Child Dev Cntr Preschool Instr / Instructional Supplies
K20R1031	TOYS R US	118.53	118.53	120017598 4310	Child Dev Cntr Preschool Instr / Instructional Supplies
K20R1034	TOYS R US	107.75	107.75	120016098 4310	Extended School Instructional / Instructional Supplies
K20R1041	DISCOUNT SCHOOL SUPPLY	188.56	188.56	120016098 4310	Extended School Instructional / Instructional Supplies
K20R1075	SCHOOL SPECIALTY	822.13	822.13	120017598 4410	Child Dev Cntr Preschool Instr / Fixed Assets \$500-\$5000
K20R1076	SCHOOL SPECIALTY	822.13	822.13	120017598 4410	Child Dev Cntr Preschool Instr / Fixed Assets \$500-\$5000
K20R1091	DISCOUNT SCHOOL SUPPLY	428.85	428.85	120017598 4310	Child Dev Cntr Preschool Instr / Instructional Supplies
Fund 12 Total:		12,087.71	12,087.71		

FOUNTAIN VALLEY SD
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<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBE</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
K20R0950	S & S BAKERY INC	3,240.00	3,240.00	133207380 4710	Cafeteria Fund / Food
K20R0955	SCSNA	65.00	65.00	133207380 5210	Cafeteria Fund / Travel, Conference, Workshop
K20R0961	ACTION DUCT CLEANING COMPANY	2,500.00	2,500.00	133207380 5645	Cafeteria Fund / Outside Srvs-Repairs & Mainten
K20R0999	AMAZON.COM LLC	247.77	12.90	133207380 4325	Cafeteria Fund / Office Supplies
K20R1045	REFRIGERATION CONTROL COMPANY	301.70	301.70	133207380 5645	Cafeteria Fund / Outside Srvs-Repairs & Mainten
K20R1046	REFRIGERATION CONTROL COMPANY	283.59	283.59	133207380 5645	Cafeteria Fund / Outside Srvs-Repairs & Mainten
K20R1047	REFRIGERATION CONTROL COMPANY	942.04	942.04	133207380 5645	Cafeteria Fund / Outside Srvs-Repairs & Mainten
K20R1054	LEVEL 27 MEDIA	31.36	31.36	133207380 4325	Cafeteria Fund / Office Supplies
	Fund 13 Total:	7,611.46	7,376.59		

FOUNTAIN VALLEY SD
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K20M4262	REFRIGERATION CONTROL COMPANY	559.08	559.08	402998990 5645	Moiola Improvement Projects / Outside Srvs-Repairs & Mainte
	Fund 40 Total:	559.08	559.08		

FOUNTAIN VALLEY SD
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Total Account Amount:			270,194.61		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

BOARD OF TRUSTEES

02/16/2017

FRO 01/04/2017 TO 02/01/2017

<u>PO NUMBE</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>CHANGE AMOUNT</u>	<u>ACCOUNT NUMBE</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
K20M4002	RAINBOW ENVIRONMENTAL SERVICES	3,000.00	+1,000.00	012899390 4343	Gardening / Gardening Supplies
K20M4039	ALLIED REFRIGERATION INC.	2,500.00	+500.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
K20R0450	STAPLES	459.00	+189.00	012721616 4325	Sch Site Admin - Newland / Office Supplies
K20R0613	CERTIFIED TRANSPORTATION BUS C	1,255.80	+195.00	010014089 5811	Donations - Plavan / Transportation Outside Agency
K20R0825	HEARD, PAUL AND SHARLENE	35,000.00	-25,000.00	015999860 5894	Special Ed - Administration / Regionalized Services (X-Pot)
K20R0868	LAW OFFICES OF MAUREEN GRAVES	25,000.00	+2,812.50	015999860 5894	Special Ed - Administration / Regionalized Services (X-Pot)
K20R0941	PEARSON CLINICAL ASSESSMENT	2,168.16	+145.63	016158155 4322	7140 Gifted & Talented - Instr / Testing Supplies
K20X0549	SOUTHWEST SCHOOL AND OFFICE SU	535.00	+135.00	015513860 4310	Special Ed. - Talbert RSP / Instructional Supplies
Fund 01 Total:			-20,022.87		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

BOARD OF TRUSTEES

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K20X0282	SMART & FINAL	15,120.00	+5,400.00	123206098 4710	Extended School Food Service / Food
Fund 12 Total:			+5,400.00		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND
BOARD OF TRUSTEES 02/16/2017

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Total Account Amount:			-14,622.87		
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FOUNTAIN VALLEY SD

Reference #:

2017 19

Adjustment of Funds

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

Fund: 0101 GENERAL FUND

Object	Description	FROM	TO
1100	TEACHERS' SALARIES	1,289.00	2,020.00
2400	CLERICAL & OFFICE SALARIES		1,000.00
3101	STRS-CERTIFICATED POSITIONS	162.00	126.00
3313	MEDICARE-CERTIFICATED	19.00	14.00
3314	MEDICARE-CLASSIFIED		14.00
3356	OASDI-CLASSIFIED		62.00
3502	SUI-CLASSIFIED		1.00
3601	WORKERS'COMP-CERTIFICATED	29.00	23.00
3602	WORKERS'COMP-CLASSIFIED		23.00
4200	BOOKS OTHER THAN TEXTBOOKS		33.00
4300	MATERIALS & SUPPLIES		4,190.00
5600	RENTAL,LEASE,REPAIR & NON CAP		2,465.00
5800	PROF/CONS SERV & OPER EXPENSE		25,939.00
8600	LOCAL INCOME		23,349.00
9740	RESTRICTED BALANCE		13,933.00
9790	UNASSIGNED/UNAPPROPRIATED	25,000.00	5.00
Subfund Total:		26,499.00	73,197.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, February 16, 2017.

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 #:

2017 20

Adjustment of Funds

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

Fund: 1212 CHILD DEVELOPMENT

Object	Description	FROM	TO
8600	LOCAL INCOME		435.00
9740	RESTRICTED BALANCE		435.00
Subfund Total:		0.00	870.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, February 16, 2017.

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

2017 18

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

Fund: 0101 GENERAL FUND

Object	Description	FROM	TO
4300	MATERIALS & SUPPLIES	401.00	8,412.00
9790	UNASSIGNED/UNAPPROPRIATED	8,011.00	
Subfund Total:		8,412.00	8,412.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, February 16, 2017.

AYES: _____

NOES: _____

ABSENT: _____

Secretary, Board of Trustees

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

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



Fountain Valley School District
Educational Services

M E M O R A N D U M

TO: Board of Trustees
FROM: Julianne Hoefer, Director, Educational Services
SUBJECT: Single Plans for Student Achievement
DATE: February 9, 2017

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

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

Fiscal Impact:

There is no fiscal impact involved in the approval process.

Recommendation:

It is recommended that the Board of Trustees approves the School Plans for Student Achievement for Courreges, Cox, Fulton, Gisler and Masuda Schools.

The Single Plan for Student Achievement

School: Roch Courreges Elementary School
CDS Code: 30-66498-6094635
District: Fountain Valley School District
Principal: Chris Christensen
Revision Date: January 24, 2017

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

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

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

The District Governing Board approved this revision of the SPSA on February 16, 2017.

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School Vision and Mission

Roch Courreges Elementary School's Vision and Mission Statements

Mission Statement

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

Vision Statement

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

School Profile

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

School Demographic Characteristics

Data collected October, 2016

Demographics (%)

White - 45%

Vietnamese - 23%

Hispanic - 13%

Socio-economically disadvantaged - 9%

English Learners - 13%

Special Education - 8%

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

- The principal conducts frequent and consistent classroom visits to monitor instruction and observe instructional practices.
- The District Superintendent formally visits Courreges at least four times annually, as well as the school board members and Assistant Superintendent of Educational Services, Personnel, and Business.

Analysis of Current Instructional Program

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

Basic Services

Teachers

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

Textbooks

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

Facilities

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

California State Standards Implementation (all content areas)

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

Course Access

Strengths	Needs
<ul style="list-style-type: none">• Protected ELA and Math blocks.• Small group instruction.• ST Math.• Instructional consistency at each grade level.• Students appropriately identified.	Leveled reading books and materials.

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

California Assessment of Student Performance and Progress (CAASPP)

Smarter Balanced Assessments

Strengths	Needs
<ul style="list-style-type: none">• Overall Courreges CAASPP results in both ELA and math were above the district average in 2016.	<ul style="list-style-type: none">• 4th grade was slightly below the district average in both ELA and math.• Students need greater access to Chromebooks and using technology to demonstrate understanding.

California English Language Development Test (CELDT)

Strengths	Needs
<ul style="list-style-type: none">• 81% of students are classified Advanced and Early Advanced on the CELDT.	<ul style="list-style-type: none">• 12% of 4th grade students are identified Early Intermediate.

California English Language Development Test

AMAO 1

Strengths	Needs
<ul style="list-style-type: none">• 86% met AMAO1 target in 2016. (Increase of 4%)	<ul style="list-style-type: none">• N/A

AMAO 2

Strengths	Needs
<ul style="list-style-type: none">• 61% met AMAO2 target in 2016.	<ul style="list-style-type: none">• Although target was met, AMAO2 was down 9% in 2016.

Reclassification Rates

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

California Physical Fitness Test

Strengths	Needs
<ul style="list-style-type: none">84% of students met at least 5 of the 6 fitness standards in 2016.Courreges students exceeded the district fitness standards in all areas, except Trunk Extension.Wellness Wednesday program.Teachers have made excellent progress in teaching P.E. on a regular basis and adhering to the required instructional minutes.	<ul style="list-style-type: none">Only 69% are meeting all 6 or 6 standards. (However, this is up 5% from previous year).Parental and community support with educating students on the importance of physical education and increasing physical activity.

Other Student Outcomes

Universal Literacy Screeners

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

Engagement

Parent Involvement

Strengths	Needs
<ul style="list-style-type: none">Parent involvement at Courreges is very strong.	

Student Engagement

Attendance

Strengths	Needs
<ul style="list-style-type: none">Attendance is better in 2015/16 compared to previous year. (Currently at 96.78%)	<ul style="list-style-type: none">Continue to improve attendance; current goal is 97%.

Chronic Absenteeism

Strengths	Needs
	<ul style="list-style-type: none">Chronic absenteeism is at 4.59%. (District average is 4.26%)

School Climate

Suspensions

Strengths	Needs
<ul style="list-style-type: none">Only 10 suspensions at Courreges in 2015/16.	<ul style="list-style-type: none">Number of suspensions at Courreges is higher than the district average for elementary schools.

Expulsions

Strengths	Needs
<ul style="list-style-type: none">• No expulsions reported in the last 5 years.	<ul style="list-style-type: none">• N/A

Survey (California Healthy Kids Survey Results and school surveys)

Strengths	Needs
<ul style="list-style-type: none">• Cigarette use is reported at 2%. (Districtwide)• Alcohol/drug usage is reported at 15%. (Districtwide)	<ul style="list-style-type: none">• Alcohol use was reported at 15%. (down from 19% in previous year)

Description of Barriers and Related School Goals

Description of possible barriers related to goal: Student Achievement

- Lack of current instructional materials for reading instruction.
- Lack of a consistent writing program (school and district-wide).
- Need to increase the Chromebook student ratio to 1:1.
- Need for effective data analysis to guide instruction.
- Professional development needed in reading instruction to increase consistency of instructional practices.

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

- Teachers are currently implementing CGI strategies for mathematics. CGI implementation is inconsistent across grade levels.
- Motivation needed for students who struggle and reach plateaus in ST Math and/or AR Reading.
- New/upgraded ELA instructional curriculum is needed.

Description of possible barriers related to goal: Parent Involvement

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

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

- Support needed from parents to NOT take vacations during school time and allow students to miss school, except when sick.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	117	114	116	110	116	110	99.1	96.5
Grade 4	127	129	125	126	125	126	98.4	98.4
Grade 5	139	136	138	135	137	135	99.3	99.3
All Grades	383	379	379	371	378	371	99.0	98.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2471.1	2487.2	40	52	33	29	18	12	9	7
Grade 4	2500.5	2517.9	37	44	26	30	20	15	17	10
Grade 5	2553.7	2544.4	38	33	41	41	14	15	7	11
All Grades	N/A	N/A	38	42	34	34	17	14	11	10

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	30	48	54	42	16	10
Grade 4	27	35	56	56	17	10
Grade 5	31	33	55	47	13	20
All Grades	30	38	55	49	15	13

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	45	48	43	42	12	10
Grade 4	32	45	51	45	17	10
Grade 5	45	43	45	46	9	11
All Grades	41	45	47	44	13	10

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	33	41	62	56	5	3
Grade 4	25	35	66	63	9	2
Grade 5	37	27	58	64	5	8
All Grades	32	34	62	62	6	4

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	39	49	50	44	11	7
Grade 4	41	33	45	58	14	9
Grade 5	45	49	53	47	2	4
All Grades	42	44	49	50	9	7

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	117	114	116	110	116	110	99.1	96.5
Grade 4	127	129	126	126	126	126	99.2	98.4
Grade 5	139	136	138	135	138	135	99.3	99.3
All Grades	383	379	380	371	380	371	99.2	98.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2489.8	2506.1	44	64	34	22	18	11	3	4
Grade 4	2511.0	2546.0	29	48	33	35	32	13	6	3
Grade 5	2551.4	2568.8	42	47	21	29	28	15	9	9
All Grades	N/A	N/A	38	53	29	29	26	13	6	5

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	59	71	31	22	10	7
Grade 4	45	63	36	29	19	7
Grade 5	49	62	36	24	16	13
All Grades	51	65	34	25	15	9

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	54	58	37	35	9	6
Grade 4	40	56	47	37	13	7
Grade 5	36	47	50	37	14	16
All Grades	43	53	45	36	12	10

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	50	73	44	24	6	4
Grade 4	40	56	44	40	16	4
Grade 5	36	43	47	47	17	10
All Grades	42	56	45	38	13	6

Conclusions based on this data:

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

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	***			***		75	***		25						
1	15	40	60	55	60	40	30								
2	6	33	40	72	56	40	17	11	20	6					
3	44	23	63	19	50	21	25	18	16	13	9				
4		36	12	71	18	65	14	36	12	14	9	12			
5		57	44	60	29	33	20	14	22	20					
Total	17	34	39	52	47	42	23	15	16	7	4	3			

Conclusions based on this data:

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

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	16	6		21	50	32	26	31	28	32	6	36	5	6	4
1	14	40	57	55	60	29	32					14			
2	10	37	35	62	53	41	19	11	24	5			5		
3	44	23	65	19	50	20	25	18	15	13	9				
4		33	11	50	17	61	10	33	17	20	8	11	20	8	
5		50	40	50	25	40	17	13	20	17			17	13	
Total	16	29	30	43	46	37	23	17	20	13	4	12	5	3	1

Conclusions based on this data:

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

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	69	73	69
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	69	73	69
Number Met	57	60	59
Percent Met	82.6%	82.2%	85.5%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	81	4	74	8	79	9
Number Met	45	--	52	--	48	--
Percent Met	55.6%	--	70.3%	--	60.8%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	Yes	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

Conclusions based on this data:

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

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	666	698	769
Percent with Prior Year Data	100.0		100
Number in Cohort	666	698	769
Number Met	550	585	599
Percent Met	82.6	83.8	77.9
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	643	149	653	174	687	219
Number Met	359	119	377	144	357	178
Percent Met	55.8	79.9	57.7	82.8	52	81.3
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. All target areas were met in 2015/16.
2. AMAO 3 was frozen in 2013/14 and reflects the 2012/13 status.

Planned Improvements in Student Performance

School Goal #1

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

CATEGORY/PRIORITY AREA(S): Student Achievement
LEA Local Control and Accountability (LCAP) Goal:
Goal 1: To support academic success, students will participate in a rigorous academic program and demonstrate continued growth in all content areas, with an emphasis on collaboration, communication, critical thinking and problem-solving.
SCHOOL GOAL #1:
To support student achievement, Courreges Elementary School will incorporate professional development, technology integration, and when available, new California State Standards aligned instructional materials.
Data Used to Form this Goal:
Student Achievement: Smarter Balanced Assessments (SBAC) English Language Arts (ELA) and Math, Scholastic Reading Inventory (SRI) Instructional Materials: Access to standards-aligned instructional materials that support the CA State Standards Professional Development: CGI, Math Expressions, and Jr. Great Books Technology: Technology survey, device to student ratio, Chromebook cart and computer lab schedule
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Student Achievement <ul style="list-style-type: none">• Lack of current instructional materials for reading instruction.• Lack of a consistent writing program (school and district-wide).• Need to increase the Chromebook student ratio to 1:1.• Need for effective data analysis to guide instruction.• Professional development needed in reading instruction to increase consistency of instructional practices.
How the School will Evaluate the Progress of this Goal:
Student Achievement: SBAC ELA - Increase the total % of students scoring Standard Exceeded and Standard Met in ELA by 3%. SBAC Math - Increase the total % of students scoring Standard Exceeded and Standard Met in math by 3%.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of State Standards in English Language Arts/Literacy and mathematics.	Sept. 2016 - June 2017	Teachers and Site Administrators	No additional expense associated with this action			
Reading committee to plan, develop, and adopt new reading curriculum and common assessments.	Sept. 2016 - June 2017	Teachers and Site Administrators	Substitutes	1000-1999: Certificated Personnel Salaries	Other	756
Provide ongoing support for implementation of District signature practices	Sept. 2016 - June 2017	Teachers, Site and District Administration	No additional expense associated with this action			
<p>Teacher collaboration is provided in conjunction with professional development and on-site during Collaboration Fridays (3 times per month)</p> <p>Collaboration in grade levels on district signature practices and CA State Standards instruction to further support student learning in small groups.</p> <p>Teachers collaborate 3-4 times per month in grade level teams. Collaboration takes place 3 times per month during Friday Flag Salute mornings (7:30-8:20 a.m.) and during designated Thursday Site Planning days.</p>	Sept. 2015 - June 2017	District administrators and Site administrators.	Expenses embedded in other actions			
Cognitively Guided Instruction (CGI) training	Sept. 2015 - June 2017	District administrators, site administrators, teachers	Trainer fees, substitutes, stipends, and materials	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,450
Student use of technology. Move toward 1:1 device/student ratio.	Sept. 2016 - June 2017	PTA, district, and school site budget.	Chromebooks and iPads.	5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA)	5,500
					Donations	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improve technology infrastructure and expand wireless access.	Sept. 2016 - June 2017	District	Hardware Installation	5000-5999: Services And Other Operating Expenditures	Other	19,499
					LCFF - Base	14,624
					LCFF - Supplemental	4,875
Music instruction (TK-5) to support administering, scoring, and analyzing district identified common assessments.	Sept. 2016 - June 2017	District	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	32,814
Utilize supplemental resources. Informational text and materials to support reading instruction.	Sept. 2016 - June 2017	District, school, teachers, and site administration.	Instructional materials	4000-4999: Books And Supplies	LCFF - Supplemental	5,194
Participate in school library program.	Sept. 2016 - June 2017	School and teachers.	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Base	13,800
					LCFF - Supplemental	6,230
Administer district common assessments.	Sept. 2016 - June 2017	Teachers and district.	Materials Online Subscriptions	5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,500

Planned Improvements in Student Performance

School Goal #2

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

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

How the School will Evaluate the Progress of this Goal:

SBAC Subgroup Scores - In 2016-17 every group, including English learners and low income students, are expected to demonstrate improved achievement. Progress monitoring using district assessments will continue to be used to ensure students have the greatest opportunity to meet grade level expectations on state tests.

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

EL students will move up by at least one CELDT level per year.

Students from significant subgroups will attain the same progress on the SBAC as other student populations:

- SBAC ELA - Increase the total % of students scoring Standard Exceeded and Standard Met in ELA by 3%.
- SBAC Math - Increase the total % of students scoring Standard Exceeded and Standard Met in math by 3%.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bilingual tutor support for Beginning and Early Intermediate EL students to facilitate content mastery	Sept. 2013 - June 2017	Administration, teachers, and aides	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	4,716
District Signature Practices: DI, ST Math, Thinking Maps, CGI.	Sept. 2013 - June 2017	Teachers	No additional expenses associate with this action			
K-5: EL After School Writing Program	Sept. 2013 - June 2017	Administration and teachers	Salaries/stipends for after school program.	1000-1999: Certificated Personnel Salaries	Title III	4,300
Data Analysis	Sept. 2013 - June 2017	Teachers and site administrators	Annual service renewal fees	5000-5999: Services And Other Operating Expenditures	LCFF - Base LCFF - Supplemental	2,590 1,636
Utilize ST Math to support English learners, low income youth, and other high needs student populations	Sept. 2013 - June 2017	Teachers	Renewal fees	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000
CGI training for all teachers K-5. Support implementation of CGI.	Sept. 2013 - June 2017	Teachers and administration	Expenses reflected in Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize TOSAs in reading, math, and intervention	Sept. 2016 - June 2018	District, administrators, TOSAs, teachers	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	22,000
Administer district common assessments, including a literacy screener.	Sept. 2013 - June 2017	Administrators and teachers	Expenses reflected in Goal 1			
<p>Collaboration in grade levels on district signature practices and CA State Standards instruction to further support student learning in small groups.</p> <p>Teachers collaborate 3-4 times per month in grade level teams. Collaboration takes place 3 times per month during Friday Flag Salute mornings (7:30-8:20 a.m.) and during designated Thursday Site Planning days.</p>	Sept. 2014 - June 2017	Teachers and Site Administration	Expenses reflected in Goal 1			

Planned Improvements in Student Performance

School Goal #3

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide parent education opportunities (i.e. Parent Academy, Boot Camp, etc.)	Sept. 2013 - June 2017	Administrators and District Administration	No additional expenses associated with this action			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide a bilingual Community Liaison to support parent outreach	Sept. 2013 - June 2017	District staff	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	6,454
Utilize technology and social media to communicate with parents, promote involvement, and solicit input	Sept. 2013 - June 2017	District staff, site administrator	Personnel and annual service agreements	2000-2999: Classified Personnel Salaries	LCFF - Base Title I	10,500 500
Provide written communication in English and Vietnamese to parents.	Sept. 2013 - June 2017	District staff, site administrator	Expenses reflected in prior action			
Provide interpretation services to parents upon request by a district interpreter.	Sept. 2013 - June 2017	District staff, site administrator	No additional expense associated with this action			

Planned Improvements in Student Performance

School Goal #4

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

CATEGORY/PRIORITY AREA(S): Student Engagement and School Climate
LEA Local Control and Accountability (LCAP) Goal:
Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.
SCHOOL GOAL #4:
Create a learning environment and school climate which improves students' attendance, connection, and overall involvement in all aspects of their education.
Data Used to Form this Goal:
Daily attendance rates Chronic absenteeism information Suspensions California Healthy Kids Survey PBIS evaluation data School climate survey
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Student Engagement and School Climate <ul style="list-style-type: none"> Support needed from parents to NOT take vacations during school time and allow students to miss school except when sick.
How the School will Evaluate the Progress of this Goal:
Daily attendance rates, chronic absenteeism information, suspensions, California Healthy Kids Survey results, and school climate survey results. <ul style="list-style-type: none"> The attendance rate for Courreges will increase to 97% or greater for the current school year. Courreges will have no more than ten (10) students who are suspended in a school year.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ongoing promotion and support of Health and Wellness Policy. Wellness Wednesday	June 2014-June 2017	Administration	No additional expenses associated with this action			
Provide health services to support attendance for high needs student populations	June 2014-June 2017	School staff, site administrator, district staff	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Base	20,400
					LCFF - Supplemental	4,000
Analyze suspension information to identify patterns in misconduct and/or student demographics	June 2014-June 2017	Site administrator, district staff	No additional expense associated with this action			
PBIS - Power Paw rewards	2016-2018	Admin./Staff	Incentives	5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA)	300
Student Engagement/Connectedness: Friday Flag Salute - Weekly gathering to promote patriotism, unity, and recognition of special events.	Sept. 2015-June 2017	Admin./Staff/PTA	No additional expense associated with this action			
Leadership development with school leadership team.	June 2015-June 2017	Administrator and teachers	Sub release time for teachers	1000-1999: Certificated Personnel Salaries	Donations	1,600
PAL program (3rd-5th Grade)	Sept. 2016-June 2018	Psych and teacher rep.	No expenses			
Buddy Benches	Dec. 2016- Current	PTA and Admin.	Three buddy benches (one per playground)	5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA)	1,850

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	Donations	5,000.00
1000-1999: Certificated Personnel Salaries	Donations	1,600.00
	LCFF - Base	14,624.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	20,400.00
2000-2999: Classified Personnel Salaries	LCFF - Base	24,300.00
5000-5999: Services And Other Operating	LCFF - Base	6,090.00
	LCFF - Supplemental	16,741.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	64,264.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	11,170.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,194.00
5000-5999: Services And Other Operating	LCFF - Supplemental	2,000.00
1000-1999: Certificated Personnel Salaries	Other	756.00
5000-5999: Services And Other Operating	Other	19,499.00
5000-5999: Services And Other Operating	Parent-Teacher Association (PTA)	7,650.00
	Title I	500.00
1000-1999: Certificated Personnel Salaries	Title III	4,300.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Donations	6,600.00
LCFF - Base	65,414.00
LCFF - Supplemental	99,369.00
Other	20,255.00
Parent-Teacher Association (PTA)	7,650.00
Title I	500.00
Title III	4,300.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	91,320.00
2000-2999: Classified Personnel Salaries	35,470.00
4000-4999: Books And Supplies	5,194.00
5000-5999: Services And Other Operating Expenditures	35,239.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	121,242.00
Goal 2	37,242.00
Goal 3	17,454.00
Goal 4	28,150.00

Home/School Compact

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

Student Pledge:

THE STUDENT PLEDGE:

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

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

Parents Pledge:

THE PARENT PLEDGE:

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

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

Staff Pledge:

THE TEACHER PLEDGE:

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

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

Everyone Will...

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

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Chris Christensen	X				
Rachelle Coy		X			
Donna Lightbody			X		
Sara Boer		X			
Michelle Sprague		X			
Sue Gauldin		X			
Katie Watkins				X	
Kristin Azcona				X	
Elise Eriksen				X	
Angie Vander Burgh				X	
Lynnette Schorle				X	
Marisa Chohan				X	
Numbers of members of each category:	1	4	1	6	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

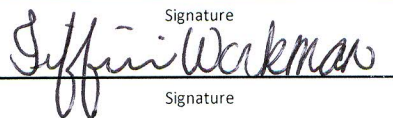
Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

Signature

Signature

Signature

Signature

Signature

Signature

Signature

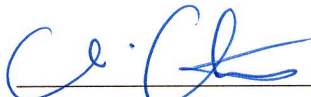
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on January 24, 2017.

Attested:

Chris Christensen

Typed Name of School Principal


Signature of School Principal

1/24/17

Date

Sue Gauldin, Vice Chairperson

Typed Name of SSC Chairperson


Signature of SSC Chairperson

1/24/17
Date

The Single Plan for Student Achievement

School: James H. Cox Elementary School
CDS Code: 30-66498-6066922
District: Fountain Valley School District
Principal: Patrick Ham
Revision Date: January 27, 2017

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 February 16, 2017.

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School Vision and Mission

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

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

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

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

School Profile

School Description

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

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

School Demographic Characteristics

Ethnic and Racial Makeup of James H. Cox School

2016-2017 (Based on CALPADS and Aeries SIS from December 2016):

Vietnamese-38%

White, non-Hispanic-24%

Hispanic or Latino-22%

English Learners-30%

GATE Identified-3%

Special Ed-4%

Socio-Economically Disadvantaged (Low Income)-22%

Staffing

James H. Cox School houses self-contained general education classes, a Resource Specialist Program (RSP), Speech and Language

Program (SLP), Library Media Center, Computer Lab, 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. Classified staff provides formal and informal input for school decisions.

Students at Cox Elementary benefit from the following...

Professional Development & Assessments

- Cognitively Guided Instruction (CGI)
- Thinking Maps: Write from the Beginning and Beyond
- Smarter Balance (SBAC) Assessments
- FVSD Kindergarten and 1st Grade Assessments
- FVSD Writing Benchmark Assessments
- CELDT
- DIBELS Next
- Scholastic Reading Inventory (SRI)
- Teacher created assessments
- Curriculum based measures
- Illuminate (management database)

Release Time/Grade Grade Collaboration

- Grade level horizontal collaboration
- Multiple grade level(s) vertical collaboration
- Professional development-CGI, Thinking Maps Writing & reading
- Site visitations/Grade level classroom walkthroughs
- CGI & Thinking Maps: training and collaboration
- DIBELS Next training and collaboration
- Technology training and collaboration
- Illuminate training
- ST Math training
- District 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

Instructional Supplies

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

Technology

- Ticket to Read Reading Program
- ST Math site license
- Computer software licenses
- ELMOs and LCD Projectors for classrooms
- 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 in the regular classroom. In the regular classroom whole group instruction is made more comprehensible through the use of visual support such as Thinking Maps, Discovery United Streaming, Brain Pop, Pages/Powerpoint, internet based websites, etc. Technology (ELMO, LCD Projector, laptop, and Smart Boards) helps facilitate visual support in every classroom. In addition to support provided during whole group instruction, small group differentiation occurs on a regular basis.

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

Another important piece of the vision 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 lab. 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 skills to help them deal successfully with real life situations.

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

EL and Title I surveys are administered annually by the District. The results from the annual Program Effective Parent Survey for Title I Program showed overall parent satisfaction and appreciation for the services provided in the area of reading. A staff Title I survey was administered this year by the site administrator. The purpose of the survey is to educate our staff on important information

related to Title I, as well as, to receive feedback regarding possible Title I funding expenditure for future years. In addition, the District annually administers a survey to solicit input from parents of English learners.

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

Each classroom teacher completes the Title I Identification Survey based on the established criteria to identify our Title I students in the content areas of ELA and mathematics.

Classroom Observations

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

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

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

Analysis of Current Instructional Program

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

Basic Services

Teachers

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

Textbooks

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

Facilities

Strengths	Needs
<ul style="list-style-type: none"> Excellent garden maintenance by our District grounds workers (Monday mornings) Overall an excellent campus for our students to play on, with access to playground equipment and open grass areas. Consistent cleaning process implemented by custodians Solar panels Deep cleaning 80 hours during summer (LCAP) Passage of Measure O in November 2016 	<ul style="list-style-type: none"> Custodial cleaning and on-going maintenance of cleaning needs improvement Blacktop aging (Deferred Maintenance Plan-Budgeting) External – mow grass shorter & pick up clippers where students play Ant control

California State Standards Implementation (all content areas)

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

Course Access

Strengths	Needs
<ul style="list-style-type: none"> Weekly collaboration centered around CGI, Reading, and Thinking Maps Writing. ELA/Reading block consistent across grade levels Math curriculum, ST Math, and ST Math Fluency implementation of key component of instructional materials Greater emphasis on nonfiction, informational text Differentiated, small group instruction implementation Greater emphasis on Listening and Speaking standards (Student Collaboration) 	<ul style="list-style-type: none"> Building site consistency in pedagogical knowledge for CGI Consistency in implementation of Thinking Maps and CGI Math

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

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

Strengths	Needs
<p>The SBAC Baseline in ELA and Math from Spring 2016 were above state and county averages.</p> <p>ELA</p> <ul style="list-style-type: none"> 3rd: 62% At, Near, or Exceeding (2% increase from 2015) 4th: 69% At, Near, or Exceeding (10% increase from 2015) 5th: 58% At, Near, or Exceeding (11% decrease from 2015) <p>Math</p> <ul style="list-style-type: none"> 3rd: 80% At, Near, or Exceeding (15% increase from 2015) 4th: 70% At, Near, or Exceeding (13% increase from 2015) 5th: 53% At, Near, or Exceeding (1% increase from 2015) 	<ul style="list-style-type: none"> Learning Gap exists between subgroups: EL and Low income. Student with Disability enrollment numbers were not significant. 5th Grade 2016 Spring ELA decreased by 11% from Spring 2015. 20%, 21%, and 12% Near Standard for Grades 3rd-5th respectively for Reading. Target population for Extended Intervention for sessions for 2016 and beyond. 22%, 33%, and 29% Nearly Met the SBAC Math Standards for grades 3rd to 5th respectively. These students are the target population for Extended Learning for Math Intervention. Overall, the discrepancy between general population and subgroups are not as significant as initially predicted. In fact, some of the subgroups outperformed the general population when you look at the bottom performing band (Standard Not Met). There was significantly less percentage of students in subgroups compared to All Students at the top performing band (Exceeding the Standard).

California English Language Development Test (CELDT)

Strengths	Needs
<ul style="list-style-type: none"> Cox students met both AMAO 1 and AMAO 2 Federal targets. 	<ul style="list-style-type: none"> 35%-50% of all Initial CELDT assessments in FVSD have come from Cox School in recent years. Thus, Cox has a large population of Beginning ELs that our staff must differentiate with in order to meet their needs. Based on the total number of students taking the CELDT assessment (151), 4% of our EL students were reclassified R-FEP, a percentage we would want to increase based the the CAASPP achievement success of our R-FEP students.

California English Language Development Test
AMAO 1

Strengths	Needs
<ul style="list-style-type: none"> 73.4% met AMAO 1 target in 2016 Federal Target is 62% 	<ul style="list-style-type: none"> Continue to address the needs of our EL population especially in the area of writing. EL Intervention classes and a consistent writing program are needed to support these areas.

AMAO 2

Strengths	Needs
<ul style="list-style-type: none">75% met AMAO 2 target in 2016Federal Target is 52.8%	<ul style="list-style-type: none">Continue to address the needs of our EL population especially in the area of writing. EL Intervention classes and a consistent writing program are needed to support these areas.

Reclassification Rates

Strengths	Needs
<ul style="list-style-type: none">R-FEP rates for Cox Elementary School (3.1%) are well below county and state averages; our R-FEP students outperform all subgroups in their CAASPP assessments.	<ul style="list-style-type: none">Cox R-FEP rates are well below the state and county averages; The R-FEP percentage needs to be higher.

California Physical Fitness Test

Strengths	Needs
<ul style="list-style-type: none">1/3 of all 5th grade students are meeting all 6 out of the 6 fitness standards from 2016 Spring.Wellness WednesdaysNoon Leagues	<ul style="list-style-type: none">Upper body and flexibility are our two areas of need.Parental and community support with educating students on the importance of physical education and increasing physical activityMore communication with parents regarding the progressTime to practice these skills

Other Student Outcomes

Universal Literacy Screeners

Strengths	Needs
<ul style="list-style-type: none">Scholastic Reading Inventory (SRI) for all students in grades 1st - 5thDIBELS Next available across all grade levels for greater detailed data for studentsDIBELS 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 yearMore support for certain demographics showing slower rate of progressScores seem to go down at the end of the year

Engagement

Parent Involvement

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

Student Engagement

Attendance

Strengths	Needs
<ul style="list-style-type: none">Above County and State averages for 2016 with 97%.Began Progressive Attendance/Tardy Agreement-Fall Conference, Principal, District SARB.At the target mark of 97%.	<ul style="list-style-type: none">Address chronic absencesLess than 30 minute tardy numbers need to be reduced

Chronic Absenteeism

Strengths	Needs
<ul style="list-style-type: none">Well below County averages	<ul style="list-style-type: none">The percentage of chronic absenteeism is 4.98%

School Climate

Suspensions

Strengths	Needs
<ul style="list-style-type: none">Progressive discipline; strong classroom management, number of suspensions are level below county averages.	<ul style="list-style-type: none">Number of suspensions at Cox has gone down tremendously in the last 4-5 years. Need for consistency in progressive discipline as well as continuing character assemblies and teacher/principal expectation talks.

Expulsions

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

Survey (California Healthy Kids Survey Results and school surveys)

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

Description of Barriers and Related School Goals

Description of possible barriers related to goal: Student Achievement.

- Lack of experience and knowledge of effective components with grade level collaboration meetings.
- More knowledge and experience with data analysis
- Lack of time for on-going Professional Development for the California State Standards along with newly adopted curriculum
- Lack of experience with a consistent writing program (school and district-wide)
- More participation desired for extended learning/intervention

Description of possible barriers related to goal: Special Populations

- Lack of aligned Standards based core and supplemental curriculum & materials
- Within grade level inconsistency with implementation of program initiatives
- Motivation needed for students to complete ST Math goal.
- Identifying specific learning gaps for students in special populations
- Lack of intervention and extended day opportunities and participation consistency across grade levels
- Inconsistent instructional practices for English Learner population

Description of possible barriers related to goal: Parent Involvement

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

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

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

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	104	142	103	140	102	140	99.0	98.6
Grade 4	117	118	117	118	117	118	100.0	100
Grade 5	161	126	160	125	160	125	99.4	99.2
All Grades	382	386	380	383	379	383	99.5	99.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2439.5	2457.4	28	36	32	26	20	23	18	15
Grade 4	2479.5	2498.7	27	32	32	37	21	15	21	15
Grade 5	2530.5	2516.8	26	19	43	39	12	27	19	14
All Grades	N/A	N/A	27	30	37	34	17	22	19	15

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	26	31	53	49	20	20
Grade 4	27	31	52	53	20	16
Grade 5	33	27	48	47	19	26
All Grades	29	30	50	50	19	21

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	26	38	57	48	16	14
Grade 4	24	33	54	54	21	13
Grade 5	33	29	50	56	16	15
All Grades	28	33	53	52	17	14

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	22	25	64	66	14	9
Grade 4	16	21	72	68	11	11
Grade 5	21	14	68	74	10	12
All Grades	20	20	68	69	11	11

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	27	34	55	51	17	15
Grade 4	21	26	45	63	13	11
Grade 5	41	32	51	57	8	11
All Grades	31	31	50	57	12	13

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	104	142	102	140	102	140	98.1	98.6
Grade 4	117	118	117	118	117	118	100.0	100
Grade 5	161	126	160	125	160	125	99.4	99.2
All Grades	382	386	379	383	379	383	99.2	99.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2461.5	2484.4	32	39	33	41	22	13	13	6
Grade 4	2489.9	2519.3	21	36	32	34	33	25	14	4
Grade 5	2530.4	2529.5	28	29	24	24	29	30	19	17
All Grades	N/A	N/A	27	35	29	33	28	22	16	9

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	49	57	33	36	18	7	
Grade 4	31	54	43	33	25	13	
Grade 5	37	38	38	37	26	26	
All Grades	38	50	38	35	23	15	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	40	45	42	44	18	11
Grade 4	24	42	56	43	18	15
Grade 5	25	30	49	44	26	26
All Grades	29	39	50	44	21	17

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	39	49	51	44	10	7
Grade 4	33	47	49	44	16	9
Grade 5	24	25	54	55	22	20
All Grades	31	40	51	48	17	12

Conclusions based on this data:

1. 94%, 96%, and 83% Nearly, Met, or Exceeded the Standards for Math SBAC for grades 3rd -5th respectively; 6%, 4%, and 17% did not meet the Standard for Math SBAC. Target population for ST Math Fluency extended learning are those students who did not meet the Standard.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K		25		***	25	***		50	***						
1	33	28	20	40	47	43	21	19	37	4	6		2		
2	5	31	20	40	35	33	50	24	33		8	13	5	2	3
3	39	10	26	42	62	40	19	19	25		5	6		5	4
4	35	14	30	46	52	43	15	29	17			9	4	5	
5	39	23	40	44	50	36	17	14	24		14				
Total	31	24	26	42	46	39	23	22	28	1	7	6	2	2	2

Conclusions based on this data:

1. Based on the total number of students taking the CELDT assessment (151), 4% of our EL students were reclassified R-FEP.
2. 65% of our EL students taking the CELDT Assessment scored Advanced or Early Advanced.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	8	10	4	21	13	17	38	49	45	21	15	13	13	13	21
1	31	29	19	38	38	39	22	17	36	4	7		5	10	6
2	13	30	18	35	32	31	48	23	31		11	13	4	4	7
3	37	7	25	43	59	38	17	19	25		7	5	3	7	5
4	33	14	25	43	41	43	20	31	21		3	11	3	10	
5	35	28	38	45	38	35	15	17	23	5	17				4
Total	26	21	20	36	35	33	27	26	31	6	10	8	6	7	8

Conclusions based on this data:

1. About 53% of students scored Advanced or Early Advanced.
2. About 16% scored at the Beginning and Early Intermediate levels.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	144	151	173
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	144	151	173
Number Met	124	116	127
Percent Met	86.1%	76.8%	73.4%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	166	16	181	17	202	20
Number Met	90	--	86	15	93	15
Percent Met	54.2%	--	47.5%	88.2%	46.0%	75.0%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. AMAO 1: Cox exceeded the Federal Target of 62% with 73% demonstrating growth.
2. AMAO 2 (Less Than 5 Years of EL Instruction): Cox exceeded the Federal Target of 25.4% with 46% attaining English Proficiency.
3. AMAO 2 (5 or More Years of EL Instruction): Cox exceeded the Federal Target of 52.8% with 75% attaining English Proficiency.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	666	698	769
Percent with Prior Year Data	100.0		100
Number in Cohort	666	698	769
Number Met	550	585	599
Percent Met	82.6	83.8	77.9
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	643	149	653	174	687	219
Number Met	359	119	377	144	357	178
Percent Met	55.8	79.9	57.7	82.8	52	81.3
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. At the district level, FVSD met the AMAO 1, exceeding the Federal Target of 62% with 77.9% of EL demonstrating growth.
2. At the district level, FVSD met the AMAO 2 (Less than 5 Years of EL Instruction), exceeding the Federal Target of 25.4% with 52% attaining English Proficiency.
3. At the district level, FVSD met the AMAO 2 (5 or More Years of EL Instruction), exceeding the Federal Target of 52.8% with 81.3% attaining English Proficiency.

Planned Improvements in Student Performance

School Goal #1

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

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

How the School will Evaluate the Progress of this Goal:

Student Achievement:

- SBAC ELA -increase by 3% Standard Exceeded and Standard Met in all grades
- SBAC Math -increase by 3% Standard Exceeded and Standard Met in all grades

Instructional Materials:

- Implementation of standards aligned instructional materials, Thinking Maps Writing Program

Professional Development:

- CGI and Thinking Maps: WFTB&B, calendar, interim assessments

Technology:

- Technology survey, device student ratio, Chromebook cart schedules

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement California State Standards Math Materials -Math Expressions t	09/2016 - 06/2018	Teachers, Site & District Administrators	No additional cost associated with this action			
Implementation of Thinking Maps Writing Program for 2016-Personal Narrative (Site)	09/2016-06/2018	Teachers, Site Administrator	Professional Development through Grade level substitute release	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	6800
Site Leadership Team to build Shared Decision Making related to Student Learning: Consistency in program implementation: CGI, Thinking Maps, and Writing (Site)	09/2016-06/2018	Teachers, Site Administrator	3 Release Planning Days- 11 Members	0001-0999: Unrestricted: Locally Defined	Title I	5,000
Teacher collaboration was provided in conjunction with professional development...Friday Morning Collaboration (Site)	09/2016 - 06/2018	Teachers, Site & District Administrators	No additional cost associated with this action			
Cognitively Guided Instruction (CGI)	09/2016 - 06/2018	Teachers, Site & District Administrators	Substitutes Stipends, Trainer Fees, Materials	1000-1999: Certificated Personnel Salaries	Title I	700
					LCFF - Supplemental	10,206
Establish membership on the Reading Committee with communication from the meeting to the staff	09/2016-06/2018	Teachers, Site Administrators				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Thinking Maps: Refresher and Write From the Beginning and Beyond (Site).	10/2015 - 06/2016	Teachers, Site Administrator	Substitutes Stipends, Trainer Fees, Materials & Curriculum	4000-4999: Books And Supplies	Title I	15,000
				5800: Professional/Consulti ng Services And Operating Expenditures	Title I	15,000
Technology Based Programs: ST Math, IXL, Ticket to Read, SRI (Site)	Fall 2015 - Spring 2018	Teachers, Site Administrator, PTO	Licence Fees-SRI K-3	5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA)	7,000
			ST Math & ST Math Fluency	5000-5999: Services And Other Operating Expenditures	Title I	7,200
			Ticket to Read or Reading Counts	5000-5999: Services And Other Operating Expenditures	Title I	10,000
			IXL- 2 year for 1: paid in 2014/15	5000-5999: Services And Other Operating Expenditures	Title I	0
Leadership and Grade Level Collaboration for Intervention and Professional Development Planning (Site)	Fall 2016 - Spring 2018	Teachers & Site Administrators	Substitutes cost	1000-1999: Certificated Personnel Salaries	Title I	10,000
Leveled Reading Books/Library	Fall 2016 - Spring 2018	Site Administrator, Teachers, Parents	Materials, Resources	4000-4999: Books And Supplies	Title I	39,000
Provide ongoing training on District Signature Practices that support California State Standards. Trainings and Demos.	09/2015 06/2018	Teachers, Site & District administrators	Presenter Fees and Substitutes, Stipends	5800: Professional/Consulti ng Services And Operating Expenditures	Title I	4,295

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to improve infrastructure and expand wireless access	09/2016-06/2018	District Administrators, Site Administrator, IT Team	Hardware Installation	5000-5999: Services And Other Operating Expenditures	Other	20,128
					LCFF - Base	15,096
					LCFF - Supplemental	5,032

Planned Improvements in Student Performance

School Goal #2

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

CATEGORY/PRIORITY AREA(S): Special Populations
LEA Local Control and Accountability (LCAP) Goal:
Goal 2: To support academic success in the core program, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement.
SCHOOL GOAL #2:
All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math, while reducing the achievement gap between subgroups.
Data Used to Form this Goal:
SBAC Subgroup Scores, SRI, DIBELS Next, Fountain Valley School District Writing Benchmarks, CELDT, AMAO 1, and AMAO 2.
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Student Achievement <ul style="list-style-type: none">• Lack of aligned Standards based core and supplemental curriculum & materials• Within grade level inconsistency with implementation of program initiatives• Motivation needed for students to complete ST Math goal.• Identifying specific learning gaps for students in special populations• Lack of intervention and extended day opportunities and participation consistency across grade levels• Inconsistent instructional practices for English Learner population

How the School will Evaluate the Progress of this Goal:

2015 established the base scores for SBAC and Scholastic Reading Inventory (SRI), in 2016 every group including ELs and low income students, are expected to demonstrate improved achievement.

- Low Income: 3rd grade = 41% proficient/above with the goal of 62%; 4th grade = 54% proficient/above with the goal of 69%; 5th grade 52% proficient/above with the goal of 58%.
- English Learners: 3rd grade = 52% proficient/above with the goal of 62%; 4th grade = 64% proficient/above with the goal of 69%; 5th grade = 52% proficient/above with the goal of 58%

The overall goal for our EL and LI subgroups is to approach and match the overall grade level percentages.

SBAC Subgroup Scores, SRI, DIBELS Next, Writing Benchmarks, CELDT, AMAO 1 and 2.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bilingual Tutor Support for Beginning and Early Intermediate English Learner students to facilitate content mastery.	09/2015 - 06/2018	Teachers, Site & District Administrators	Bilingual Tutor Salary	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	59,646
After School English Learner Writing Support Class (District).	09/2015 - 06/2018	4-6 Teachers, Office Manager, and Site Administrator	Stipend	1000-1999: Certificated Personnel Salaries	Title III	10,650
Before/After School Title I Intervention (Site Specific).	09/2015 - 06/2018	5-8 Teachers, Office Manager, Site Administrator	Stipend	1000-1999: Certificated Personnel Salaries	Title I	25,000
Support implementation of Cognitively Guided Instruction (CGI)-TOSA.	09/2015 - 06/2017	Teachers, Site and District Administrator	No additional expense associated with this action			
Teachers will continue to collaborate using California State Standards, district and site signature practices, and Differentiated Instruction model (District & Site Specific).	09/2016 - 06/2018	Teacher, Site & District Administrator	No additional expense associated with this action			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze and disaggregate student achievement data in English language development, English/language arts, and mathematics in order to provide timely intervention and close the achievement gap	09/2015 - 06/2018	Teacher, Site & District Administrator	Annual service renewal fees	5000-5999: Services And Other Operating Expenditures	LCFF - Base LCFF - Supplemental	2,590 1,636
Purchase supplemental resources and informational text supplement existing core ELA materials	09/2015 - 06/2018	Teacher, Site & District Administrator	Materials	4000-4999: Books And Supplies	LCFF - Supplemental	5,761
Participate in school library program	09/2015 - 06/2018	Library Media Technician	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Base LCFF - Supplemental	13,800 6,230
Utilize ST Math to support English learners, low income youth, and other high needs student populations	09/2015 - 06/2018	Teachers	Annual fee	5000-5999: Services And Other Operating Expenditures	Title I LCFF - Supplemental	3,318 2,000
Continue to administer District identified assessments, including SRI, Dibels, common assessments, literacy screener	09/2014 - 06/2017	Teachers & Site Administrators	Materials, online subscription	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,500
Site specific technology/Chromebooks and auxiliary devices and to increase student device ratio	09/2015 - 06/2016	Teachers, Site Administrators, District Administrators	Chromebooks 182 Chromebook carts VLT32	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	Title I Title I	69,000 2,300
Provide teachers release time to administer, score, and analyze data through certificated music instruction	09/2015-06/2018	Teachers, Site Administrators	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	32,814
Utilize TOSA in reading, math, and intervention support	09/2016-06/2019	District Administrators, Site Administrator, TOSAs	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	22,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			5000-5999: Services And Other Operating Expenditures	Title I		69,000
			5000-5999: Services And Other Operating Expenditures	Title I		20,000
			5000-5999: Services And Other Operating Expenditures	Title I		2,300

Planned Improvements in Student Performance

School Goal #3

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

CATEGORY/PRIORITY AREA(S): Parent Involvement
LEA Local Control and Accountability (LCAP) Goal:
Goal 3: To support academic success, all parents will be engaged and play an active role in the school community.
SCHOOL GOAL #3:
Increase parent involvement to include a broader representation of parents on school decision-making groups, reflective of all student demographics (parent ed nights, participation in PTO, SSC, school activities, conferences).
Data Used to Form this Goal:
SSC Roster, PTO board & Committee chair leads, PTO sign-ins, volunteer lists, parent conference attendance, 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 3 out 4 SSC meetings have 100% participation and higher PTO parent attendance as quantitative measure. English Learner Advisory documentation; District English Learner Advisory documentation; Number of parent education opportunities; meeting sign ins, agendas, and resources; expenditures for interpretation, translation, and childcare; responses to parent surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Written translations and oral interpreters at meetings/events (District)	09/2016 - 06/2018	Parents, Classified Staff, Site & District Administrators	Expense included in other actions			
Provide childcare for parent involvement nights/events/meetings (Site Specific)	09/2016 - 06/2018	Parents, Classified Staff, Site & District Administrators	Additional duty	2000-2999: Classified Personnel Salaries	PTO	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize technology and social media to communicate with parents, promote involvement, and solicit input (District)	09/2016 - 06/2018	Site & District Administrator	Personnel and annual service agreements	5000-5999: Services And Other Operating Expenditures	LCFF - Base Title I	10,500 500
PTO Parent Involvement Recruitment Events (Site Specific).	09/2016 - 06/2018	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	09/2016 - 06/2018	District staff	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	6,454

Planned Improvements in Student Performance

School Goal #4

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

CATEGORY/PRIORITY AREA(S): Student Engagement & School Climate
LEA Local Control and Accountability (LCAP) Goal:
Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.
SCHOOL GOAL #4:
Create a learning and school climate that improves students' attendance, connection, and overall involvement in all aspects of their education.
Data Used to Form this Goal:
Daily attendance Chronic absenteeism Suspensions School climate survey - grades 3-5 California Healthy Kids Survey 5th grade Upper grade lunch time noon league homeroom participation Parent and/or student surveys Student participation in spirit days/special events
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Student Engagement and School Climate <ul style="list-style-type: none">• Extended school opportunities for students to be more "connected" to school• Lack of extra school activities and programs embedded in the regular school day (staff to organize and coordinate)• Support needed from parents to avoid taking vacations during school time and allowing students to remain at home when not sick.
How the School will Evaluate the Progress of this Goal:
The goal of 97% daily attendance rates year after year, limit the number of chronic absenteeism cases by following the site attendance/tardy progress agreement plan, suspensions, school climate survey results, California Healthy Kids Survey results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitor student engagement & school climate by analyzing data from discipline reports, citations, suspensions, and SARB process (Site Specific).	09/2016 - 06/2018	Teachers & Site Administrators	No additional expenses associated with this action			
Continue Noon Leagues and Wellness Program. Monitor student participation (Site Specific).	09/2016 - 06/2018	PTO, Site Administrators, Student Volunteers	Equipment and supplies	5000-5999: Services And Other Operating Expenditures	PTO	500
Provide ongoing parent education and communication related to the negative effects of chronic absenteeism (Site Specific).	09/2016 - 06/2018	Teachers & Site Administrators	No additional expense associated with this action			
Provide health services to support attendance for high needs student populations	09/2016 - 06/2018	School Staff, Site Administrators, District Staff	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Base	20,400
					LCFF - Supplemental	4,000
Conduct Parent/Administrator/Teacher Conferences as needed for chronic absenteeism, tardies, late pickups (Site Specific).	09/2016 - 06/2018	Teachers, Site Administrators, Parents	No additional expense associated with this action			
Provide Health Services and health training for staff.	09/2016-06/2018	Site Administrator, Teachers	No additional expenses associated with this action.			
Leadership Development with Leadership Team	09/2016-06/2018	Site Administrator, Teachers	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	Other	4,284
Friday Morning: School wide Positive Behavior Plan	09/2016-06/2017	Site Administrator, Parents, and teachers	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
	LCFF - Base	15,096.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	20,400.00
2000-2999: Classified Personnel Salaries	LCFF - Base	13,800.00
5000-5999: Services And Other Operating	LCFF - Base	13,090.00
	LCFF - Supplemental	29,104.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	54,814.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	66,100.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,761.00
5000-5999: Services And Other Operating	LCFF - Supplemental	3,500.00
1000-1999: Certificated Personnel Salaries	Other	4,284.00
5000-5999: Services And Other Operating	Other	20,128.00
5000-5999: Services And Other Operating	Parent-Teacher Association (PTA)	7,000.00
	Title I	500.00
0001-0999: Unrestricted: Locally Defined	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	35,700.00
4000-4999: Books And Supplies	Title I	54,000.00
5000-5999: Services And Other Operating	Title I	183,118.00
5800: Professional/Consulting Services And	Title I	19,295.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI	6,800.00
1000-1999: Certificated Personnel Salaries	Title III	10,650.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
PTO	2,500.00
LCFF - Base	62,386.00
LCFF - Supplemental	159,279.00
Other	24,412.00
Parent-Teacher Association (PTA)	7,000.00
Title I	297,613.00
Title I Part A: Professional Development (PI Schools)	6,800.00
Title III	10,650.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	5,000.00
1000-1999: Certificated Personnel Salaries	132,648.00
2000-2999: Classified Personnel Salaries	81,400.00
4000-4999: Books And Supplies	59,761.00
5000-5999: Services And Other Operating Expenditures	227,836.00
5800: Professional/Consulting Services And Operating	19,295.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	170,457.00
Goal 2	351,545.00
Goal 3	19,454.00
Goal 4	29,184.00

Home/School Compact

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

Student Pledge:

THE STUDENT PLEDGE:

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

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

Student's Signature _____ Date _____

Parents Pledge:

THE PARENT PLEDGE:

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

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

Parent's Signature _____ Date _____

Staff Pledge:

THE TEACHER PLEDGE:

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

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

Teacher's Signature _____ Date _____

Everyone Will...

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

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Patrick Ham	X				
Emily Takeuchi		X			
Kellie Smith		X			
Lisa Hornbuckle		X			
Kitty Kaufman			X		
Elizabeth Curtis				X	
Rachael Tarfman-Perez				X	
Stacey Velasquez				X	
Christine Brickner-Nye				X	
Azucena Chavarria				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

Signature

Christine Canas

Signature

Signature

Signature

Signature

Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on January 26, 2017.

Attested:

Patrick Ham

Typed Name of School Principal

Signature of School Principal

Date

1-27-17

Emily Takeuchi

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

1-26-17

The Single Plan for Student Achievement

School: Harry C. Fulton Middle School
CDS Code: 30-66498-6027916
District: Fountain Valley School District
Principal: Kevin Johnson
Revision Date: January 11, 2017

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

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

Contact Person: Kevin Johnson
Position: Principal
Phone Number: (714) 375-2816
Address: 8778 El Lago Street
Fountain Valley, CA 92708
E-mail Address: JohnsonK@fvsd.us

The District Governing Board approved this revision of the SPSA on February 16, 2017.

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School Vision and Mission

Harry C. Fulton Middle School's Vision and Mission Statements

A. School Mission Statement

The mission of Fulton Middle School is to empower all students to S.O.A.R. to their greatest potential.

B. School Vision Statement

It is the vision of Fulton Middle School to promote students prepared for a diverse and dynamic world who are problem solvers and lifelong learners.

Our high quality instructional program is designed to meet the varied needs of the student population. All students receive core curriculum instruction as identified by the Fountain Valley School District and California State Standards. Instruction is enriched through a variety of special programs and instructional strategies. We offer a core program for identified gifted students and special services for identified special education students. Our staff is committed to high standards for students that will prepare them for their future

At Fulton Middle School, we have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring Fulton Middle School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through collaboration, our students will be challenged to reach their maximum potential.

School Profile

Fulton Middle School is a 6-8 school serving approximately 820 students. Fulton is located in Fountain Valley, California in the Fountain Valley School District. Unique to Fulton Middle School is that many of the students are the second or third generation to live in the neighborhood and attend Fulton, which accounts for the closeness of the community. Another admirable quality found at Fulton is strong parental involvement. We recognize the importance of a home-school partnership as a necessary component to ensure the success of our Fulton students. We highly encourage our parents to assist their children by monitoring their daily progress and becoming actively involved in their child's education. Parental involvement and support are key ingredients to making Fulton Middle School one of the finest schools in Orange County.

Fulton is a 2009 and 2013 California Distinguished School, as well as, a 2015 California Gold Ribbon School. We are fortunate to have a staff of 30+ teachers who are dedicated to the education of our students. Our goal is to focus on increasing student achievement through an academic, standards-based instructional program, while at the same time, providing a highly enriched educational and social environment for our middle school students.

Student Enrollment - School Demographic Characteristics

Vietnamese	39.3%
Hispanic or Latino	11.7%
White (Not Hispanic)	34.1%
English Language Learners	5.3%
Socio-economically Disadvantaged	14.2%
Special Education	8.5%

*Data reported are the percentage of students in each racial and ethnic subgroup as reported in November 2016.

In addition to our general program, Fulton has two full time resource specialist, three special day class teachers, a speech and language pathologist, school counselor and school psychologist. Our Special Education Program has been recognized by the State for the outstanding supports and services provided to students with special needs. The Fulton Special Education team has presented at an Association of California School Administrators conference on closing the achievement gap and their successes.

In addition, Fulton's general education classes offer students a variety of supports, interventions and enrichments. Based on student needs and performance, they are placed in English language arts and math courses which support or enrich their skills through the offering of co-taught classes, intervention classes, and Honors courses.

Fulton not only offers students a range of academic programs, but extracurricular activities as well. Below is a list of some of the activities students can get involved in:

- * Spirit Days
- * Classroom Competitions
- * Noon League Games
- * Assemblies and Pep Rallies
- * Dances
- * Clubs
- * Rockin' Lunches
- * Student Council
- * Cheerleading
- * Sports Teams
- * National Junior Honor Society
- * Peer Assistance League
- * Student Store
- * Yearbook

We also have a very active Parent Teacher Association who supports our school in many ways including:

- * Student Store
- * Fundraisers
- * Campus volunteers
- * Annual content-area rotating focus
- * Classroom Enhancement Funds
- * Technology
- * Assemblies
- * Library books
- * Student awards and recognition
- * PE equipment
- * Family Nights and Dine Outs

While Fulton School enjoys high levels of student achievement, the staff, parents and administration are all committed to working together for continuous improvement and ways to maximize student learning and development.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Various survey instruments are administered to the Fulton community throughout the year as a means of further serving identified needs throughout. EL and Title I surveys are administered annually by the District in order to identify and provide additional services to English language learners. All 6th and 7th grade students participate in an annual school climate survey, the results of which are then reviewed by counselors and administrators and then presented to the Fulton leadership team who makes recommendations for possible changes/expansion in program offerings in order to better serve the Fulton student body. Additionally, school-specific surveys are administered on an as-needed basis in order to secure valuable collaborative input from students, parents and staff throughout the year regarding a variety of items ranging from activities and clubs to parent information nights to course offerings.

Classroom Observations

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

Over the course of each academic year, the Board of Trustees and various District Leaders visit every classroom multiple times. Site administrators conduct a minimum of twice-weekly informal instructional visits to every classroom on campus in addition to scheduled formal visits that include pre and post conferences with members of the teaching staff to discuss instructional practices utilized throughout the campus.

Analysis of Current Instructional Program

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

Conditions of Learning

Basic Services

Teachers

Strengths	Needs
All teachers are teaching under a full credential and within their subject area/s of competence.	Maintain 100% compliance rate in this area.

Textbooks

Strengths	Needs
All students are given their own individual books for classroom/home use. All textbooks are approved by the Board of Trustees.	Materials are aging and need to be replenished on an ongoing basis. Materials (except math) are not yet aligned with the California State Standards.

Facilities

Strengths	Needs
Safe, clean environment for students. Strong coverage from custodial staff, and adequate number of hours employed.	Additional student restrooms.

California State Standards Implementation (all content areas)

Strengths	Needs
California State Standards staff development in ELA and Math. Principal Meetings.	Ongoing support and training for teachers to integrate technology in instruction, Next Generation Science Standards, additional instructional resources to support the California State Standards including collaboration time for teachers to deepen their understanding.

Course Access

Strengths	Needs
All students have access to core—ELA/Math/SCI/HSS and the following electives: Public Speaking, Wood shop, Computers, Art, and Music.	Consistent electives across all middle schools to include Visual Performing Arts, additional Spanish or other foreign language.

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

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

Strengths	Needs
81% of all FEP/EO students scored "Standard Exceeded" or "Standard Met" and an additional 13% of students scored "Standard Nearly Met" on the 2016 English Language Arts/Literacy SBAC. 72% of all FEP/EO students scored "Standard Exceeded" or "Standard Met" and an additional 20% of students scored "Standard Nearly Met" on the 2016 Mathematics SBAC.	Continue to seek additional targeted interventions for EL students (12mo+). Currently, 77% of 12mo+ EL students are scoring in the Standard Met and Standard Nearly Met ranges for the ELA SBAC. Continue to seek additional targeted interventions for EL Students (12mo+). Currently, 39% of 12mo+ EL students are scoring in the Standard Exceeded and Standard Met ranges for the Mathematics SBAC.

California English Language Development Test (CELDT)

Strengths	Needs
19 of 20 returning ELs scored Early Advanced and Advanced.	Continue to develop strategies with a goal of 100%.

California English Language Development Test
AMAO 1

Strengths	Needs
19 of 20 returning ELs met AMAO1.	Continue to develop strategies with a goal of 100%.

AMAO 2

Strengths	Needs
16 of 20 students (5 years or more) met proficiency in this reporting area.	Continue to develop strategies with a goal of 100%.

Reclassification Rates

Strengths	Needs
Fulton has a current RFEP rate of nearly 50%.	Continue to embed SDAIE strategies to support growth of EL students. Provide support electives where needed.

California Physical Fitness Test

Strengths	Needs
Nearly 78.2% of all students met the standards of the PFT in 5 of 6 areas.	Students need more education on healthy body mass index levels. Body composition continues to be a weak area as does overall flexibility.

Other Student Outcomes

Universal Literacy Screeners

Strengths	Needs
All 6th grade and 7th grade students participate in the Scholastic Reading Inventory three times per school year.	Continue to build knowledge with how to use the results from Scholastic Reading Inventory to guide instruction.

Engagement

Parent Involvement

Strengths	Needs
Strong community of committed, involved parents take on a majority of events/school needs.	Need to focus on recruitment of new, incoming parents from the elementary school.

Student Engagement

Attendance

Strengths	Needs
Student attendance has remained steady at 97.61%. School newsletters and communications highlight the importance of attendance.	Continue to educate parents on long-term effects of high absenteeism.

Chronic Absenteeism

Strengths	Needs
Compared to state averages, our chronic absenteeism is low at 1.97% and is down well over 1% from 3.46% two years previous.	Fulton's rate of chronic absenteeism is average for FVSD middle schools. Continue to educate parents and enforce attendance guidelines with regard to contracts to decrease this percentage. Communicate with the community the importance of taking vacations during non-school times as this impacts those represented in chronic absenteeism. Continue to issue attendance contracts and monitor transfer students' attendance records.

School Climate

Suspensions

Strengths	Needs
Student suspension rates have decreased nearly 63% over the previous year, and down 77% from two years prior.	Continue to look for alternatives to out-of-house suspensions including early-intervention strategies, counseling services and suspension alternates and utilize the full time site counselor position in strategies.

Expulsions

Strengths	Needs
Student expulsions have been used effectively to comply with zero tolerance laws and to maximize security on campus. For the fourth year, Fulton has had no expulsions.	Continue with fair, consistent, fully articulated progressive discipline policy expanding the restorative justice strategies.

Survey (California Healthy Kids Survey Results and school surveys)

Strengths	Needs
<ul style="list-style-type: none"> 40% perceive Caring relationships (H) w/teacher or other adult (31% Statewide) 53% perceive high expectations (H) from teacher or other adult (45% Statewide) School Connectedness Scale = 79% vs. Statewide 39% 	<ul style="list-style-type: none"> Only 86% perceive themselves to be "Safe" or "Very safe" when at school...needs to be higher. (18% Statewide) Only 17% perceive opportunities for meaningful participation at school... needs to be higher (16% Statewide.)

Description of Barriers and Related School Goals

Description of possible barriers related to goal: Student Achievement

- Current lack of data to analyze in content areas outside of English and math.
- Need for additional professional growth and development in technology utilization/implementation throughout coursework
- Need for ongoing professional development with regard to the California State Standards in areas outside of math
- Need California State Standards aligned materials in areas outside of math

Description of possible barriers related to goal: Special Populations

- Current lack of EL-targeted courses for growth
- Need for additional professional development on strategies to support California State Standards
- Need for development of targeted benchmark assessments to support students and teachers in preparing for SBAC assessments
- Need additional California State Standards aligned materials in areas outside of math

Description of possible barriers related to goal: Parent Involvement

- Parent involvement and PTA membership tends to decrease from elementary school to middle school
- Language barrier with EL parents
- Lack of involvement opportunities that are convenient

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

- Need for development of additional, consistent student recognition programs
- Increase the availability of during and after school activities and clubs that students can be involved in to increase their connectedness to the school
- Communicate with parents of the importance of regular attendance

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	252	257	251	255	251	255	99.6	99.2
Grade 7	289	260	287	257	287	257	99.3	98.5
Grade 8	250	296	243	293	243	293	97.2	99
All Grades	791	813	781	805	781	805	98.7	98.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2584.9	2587.6	35	43	43	36	16	15	6	6
Grade 7	2616.0	2623.8	37	43	47	39	13	13	4	5
Grade 8	2636.9	2632.9	36	35	46	47	16	12	2	6
All Grades	N/A	N/A	36	40	45	41	15	13	4	6

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	40	32	44	53	16	15
Grade 7	45	50	44	41	12	9
Grade 8	52	53	42	39	6	8
All Grades	45	45	43	44	11	11

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	47	52	46	40	7	8
Grade 7	56	62	39	32	5	6
Grade 8	53	50	43	44	4	6
All Grades	52	55	42	39	5	7

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	28	26	67	67	4	7
Grade 7	21	30	71	68	8	2
Grade 8	30	30	68	64	2	5
All Grades	26	29	69	66	5	5

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	45	62	52	34	3	4
Grade 7	53	55	43	40	3	5
Grade 8	46	44	50	50	4	6
All Grades	48	53	48	42	4	5

Conclusions based on this data:

1. 81% of all FEP/EO students at Fulton scored "Standard Exceeded" or "Standard Met," an additional 15% of students scored "Standard Nearly Met" on the 2015 SBAC.
2. While the IFEP and RFEP students at Fulton score equal to (or greater than) "All" students, EL students (12 months or longer residency) score significantly lower with 46% scoring "Standard Exceeded" or "Standard Met." It should be noted, however, that there are 8, 9, and 5 students in this classification in grades 6, 7 and 8 at Fulton respectively.
3. Additional targeted interventions could be considered as a possible means of providing supports to the EL population and ELA courses at Fulton.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	252	257	251	254	251	254	99.6	98.8
Grade 7	289	260	287	257	286	257	99.3	98.5
Grade 8	250	296	243	293	243	293	97.2	99
All Grades	791	813	781	804	780	804	98.7	98.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2591.9	2583.7	43	37	32	32	15	24	10	7
Grade 7	2609.8	2630.9	43	50	29	26	18	17	9	7
Grade 8	2626.8	2628.7	44	43	21	25	26	19	9	13
All Grades	N/A	N/A	43	44	28	28	19	20	9	9

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 6	53	46	33	39	14	15	
Grade 7	53	56	31	33	16	11	
Grade 8	51	51	33	32	15	17	
All Grades	53	51	32	35	15	14	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	40	43	51	46	9	11
Grade 7	48	55	46	38	6	7
Grade 8	46	47	45	45	9	8
All Grades	45	49	47	43	8	9

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	43	37	47	53	10	11
Grade 7	42	54	54	39	3	7
Grade 8	43	39	44	50	14	11
All Grades	43	43	49	48	9	10

Conclusions based on this data:

1. 72% of all FEP/EO students at Fulton scored "Standard Exceeded" or "Standard Met," an additional 19% of students scored "Standard Nearly Met" on the 2015 SBAC in mathematics.
2. While the IFEP and RFEP students at Fulton score equal to (or greater than) "All" students, EL students (12 months or longer residency) score significantly lower with 41% scoring "Standard Exceeded" or "Standard Met." It should be noted, however, that there are 8, 9, and 5 students in this classification in grades 6, 7 and 8 at Fulton respectively.
3. Additional targeted interventions could be considered as a possible means of providing supports to the EL population and mathematics courses at Fulton.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
6	25	50	45	75	38	30		13	10			10			5
7	43	38	27	43	63	27	14		18			9			18
8	42	25	38	42	75	63							17		
Total	37	40	38	52	55	36	4	5	10			8	7		8

Conclusions based on this data:

1. 19 of 20 returning ELs scored Early Advanced and Advanced.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
6	40	36	48	60	36	29		27	10			10			5
7	44	30	25	33	60	33	22	10	17			8			17
8	36	38	30	36	50	50	7	13	10			10	21		
Total	39	34	37	42	48	35	9	17	12			9	9		7

Conclusions based on this data:

1. 72% of ELs scored Early Advanced or Advanced

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	27	20	39
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	27	20	39
Number Met	--	19	33
Percent Met	--	95.0%	84.6%
NCLB Target	59.0	60.5	62.0%
Met Target	--	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	3	26	4	20	11	30
Number Met	--	--	--	16	3	25
Percent Met	--	--	--	80.0%	27.3%	83.3%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	--	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. Fulton continues to outperform AMAO 1 and AMAO 2 targets.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	666	698	769
Percent with Prior Year Data	100.0		100
Number in Cohort	666	698	769
Number Met	550	585	599
Percent Met	82.6	83.8	77.9
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	643	149	653	174	687	219
Number Met	359	119	377	144	357	178
Percent Met	55.8	79.9	57.7	82.8	52	81.3
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. ELs throughout the District met all AMAO targets by significant margins (15.9% to 28.5%).

Planned Improvements in Student Performance

School Goal #1

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

CATEGORY/PRIORITY AREA(S): Student Achievement
LEA Local Control and Accountability (LCAP) Goal:
To support academic success and prepare students for College and Career, students will have access to 21st Century learning tools, including technology, and engage in rigorous and relevant educational experiences that develop their knowledge, skills and ability to collaborate, create, communicate, think critically, and solve problems.
SCHOOL GOAL #1:
To support student achievement, Fulton Middle School will incorporate professional development, technology integration, school and District signature practices, and (as available) new California State Standards aligned instructional materials in areas outside of math.
Data Used to Form this Goal:
Student Achievement: Smarter Balanced assessments and Scholastic Reading Inventory Instructional Materials: access to standards-aligned instructional materials that support the California State Standards Professional Development: professional development participation, staff meeting agendas Technology: technology survey, device:student ratio, Chromebook cart schedules, computer based classes-course syllabi, utilization of LMSs
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Student Achievement <ul style="list-style-type: none">• Current lack of data to analyze in areas outside of English and math• Need for additional professional growth and development in technology utilization/implementation throughout coursework• Need for ongoing professional development with regard to California State Standards in areas outside of math• Need additional California State Standard aligned materials in areas outside of math
How the School will Evaluate the Progress of this Goal:
Student Achievement: All students will demonstrate an increase in the percent scoring "Standard Met" and "Standard Exceeded." Instructional Materials: textbook adoption process and committee membership, departmental professional development Professional Development: interim assessments, staff meeting agendas Technology: technology survey, device:student ratio, Chromebook cart schedules, computer based classes - course syllabi

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide teacher collaboration in conjunction with professional development	09/2015 - 06/2018	District Administrators Site Administrators Teachers	No additional expense associated with this action			
Visible Learning Team Implementation and Development	09/2015 - 06/2018	District Administrators Site Administrators Teachers	Substitutes, Stipends	1000-1999: Certificated Personnel Salaries	Other	750
Monthly Co-teacher planning time	9/2013 - 06/2018	Teachers, Site Administrator	No additional expenses associated with this action			
Implement California State Standards math materials and participate in professional development in the Irvine Math Project (IMP).	06/2016 - 09/2018	Teachers Site Administrators District Administrators	Certificated Salary	1000-1999: Certificated Personnel Salaries	Other	16,128
Implement California State Standards English Language Arts materials and participate in professional development departmentally with TOSAs and CJ to develop units of study in literature.	06/2016 - 09/2018	Teachers Site Administrators District Administrators	Certificated Salary	1000-1999: Certificated Personnel Salaries	Other	6,930
Middle School departmental trainings for History teachers with the Irvine History Project to develop units of study based on primary source documents.	03/2016 - 09/2018	Teachers Site Administrators District Administrators	Certificated Salary	1000-1999: Certificated Personnel Salaries	Other	4,536
Middle School departmental trainings for Science teachers to develop units of study based on NGSS content.	03/2016 - 09/2018	Teachers Site Administrators District Administrators	Certificated Salary	1000-1999: Certificated Personnel Salaries	Other	3,024

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expand/improve wireless access and infrastructure on campus	03/2016 - 09/2018	District Personnel	Hardware, Labor	5000-5999: Services And Other Operating Expenditures	Other	18,870
					LCFF - Supplemental	6,290
					LCFF - Base	12,580
Expand student use of on-site technology through site-based professional development sessions with certificated staff.	03/2016 - 09/2018	Teachers Site Administrators	No additional expenses associated with this action			

Planned Improvements in Student Performance

School Goal #2

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

CATEGORY/PRIORITY AREA(S): Special Populations
LEA Local Control and Accountability (LCAP) Goal:
Goal 2: To support academic success in the core program, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement.
SCHOOL GOAL #2:
All students, including significant subgroups will demonstrate achievement equal to or greater than the state average in English Language Arts and math, thereby addressing the achievement gap.
Data Used to Form this Goal:
Smarter Balanced Assessment SRI Assessments SBAC Scores Read 180 CELDT AMAO 1 and 2 AYP
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Special Populations <ul style="list-style-type: none">• Need for EL-targeted courses for growth• Need for additional professional development on strategies to support Special Populations in the California State Standards• Need for development of targeted benchmark assessments to support students and teachers in preparing for SBAC assessments• Need California State Standards-aligned materials in areas outside of math
How the School will Evaluate the Progress of this Goal:
Smarter Balanced Assessment SRI Assessment SBAC Scores Read 180 CELDT AMAO 1 and 2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Resource Specialists to support the co-teaching service delivery model.	09/2015 - 09/2018	Teachers, Site Administrators	No additional expense associated with this action			
Provide targeted students with intervention classes in lieu of electives.	09/2015 - 06/2018	Teachers, Site Administrators	No additional expense associated with this action			
Provide on-going direction, training and support for co-taught classrooms and teachers. This professional development will also be geared in developing cohesiveness between teachers and define the roles each should fill in the classroom	09/2015 - 06/2018	Teachers, Site Administrators, District Administrators	No additional expense associated with this action			
Provide students who are English Language Learners with daily embedded support and SDAIE strategies	09/2015 - 09/2018	Teachers, Site Administrators	No additional expense associated with this action			
Create a master schedule that supports the needs of all students, from GATE and advanced placement to supporting those with academic needs	09/2016 - 09/2018	Teachers, Site Administrators	No additional expense associated with this action			
Check in/Check out system for at-risk students	09/2016 - 09/2018	Teachers, Site Administrators	No additional expense associated with this action			
Utilize district TOSAs to work collaboratively with certificated site staff to develop units of study and analyze instructional practices and resulting student achievement	09/2016 - 09/2018	Teachers, Site Administrators, District Staff	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	22,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaboratively 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	09/2016 - 09/2018	Teachers, Site Administrators	Renewal Fees	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,590
					LCFF - Supplemental	1,636
Purchase supplemental instructional materials to support California State Standards implementation	09/2016 - 09/2018	Teachers, Site Administrators	Supplemental Informational Instructional Materials	4000-4999: Books And Supplies	LCFF - Supplemental	6,394
Participate in school library program	09/2016 - 09/2018	Library Media Technician	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Base	13,800
					LCFF - Supplemental	6,230
Continue to administer District identified assessments including but not limited to literacy screeners	09/2016 - 09/2018	Teachers, Site Administrators	SRI	4000-4999: Books And Supplies	LCFF - Supplemental	3,500
Provide release time for team planning for co-teaching teams	09/2016 - 09/2018	Teachers, Site Administrators	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,009
					Other	1,505
Utilize reduced class sizes in intervention courses including but not limited to ELA and ELD courses	09/2016 - 09/2018	Teachers	No additional expenses associated with this action			
Utilize the site-based Visible Learning team in developing site-specific signature practices including but not limited to 6th grade orientation S.O.A.R. curriculum.	09/2016 - 09/2018	Teachers, Administrators	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,500

Planned Improvements in Student Performance

School Goal #3

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

CATEGORY/PRIORITY AREA(S): Parent Involvement
LEA Local Control and Accountability (LCAP) Goal:
Goal 3: To support academic success, all parents will be engaged and play an active role in the school community.
SCHOOL GOAL #3:
Increase involvement of parents from traditionally underrepresented subgroups with regards to school activities and home school communication.
Data Used to Form this Goal:
Involvement: School Site Council roster, PTA roster, PTA sign in, ELAC sign in, Parent Education Night Sign In, Volunteer lists, school activities, conferences Communication: E-mail blasts, marquee, newsletter, PTA, ELAC, SSC meetings.
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Parent Involvement <ul style="list-style-type: none"> • Parent involvement and PTA membership tends to decrease from elementary school to middle school • Language Barrier with EL parents • Lack of involvement opportunities that are convenient
How the School will Evaluate the Progress of this Goal:
School Site Council documentation; English Learner Advisory documentation; District English Learner Advisory documentation; Number of parent education opportunities; meeting sign-ins, agendas, and resources; expenditures for interpretation, translation, and childcare; responses to parent surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide a bilingual Community Liaison to support parent outreach	09/2015 - 09/2018	District Staff	Personnel	2000-2999: Classified Personnel Salaries	LCFF-EL	6,454
Utilize technology and social media to communicate with parents, promote involvement, and solicit input	09/2015 - 09/2018	District Staff, Site Administrator	Personnel Annual Service Agreement	2000-2999: Classified Personnel Salaries	LCFF - Base	10,500
					Title I	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide written parent communication in English and Vietnamese	09/2015 - 09/2018	District and Site Translator	Expense captured in earlier action			
Provide parent education opportunities relevant to middle school students such as parent education nights and communications	09/2016 - 09/2018	Administrators and Counselors	Stipends, Expenses	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,666

Planned Improvements in Student Performance

School Goal #4

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

CATEGORY/PRIORITY AREA(S): Student Engagement and School Climate
LEA Local Control and Accountability (LCAP) Goal:
To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.
SCHOOL GOAL #4:
Create a learning environment and school climate which improves student's attendance, connection and overall involvement in all aspects of their education.
Data Used to Form this Goal:
Daily attendance rates, chronic absenteeism information, suspension rates, California Healthy Kids Survey, the FVSD Middle School Climate Survey
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Student Engagement and School Climate <ul style="list-style-type: none"> • Need for development of additional, consistent student recognition programs • Increase the availability of during and after school activities and clubs that students can be involved to increase their connectedness to the school • Communicate with parents of the importance of regular attendance
How the School will Evaluate the Progress of this Goal:
Daily attendance rates, chronic absenteeism information, suspensions, California Healthy Kids Survey results, Middle School Climate Survey results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Educate parents regarding legalities related to absenteeism	09/2015 - 06/2018	Teachers, Site Administrators, School Counselors	No additional expense associated with the action			
Provide health services to support attendance for high needs student populations	09/2015 - 06/2018	School Staff, Site Administrator, District Staff	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Base	24,000
					LCFF - Supplemental	4,000
Analyze suspension information to identify patterns in misconduct and/or student demographics	09/2015 - 06/2018	Site Administrator, District Staff	No additional expense associated with the action			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation/continuance of during and after-school clubs; expansion of offerings	09/2015 - 06/2018	Site Administration, Activities Director, PTA, Teachers	Personnel	1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	10,000
Activities organized by student council to promote student engagement and school spirit	09/2015 - 06/2018	Activities Director, Student Council, Site Administrators	No additional expense associated with the action			
Expand Restorative Justice practices in order to reduce classroom disruptions and create a positive environment for student learning and positive conduct.	05/2015 - 06/2018	Site Administration, Teachers, Counselors	No additional expense associated with the action			
Provide counseling support for high needs student populations	09/2015 - 06/2018	District Staff, Counselors	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Base	42,795
					LCFF - Supplemental	35,598
Expand Healthy Options announcements promoting healthy school lunches with the PAL students	09/2016 - 06/2018	Administration, Teachers	No additional expense associated with the action			
Review & update the Fulton Health & Wellness Plan	09/2016 - 06/2018	Administration, Teachers, Students, Parents	No additional expense associated with the action			
Utilize the Leadership Team to review practices and implement District goals.	09/2016 - 06/2018	Administration, Teachers	Certificated Salary	1000-1999: Certificated Personnel Salaries	Other	3,780

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF - Base	12,580.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	66,795.00
2000-2999: Classified Personnel Salaries	LCFF - Base	24,300.00
5000-5999: Services And Other Operating	LCFF - Base	2,590.00
	LCFF - Supplemental	53,754.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	33,175.00
4000-4999: Books And Supplies	LCFF - Supplemental	9,894.00
2000-2999: Classified Personnel Salaries	LCFF-EL	6,454.00
	Other	1,505.00
1000-1999: Certificated Personnel Salaries	Other	35,148.00
5000-5999: Services And Other Operating	Other	18,870.00
1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	10,000.00
	Title I	500.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Base	106,265.00
LCFF - Supplemental	96,823.00
LCFF-EL	6,454.00
Other	55,523.00
Parent-Teacher Association (PTA)	10,000.00
Title I	500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	145,118.00
2000-2999: Classified Personnel Salaries	30,754.00
4000-4999: Books And Supplies	9,894.00
5000-5999: Services And Other Operating Expenditures	21,460.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	69,108.00
Goal 2	67,164.00
Goal 3	19,120.00
Goal 4	120,173.00

Home/School Compact

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

Student Pledge:

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

_____ I will return completed homework on time.

_____ When I am absent, it is my responsibility to communicate with my teachers or follow their absent procedures to ensure I make up missed assignments.

_____ I will communicate my academic progress with my parents through the use of School Loop and/or return corrected work and tests.

_____ I will follow the Fulton Honor Code policy and always do my own work.

_____ I will arrive at school on time every day unless I am ill.

_____ I will be responsible for my own behavior and show respect to all people and objects.

_____ I will be a cooperative learner by participating in class and following directions

_____ I will be kind and respectful to others.

Student's Signature _____ Date _____

Parents Pledge:

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

_____ I will provide a quiet time and place for my child to study.

_____ I will encourage my child to complete his/her homework.

_____ I will make sure my child gets an adequate night's sleep.

_____ I will see to it that my child arrives at school on time every day (between 7:50 and 8:05)

_____ I will stay informed about my child's progress through the use of School Loop or another means of communication.

_____ I will attend Back to School Night, Parent Conferences, and Open House.

_____ I will support the school/district policies on homework, discipline and attendance.

Parent's Signature _____ Date _____

Staff Pledge:

We understand the importance of the school experience to every child and our role as teachers and models. Therefore, we agree to carry out the following responsibilities to the best of our ability:

* I will teach all the necessary concepts to your child before regular homework is assigned.

* I will strive to be aware of the individual needs of your child.

* I will regularly communicate with you regarding your child's progress through School Loop, progress reports, and report cards.

* I will provide a safe and positive learning environment for your child.

Everyone Will...

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

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kevin Johnson	X				
Matt Ploski			X		
Erica Gibson			X		
Alyssa Brignardello		X			
Jenny Rose		X			
Kara Thomas-Shepard		X			
Shelby Mirrotto				X	
Liz Smilor				X	
Trisha Templin				X	
Julia Wong				X	
Binh Do					X
Derek Nguyen					X
Devan Pathak					X
Numbers of members of each category:	1	3	2	4	3

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

Signature

Signature

Signature

Signature

Signature

Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on January 11, 2017.

Attested:

Kevin Johnson

Typed Name of School Principal

Signature of School Principal

Date

Matt Ploski

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: Robert Gisler Elementary School
CDS Code: 30-66498-6027973
District: Fountain Valley School District
Principal: Erin Bains
Revision Date: January 12, 2017

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

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

Contact Person: Erin Bains
Position: Principal
Phone Number: (714) 378-4211
Address: 18720 Las Flores Street
Fountain Valley, CA 92708
E-mail Address: BainsE@fvsd.us

The District Governing Board approved this revision of the SPSA on February 16, 2017.

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School Vision and Mission

Robert Gisler Elementary School's Vision and Mission Statements

MISSION STATEMENT:

The mission of Gisler School is a commitment to provide a safe and academically challenging environment for all students. It is our expectation that all students will succeed in the acquisition of basic academic and social skills to become life-long learners and quality citizens. Certificated and classified staff along with our parent community are dedicated to assisting all students in achieving this mission.

VISION STATEMENT:

The success of our Gisler Elementary School depends on the commitment of all staff (administrators, teachers, and support staff) to high quality standards, expectations and performances.

- * We believe all students can learn and are each a valued individual with unique physical, social, emotional, and intellectual needs.
- * Professional development is an integral part of our ongoing plan for continuous improvement; curriculum development, design of instructional activities, and the use of assessment measures are focused on providing learning opportunities and feedback systems that enable students to achieve success.
- * Effective collaboration and communication with families as partners in the education of their children is essential to the success of Gisler Elementary School.

School Profile

Robert Gisler Elementary School is a TK-5 elementary school serving approximately 530 students. Gisler School is located in the Fountain Valley School District in Orange County. Gisler students represent a cross-section of cultural, racial and ethnic backgrounds, displaying various levels of abilities from gifted to at-risk. All students receive core curriculum instruction as identified by the Fountain Valley School District and California State Standards. Teachers work collaboratively to design an instructional program to meet the specific needs of students using research-based instructional practices, strategies, and techniques. Gisler is committed to every student reaching a level of proficient performance in order to prepare him/her for the future. Strong parent involvement is evident and supports the vital partnership between home and school.

School Demographics:

Enrollment: 530
English Learners: 13%
Gifted and Talented Education: 2%
Special Education: 11%
Socio-Economically Disadvantaged: 15%
Hispanic: 20%
Vietnamese: 17%
White (not Hispanic): 48%
R-FEP: 10%

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Gisler Elementary school uses surveys to collect data from the community. EL and Title 1 surveys are administered annually by the District. Students in grades 3rd - 5th participate in an annual school climate survey. Staff surveys regarding professional development, instructional practices and curriculum implementation are also used.

Classroom Observations

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

The Board of Trustees and District administrators value learning and teaching. Throughout the year, District leaders make it a priority to visit every school multiple times. Site visits by the Superintendent, Asst. Superintendents of Personnel, Educational Services and Business and the Board of Trustees are conducted throughout the year. The principal conducts classroom visits on a regular basis both formally and informally. Schools within our district use release time to observe the instructional strategies used at our site.

Analysis of Current Instructional Program

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

Basic Services

Teachers

Strengths	Needs
<ul style="list-style-type: none">All teachers are qualified/credentialed; none teach outside the credentialed area	<ul style="list-style-type: none">Time to work with California State Standards and continue to work with Differentiated Instruction during grade level meetings, prep time and staff development.

Textbooks

Strengths	Needs
<ul style="list-style-type: none">Textbooks for all subject areas are available for all studentsCalifornia State Standards-aligned Math textbook adopted in the 2015-2016 school year	<ul style="list-style-type: none">Current ELA materials are not aligned to the California State StandardsNon-fiction informational text needed in library and classroomsNon-fiction magazines needed: Time 4 Kids, Scholastic, Weekly Reader

Facilities

Strengths	Needs
<ul style="list-style-type: none">Regular garden maintenance by our District grounds workersKindergarten, primary, and upper grades have access to playground equipment and open grass areasSolar panelsDeep cleaning of entire schoolSolar tubes were installed to enhance natural lighting	<ul style="list-style-type: none">Custodial cleaning and on-going maintenance of cleaning needs improvement.Repainting of games on playgroundHeavy/deep cleaning (carpets, vents, etc.) more often throughout the yearAir conditioningExtra light bulbs for projectors that are kept on campusNew teacher chairsUpgraded student furniture to make flexible groupings throughout the day easier

California State Standards Implementation (all content areas)

Strengths	Needs
<ul style="list-style-type: none"> California State Standards staff development in ELA and Math Principal Training Program – Principal Meetings, Cotsen Principal Trainings Site focus on reading instruction and assessments Schoolwide reading assessments 	<ul style="list-style-type: none"> More instructional resources to support California State Standards Collaboration time for teachers to deepen their understanding with California State Standards (planning time, visiting other schools/districts) Training: First, best instruction Materials: Number Talk Books, math manipulatives, class sets of small white boards Online Subscriptions: Sumdog, Brainpop, Raz kids

Course Access

Strengths	Needs
<ul style="list-style-type: none"> ELA/Math block consistent across grade levels Greater emphasis on nonfiction, informational text Differentiated, small group instruction 	<ul style="list-style-type: none"> Grade level consistency in differentiated instruction/small group implementation. Cross grade articulation meetings on a regular basis

Pupil Outcomes

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

California Assessment of Student Performance and Progress (CAASPP)

Smarter Balanced Assessments

Strengths	Needs
<ul style="list-style-type: none"> 3rd Grade Reading: +5% Standard met/exceeded; Math: +11% Standard met/exceeded. 4th Grade Reading: +11% Standard met/exceeded; Math: +11% Standard met/exceeded 	<ul style="list-style-type: none"> Discrepancy between socioeconomically disadvantaged and non socioeconomically disadvantaged students: roughly 30% in ELA and math Discrepancy between students with disabilities and students without disabilities: approximately 40% in ELA and math 5th Grade Reading: -3% Standard met/exceeded; Math: -1% Standard met/exceeded

California English Language Development Test (CELDT)

Strengths	Needs
<ul style="list-style-type: none"> Almost 90% of ELs are Intermediate or higher Over half (53%) are Early Advanced or Advanced 	<ul style="list-style-type: none"> Providing adequate support for the two upper graders below Intermediate

California English Language Development Test

AMAO 1

Strengths	Needs
The number of Advanced students, overall, decreased while the number of Early Advanced and Early Intermediate remained stable and Intermediate and Beginning increased.	<ul style="list-style-type: none"> Gisler ELs did not reach the Federal AMAO 1 target of 62% (Gisler: 59.2%)

AMAO 2

Strengths	Needs
<ul style="list-style-type: none">Gisler ELs exceeded the Federal AMAO 2 (Less than 5 years of EL Instruction) with 38.2% (Federal target: 25.4%)	

Reclassification Rates

Strengths	Needs
<ul style="list-style-type: none">10% of ELs were reclassified which is higher than the District average of 8%	<ul style="list-style-type: none">Inconsistent rates: 13% - 22% - 10%

California Physical Fitness Test

Strengths	Needs
<ul style="list-style-type: none">Aerobic Capacity: 68.4% met standardBody Composition: 70.4% met standardAbdominal Strength: 77.6% met standardTrunk Extension: 93.9% met standardUpper Body Strength: 73.5% met standardFlexibility: 73.5% met standardFood Fact FridaysNoon Leagues	

Other Student Outcomes

Universal Literacy Screeners

Strengths	Needs
<ul style="list-style-type: none">SRI used in 4th and 5th gradesCore Phonics Survey in Kinder and some of 1st gradeSchool wide leveled reading scores with Fountas and Pinnell	<ul style="list-style-type: none">Time to assess all students in the beginning of the year as well as throughout the year

Engagement

Parent Involvement

Strengths	Needs
<ul style="list-style-type: none">School Site CouncilPTOELACReading ClubClassroom Volunteers	<ul style="list-style-type: none">DiversityBetter communicationUse of technology

Student Engagement

Attendance

Strengths	Needs
<ul style="list-style-type: none">Small decrease from 97.14% - 96.11% (District average: 96.88%)Monthly attendance letters	<ul style="list-style-type: none">Accountability of parents with absences and tardies

Chronic Absenteeism

Strengths	Needs
<ul style="list-style-type: none">• Monthly attendance letters• SART meetings• Parent Education• SARB	<ul style="list-style-type: none">• Accountability of parents with absences and tardies• Above District average (5.28%/4.26%)• Increase from 4.81% - 5.28%

School Climate

Suspensions

Strengths	Needs
<ul style="list-style-type: none">• 1 suspension in 2015-16• PBIS- positive reinforcement• Progressive discipline; strong classroom management	<ul style="list-style-type: none">• Increase participation in PBIS

Expulsions

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

Survey (California Healthy Kids Survey Results and school surveys)

Strengths	Needs
<ul style="list-style-type: none">• High percentages of students with no drug/alcohol/tobacco use, districtwide; 85%• High percentage of students that feel safe and connected at school, districtwide; 71%	<ul style="list-style-type: none">• Continued education for students

Description of Barriers and Related School Goals

Description of possible barriers related to goal: Student Achievement

- Lack of time for collaboration within grade levels as well as articulation across grade levels.
- More knowledge of data analysis needed: what to use and how to use it.
- Roadmap for professional development in reading to add to consistency of instructional practices.
- Lack of time for on-going professional development for California State Standards.
- * Lack of consistent writing program.

Description of possible barriers related to goal: Special Populations

- A discrepancy exists between low income and special education students and their non-impacted peers on the Smarter Balanced assessments.
- Inconsistent instructional practices and interventions for English Learners.
- Motivation needed for students who struggle and reach plateaus in ST Math.

Description of possible barriers related to goal: Parent Involvement

- Parents are reluctant to join PTO or serve in volunteer positions (usually in TK-2). Parents of older students tend to join the PTO board in 3rd-5th grade, rather than TK-2.
- Language barrier with our EL parents.
- Lack of involvement opportunity convenient to parent schedules.

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

- Staff members need to be more consistent with PBIS rewards and program components.
- More after school programs, both academic and enrichment, needed to allow more access for students to become more "connected" to school. More paid programs: computer driven, foreign language, enrichment, etc.
- Support from parents to not take vacations during school time or allow students to remain at home except when sick.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	79	90	79	89	79	89	100.0	98.9
Grade 4	102	81	100	77	100	77	98.0	95.1
Grade 5	99	98	98	96	97	96	99.0	98
All Grades	280	269	277	262	276	262	98.9	97.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2444.5	2472.5	32	49	33	21	23	16	13	13
Grade 4	2492.6	2520.6	32	48	34	30	20	14	14	8
Grade 5	2539.7	2539.9	33	42	39	27	16	15	11	17
All Grades	N/A	N/A	32	46	35	26	19	15	13	13

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	32	43	51	39	18	18
Grade 4	31	42	56	49	13	9
Grade 5	30	36	56	44	13	20
All Grades	31	40	54	44	14	16

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	29	47	57	40	14	12
Grade 4	33	47	46	45	21	8
Grade 5	42	49	38	34	16	17
All Grades	35	48	46	40	17	13

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	22	25	70	70	9	6
Grade 4	17	30	72	64	11	6
Grade 5	27	23	63	68	10	9
All Grades	22	26	68	67	10	7

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	28	46	54	44	18	10
Grade 4	28	36	58	55	14	9
Grade 5	35	40	54	48	11	13
All Grades	30	41	55	48	14	11

Conclusions based on this data:

1. 72% of Gisler students scored Standard Exceeded or Standard Met.
2. 88% of Gisler students scored Above Standard or At Near Standard in Writing.
3. 84% of Gisler students scored Above Standard or At Near Standard in Reading.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	79	90	78	89	78	89	98.7	98.9
Grade 4	102	81	100	78	100	78	98.0	96.3
Grade 5	99	98	97	96	97	96	98.0	98
All Grades	280	269	275	263	275	263	98.2	97.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2459.9	2489.8	32	53	36	26	19	13	13	8
Grade 4	2499.1	2513.8	24	41	39	33	25	15	12	10
Grade 5	2525.3	2522.3	28	25	21	23	39	36	12	16
All Grades	N/A	N/A	28	39	32	27	28	22	12	11

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	50	71	37	17	13	12	
Grade 4	38	58	45	27	16	15	
Grade 5	33	26	38	45	28	29	
All Grades	40	51	40	30	19	19	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	41	52	40	43	19	6
Grade 4	32	49	50	33	18	18
Grade 5	27	38	52	41	22	22
All Grades	33	46	48	39	20	15

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	44	63	45	31	12	6
Grade 4	38	49	40	35	21	17
Grade 5	19	28	69	51	11	21
All Grades	33	46	52	40	15	14

Conclusions based on this data:

1. 66% of Gisler students scored Standard Exceeded of Standard Met in math.
2. 86% of Gisler students scored Above Standard or At or near Standard in Communicating Reasoning.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K			25					80	50		20				25
1	27	14		55	43	56		43	33	9		11	9		
2	46		14	54	82	14		9	57		9	14			
3	25	42	8	25	42	38	25	17	31	13			13		23
4	43	22	13	29	22	75		33	13	14	11		14	11	
5	33	43	13	44	29	50	22	29	38						
Total	35	22	10	44	41	43	8	29	35	6	6	4	6	2	8

Conclusions based on this data:

1. The number of Advanced students, overall, decreased while the number of Early Advanced and Early Intermediate remained stable and Intermediate and Beginning increased.
2. Most students (88%) scored Intermediate or higher.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K			7	33			22	71	40		21	13	44	7	40
1	27	14		55	43	50		43	30	9		20	9		
2	46		13	54	82	13		9	50		9	25			
3	22	42	8	22	42	38	22	17	31	11			22		23
4	43	22	11	29	22	67		33	11	14	11		14	11	11
5	30	43	13	40	29	50	30	29	38						
Total	29	18	8	41	35	33	12	35	33	5	8	10	14	3	16

Conclusions based on this data:

1. Beginning percentages increased significantly between 2014-15 and 2015-16 and Advanced decreased.
2. Early Advanced, Intermediate, and Early Intermediate remained consistent.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	48	51	49
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	48	51	49
Number Met	38	44	29
Percent Met	79.2%	86.3%	59.2%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	46	10	53	7	55	7
Number Met	29	--	28	--	21	--
Percent Met	63.0%	--	52.8%	--	38.2%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	Yes	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. Gisler ELs exceeded Federal targets for AMAO 2 less than 5 years in English instruction (38.2% vs 25.4%).
2. Gisler ELs did not meet Federal targets for AMAO 1 (59.2% vs 62.0%).

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	666	698	769
Percent with Prior Year Data	100.0		100
Number in Cohort	666	698	769
Number Met	550	585	599
Percent Met	82.6	83.8	77.9
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	643	149	653	174	687	219
Number Met	359	119	377	144	357	178
Percent Met	55.8	79.9	57.7	82.8	52	81.3
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. FVSD ELs exceeded AMAO 1 and AMAO 2 targets between 15% and 28%.

Planned Improvements in Student Performance

School Goal #1

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

CATEGORY/PRIORITY AREA(S): Student Achievement
LEA Local Control and Accountability (LCAP) Goal:
Goal 1: To support academic success, students will participate in a rigorous academic program and demonstrate continued growth in all content areas, with an emphasis on collaboration, communication, critical thinking and problem solving.
SCHOOL GOAL #1:
To support student achievement, Gisler Elementary will incorporate professional development, technology integration, school and District signature practices, and when available new standards-aligned instructional materials.
Data Used to Form this Goal:
Student Achievement: Smarter Balanced Assessments (SBAC) English Language Arts (ELA) and Math, Scholastic Reading Inventory (SRI) Instructional Materials: Access to standards-aligned instructional materials that support the California State Standards Professional Development: CGI, Math Expressions, Jr. Great Books, and Fountas and Pinnell Technology: Technology survey, device to student ratio, Chromebook cart schedule
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Lack of time for collaboration within grade levels as well as articulation across grade levels.• More knowledge of data analysis needed: what to use and how to use it.• Roadmap for professional development in reading to add to consistency of instructional practices.• Lack of time for on-going professional development for California State Standards.• Lack of consistent writing program.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Student Achievement: SBAC ELA - increase percent scoring Standard Exceeded and Standard Met in all grades. SBAC Math - increase percent scoring Standard Exceeded and Standard Met in all grades• Access to instructional materials and technology - increase/improve materials and technology available for students• Participation in high quality and relevant professional development

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site based professional development	Sept 2014 - June 2018	Teachers, Site Administrator	Substitutes Consultants	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	Other	5,300
Implement California State Standards Math materials Math Expressions	Sept 2015 - June 2018	Teachers, Site Administrator, District Administrators	No additional expense associated with this action			
Increase student use of technology	Sept 2015 - June 2018	District Administrators	No additional expense associated with this action			
Participate in District Reading Committee and reading professional development	January 2016-June 2018	Administrators, Teachers	Substitutes	0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	6,300
Participate in PD and implement Cognitively Guided Instruction (CGI)	Sept 2015 - June 2018	Administrators, Teachers	Trainer fees, substitutes, stipends, materials	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	8,316
Improve infrastructure/expand wireless access	Sept 2015-June 2018	District Administrators, Site Administrator, Technology Team	Hardware, Installation	5000-5999: Services And Other Operating Expenditures	Other LCFF - Base LCFF - Supplemental	16,354 10,957 5,397
Increase opportunities for teacher collaboration by including it in professional development, student free days, Thursday staff meetings, and Friday PLC time	September, 2015-June 2018	Administrators, Teachers, Parent Volunteers	No additional expense 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): Special Populations
LEA Local Control and Accountability (LCAP) Goal:
Goal 2: To support academic success in the core program, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement.
SCHOOL GOAL #2:
All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math thereby addressing the achievement gap.
Data Used to Form this Goal:
<ul style="list-style-type: none">• SBAC Subgroup Scores• CELDT• AMAO 1 & 2 Progress Monitoring <ul style="list-style-type: none">• Fountas & Pinnell Literacy Screener• SRI (Scholastic Reading Inventory)• FVSD writing benchmarks
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• A discrepancy exists between low income and special education students and their non-impacted peers on the Smarter Balanced assessments.• Inconsistent instructional practices and interventions for English Learners.• Motivation needed for students who struggle and reach plateaus in ST Math.
How the School will Evaluate the Progress of this Goal:
In 2015/2016, English learners increased 4% (48% to 52%), low income students increased 6% (41% to 47%), and special education decreased 1% (27% to 26%). Progress monitoring using district assessments will continue to be used to ensure students have the greatest opportunity to meet grade level expectations on state tests. <ul style="list-style-type: none">• Fountas and Pinnell reading scores• SRI• Writing Benchmarks• CELDT• AMAO 1 & 2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bilingual tutor support for Beginning and Early Intermediate English Learners to facilitate content mastery	Sept 2015 - June 2017	Teachers, Support Staff, Site Administrator, District Administrator	Classified salaries	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	4,845
Participate in District provided California State Standards Professional Development	Sept 2015 - June 2017	Teachers, Site and District Administrators	Expenses outlined in Goal 1			
Analyze and disaggregate student achievement data in English language development, English/language arts, and mathematics in order to provide timely intervention and close the achievement gap	Sept 2015 - June 2017	Teachers, Site Administrator	Annual renewal fees	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,590
					LCFF - Supplemental	1,636
Collaboration in grade levels on district signature practices and California State Standards instruction to further support student learning in student learning	Sept 2015 - June 2017	Teachers, Site Administrator	No additional expense associated with this action			
Purchase supplemental informational text instructional materials to support California State Standards implementation	Sept 2015 - June 2017	Teachers, Site Administrator	Materials	4000-4999: Books And Supplies	LCFF - Supplemental	4,161
Participate in school library program	Sept 2015 - June 2017	Library Media Technician	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Base	13,800
					LCFF - Supplemental	6,230
Utilize ST Math to support English learners, low income youth, and other high needs student populations	Sept 2015 - June 2017	Teachers	Renewal fees	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,250
Implement Academic Vocabulary Toolkit	Sept 2015 - June 2017	Teachers, Site Administrator	No additional expense associated with this action			
Continue to administer District identified assessments (CORE Phonics, FVSD Writing Benchmarks, Scholastic Reading Inventory	Sept 2015 - June 2017	Teachers, Site Administrator	Materials, online subscription	4000-4999: Books And Supplies	LCFF - Supplemental	3,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Pilot Fountas and Pinnell Benchmark assessments, participate in professional development, and pilot reading intervention program	Jan 2016 - June 2017	Teachers, Site Administrator, District Administration	Presenter fees, materials, stipend	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	35,577
Support implementation of Cognitively Guided Instruction (CGI)	Sept 2015 - June 2017	Teachers, Site, Administrator, District Administrators	Expense captured in Goal 1			
Provide teachers release time to administer, score, and analyze data through certificated music instruction	Sept 2016 - June 2018	Teachers, Site Administrator	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	32,814
Utilize TOSAs in reading, math and intervention	September, 2016-June 2018	District Administrators, Site Administrator, TOSAs	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	22,000

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): Parental Involvement
LEA Local Control and Accountability (LCAP) Goal:
Goal 3: To support academic success, all parents will be engaged and play an active role in the school community.
SCHOOL GOAL #3:
Increase parent involvement to include a broader representation of parents on school decision-making groups, reflective of all student demographics.
Data Used to Form this Goal:
School Site Council documentation, English Learner Advisory documentation, District English Learner Advisory documentation, school level parent education documentation
Findings from the Analysis of this Data:
<ul style="list-style-type: none"> Parents are reluctant to join PTO or serve in volunteer positions (usually in TK-2). Parents of older students tend to join the PTO board in 3rd-5th grade, rather than TK-2. Language barrier with our EL parents. Lack of involvement opportunity convenient to parent schedules.
How the School will Evaluate the Progress of this Goal:
School Site Council documentation; English Learner Advisory documentation; District English Learner Advisory documentation; Number of parent education opportunities; Meeting sign ins, agendas, and resources; Expenditures for interpretation, translation, and childcare; Responses to parent surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alternate PTO meetings in between evening and daytime	Sept 2015 - June 2017	PTO Executive Board, Teachers, Members, Site Principal	No expense associated with this action			
Publicize meetings via newsletters, flyers, and phone system	Sept 2015 - June 2017	PTO Executive Board, Site Principal	Duplication expenses	5000-5999: Services And Other Operating Expenditures	PTO	200
Expand parent education nights and include childcare	March 2014-June 2018	Teachers, PTO, Site Principal	No additional expense associated with this action			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide a bilingual Community Liaison to support parent outreach	Sept 2013 - June 2018	District Staff	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	6,454
Utilize technology and social media to communicate with parents, promote involvement, and solicit input	Sept 2013 - June 2018	District staff, Site Administrator	Personnel and annual service agreements	2000-2999: Classified Personnel Salaries	LCFF - Base Title I	10,500 500
Provide written parent communication in English and Vietnamese	Sept 2014 - June 2018	District and Site Translator	Expense captured in Goal 2 and earlier in a Goal 3 action			

Planned Improvements in Student Performance

School Goal #4

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

CATEGORY/PRIORITY AREA(S): Student Engagement & School Climate
LEA Local Control and Accountability (LCAP) Goal:
Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.
SCHOOL GOAL #4:
Create a learning and school climate that improves students' attendance, connection, and overall involvement in all aspects of their education.
Data Used to Form this Goal:
Daily attendance rates, chronic absenteeism information, suspensions, School Climate Survey results, California Healthy Kids Survey results, PBIS
Findings from the Analysis of this Data:
<ul style="list-style-type: none"> • Staff members need to be more consistent with PBIS rewards and program components. • More after school programs, both academic and enrichment, needed to allow more access for students to become more "connected" to school. More paid programs: computer driven, foreign language, enrichment, etc. • Support from parents to not take vacations during school time or allow students to remain at home except when sick.
How the School will Evaluate the Progress of this Goal:
Daily attendance rates to exceed the district average, chronic absenteeism information, suspensions, School Climate Survey results. California Healthy Kids Survey results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monthly attendance reports run and letters sent to parents	Sept 2015 - June 2017	SAA, Teachers, Site Principal	No additional expense associated with the action			
Increase membership on Student Council	Sept 2015 - June 2017	Teachers, Students, Site Principal	No additional expense associated with the action			
Continue to utilize strategies from PBIS and honor students for their positive behavior	Sept 2015 - June 2017	Teachers, Staff, Site Principal	No additional expense associated with the action			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Investigate before and after school clubs for academics and enrichment activities to increase student engagement/connectedness	Sept 2015 -June 2017	Teachers, PTO, Staff, Site Administrator	No additional expense associated with the action			
Continue with Noon League Sports at lunch to increase student engagement/connectedness	Sept 2015 - June 2017	Students, Site Administrator	No additional expense associated with the action			
Educate parents regarding legalities related to absenteeism	Sept 2015 - June 2017	Teachers, Site Administrators	No additional expense associated with the action			
Provide health services to support attendance for high needs student populations	Sept 2015 - June 2017	School Staff, Site Administrator, District Staff	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Base LCFF - Supplemental	20,400 4,000
Analyze suspension information to identify patterns in misconduct and/or student demographics	Sept 2015 - June 2017	Site Administrator, Distric Staff	No additional expense associated with the action			
Use school/parent/community committees to solicit input to reduce chronic absenteeism, suspensions and increase student participation	Sept 2015 -June 2017	Teachers, Site Administrators, Parents	No additional expense associated with the action			
Consistent meeting of Leadership Team to build capacity at site. Continue to utilize their expertise at professional development at site.	Sept 2015-June 2018	Teachers, Site Administrator	No additional expense associated with this action			
Follow Health and Wellness policy and activities	Sept 2015-June 2018	Teachers, Site Administrators, Support Staff, PTO	No additional expense associated with this action			

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	PTO	200.00
	LCFF - Base	10,957.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	20,400.00
2000-2999: Classified Personnel Salaries	LCFF - Base	24,300.00
5000-5999: Services And Other Operating	LCFF - Base	2,590.00
	LCFF - Supplemental	17,263.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	6,300.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	63,130.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	11,299.00
4000-4999: Books And Supplies	LCFF - Supplemental	7,661.00
5000-5999: Services And Other Operating	LCFF - Supplemental	1,250.00
1000-1999: Certificated Personnel Salaries	Other	5,300.00
5000-5999: Services And Other Operating	Other	16,354.00
	Title I	500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	35,577.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
PTO	200.00
LCFF - Base	58,247.00
LCFF - Supplemental	106,903.00
Other	21,654.00
Title I	500.00
Title I Part A: Parent Involvement	35,577.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	6,300.00
1000-1999: Certificated Personnel Salaries	88,830.00
2000-2999: Classified Personnel Salaries	35,599.00
4000-4999: Books And Supplies	43,238.00
5000-5999: Services And Other Operating Expenditures	20,394.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	52,624.00
Goal 2	128,403.00
Goal 3	17,654.00
Goal 4	24,400.00

Home/School Compact

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

Student Pledge:

THE STUDENT PLEDGE:

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

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

Student's Signature_____Date_____

Parents Pledge:

THE PARENT PLEDGE:

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

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

Parent's Signature_____Date_____

Staff Pledge:

THE TEACHER PLEDGE:

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

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

Teacher's Signature_____Date_____

Everyone Will...

- Be equal partners to achieve successful learning.

- Communicate clearly, regularly and respectfully regarding roles and responsibilities.

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Erin Bains	X				
Suzie Davis			X		
Lynn Blankenship		X			
Jody Brekke		X			
Kelly Correa		X			
Brianne Sjollem				X	
Elleni Hoffman				X	
Thuy Tran				X	
Shannon Cross				X	
Ti McCormick				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

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

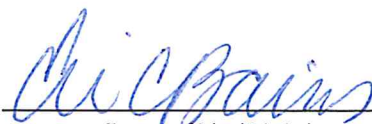
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on January 12, 2017.

Attested:

Erin Bains

Typed Name of School Principal



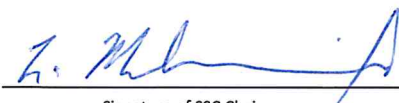
Signature of School Principal

1/12/17

Date

Ti McCormick - Chairperson

Typed Name of SSC Chairperson



Signature of SSC Chairperson

1/12/17

Date

The Single Plan for Student Achievement

School: Kazuo Masuda Middle School
CDS Code: 30-66498-6094627
District: Fountain Valley School District
Principal: Jay Adams
Revision Date: February 01, 2017

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: Jay Adams
Position: Principal
Phone Number: (714) 378-4250
Address: 17415 Los Jardines West
Fountain Valley, CA 92708
E-mail Address: adamsj@fvsd.us

The District Governing Board approved this revision of the SPSA on February 16, 2017.

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School Vision and Mission

Kazuo Masuda Middle School's Vision and Mission Statements

School Vision Statement:

All Students. All Staff. Believe, Achieve, Succeed.

School Mission Statement

Masuda Middle School is committed to providing a safe, supportive learning environment which promotes academic excellence through the mastery of basic skills while challenging students to become life-long learners and to reach their highest potential. Students at Masuda, guided by a team of knowledgeable, highly-trained teachers, administrators, and parents, will become effective communicators and creative thinkers who will be successful and responsible citizens.

School Profile

Masuda Middle School is a 6-8 middle school located in Fountain Valley, California in the Fountain Valley School District. Unique to Masuda Middle School is the diversity of our school. Our diverse student population makes for a rich campus culture. Another admirable quality found at Masuda is strong community involvement. We offer many opportunities for parents and community members alike to become involved on a regular basis and support the partnership between the home and school connection.

Masuda is a 2009 California Distinguished School and a 2015 California Gold Ribbon School. We are fortunate to have a staff of 30+ teachers who are dedicated to the education of our students. Our goal is to focus on increasing student achievement through a highly academic, standards-based instructional program, while at the same time, providing a highly enriched educational and social environment for our middle school students.

The Masuda staff spends a great deal of time planning for each school year with the hope of making a positive and successful educational experience for all students. In addition, we recognize the importance of a home-school partnership as a necessary component to ensure the success of our Masuda students. We highly encourage our parents to assist their children by monitoring their daily progress and becoming actively involved in their child's education. Parental involvement and support are key ingredients to making Masuda Middle School one of the finest schools in Orange County.

Total Enrollment: 832

Student Enrollment - Racial and Ethnic Subgroups

Vietnamese: about 43%

Hispanic or Latino: about 18%

White (Not Hispanic): about 23%

Special Education: about 6%

Socio-Economically Disadvantaged: about 23%

English Learners: about 13%

*Data reported are the percentage of students in each racial and ethnic subgroup as reported in CALPADS 1.1 and Aeries SIS, November, 2016.

In addition to our general program, Masuda has two full-time resource specialists, a Special Day Class teacher, a Speech and Language Pathologist, a School Counselor and a School Psychologist. Our Special Education Program has been recognized by the State for the outstanding supports and services it provides to students with special needs.

Masuda's general education classes offer students a variety of supports, interventions and enrichment. Based on students' needs and performance, they are placed in English/Language Arts and Math courses which support or enrich their skills through the

offering of co-taught classes, intervention classes, GATE clusters, and above grade-level courses.

Masuda not only offers students a range of academic programs, but extracurricular activities as well. Below is a list of some of the activities students can become involved in:

- Spirit Days
- Classroom Competitions
- Noon League Sports Games
- Assemblies and Pep Rallies
- Dances
- Clubs - Homework, Community Service (Helping Hands), PAL, International, Chess, Line Dancing, Yoga, and more...
- Cheerleading
- Competitive Sports Teams
- ASB (Student Council)

We also have a very active Parent Teacher Student Organization (PTSO) which supports our school in many ways, including:

- Fundraisers
- Campus Volunteers
- Monday Envelopes
- Classroom Enhancement Funds
- Technology
- Assemblies
- Library Books
- Student Awards and Recognition
- PE Equipment
- Family Nights and Dine Outs

While Masuda Middle School enjoys high levels of student achievement, the staff, parents and administration are all committed to working together for continuous improvement and ongoing ways to maximize student learning and development.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

EL and Title I surveys are administered annually by the District to evaluate the effectiveness of each program. The California Healthy Kids Survey is administered every other year to all 7th grade students. All students participate in an annual school climate survey.

Classroom Observations

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

The Board of Trustees and District administrators value learning and teaching. Throughout the year, the Superintendent, Assistant Superintendents, and Board Trustees make it a priority to visit every classroom multiple times. Site administrators conduct a minimum of once-weekly instructional visits to each and every classroom.

Masuda staff and administration value collaborative practices around teaching and learning. To support this practice, the staff engages in annual peer observations through classroom and site visitations.

The Masuda staff participates in the Induction program, which supports mentor teachers observing beginning teachers as well as beginning teachers observing veteran teachers. These observations help guide beginning teachers in developing good teaching practices.

Analysis of Current Instructional Program

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

Conditions of Learning

Basic Services

Teachers

Strengths	Needs
All teachers are teaching under a full credential and within their subject area/s of competence. All long-term substitutes are appropriately qualified.	Maintain 100% compliance rate in this area.

Textbooks

Strengths	Needs
All students are given their own individual books for classroom/home use. Math materials are aligned with the California Content Standards (not the Common Core State Standards) and were adopted by the Board of Trustees in 2015.	Materials are aging and need to be replenished on an ongoing basis. Instructional materials will need to be replenished.

Facilities

Strengths	Needs
Masuda has a safe, clean environment for students with strong coverage from custodial staff. Deep cleaning support was provided for 80 hours during summer recess. District Facilities Master Plan helps determine site needs and priorities for repairs/upgrades as District funds become available.	Work orders are not always completed in a timely manner.

California State Standards Implementation (all content areas)

Strengths	Needs
Administrative PD trainings are provided at monthly meetings. Science teachers are focused on NGSS through District/site collaboration. Ongoing training and PD will continue throughout Spring and Fall 2016.	Ongoing support and implementation of the Writing/Listening/Speaking California State Standards is needed by Science, Social Science, and Elective teachers.

Course Access

Strengths	Needs
All students have access to almost all courses—with a few exceptions due to grade level considerations. (Electives only offered specified periods.)	Need to work on the “guaranteed curriculum” across class-alikes and among teachers.

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

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

Strengths	Needs
In 2015-16, participation was 100%. ELA % of students Meeting/Exceeding Standards increased to 75% among all grade levels. Math % of students Meeting/Exceeding Standards increased to 67% among all grade levels.	6th grade students was comparatively lower in ELA scores (70% Met/Exceeded Standards).

California English Language Development Test (CELDT)

Strengths	Needs
88% of students who have had 5+ years of EL instruction are Meeting/Exceeding standards. Of those students who have had 1-4 years of EL instruction, 49% are Meeting/Exceeding standards. Both of these numbers greatly exceed the NCLB target.	Would like to see these numbers remain stable, with an increase in proficiency for those students who have had fewer than 5 years of EL instruction.

California English Language Development Test *AMAO 1*

Strengths	Needs
During 2015-16, the percentage of students meeting AMAO 1 increased to 90% Exceeded NCLB Target, increasing annually over the past three years.	Would like to see this number maintain at no lower than 85% increasing one level/year (or Early Advanced/Advanced maintaining with no subsection below Intermediate).

AMAO 2

Strengths	Needs
During 2015-16, the percentage of students meeting AMAO 2 maintained at above 85%, currently at 89%.	Inconsistent growth here through the past four years; would like to see percentages consistently high and/or increasing, rather than the 1% drop experienced this year.

Reclassification Rates

Strengths	Needs
7% of English Learners were redesignated (R-FEP) during the 2015-16 school year, despite increased standards for meeting this classification.	We have inconsistent growth in this area. We would like to see increasing numbers on a yearly basis.

California Physical Fitness Test

Strengths	Needs
During 2015-16, 52% of 7th graders achieved 6 of the 6 Physical Fitness Standards.	During 2015-16, our rate of 7th graders passing with either 4, 5, or 6 of 6 Physical Fitness Standards decreased 6% to 89%

Other Student Outcomes

Universal Literacy Screeners

Strengths	Needs
During the 2016-17 school year, all 6th and 7th graders were assessed using the SRI (Scholastic Reading Inventory).	Ongoing school-wide monitoring of the data needs to be completed to fully utilize this assessment's information. Teachers will need ongoing support and professional development on how to continually access their independent results and use them to effectively guide instruction. Growth from administration to administration throughout the school year will be monitored and assessed on a trimesterly basis.

Engagement

Parent Involvement

Strengths	Needs
Strong small cadre of committed, involved parents take on a majority of events/school needs. New, incoming parents from the elementary feeder schools have been recruited, and the number of involved parents is continuing to rise. PTA has successfully converted to a PTSO.	Need to draw in additional parents of English learners, who are a large percentage of our school. Brainstorm strategies to "entice" new and existing parents.

Student Engagement

Attendance

Strengths	Needs
Student attendance maintained its high percentage during 2015-16, at 98%. School newsletter highlights the importance of attendance and ADA, unless a student is truly ill. Administration is diligent in working with absentees and those on attendance contracts.	Student attendance dipped slightly from the 13-14 school year (-.19%) We do, however, remain at the highest attendance rate in the FVSD.

Chronic Absenteeism

Strengths	Needs
Chronic absenteeism remains low, at 2% during the 2015-16 school year. SARB/attendance contracts have been developed for all students and are rigorously followed up on.	Chronic absenteeism will decrease during the current school year. It has seen an increase of 1% since 2013-14. Inter-district transfers need to be monitored and revoked with continued chronic absentee status.

School Climate

Suspensions

Strengths	Needs
Student suspensions decreased by 20% during 2016-17. In-school suspensions and Saturday school sessions will continue to be utilized as an effective intervention to keep kids on campus during traditional school hours.	Number of suspensions will remain consistent on an ongoing basis.

Expulsions

Strengths	Needs
Only one student has been recommended for expulsion from 2011-2016.	Continue to work on student needs, mediating and intervening whenever possible.

Survey (California Healthy Kids Survey Results and school surveys)

Strengths	Needs
<ul style="list-style-type: none">91% perceive Caring Relationships w/Teacher or Other Adult (90% District-wide)97% perceive High Expectations from Teacher or Other Adult (96% District-wide)School Connectedness Scale = 95% vs. District-wide 95%	<ul style="list-style-type: none">Only 25% report feeling "close to people at school"...needs to be higher. (27% District-wide)Only 29% report feeling like they are "part of the school"...needs to be higher. (29% District-wide)

Description of Barriers and Related School Goals

Barriers related to Student Achievement Goal #1: currently outdated ELA curriculum and materials; no current implementation of FVSD Interim Assessments; rudimentary teacher knowledge and experience with California Math materials/Irvine Math Project implementation and how to most effectively use them in teaching; and teachers new to Co-Teaching model: lack of training and/or experience. Newly added technologies, i.e. Chrome carts and teacher laptops, will require increased IT support and professional development to effectively integrate them into the classroom instruction.

Barriers related to Special Populations Goal #2: lack of California State Standards and research-based intervention programs; existing Math Intervention focused primarily on basic math skills - not supporting daily content taught and/or reinforcing current skills taught in classes; Collab. teachers need ongoing support and training; New Collab. teachers lack experience; parental involvement and home support; and student anxiety impacting performance. Recent influx of relevant data is at an almost overwhelming rate, and more knowledge is needed in data analysis--what to use and how to use it.

Barriers related to Parent Involvement Goal #3: availability of interpreters for varied meetings (specifically Spanish-speakers); high number of transfers outside the District impacts parents' (particularly Asian parents from GGUSD/WSD) willingness to return to Masuda for night/weekend events; events planned at last minute (i.e. PTSO events) stymie our ability to secure translators and to get appropriate notice out; lack of childcare for parents' younger children often discourages their participation in school-time and/or night events.

Barriers related to Student Engagement & School Climate Goal #4: increasing availability of illicit items (particularly e-cigs) has increased "automatic" suspensions exponentially due to Zero Tolerance; current economy/legal climate has negatively impacted our PTSO and school-wide fundraising, limiting funds available for additional after-school club offerings and supplies; lack of school/ASB funding for Noon Leagues' basic equipment; students' outside commitments/intense pressures causing overload; high numbers of Inter-District transfers indicate that parents who live some distance away do not want to return their students to the school for night activities and extracurricular events.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	251	263	250	262	250	262	99.6	99.6
Grade 7	286	290	283	288	283	288	99.0	99.3
Grade 8	245	291	243	291	243	291	99.2	100
All Grades	782	844	776	841	776	841	99.2	99.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2537.1	2570.3	21	27	29	43	33	23	17	7
Grade 7	2583.4	2601.0	25	34	44	41	19	13	12	11
Grade 8	2602.9	2628.2	20	36	51	42	20	16	9	5
All Grades	N/A	N/A	22	33	42	42	24	17	13	8

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	24	34	52	50	24	16
Grade 7	30	41	52	46	18	14
Grade 8	37	48	52	40	12	12
All Grades	30	41	52	45	18	14

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	23	36	52	51	26	13
Grade 7	43	53	45	37	12	10
Grade 8	35	53	53	41	11	6
All Grades	34	48	50	43	16	10

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	18	25	72	69	10	6
Grade 7	23	24	65	68	12	8
Grade 8	19	24	72	69	9	6
All Grades	20	24	70	69	11	7

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	31	36	58	57	11	7
Grade 7	39	52	50	38	11	10
Grade 8	36	51	53	43	11	6
All Grades	36	47	53	46	11	8

Conclusions based on this data:

1. 6th Grade students showed 70% Meeting/Exceeding Standards in ELA, which was an increase of 20% over 2014-15 results.
2. Our lowest overall area was Reading, with 86% Above+At/Near Standards, which indicates that 14% were Below Standard.
3. Overall achievement showed 75% of students Meeting/Exceeding standards, an increase of 11% over 2014-15 results.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	251	263	250	262	250	262	99.6	99.6
Grade 7	286	290	283	288	283	288	99.0	99.3
Grade 8	245	291	244	291	243	291	99.6	100
All Grades	782	844	777	841	776	841	99.4	99.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2561.9	2587.1	30	43	29	25	26	26	15	6
Grade 7	2596.9	2603.6	40	40	27	28	23	22	11	10
Grade 8	2611.7	2616.1	36	41	25	24	26	21	13	14
All Grades	N/A	N/A	36	41	27	26	25	23	13	10

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 6	38	49	39	38	23	13	
Grade 7	51	51	33	34	17	15	
Grade 8	44	51	40	30	16	19	
All Grades	45	50	37	34	19	16	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	31	44	52	46	17	10
Grade 7	43	40	50	48	7	13
Grade 8	34	39	53	45	13	16
All Grades	36	41	52	46	12	13

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	31	39	53	53	16	9
Grade 7	41	46	52	45	8	9
Grade 8	34	40	54	47	12	13
All Grades	35	41	53	48	12	11

Conclusions based on this data:

1. Overall achievement showed 67% of students Meeting/Exceeding standards, an increase of 4% over 2014-15 results.
2. 6th, 7th, and 8th grades may benefit from an increased focus on Concepts/Procedures, as this is the lowest area for all three.
3. Scores in all areas were highest among sixth graders and lowest among eighth graders.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
6	14	31	50	68	44	25	14	13	20		6	2	5	6	2
7	37	41	50	37	47	25	15	6	13	4	6	13	7		
8	37	46	55	37	25	27	13	17	12	10	13		3		6
Total	30	39	51	46	40	26	14	11	16	5	8	5	5	2	3

Conclusions based on this data:

1. 8th grade has a significantly higher percentage of students who are Early Advanced/Advanced.
2. 7th grade has no Beginning students, and only 13% in Early Intermediate.
3. Resources may need to be focused at the 6th/8th grade "Newcomer" level and on 8th reclassification candidates.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
6	16	31	50	68	43	26	12	11	20		6	2	4	9	2
7	32	36	50	35	47	25	13	8	11	3	6	11	16	3	3
8	41	42	51	34	23	27	13	19	11	9	10		3	6	11
Total	31	36	50	44	38	26	13	13	14	5	7	4	8	6	5

Conclusions based on this data:

1. Of Masuda students who were tested on the CELDT: 2% of 6th graders, 3% of 7th graders, and 11% of 8th graders scored at the Beginning level and are considered "Newcomers" with direct ELD instruction.
2. Of initial students entering Masuda who were tested on the CELDT: 76% are Early Advanced/Advanced and 24% are Intermediate or below.
3. The number of current EL students has decreased significantly over the past year by 22 students.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	79	88	109
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	79	88	109
Number Met	67	75	98
Percent Met	84.8%	85.2%	89.9%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	27	53	30	63	39	73
Number Met	--	47	12	56	19	64
Percent Met	--	88.7%	40.0%	88.9%	48.7%	87.7%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. AMAO 1 increased over the past three years, culminating in 90% of students meeting the growth target.
2. The number of students attaining English proficiency with 5+ years of EL instruction has decreased slightly between 2013-2016, from 89% to 88%, a decrease of 1%

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	666	698	769
Percent with Prior Year Data	100.0		100
Number in Cohort	666	698	769
Number Met	550	585	599
Percent Met	82.6	83.8	77.9
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	643	149	653	174	687	219
Number Met	359	119	377	144	357	178
Percent Met	55.8	79.9	57.7	82.8	52	81.3
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. Both Masuda and the FVSD met the target for AMAO 1.
2. Both Masuda and the FVSD met the target for AMAO 2.

Planned Improvements in Student Performance

School Goal #1

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

CATEGORY/PRIORITY AREA(S): Student Achievement
LEA Local Control and Accountability (LCAP) Goal:
Goal 1: To support academic success and prepare students for College and Career, students will have access to 21st Century learning tools, including technology, and engage in rigorous and relevant educational experiences that develop their knowledge, skills and ability to collaborate, create, communicate, think critically, and solve problems.
SCHOOL GOAL #1:
To support student achievement, Masuda will incorporate Professional Development, Technology Integration, and - when available - new, California State Standards-aligned instructional materials.
Data Used to Form this Goal:
STUDENT ACHIEVEMENT: Smarter Balanced Assessments (SBAC) and Scholastic Reading Inventory (SRI) PROFESSIONAL DEVELOPMENT: Departmental Release Time, Master Schedule, Staff-Development re: Current Technologies, Staff Meeting Agendas, Professional Development Calendar/Attendance, Fountain Valley School District Interim Assessments TECHNOLOGY: Device:Student Ratio. Technology Survey. ChromeBook Cart Usage. Library Lab Usage. INSTRUCTIONAL MATERIALS: Current instructional materials lacking at this point--not California State Standards-aligned. Professional Development in Speaking/Listening/Writing is needed across all disciplines, especially Electives, PE, Science, and Social Studies.
Findings from the Analysis of this Data:
Outdated ELA curriculum and materials; no current implementation of FVSD Interim Assessments; rudimentary teacher knowledge and experience with California Math materials/Irvine Math Project implementation and how to most effectively use them in teaching; and teachers new to Co-Teaching model: lack of training and/or experience; Newly added technologies, i.e. Chrome carts and teacher laptops, will require increased IT support and professional development to effectively integrate them into the classroom instruction.
How the School will Evaluate the Progress of this Goal:
STUDENT ACHIEVEMENT: SBAC ELA and math-increase percent scoring Standard Met and Standard Exceeded in all grades. PROFESSIONAL DEVELOPMENT: Classroom Learning Walks, Master Schedule, Staff-Development re: Current Technologies, Staff Meeting Agendas, Professional Development Calendar/Attendance, Fountain Valley School District Interim Assessments TECHNOLOGY: Device:Student Ratio. Technology Survey. ChromeBook Cart Usage. Library Lab Usage. INSTRUCTIONAL MATERIALS: Current instructional materials lacking at this point--not California State Standards-aligned. Professional Development in Speaking/Listening/Writing is needed across all disciplines, especially electives, PE, Science, and Social Studies.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher collaboration provided in conjunction with professional development.	Sept 2016 - June 2018	District Administrators Site Administrators Teachers	No additional expense associated with this action.			
Utilize supplemental resources in academic core classes to enhance instruction and increase student access.	Sept. 2016 - June 2018	Site Administrators/Teachers	No additional expense associated with this action.			
Visible Learning - professional development and implementation	Aug 2016 - June 2018	Teachers/Site Administrators	Professional Development, Release Time	1000-1999: Certificated Personnel Salaries	Title I	1,500
Middle School department PLCs to encourage teacher collaboration (Irvine Math Project-IMP, ELA Literature Units, Irvine History Project-IHP, and Next Generation Science Standards-NGSS Trainings).	Sept 2016 - June 2018	Teachers/Site Administrators District Administrators	Release Time	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	25,200
Increase student use of technology, including enhanced collaboration through such venues as individual Google Accounts/Docs, through increased Staff Development in technology, increased employment of student BYOD, and decreased student:device ratio.	Sept. 2016 - June 2018	Teachers/Site Administrators	No additional expense associated with this action.			
Improve site infrastructure/expand wireless access for full-campus student/staff access to a more consistent usage.	Sept. 2016 - June 2018	District Administrators	Hardware Installation	5000-5999: Services And Other Operating Expenditures	Other	23,273
					LCFF - Base	17,455
					LCFF - Supplemental	5,818
Implement California State Standards Math materials (California Math and IMP) and participate in professional development	Sept 2016- June 2018	Teachers/Site Administrators District Administrators	No additional expense 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): Special Populations
LEA Local Control and Accountability (LCAP) Goal:
Goal 2: To support academic success in the core program, English Learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement.
SCHOOL GOAL #2:
All students, including significant subgroups, will demonstrate achievement equal to, or greater than, the State average in English/Language Arts and Math, thereby addressing the Achievement Gap.
Data Used to Form this Goal:
SBAC (including sub-group scores), Accelerated Reader/STAR levels, SRI Assessment, ST Math, CELDT, AMAO I & II, Science CST scores
Findings from the Analysis of this Data:
Lack of California State Standards and research-based intervention programs; existing Math Intervention focused primarily on basic math skills - not supporting daily content taught and/or reinforcing current skills taught in classes; Collab. teachers need ongoing support and training; New Collab. teachers lack experience; parental involvement and home support; and student anxiety impacting performance. Recent influx of relevant data is at an almost overwhelming rate, and more knowledge is needed in data analysis-- what to use and how to use it.
How the School will Evaluate the Progress of this Goal:
SBAC (including sub-group scores), Accelerated Reader/STAR levels, SRI Assessment, Writing Benchmarks, ST Math, CELDT, AMAO 1 and 2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Research existing intervention models and programs to be implemented	Sept. 2016- June 2018	Site Administrators Teachers	No expenses associated with this action			
Utilize full-day music instructor to reduce class size in academic core/intervention classes.	Sept. 2016 - June 2018	Site Administrators	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Base LCFF - Supplemental	40,000 37,952

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to administer District identified assessments (i.e. Scholastic Reading Inventory-SRI)	Sept 2016- June 2018	Teacher/Site Administrator	SRI Subscription	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,500
For each trimester, appropriately place students in need of interventions according to SBAC scores, placement tests, teacher recommendations and diagnostic tests performed at the beginning of the school year and continuing throughout the school year.	Aug 2016 - June 2018	Site Administrators, Teachers	STAR Reading/Accelerated Reader Subscriptions. Renaissance Learning, SRI Assessments, Visible Learning, Academic Vocabulary	5000-5999: Services And Other Operating Expenditures	Title I	8,110
Progress monitoring and movement in and out of students in trimester math interventions as determined by math class grades, teacher recommendations and test data (school, District, and State)	Aug 2016- June 2018	Site Administrators, Teachers	ST Math Subscriptions	5000-5999: Services And Other Operating Expenditures	Title I	4,000
Utilize web-based intervention programs (i.e. ST Math & United Streaming) to support student achievement	Sept 2016 - June 2018	Site Administrators District Administrators	United Streaming Subscription	5000-5999: Services And Other Operating Expenditures	Title I	1,125
Provide Resource Specialists to support the co-teaching service delivery model (collab.)	Sept 2016 - June 2018	Site Administrators, Teachers	No additional expense associated with this action			
Increase Device:Student Ratio	Sept 2016 - June 2018	Teachers Site Administrators District Administrators	Chrome Carts	4000-4999: Books And Supplies	Title I	40,000
Progress monitor throughout the year by scheduling site/District visitations with the focus on giving each other feedback	Sept 2016- June 2018	Site Administrators Teachers	Expense captured in Goal 1			
Bilingual Tutors will provide support to Beginning/Early Intermediate EL students	Sept 2016 - June 2018	Teachers/Support Staff, Site/District Administration	Bilingual Tutor Salary	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	28,413

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a Newcomer program to students new to the US	Sept 2016 - June 2018	Teachers/Site Administrators	Expense captured in earlier item			
After-School Homework and Math Intervention, Lunch Academy	Sept 2016 - June 2018	Teachers, Site Administrators	Hourly Rate/Stipends	1000-1999: Certificated Personnel Salaries	Title I	5,400
During the day intervention courses: Math Support, Reading Intervention	Sept 2016 - June 2018	Site Administrators District Administrators	Personnel	1000-1999: Certificated Personnel Salaries	Title I	44,250
Determine appropriate staffing to teach Collab classes, being mindful of necessary personality matches between general and special education teachers	Aug 2016- June 2018	Site Administrator	No additional expenses associated with this action			
Provide regular opportunities for Collab teachers to collaborate on lesson plans, to develop assessments, to discuss teaching strategies, and to reflect on the Co-teaching model to continually improve instruction.	Sept 2016 - Aug 2018	Teachers/Site Administrators	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,009
					Other	3,009
Participate in school library program	Sept 2016- June 2018	Library Media Technician	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Base	13,800
					LCFF - Supplemental	6,230
Analyze and disaggregate student achievement data in English Language Development, English/Language Arts, and mathematics in order to provide timely intervention and close the achievement gap	Sept 2016 - June 2018	Teachers/Site Administrators	Renewal Fees	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,590
					LCFF - Supplemental	1,636
Purchase supplemental instructional materials to support California State Standards implementation	Sept 2016 - June 2018	Teachers/Site Administrators	Supplemental Informational Text	4000-4999: Books And Supplies	LCFF - Supplemental	6,534

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to work with the Teachers on Special Assignment (TOSA's) in English, math, and instructional support/intervention to maximize student achievement.	Sept 2016 - Aug 2018	Teachers/Site Administrators/TOSA's	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	22,000
Utilize ELD Bridge Materials	Sept 2016 - June 2018	District Staff	No additional expense associated with this action			

Planned Improvements in Student Performance

School Goal #3

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

CATEGORY/PRIORITY AREA(S): Parent Involvement
LEA Local Control and Accountability (LCAP) Goal:
Goal 3: To support academic success, all parents will be engaged and play an active role in the school community.
SCHOOL GOAL #3:
Increase parent involvement to include a broader representation of parents, reflective of all student demographics, on school decision-making groups and at school events (i.e. parent nights, participation in PTSO, School Site Council, ELAC school activities, conferences).
Data Used to Form this Goal:
School Site Council Rosters, Sign-In Sheets from parent opportunities, Volunteer Lists, Parent Conference Lists, PTSO Membership
Findings from the Analysis of this Data:
Barriers related to Parent Involvement Goal #3: availability of interpreters for varied meetings (specifically Spanish-speakers); high number of transfers outside the District impacts parents' (particularly Asian parents from GGUSD/WSD) willingness to return to Masuda for night/weekend events; events planned at last minute (i.e. PTSO events) stymie our ability to secure translators and to get appropriate notice out; lack of childcare for parents' younger children often discourages their participation in school-time and/or night events.
How the School will Evaluate the Progress of this Goal:
School Site Council documentation; English Learner Advisory documentation; District English Learner Advisory documentation; Number of parent education opportunities; meeting sign-ins, agendas, and resources; expenditures for interpretation, translation, and childcare; responses to parent surveys, PTSO Membership

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3 Annual Parent Nights of general interest to middle-school parents.	Sept 2016- Aug 2018	Site Administrators, Counselor, Activities Director, Teachers, Outside Agencies (i.e. Girls' Inc.)	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,666
Utilize technology and social media to communicate with parents, promote involvement, and solicit input	Aug 2016 - June 2018	Site Administrators District Staff	Personnel Annual Service Agreements	2000-2999: Classified Personnel Salaries	LCFF - Base	10,500
					Title I	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase participation at ELAC meetings to involve greater than 25% annual parent participation.	Aug 2016 - June 2018	Site Administrators District Administrators ELAC Coordinator	Interpreters Materials Refreshments	5000-5999: Services And Other Operating Expenditures	Title III	500
Continue to provide a bilingual Community Liaison to support parent outreach	Sept 2016 - Aug 2018	Site Administrator ELAC Coordinator District Staff	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	6,454
Provide written parent communication in English and Vietnamese	Sept 2016 - Aug 2018	District/Site Translator	Expense is captured in Goal #2			
Counselor will meet individually with parents of At-Risk students and will attend pertinent SST Meetings.	Sept. 2016 - Aug. 2018	Site Administrators/Counselor	No additional expense associated with this action			

Planned Improvements in Student Performance

School Goal #4

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

CATEGORY/PRIORITY AREA(S): Student Engagement & School Climate			
LEA Local Control and Accountability (LCAP) Goal:			
Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment which promotes engagement and school connectedness.			
SCHOOL GOAL #4:			
Create a learning environment and school climate which improve students' attendance, school-connectedness, and overall involvement in all aspects of their education.			
Data Used to Form this Goal:			
Student Attendance Rates, Chronic Absenteeism information, Suspensions, Healthy Kids Survey results (7th grade), Student/Parent Annual Climate Surveys, Noon Leagues participation, Pep Rally participation, Club participation.			
Findings from the Analysis of this Data:			
Increasing availability of illicit items (particularly e-cigs) has increased "automatic" suspensions exponentially due to Zero Tolerance; current economy/legal climate has negatively impacted our PTSO and school-wide fundraising, limiting funds available for additional after-school club offerings and supplies; lack of school/ASB funding for Noon Leagues' basic equipment; students' outside commitments/intense pressures causing overload; high numbers of Inter-District transfers indicate that parents who live some distance away do not want to return their students to the school for night activities and extracurricular events.			
How the School will Evaluate the Progress of this Goal:			
Daily Attendance Rates, Chronic Absenteeism information, Suspensions, Healthy Kids Survey results (7th grade), Student/Parent Annual Climate Surveys, Visible Learning Survey/Data, Noon Leagues participation, Pep Rally participation, Club participation.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze suspension information to identify patterns in misconduct and/or student demographics, and to increase positive conduct. Explore alternatives to suspensions and expulsions.	Sept 2016- Aug 2018	Site Administrators	No additional expenses associated with this action			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify meaningful participation activities by administering parent and student surveys, to encourage student connectedness and student engagement.	Sept 2016- Aug 2018	Site Administrators	No additional expenses associated with this action			
Noon Leagues Organization/Increase Offerings	Sept 2016- Aug 2018	Assistant Principal	No additional expenses associated with this action			
Provide After-School Homework Help to support Title I students who lack home support. Includes math and general help, as well as access to technology, to complete homework assignments.	Aug 2016 - Aug. 2018	Site Administrators, Teachers	Expense captured in Goal 2			
CHKS Administration to monitor Health, Wellness, and School Connectedness.	Jan 2018 - May 2018	Site/District Administrators, Teachers	No additional expenses associated with this action			
Offer annual Student Nights (in conjunction with parent nights), i.e. Girls' Inc.'s "Girls' Night Out."	Sept 2016 - Aug 2018	Site Administrators, Counselor, Activities Director, Outside Agency Personnel	No additional expenses associated with this action			
Increase after-school club offerings to include all ages, both sexes, and a variety of interest areas.	Sept 2016 - Aug 2018	Site Administrators Teachers	Stipends	1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	2,200
Provide health services to support attendance for high-needs student populations	Sept 2016 - Aug 2018	Site Administrator District Staff	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Base	24,000
					LCFF - Supplemental	4,000
Provide counseling support for student population, especially those classified as "high-need" and At-Risk.	Sept 2016 - Aug 2018	District Staff	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Base	42,795
					LCFF - Supplemental	35,598
Educate parents regarding legalities related to attendance/chronic absenteeism.	Sept 2016 - Aug 2018	Teachers/Site Administrators/Counselor	No additional expenses indicated			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop Leadership Team to promote school-wide focus on Growth Mindset initiative and ALL student achievement.	Sept. 2016 - June 2018	Teachers/Site Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	Other	3,024
Adhere to/promote district Health & Wellness policy and promote related activities.	Sept. 2016 - June 2018	Teachers/Site Administrators/Counselor/ Classified Staff	No additional expenses indicated			

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF - Base	17,455.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	106,795.00
2000-2999: Classified Personnel Salaries	LCFF - Base	24,300.00
5000-5999: Services And Other Operating	LCFF - Base	2,590.00
	LCFF - Supplemental	91,234.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	51,875.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	34,867.00
4000-4999: Books And Supplies	LCFF - Supplemental	6,534.00
5000-5999: Services And Other Operating	LCFF - Supplemental	3,500.00
	Other	3,009.00
1000-1999: Certificated Personnel Salaries	Other	3,024.00
5000-5999: Services And Other Operating	Other	23,273.00
1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	2,200.00
	Title I	500.00
1000-1999: Certificated Personnel Salaries	Title I	51,150.00
4000-4999: Books And Supplies	Title I	40,000.00
5000-5999: Services And Other Operating	Title I	13,235.00
5000-5999: Services And Other Operating	Title III	500.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Base	151,140.00
LCFF - Supplemental	188,010.00
Other	29,306.00
Parent-Teacher Association (PTA)	2,200.00
Title I	104,885.00
Title III	500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	215,044.00
2000-2999: Classified Personnel Salaries	59,167.00
4000-4999: Books And Supplies	46,534.00
5000-5999: Services And Other Operating Expenditures	43,098.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	73,246.00
Goal 2	271,558.00
Goal 3	19,620.00
Goal 4	111,617.00

Home/School Compact

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

Student Pledge:

I realize that my education is important. I know I am the one responsible for my own success.

Therefore, I agree to carry out the following responsibilities to the best of my ability:

I will register for and regularly access on School Loop with my own account.

I will return completed homework on time.

I will complete at least 20 minutes of outside reading nightly.

I will return corrected work to my parent(s).

I will arrive at school on time every day unless I am ill.

I will attend Parent/Student/Teacher Conferences and Open House.

I will be responsible for my own behavior.

I will be a cooperative learner.

Student's Name _____

Student's Signature _____ Date _____

Parents Pledge:

I understand that my participation in my child's education will help his/her achievement and attitude.

Therefore, I agree to carry out the following responsibilities to the best of my ability:

I will register for and regularly access School Loop with a parental account.

I will provide a quiet place for my child to study.

I will encourage my child to complete his/her homework.

I will make sure my child gets an adequate night's sleep.

I will see to it that my child arrives at school on time every day.

I will ensure that my child reads at least 20 minutes per day.

I will attend Back to School Night, Parent/Student/Teacher Conferences, and Open House.

I will support the school/district policies on homework, discipline and attendance.

Parent's Signature _____ Date _____

Staff Pledge:

We will teach all the necessary concepts to your child before regular homework is assigned.

We will strive to be aware of the individual needs of your child.

We will regularly communicate with you regarding your child's progress.

We will provide a safe and positive learning environment for your child.

Everyone Will...

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

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jay Adams	X				
Tara Wilson		X			
Dan Weireter		X			
Natalie Allen			X		
Scott Hall		X			
Melissa Garcia				X	
Kara Dang-Vu				X	
Vu Tran				X	
Anna Norris					X
Vivian V. Nguyen					X
Numbers of members of each category:	1	3	1	3	2

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

Recommendations and Assurances

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

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

☐ State Compensatory Education Advisory Committee

Signature

☒ English Learner Advisory Committee

Erin W. Fouse

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 1, 2017.

Attested:

Jay Adams

Typed Name of School Principal

Jay Adams

Signature of School Principal

2-1-17

Date

Anna Norris

Typed Name of SSC Chairperson

Anna Norris

Signature of SSC Chairperson

2/1/17

Date



Fountain Valley School District
Support Services

M E M O R A N D U M

TO: Board of Trustees
FROM: Cara Robinson, Director, Support Services
SUBJECT: Board Item – Special Ed Settlement Agreement
DATE: February 9, 2017

Background:

According to the Special Education Settlement Agreement signed on January 18, 2017 between Parents and the Fountain Valley School District, it was agreed to reimburse parents not to exceed \$5,600 (FIVE THOUSAND SIX HUNDRED DOLLARS). The Parties acknowledge that the Agreement shall cover all of the educational services provided to student August to December 2016. Attorney fees incurred on behalf of the student will be paid directly to the attorney in the amount not to exceed \$4,000 (FOUR THOUSAND DOLLARS). Term of settlement agreement is January 18, 2017 through June 23, 2017.

Fiscal Impact:

\$9,600.00

Recommendation:

It is recommended that the Board of Trustees approves this settlement agreement
(Ref: 21617pn)



Fountain Valley School District
Information Technology

M E M O R A N D U M

TO: Board of Trustees
FROM: Parham Sadegh, IT Supervisor
SUBJECT: **APPROVAL OF CONTRACT BETWEEN THE FOUNTAIN VALLEY SCHOOL DISTRICT AND THE ORANGE COUNTY DEPARTMENT OF EDUCATION TO PROVIDE DATA CIRCUIT NETWORK MANAGEMENT SERVICES**
DATE: February 9, 2017

Background:

Orange County Department of Education (OCDE) provides a variety of financial and human resource information management services to Fountain Valley School District including:

- Business Plus Financial System,
- HR 2.0 Human Resources System,
- Payroll, and
- Time and Attendance services.

These services are accessed through data circuits maintained and monitored by OCDE.

Fiscal Impact:

The annual data circuit network management cost is \$2,250.00. This amount will be paid from 2016-2017 IT department's budget.

Recommendation:

It is recommended that the Board of Trustees approves the contract between the Fountain Valley School District and the Orange County Department of Education, for the purpose of providing data circuit network management services.

2017-2018
NETWORK SUPPORT SERVICES AGREEMENT
FOUNTAIN VALLEY SCHOOL DISTRICT

This Network Support Services Agreement is hereby entered into this 9th day of January, 2017, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626, hereinafter referred to as SUPERINTENDENT, and Fountain Valley School District, 10055 Slater Avenue, Fountain Valley, California 92708, hereinafter referred to as DISTRICT. SUPERINTENDENT and DISTRICT shall be collectively referred to as the Parties.

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

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

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

1. Payroll Services
2. Financial (Separate contract required)
3. Human Resources (Separate contract required)
4. Time and Attendance (Separate contract required)
5. Imaging (Separate contract required)

6. Data Center Site Services (Separate contract required)

7. Cloud Storage

8. Email Archiving

3.0 TERM. This AGREEMENT shall be in full force and effect for the period commencing July 1, 2017, and ending on June 30, 2018, subject to termination as set forth in this AGREEMENT.

4.0 PAYMENT. DISTRICT agrees to pay SUPERINTENDENT for services rendered pursuant to Section 2.0 of this AGREEMENT a total amount not to exceed Two thousand two hundred fifty dollars (\$2,250.00). The charges are based on the actual expenses incurred by SUPERINTENDENT in supporting the connectivity between DISTRICT and SUPERINTENDENT through the telephone companies, Internet service providers, and vendors providing equipment, lines and services. DISTRICT shall be notified in writing of any increase in charges incurred by SUPERINTENDENT in supporting the network. DISTRICT agrees to pay SUPERINTENDENT the actual charges within thirty (30) days upon receipt of an itemized invoice from the SUPERINTENDENT. Charges per year shall be as follows:

<u>ITEM#</u>	<u>COST</u>	<u>DESCRIPTION OF SERVICE/SUPPORT</u>
<u>ANNUAL FEES</u>		
1.	<u>\$ 2,250.00</u>	Annual data circuit network management
2.	<u>\$ 0.00</u>	Cloud Storage
3.	<u>\$ 0.00</u>	Email archiving/storage per terabyte
4.	<u>\$ 0.00</u>	Email archiving/administration per terabyte
TOTAL FEES:		<u>\$ 2,250.00</u>

1 5.0 TECHNICAL SUPPORT. DISTRICT shall be entitled to ongoing
2 technical support and assistance on SUPERINTENDENT'S Network between
3 the DISTRICT and SUPERINTENDENT, provided however, that the
4 availability or performance of this technical support service shall
5 not be construed as altering or affecting SUPERINTENDENT'S
6 obligations as set forth in this AGREEMENT. SUPERINTENDENT'S
7 technical support via telephone shall be provided to DISTRICT
8 without charge Monday through Friday from 7:00 A.M. - 5:00 P.M.,
9 excluding SUPERINTENDENT'S holidays.

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

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

1 and shall not be considered in any manner to be DISTRICT'S
2 employees.

3 8.0 HOLD HARMLESS.

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

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

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

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

1 to SUPERINTENDENT or DISTRICT'S business, equipment and personnel
2 engaged in operations covered by this AGREEMENT or occurring out of
3 the performance of such operations.

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

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

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

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

1 section. As of the date of this AGREEMENT the addresses of the
2 parties are as follows:

3 DISTRICT: Fountain Valley School District
4 10055 Slater Avenue
5 Fountain Valley, California 92708
6 Attn: _____

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

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

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

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

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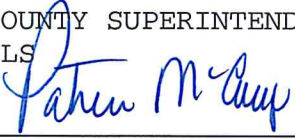
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1 IN WITNESS WHEREOF, the Parties hereto have caused this
2 AGREEMENT to be executed.

3 DISTRICT: FOUNTAIN VALLEY SCHOOL
4 DISTRICT

ORANGE COUNTY SUPERINTENDENT
OF SCHOOLS

5 BY: _____
6 Authorized Signature

BY:  _____
Authorized Signature

7 PRINT NAME: _____

PRINT NAME: Patricia McCaughey

8 TITLE: _____

TITLE: Administrator

9 DATE: _____

DATE: January 12, 2017

10
11 Fountain Valley School District-NetworkSupportServices-Intranet-(43775)18
12 Zip9



Fountain Valley School District
Personnel Office

M E M O R A N D U M

TO: Board of Trustees
FROM: Cathie Abdel, Assistant Superintendent, Personnel
SUBJECT: **RESOLUTION 2017-14: AUTHORIZATION FOR TEACHING
CREDENTIALS 2016-2017 SCHOOL YEAR**
DATE: January 20, 2017

Background:

The Governing Board of a school district by Resolution may authorize the holder of a multiple subject teaching credential or a standard elementary credential to teach any subject in departmentalized classes to a given class below grade 9 provided that the teacher has completed at least 12 semester units or 6 upper division units of coursework at an accredited institution in each subject to be taught.

The Governing Board of a school district may authorize the holder of a single subject teaching credential or a standard teaching credential to be assigned to teach classes in grades 5 to 8 of a middle school if the teacher has a minimum of 12 semester units or 6 upper division or graduate units of coursework at an accredited institution in the subject to which he/she is assigned.

Recommendation:

It is recommended that the Board of Trustees adopts Resolution 2017-14 to approve the teaching assignments listed.

**FOUNTAIN VALLEY SCHOOL DISTRICT
RESOLUTION NO 2017-14**

**EDUCATION CODES 44256(b), 44258.2
Authorization for Teaching Credentials**

WHEREAS, Education Code 44256(b) states that the governing board of school district by resolution may authorize the holder of a multiple subject teaching credential or a standard elementary credential to teach any subject in departmentalized classes to a given class or group of students below grade 9, provided that the teacher has completed at least 12 semester units, or six upper division or graduate units, of coursework at an accredited institution in each subject to be taught. The authorization shall be with the teacher's consent.

Bosl, Charlene	English/Reading
Brunner, Michael	Science/Math/Pre-Algebra
Flores, Staci	English/History/Social Science
Fouse, Erin	History/Social Science
Gharios, Malia	Math, Pre-Algebra/Algebra, Geometry
Hall, Scott	History/Social Science
James, Brooke	English/History/Social Science/Art
Johnson, Jannette	English/History/Social Science
O'Neal, Dawn	History/Social Science
Patriarca, Renee	English/History/Social Science/Public Speak
Phillips, Jody	English/History/Social Science
Trimm, Amy	English/Reading
Walton, Lorri	Math/Algebra/Pre-Algebra, Geometry, Spanish
Wilson, Tara	English/History/Social Science/Reading
Woo, Linda	Math
Yu, Connie	General Science; Life/Earth Science

WHEREAS, Education Code 44258.2 states that the holder of a single subject teaching credential or a standard teaching credential may with his or her consent, be assigned by action of the local governing board to teach classes in grades 5 to 8, inclusive, in a middle school, if he or she has a minimum of 12 semester units, or six upper division or graduate units, of coursework at an accredited institution in the subject to which he or she is assigned. This assignment shall be for one year, but may be renewed annually by action of the governing board.

Fockler, Beth	History/Social Science; Math
---------------	------------------------------

NOW, THEREFORE, BE IT RESOLVED AS FOLLOWS:

That the Governing Board of the Fountain Valley School District hereby approves the following teaching assignments per Education Code 44256 (b), and Education Code 44258.2 for the 2016-2017 school year.

PASSED AND ADOPTED By the Governing Board on February 16, 2017 by the following vote:

Ayes: _____
Nays: _____

Abstentions: _____

STATE OF CALIFORNIA)
) ss
COUNTY OF ORANGE)

I, Jim Cunneen, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution passed and adopted by the Board at a regularly called and conducted meeting held on said date.

WITNESSED my hand this 16th day of February, 2017.

Clerk of the Governing Board



Fountain Valley School District
BUSINESS SERVICES DIVISION

M E M O R A N D U M

TO: Board of Trustees
FROM: Christine Fullerton, Assistant Superintendent Business Services
Isidro Guerra, Director of Fiscal Services
SUBJECT: **CONSOLIDATED APPLICATION - Winter Release 2016**
DATE: January 31, 2017

Background:

Notification has been received from the California State Department of Education with regard to funding under the 2016-17 Consolidated Application winter release. The Consolidated Application is used by the California Department of Education to distribute categorical funds from various state and federal programs to school districts throughout California. The winter release of the application is submitted in February of each year and contains the district's entitlements for each funded program.

Fiscal Impact:

2016-17 Federal categorical program funds administered through the Consolidated Application:

- Title I, Part A - \$383,574. These funds will be used to serve Title I students at Cox Elementary, Oka Elementary, Plavan Elementary, and Masuda Middle School.
- Title II, Part A (Teacher Quality) - \$125,927. Funds have been allocated for Class Size Reduction and professional development expenditures.
- Title III, Part A Immigrant - \$10,742. These funds will be used to pay for enhanced instructional opportunities to immigrant students and their families.
- Title III, Part A LEP - \$82,259. Funds have been allocated to provide supplementary programs and services to limited English proficient students.

Total Consolidated Application funding for 2016-17 will be \$602,502. The 2016-17 expenditure budgets have been adjusted to reflect the new funding entitlements.

Recommendation:

It is recommended that the Board of Trustees approves transmittal of the Consolidated Application Winter Release 2016 Data Collection to the California State Department of Education.

2016-17 Title I, Part A LEA Allocation

The purpose of this data collection is to calculate the full Title I Part A allocation available to the LEA.

CDE Program Contact:

Jane Liang, District Innovation and Improvement Office, jliang@cde.ca.gov, 916-319-0259

Jacqueline Matranga, District Innovation and Improvement Office, jmatranga@cde.ca.gov, 916-445-4905

2016-17 Title I, Part A entitlement	\$383,574
Transferred-in amount	\$0
Title I, Part A entitlement after transfers	\$383,574
Note: In order for the 2015-16 Allowable Carryover amount to be pre-populated, the 2015-16 Title I, Part A Carryover data collection should be completed and saved before beginning data entry on this data collection.	
2015-16 Allowable Carryover	\$27,075
(Allowable values are the 12 month 2015-16 carryover amount or, whichever is less either the 15 month 2015-16 carryover amount or 15% of the 2015-16 entitlement plus transfers-in amount)	
Repayment of funds	\$0
2016-17 Total allocation	\$410,649
Indirect cost reservation	\$14,499
Administrative reservation	\$47,098
2016-17 Title I, Part A adjusted allocation	\$349,052
Indirect Cost and Administration Calculation Tool To help determine allowable indirect cost and administration reserves, based on your Approved Indirect Cost Rate as defined on http://www.cde.ca.gov/fg/ac/ic/ , below are recommended values.	
2016-17 Approved indirect cost rate	3.66%
Maximum allowable indirect cost reservation	\$14,499
Recommended administration reservation	\$47,098

*****Warning*****

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2016-17 Title I, Part A Reservations, Required

To report LEA required reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956

Sylvia Hanna, Title I Policy and Program Guidance Office, shanna@cde.ca.gov, 916-319-0948

Nonprofit Private School Equitable Services Percentage Calculation

Total participating nonprofit private school low income students	2
Total participating attendance area low income students	688
Percent of nonprofit private school low income students for equitable service calculations	0.29%

Required Reservations

Title I Part A adjusted allocation	\$349,052
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Parental Involvement

Parental involvement (1% of the entitlement plus transfers-in if greater than \$500,000.)	\$0
Supplemental parental involvement (Optional: Additional discretionary set-aside.)	\$0
Nonprofit private school parental involvement set-aside	\$0
Amount remaining	\$0
Public school parental involvement	\$0
Balance available for LEA parental involvement activities	\$0

Direct and Indirect Services

Direct or indirect services to homeless children, regardless of their school of attendance	\$4,106
Homeless services provided (Maximum 500 characters)	<p>FVSD consults with OCDE and community partners to support the basic needs of it's families facing homelessness through outreach programs and support networks.</p> <p>FVSD provides transportation services when feasible to help assure students attend their school of origin. FVSD provides consultation support between school districts to ensure smooth transition if amilies move and choose to relocate to a new home school.</p>

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2016-17 Title I, Part A Reservations, Required

To report LEA required reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956

Sylvia Hanna, Title I Policy and Program Guidance Office, shanna@cde.ca.gov, 916-319-0948

Local neglected institutions	No
Does the LEA have local institutions for neglected children or children currently classified as neglected?	
Direct or indirect services in local institutions for neglected children	
Local delinquent institutions	No
Does the LEA have local institutions for delinquent children?	
Other neglected or delinquent services	

Program Improvement (PI)

The following reservation is required if the LEA is in Program Improvement, or has one or more schools in Program Improvement.

Program Improvement Professional Development

Professional development funds	Yes
Will the LEA use PI school-level professional development funds to help meet the LEA 10% minimum professional development requirement?	
PI professional development (Minimum 10% of the entitlement plus transfers in.)	\$38,357
2015-16 PI professional development carryover	\$0
Total PI professional development	\$38,357

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2016-17 Title I, Part A Reservations, Allowed

To report LEA allowable reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956

Nancy Bodenhausen, Title I Policy and Program Guidance Office, NBodenhausen@cde.ca.gov, 916-445-4904

Allowed Reservations**Professional development for credentialed teachers and highly qualified paraprofessionals**

Professional development for teachers and paraprofessionals	\$0
Nonprofit private school equitable services	\$0
Professional development reserved for public schools	\$0

District-wide Instructional Programs

District-wide instructional programs (Non-PI activities)	\$0
Nonprofit private school equitable services	\$0
District-wide instructional programs for Title I public schools	\$0

Other School Programs

Other school programs Including summer school or intersession programs or before and after school programs.	\$0
Nonprofit private school equitable services	\$0
Other school programs reserved for public schools	\$0

Other Allowable Reservations

Salary differentials	\$0
Preschool programs	\$0
Capital expenses for nonprofit private schools	\$0

Program Improvement Activities

Teacher incentives and rewards (Maximum 5% of entitlement after transfers.)	\$0
Professional development of credentialed teachers	\$0
Technical assistance to schools	\$0
Summer school, intersession programs or before and after school programs	\$0

*****Warning*****

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2016-17 Title I, Part A Reservations, Allowed

To report LEA allowable reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956

Nancy Bodenhausen, Title I Policy and Program Guidance Office, NBodenhausen@cde.ca.gov, 916-445-4904

Reservation Summary

Adjusted Allocation	\$349,052
Total required reservations	\$0
Total allowed reservations	\$0
Allocations after reservations	\$349,052
Total nonprofit private school set aside	\$0
Nonprofit private school Parental Involvement set-aside	\$0
Public school Parental Involvement set-aside	\$0
Amount available for Title I, Part A school allocations	\$306,589

*****Warning*****

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2016-17 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II, Part A Teacher & Principal Training & Recruiting.

CDE Program Contact:

Melissa Flemmer, Educator Excellence Office, mflemmer@cde.ca.gov, 916-324-5689

Juan J. Sanchez, Educator Excellence Office, jsanchez@cde.ca.gov, 916-319-0452

2016-17 Title II, Part A entitlement	\$125,927
Total funds transferred out of Title II, Part A	\$0
Total entitlement after transfers	\$125,927
Repayment of funds	\$0
Repayment comment	
Provide an explanation of why repayment dollars were added back to the allocation	
2016-17 Allocation	\$125,927
Administrative and indirect costs	\$64
2016-17 Title II, Part A adjusted allocation	\$125,863

*****Warning*****

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2016-17 Title III, Part A Immigrant LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title III, Part A Immigrant, and to report required reservations.

CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838

2016-17 Title III, Part A Immigrant entitlement	\$10,742
Repayment of funds	\$0
2016-17 Allocation	\$10,742
Administrative and indirect costs	\$280
2016-17 Adjusted allocation	\$10,462
General comment (Maximum 500 characters)	

*****Warning*****

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2016-17 Title III, Part A Immigrant YTD Expenditure Report, 6 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2016 through December 31, 2016.

CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Approved Immigrant Sub-grantee Activities**(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-**

(1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include-

(A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;

(B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;

(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth

(D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;

(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and

(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2016-17 Title III, Part A Immigrant entitlement	\$10,742
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs	\$1
Total year-to-date expenditures	\$1
2016-17 Unspent funds	\$10,741
General comment (Maximum 500 characters)	

*****Warning*****

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2016-17 Title III, Part A English Learner LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title III, Part A English Learner, and to report required reservations.

CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838

2016-17 Title III, Part A English Learner entitlement	\$82,259
Repayment of funds	
2016-17 Allocation	\$82,259
Administrative and indirect costs	\$1,613
2016-17 Adjusted allocation	\$80,646

*****Warning*****

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2016-17 Title III, Part A English Learner YTD Expenditure Report, 6 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2016 through December 30, 2016.

CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized English Learners Sub-grantee Activities**Required**

Section 3115 (c)(1) To increase the English proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

(1) Upgrading program objectives and effective instruction strategies.

(2) Improving the instruction program for English learners by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.

(3) Providing tutorials and academic or vocational education for English learners and intensified instruction.

(4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.

(5) Improving the English language proficiency and academic achievement of English learners.

(6) Providing community participation programs, family literacy services and parent outreach and training activities to English learners and their families.

2016-17 Title III, Part A English learner entitlement	\$82,259
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$7,909
2000-2999 Classified personnel salaries	\$175
3000-3999 Employee benefits	\$1,307
4000-4999 Books and supplies	\$822
5000-5999 Services and other operating expenditures	\$990
Administrative and indirect costs	\$0
Total year-to-date expenditures	\$11,203
2016-17 Unspent funds	\$71,056
General comment (Maximum 500 characters)	

*****Warning*****

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2016-17 Consolidation of Administrative Funds

A request by the LEA to consolidate administrative funds for specific programs.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

Title I, Part A (Basic) SACS Code 3010	No
Title I, Part C (Migrant Education) SACS Code 3060	No
Title I, Part D (Delinquent) SACS Code 3025	No
Title II, Part A (Educator Quality) SACS Code 4035	No
Title III, Part A (Immigrant Students) SACS Code 4201	No
Title III, Part A (English Learner Students) - 2% maximum SACS Code 4203	No
Title IV, Part B (21st Century Community Learning Centers) SACS Code 4124	No

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2016-17 Other ESEA Nonprofit Private School Participation

The LEA must offer to provide equitable services that address the needs of nonprofit private school students, teachers and other educational personnel under the programs listed below.

CDE Program Contact:

Anie Wilson, Educator Excellence Office, awilson@cde.ca.gov, 916-445-5669
Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838

Title II, Part A Improving Teacher and Principal Quality

The LEA must offer to provide Title II, Part A equitable services that address the needs of nonprofit private school students, teachers and other educational personnel. The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information filed in the Private School Affidavit is not verified and the CDE takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify nonprofit status and the accuracy of student enrollment data if it is being used for the purpose of providing equitable services.

Note: Non-unified elementary and/or high school districts that have applied for Title II, Part A funds have the option to add a shared attendance area nonprofit private school if they wish to share responsibility for that school's Title II equitable services.

Title III, Part A Immigrant and Limited English Proficient Student Subgrant Program

On an annual basis, the LEA must consult with all nonprofit private schools within its boundaries, as to whether the private school students and teachers will participate in the Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement Program. Consultation with appropriate nonprofit private school officials must be done during the design and development of programs and before decisions are made that affect the opportunities of students and teachers to participate. LEAs may not require documentation that poses an administrative barrier that is inconsistent to their responsibility to ensure equitable participation of private school students and teachers.

School Name	School Code	Enrollment	Consultation Occurred?	Title II, Part A Participation	Title III, Part A Immigrant Participation	Title III, Part A LEP Participation	School Added	Comment (Max 250 char)
Huntington Valley Preschool and Kindergarten	6206346	8	Y	N	N	N	N	

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2016-17 Other ESEA Nonprofit Private School Participation

The LEA must offer to provide equitable services that address the needs of nonprofit private school students, teachers and other educational personnel under the programs listed below.

School Name	School Code	Enrollment	Consultation Occurred?	Title II, Part A Participation	Title III, Part A Immigrant Participation	Title III, Part A LEP Participation	School Added	Comment (Max 250 char)
Orange Crescent	6929780	226	Y	N	N	N	Y	
Shoreline Christian School	6988240	115	Y	N	N	N	N	
The Pegasus School	7005853	534	Y	N	N	N	N	

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2016-17 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program

CDE Program Contact:

Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789
Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Note:

In order for CDE program staff to have visibility to all SWP authorized schools, it is important to have an Authorized Representative certify this Notification of Authorization data collection after a change is made.

School Name	School Code	Authorized	Local Board Approval Date (ex. 04/30/2015)	SIG Approval Date (ex. 04/30/2015)	Poverty Level %
Courreges (Roch) Elementary	6094635	N			
Cox (James H.) Elementary	6066922	N			
Fulton (Harry C.) Middle	6027916	N			
Gisler (Robert) Elementary	6027973	N			
Masuda (Kazuo) Middle	6094627	N			
Newland (William T.) Elementary	6027999	N			
Oka (Isojiro) Elementary	6068605	N			
Plavan (Urbain H.) Elementary	6085278	N			
Talbert (Samuel E.) Middle	6071096	N			
Tamura (Hisamatsu) Elementary	6027924	N			

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2016-17 Title I, Part A Nonprofit Private School Participation

The LEA shall provide, on an equitable basis, special educational services or other benefits to nonprofit private school eligible children.

CDE Program Contact:

Rina DeRose, Title I Policy and Program Guidance Office, RDeroser@cde.ca.gov, 916-323-0472
Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

The LEA must offer to provide equitable services that address the needs of nonprofit private school students and staff under the programs listed below. The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information filed in the Private School Affidavit is not verified, and the CDE takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify nonprofit status and the accuracy of student enrollment data if it is being used for the purpose of providing equitable services.

Note:

The LEA of residence is responsible for providing Title I Part A services to all eligible students who reside in the LEA's Title I attendance area but attend a private non-profit school. This includes students who attend nonprofit private schools outside the LEA's boundaries.

School Name	School Code	Enrollment	Participating	Affirmation On File	Low Income Student Count	Direct Services	Contract Services	School Added
Huntington Valley Preschool and Kindergarten	6206346	8	N	Y		N	N	N
Orange Crescent	6929780	226	Y	Y	2	N	Y	Y
Shoreline Christian School	6988240	115	N	Y		N	N	N
The Pegasus School	7005853	534	N	Y		N	N	N

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2016-17 Title I, Part A School Allocations

This identifies the amount of Title I, Part A funds to be allocated to eligible public schools and equitable services to students in nonprofit private schools.

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956
Nancy Bodenhausen, Title I Policy and Program Guidance Office, NBodenhausen@cde.ca.gov, 916-445-4904

If an exception to funding is needed, enter an Exception Reason. Use lower case only.

Allowable Exception Reasons

- a - Meets 35% Low Income Requirement
- c - Funded by Other Allowable Sources
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern
- g - Local Funded Charter Opted Out
- h - Local Funded Charter Opted In

Low income measure	FRPM
Group Schools by Grade Span	Yes
District-wide low income %	19.33%
Grade span 1 low income %	19.18%
Grade span 2 low income %	19.59%
Grade span 3 low income %	0.00%
Available Title I, Part A school allocation	\$306,589
Available public school parental involvement reservation	\$0
Total participating attendance area low income students (entered on Reservations, Required)	688
Available nonprofit private school set-asides	\$0
Available nonprofit private school parental involvement reservation	\$0
Unallocated school amount	\$0.44
Unallocated public school parental involvement	\$0

Warning

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2016-17 Title I, Part A School Allocations

This identifies the amount of Title I, Part A funds to be allocated to eligible public schools and equitable services to students in nonprofit private schools.

Unallocated nonprofit private school set-asides	\$0
Unallocated nonprofit private school parental involvement	\$0
Sum of Title I participating schools low income student count	688
Difference between participating attendance area low income students (entered on Reservations, Required) and Sum of Title I participating schools low income student count	688

School Name	School Code	Grade Span Group	Student Enrollment	Low Income Students	Low Income Student %	\$ Per Low Income Student (0.00)	Carryover	Public School Parental Involvement	Nonprofit Private Parental Involvement	Nonprofit Private Set Aside	Total School Allocation	Exception Reason	EIA Funded	Other Program Funds	Exception Comment
Plavan (Urbain H.) Elementary	6085278	1	513	137	26.71	445.62					61049.94		N	N	
Oka (Isojiro) Elementary	6068605	1	454	121	26.65	445.62					53920.02		N	N	
Cox (James H.) Elementary	6066922	1	742	192	25.88	445.62	\$1				85560.04		N	N	
Gisler (Robert) Elementary	6027973	1	530	89	16.79	0.00					0.00		N	N	
Tamura (Hisamatsu) Elementary	6027924	1	610	100	16.39	0.00					0.00		N	N	
Courreges (Roch) Elementary	6094635	1	661	74	11.20	0.00					0.00		N	N	
Newland (William T.) Elementary	6027999	1	500	56	11.20	0.00					0.00		N	N	
Masuda (Kazuo) Middle	6094627	2	832	236	28.37	445.62	\$1				105167.32		N	N	
Fulton (Harry C.) Middle	6027916	2	824	132	16.02	0.00					0.00		N	N	
Talbert (Samuel E.) Middle	6071096	2	718	97	13.51	0.00					0.00		N	N	
Orange Crescent	6929780	P	0	2		445.62					891.24		N	N	

Warning

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2015-16 Title I Part A Carryover

Report only expenditures for fiscal year 2015-16 allocation to determine funds to be carried over to fiscal year 2016-17.

CDE Program Contact:

Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789
Rina DeRose, Title I Policy and Program Guidance Office, RDerosc@cde.ca.gov, 916-323-0472

2015-16 Carryover Calculation

2015-16 Title I Part A Entitlement	\$373,395
Transferred in	\$0
Title I Part A available allocation	\$373,395
Expenditures and obligations from July 1, 2015 through June 30, 2016 (12 Months)	\$346,320
Carryover as of June 30, 2016	\$27,075
Carryover percent as of June 30, 2016	7.25%
Expenditures and obligations from July 1, 2015 through September 30, 2016 (15 Months)	\$373,395
Carryover as of September 30, 2016	\$0
Carryover percent as of September 30, 2016	0.00%

*****Warning*****

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2015-16 Title III, Part A Immigrant YTD Expenditure Report, 18 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2015 through December 31, 2016.

CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Approved Immigrant Sub-grantee Activities**(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-**

(1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include-

(A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;

(B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;

(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth

(D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;

(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and

(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2015-16 Title III, Part A Immigrant entitlement	\$12,311
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$6,445
2000-2999 Classified personnel salaries	\$725
3000-3999 Employee benefits	\$1,865
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs	\$353
Total year-to-date expenditures	\$9,388
2015-16 Unspent funds	\$2,923
General comment (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2015-16 Title III, Part A LEP YTD Expenditure Report, 18 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2015 through December 30, 2016.

CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized LEP Sub-grantee Activities**Required**

Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for limited English proficient children by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English proficiency and academic achievement of limited English proficient children.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to limited English proficient children and their families.

2015-16 Title III, Part A LEP entitlement	\$78,230
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$62,065
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$10,952
4000-4999 Books and supplies	\$3,679
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs	\$1,534
Total year-to-date expenditures	\$78,230
2015-16 Unspent funds	\$0
General comment (Maximum 500 characters)	

*****Warning*****

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2014-15 Title I, Part A Closeout Report

Report fiscal year expenditures to determine 2014-15 Title I, Part A unspent funds.

CDE Program Contact:

Rina DeRose, Title I Policy and Program Guidance Office, RDeRose@cde.ca.gov, 916-323-0472

Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

There are no reported carryover funds. The LEA has already expended all Title I, Part A funds.

*****Warning*****

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2014-15 Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2014 through September 30, 2016.

CDE Program Contact:

Melissa Flemmer, Educator Excellence Office, mflemmer@cde.ca.gov, 916-324-5689

2014-15 Title II, Part A entitlement	\$128,224
2014-15 Title II, Part A total apportionment issued	\$128,224

Professional Development Expenditures

Professional development for teachers	\$113
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

Exams and Test Preparation Expenditures

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

Recruitment, Training, and Retaining Expenditures

Recruitment activities	\$1,324
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

Miscellaneous Expenditures

Class size reduction	\$126,688
Administrative and indirect costs	\$99
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$128,224
2014-15 Unspent Funds	\$0
Note: CDE will invoice the LEA for the 2014-15 unspent apportionment amount.	
General Comment (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2014-15 Title III, Part A Immigrant YTD Expenditure Report, Closeout 27 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2014 through September 30, 2016.

CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Approved Immigrant Sub-grantee Activities

(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-

(1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include-

(A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;

(B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;

(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth

(D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;

(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and

(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2014-15 Title III, Part A Immigrant entitlement	\$9,389
2014-15 Title III, Part A Immigrant total apportionment issued	\$9,389
2014-15 Title III, Part A Immigrant supplemental entitlement	\$2,801
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$6,617
2000-2999 Classified personnel salaries	\$50
3000-3999 Employee benefits	\$1,668
4000-4999 Books and supplies	\$3,588
5000-5999 Services and other operating expenditures	\$45
Administrative and indirect costs	\$222
Total year-to-date expenditures	\$12,190
2014-15 Unspent funds	\$0

Warning

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2014-15 Title III, Part A Immigrant YTD Expenditure Report, Closeout 27 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2014 through September 30, 2016.

CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

2014-15 Invoice amount	\$0
Note: CDE will invoice the LEA for the 2014-15 unspent apportionment amount.	
General comment (Maximum 500 characters)	

*****Warning*****

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2014-15 Title III, Part A LEP YTD Expenditure Report, Closeout 27 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2014 through September 30, 2016.

CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838
Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized LEP Sub-grantee Activities**Required**

Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for limited English proficient children by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English proficiency and academic achievement of limited English proficient children.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to limited English proficient children and their families.

2014-15 Title III, Part A LEP entitlement	\$76,910
2014-15 Title III, Part A LEP total apportionment issued	\$76,910
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$37,235
2000-2999 Classified personnel salaries	\$9,439
3000-3999 Employee benefits	\$12,116
4000-4999 Books and supplies	\$9,973
5000-5999 Services and other operating expenditures	\$6,997
Administrative and indirect costs	\$1,150
Total year-to-date expenditures	\$76,910
2014-15 Invoice amount	\$0
Note: CDE will invoice the LEA for the 2014-15 unspent apportionment amount.	
General comment (Maximum 500 characters)	

*****Warning*****

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2016/2017

WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION
CONFIDENTIAL MEMO

To: FVSD Board Members

From: Rachel Rios, Fiscal Manager
West Orange County Consortium for Special Education

Date: February 3, 2017

Subject: **Non-Public Agency/School Contracts**

Board Meeting Date: February 16, 2017

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 contracts be approved and that the West Orange county Consortium for Special Education be authorized to receive invoices and process payment.

Student's Name	Non-Public School/Agency	100% Contract	Effective Dates
	Olive Crest Academy W17169	\$28,437.66	December 15, 2016 to June 30, 2017
	Cornerstone Therapies W17178	\$1,000.00	February 16, 2017 to June 30, 2017
	Cornerstone Therapies W17179	\$3,150.00	February 16, 2017 to June 30, 2017
	Olive Crest Academy W17180	\$37,644.30	January 30, 2017 to June 30, 2017

Approved by the FVSD Board of Trustees
February 16, 2017

Dr. Mark Johnson
Superintendent

Date:

2016/2017

HBUHSD Contract # W17169

Please refer to this number on correspondence, invoices, etc.

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

This agreement is effective on December 15, 2016 or the date student begins attending a nonpublic school or begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2017, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency (LEA)	FOUNTAIN VALLEY SCHOOL DISTRICT		Nonpublic School/Agency	OLIVE CREST ACADEMY	
Address City, State Zip	10055 SLATER AVENUE FOUNTAIN VALLEY, CA 92708		Address City, State, Zip	2190 N. CANAL STREET ORANGE, CA 92865	
LEA Case Manager	BILLY WILSON		Phone	714-998-6571	Fax 714-998-6573
Student Last Name		Student First Name		Program Contact Name	
D.O.B.		I.D. #		Phone	Fax
Grade Level	5	Sex (M or F)	M	Education Schedule – Regular School Year	
Parent/Guardian Last Name		Parent/Guardian First Name		Number of Days	110 Number of Weeks 24
Address City, State Zip			Education Schedule – Extended School Year		
			Number of Days	10 Number of Weeks	2
			Contract Begins	12/15/16	Ends 06/30/17
Home Phone		Business/Mobile Phone		Master Contract Approved by the Governing Board on: 06/30/16	

DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES:

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per dy/wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER (Specify)			Reg School Year	ESY	
A. BASIC EDUCATION		X			\$ 166.36	PER DIEM	110	10	\$ 19,963.20
B. RELATED SERVICES									
1. Transportation									
a. Paid to NPS/A		X			\$ 53.80/day	Round-trip	110	10	\$ 6,456.00
b. Reimburse Parent									
2. Counseling									
a. Group		X			INCLUSIVE	1x30min/wk	24	2	\$ -
b. Individual		X			INCLUSIVE	1x30min/wk	24	2	\$ -
c. Family		X			\$ 100.00/hr	1x60min/mo	6	1	\$ 700.00
3. Adapted P.E.									
4. Speech/Language									
a. Group		X			50.71/30min	1x30min/wk	24	2	\$ 1,318.46
b. Individual									
5. Occupational Therapy									
a. Therapy									
b. Consultation									

2016/2017

HBUHSD Contract # W17169

Please refer to this number on correspondence, invoices, etc.

B. RELATED SERVICES (cont'd)	PROVIDER				Cost and Duration of Session	Number of Sessions per dy/wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER (Specify)			Reg School Year	ESY	
6. Physical Therapy									
a. Therapy									
b. Consultation									
7. ABA - Behavior Intervention									
a. Consult									
b. Direct									
c. Supervision									
d. Assessment									
8. One-to-One Aide									
9. Other									
10. Residential Services									
a. Board and Care									
b. Mental Health Services									
c. Transportation Public Carrier									
						A + B TOTAL COST			\$ 28,437.66

ESTIMATED MAXIMUM RELATED SERVICES COST (B) \$ 8,474.46

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/RELATED SERVICES COSTS (A+B) \$ 28,437.66

Other Provisions/Attachments:

Progress Reporting Requirements: _____ Quarterly _____ Monthly X Trimester _____ Other (Specify) _____

APPROVED BY THE GOVERNING BOARD ON: 02/16/17

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA-

OLIVE CREST ACADEMY
(Name of Nonpublic School/Agency)

FOUNTAIN VALLEY SCHOOL DISTRICT
(Name of School District)

(Contracting Officer's Signature) (Date)

(Signature) (Date)

(Name and Title)

DR. MARK JOHNSON, SUPERINTENDENT
(Name of Superintendent or Authorized Designee)

INDEPENDENT CONTRACTOR AGREEMENT

THIS AGREEMENT is made and entered into this 16th day of February, 20 17, by and between Cornerstone Therapies hereinafter referred to as "Independent Contractor" and Fountain Valley School District, hereinafter referred to as "DISTRICT".

WHEREAS, the DISTRICT is in need of special services and advice in educational, programmatic, financial, economic, accounting, engineering, or administrative matters; and

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

WHEREAS, Independent Contractor is specially trained, experienced and competent to provide the special services and advice required; and

WHEREAS, such services are needed on a limited basis;

NOW, THEREFORE, the parties hereto agree as follows:

1. SERVICES TO BE PROVIDED BY Independent Contractor:

To provide an Independent Speech-Language Assessment for student : SEISID ,
birthdate .

2. The Independent Contractor will commence providing services under this AGREEMENT on February 16, 2017 and will diligently perform as required and complete performance by June 30, 2017

The Independent Contractor will perform said services as an independent calling and not as an employee of the DISTRICT. Independent Contractor shall be under the control of the DISTRICT as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

3. The DISTRICT will prepare and furnish to the Independent Contractor upon request such information as is reasonably necessary to the performance of the Independent Contractor to this AGREEMENT.

4. The DISTRICT shall pay the Independent Contractor _____
A total not to exceed \$1,000-- to include comprehensive assessment, written report and any related school visits and IEP meeting attendance. See IEE guidelines, Appendix A & B.

for services pursuant to this AGREEMENT.

Independent Contractor shall submit an invoice to the SELPA (West Orange County Consortium for Special Education 5832 Bolsa Ave. Huntington Beach, CA 92649) 30 days in advance of each payment due date.

5. The DISTRICT may at any time for any reason terminate this AGREEMENT and compensate Independent Contractor only for services rendered to the date of termination. Written notice by the DISTRICT'S Superintendent shall be sufficient to stop further performance of services by Independent Contractor. The notice shall be deemed given when received or not later than three days after the day of mailing whichever is sooner.

6. Independent Contractor agrees to and shall hold harmless and indemnify the DISTRICT, its officers, agents, employees from every claim or demand and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of.

- (a) Liability for damages for death or bodily injury to property, or any other loss, damage or expense sustained by the Independent Contractor or any person, firm or corporation employed by the Independent Contractor upon or in connection with the services called for in the AGREEMENT except for liability for damages referred to above which result from the sole negligence or willful misconduct of the DISTRICT, its officers, employees, or agents.

INDEPENDENT CONTRACTOR AGREEMENT

Page Two

- (b) Any injury to or death of persons or damage to property, sustained by any persons, firm or corporation, including the DISTRICT, arising out of, or in way connected with the services covered by this AGREEMENT, whether said injury or damage occurs either on or off school property, except for liability for damages which result from the sole negligence or willful misconduct for the DISTRICT, its officers, employees, or agents.

The Independent Contractor, at Independent Contractor's expense, cost, and risk, shall defend any and all actions, suits, or other proceeding that may be brought or instituted against the DISTRICT, its officers, agents, or employees on any such claim, demand or liability and shall pay or satisfy any judgement that may be rendered against the SELPA, its officers, agents or employees in any action, suit or other proceedings as a result thereof.

7. The AGREEMENT is not assignable without written consent of the parties hereto.
8. Independent Contractor shall comply with all applicable federal, state and local laws, rules, regulations, and ordinances including worker's compensation.
9. Independent Contractor, if any employee of another public agency, certifies that Independent Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this AGREEMENT.
10. Independent Educational Evaluators and related Evaluations must adhere to West Orange County Consortium for Special Education (WOCCSE) IEE Definitions and Procedures (Appendix A) and IEE Criteria (Appendix B), including provision to District of protocols (or copies thereof) and a written report.
11. The services completed herein must meet the approval of this District and shall be subject to the District's right of inspection to secure the satisfactory completion thereof. If any services performed by Contractor do not conform to specifications and requirements of this Agreement, District may require Contractor to re-perform the services until they conform to said specifications and requirements, at no additional cost, and District may withhold payment for such services until Contractor correctly performs them. When the services to be performed are of such a nature that Contractor cannot correct its performance, the District shall have the right to (1) require the Contractor to immediately take all necessary steps to ensure future performance of services conforms to the requirements of this Agreement, and (2) reduce the contract price to reflect the reduced value of the services received by the District. In the event Contractor fails to promptly re-perform the services or to take necessary steps to ensure that the future performance of the service conforms to the specifications and requirements of this Agreement, the District shall have the right to either (1) without terminating this Agreement, have the services performed by contract or otherwise, in conformance with the specifications of this Agreement and charge Contractor, and/or withhold from payment due to Contractor, any costs incurred by District that are directly related to the performance of such services, or (2) terminate this Agreement for default.

IN WITNESS WHEREOF, The parties hereto have caused this AGREEMENT to be executed.

INDEPENDENT CONTRACTOR**FOUNTAIN VALLEY SCHOOL DISTRICT**

Signature

Signature

Cornerstone TherapiesDr. Mark Johnson
Superintendent

Printed Name

18700 Beach Blvd., Suite 12010055 Slater Avenue
Fountain Valley, CA 92708

Address

Huntington Beach, CA 92648

City, State, Zip

33-0921156

Federal ID for business/Social Security No. for individuals

Date

Date

2016/2017

HBUHSD Contract # W17179

Please refer to this number on correspondence, invoices, etc.

INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

(Education Code 56365 et seq.)

This agreement is effective on February 16, 2017 or the date student begins attending a nonpublic school or begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2017, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency (LEA)	FOUNTAIN VALLEY SCHOOL DISTRICT		Nonpublic School/Agency	CORNERSTONE THERAPIES	
Address	10055 SLATER AVENUE		Address	18700 BEACH BLVD., SUITE 120	
City, State Zip	FOUNTAIN VALLEY, CA 92708		City, State, Zip	HUNTINGTON BEACH, CA 92648	
LEA Case Manager	JILL SUMMERHAYS		Phone	714-962-6760	Fax 714-962-5161
			E-Mail		
Student Last Name		Student First Name		Program Contact Name	JILL BOOCOCK, BILLING ADMINISTRATOR
D.O.B.		I.D. #		Phone	714-962-6760
				Fax	714-962-5161
			E-Mail		
Grade Level	PRESCHOOL	Sex (M or F)		Education Schedule – Regular School Year	
Parent/Guardian Last Name		Parent/Guardian First Name		Number of Days	Number of Weeks
Address			Education Schedule – Extended School Year		
City, State Zip			Number of Days		Number of Weeks
			Contract Begins	02/16/17	Ends 06/30/17
Home Phone		Business/Mobile Phone		Master Contract Approved by the Governing Board on: 06/30/16	

DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES:

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per dy/wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER (Specify)			Reg School Year	ESY	
A. BASIC EDUCATION									
B. RELATED SERVICES									
1. Transportation									
a. Paid to NPS/A									
b. Reimburse Parent									
2. Counseling									
a. Group									
b. Individual									
c. Family									
3. Adapted P.E.									
4. Speech/Language									
a. Group									
b. Individual - Per Settlement Agreement thru 12/31/17			X		NTE \$90/hr	35hrs/total	35	0	\$ 3,150.00
5. Occupational Therapy									
a. Therapy									
b. Consultation									

2016/2017

HBUHSD Contract # W17179

Please refer to this number on correspondence, invoices, etc.

B. RELATED SERVICES (cont'd)	PROVIDER				Cost and Duration of Session	Number of Sessions per dy/wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER (Specify)			Reg School Year	ESY	
6. Physical Therapy									
a. Therapy									
b. Consultation									
7. ABA									
a. Consult									
b. Direct									
c. Supervision									
d. Assessment									
8. One-to-One Aide									
9. Other									
10. Residential Services									
a. Board and Care									
b. Mental Health Services									
c. Transportation Public Carrier									
						A + B TOTAL COST			\$ 3,150.00

ESTIMATED MAXIMUM RELATED SERVICES COST (B) \$ \$ 3,150.00TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/RELATED SERVICES COSTS (A+B) \$ \$ 3,150.00

Other Provisions/Attachments:

Progress Reporting Requirements: _____ Quarterly _____ Monthly X Trimester _____ Other (Specify) _____

APPROVED BY THE GOVERNING BOARD ON: 02/16/17

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA-

CORNERSTONE THERAPIES
(Name of Nonpublic School/Agency)

FOUNTAIN VALLEY SCHOOL DISTRICT
(Name of School District)

(Contracting Officer's Signature) (Date)

(Signature) (Date)

(Name and Title)

DR. MARK JOHNSON, SUPERINTENDENT
(Name of Superintendent or Authorized Designee)

2016/2017

HBUHSD Contract # W17180

Please refer to this number on correspondence, invoices, etc.

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

This agreement is effective on January 30, 2017 or the date student begins attending a nonpublic school or begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2017, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency (LEA)	FOUNTAIN VALLEY SCHOOL DISTRICT		Nonpublic School/Agency	OLIVE CREST ACADEMY	
Address City, State Zip	10055 SLATER AVENUE FOUNTAIN VALLEY, CA 92708		Address City, State, Zip	2190 N. CANAL STREET ORANGE, CA 92865	
LEA Case Manager	BILLY WILSON		Phone	714-998-6571	Fax 714-998-6573
Student Last Name		Student First Name		Program Contact Name	
D.O.B.		I.D. #		Phone	Fax
Grade Level	7	Sex (M or F)	M	Education Schedule – Regular School Year	
Parent/Guardian Last Name		Parent/Guardian First Name		Number of Days	89
				Number of Weeks	19
Address City, State Zip			Education Schedule – Extended School Year		
			Number of Days	10	Number of Weeks 2
			Contract Begins	01/30/17	Ends 06/30/17
Home Phone		Business/Mobile Phone	Master Contract Approved by the Governing Board on: 06/30/16		

DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES:

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per dy/wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER (Specify)			Reg School Year	ESY	
A. BASIC EDUCATION		X			\$ 166.36	PER DIEM	89	10	\$ 16,469.64
B. RELATED SERVICES									
1. Transportation									
a. Paid to NPS/A		X			\$ 53.80/day	Round-trip	89	10	\$ 5,326.20
b. Reimburse Parent									
2. Counseling									
a. Group (DIS)		X			INCLUSIVE	1x30min/wk	19	2	\$ -
b. Individual (DIS)		X			INCLUSIVE	1x30min/wk	19	2	\$ -
c. Individual (Educationally Related)		X			\$ 100.00/hr	2x30min/wk	38	4	\$ 2,100.00
3. Adapted P.E.									
4. Speech/Language									
a. Group		X			50.71/30min	2x30min/wk	38	4	\$ 2,129.82
b. Individual									
5. Occupational Therapy									
a. Therapy									
b. Consultation									

2016/2017

HBUHSD Contract # W17180

Please refer to this number on correspondence, invoices, etc.

B. RELATED SERVICES (cont'd)	PROVIDER				Cost and Duration of Session	Number of Sessions per dy/wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER (Specify)			Reg School Year	ESY	
6. Physical Therapy									
a. Therapy									
b. Consultation									
7. ABA - Behavior Intervention									
a. Consult									
b. Direct									
c. Supervision									
d. Assessment									
8. One-to-One Aide (Behavioral Assistant - Classroom)		X			\$ 117.36	PER DIEM	89	10	\$ 11,618.64
9. Other									
10. Residential Services									
a. Board and Care									
b. Mental Health Services									
c. Transportation Public Carrier									
						A + B TOTAL COST			\$ 37,644.30

ESTIMATED MAXIMUM RELATED SERVICES COST (B) \$ 21,174.66TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/RELATED SERVICES COSTS (A+B) \$ 37,644.30

Other Provisions/Attachments:

Progress Reporting Requirements: _____ Quarterly _____ Monthly X Trimester _____ Other (Specify) _____

APPROVED BY THE GOVERNING BOARD ON: 02/16/17

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA-

OLIVE CREST ACADEMY
(Name of Nonpublic School/Agency)

FOUNTAIN VALLEY SCHOOL DISTRICT
(Name of School District)

(Contracting Officer's Signature) (Date)

(Signature) (Date)

(Name and Title)

DR. MARK JOHNSON, SUPERINTENDENT
(Name of Superintendent or Authorized Designee)