



Fountain Valley School District

BOARD OF TRUSTEES
REGULAR MEETING

A G E N D A

Board Room
10055 Slater Avenue
Fountain Valley, CA

February 21, 2019

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

M _____
 2nd _____
 V _____

BOARD WORKSHOPS

1. MEASURE O CONSTRUCTION UPDATE ON PHASE 1 AND PHASE 2 SCHOOLS

Christine Fullerton, Assistant Superintendent of Business Service and Joe Hastie, Director of Maintenance and Facilities will give an update to the Board of Trustees on Measure O construction at Phase 1 and Phase 2 schools.

- PUBLIC COMMENTS

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

- CLOSED SESSION

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

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

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

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

- OPEN SESSION: 6:30PM
- PLEDGE OF ALLEGIANCE will be led by Girl Scout Troop 4167.

SPECIAL PRESENTATIONS

2. PRESENTATION OF FOUNTAIN VALLEY ROTARY GRANT IN SUPPORT OF FOUNTAIN VALLEY SCHOOL DISTRICT LITERACY PROGRAMS

Members of the Fountain Valley Rotary Club will join the Board of Trustees for the generous presentation of a \$3000 grant in support of Fountain Valley School District literacy programs.

3. RECOGNITION OF COURREGES PARENT VOLUNTEERS

It is an interest of the Board of Trustees to recognize outstanding parent volunteers who give generously of their time and talents to our schools. From Courreges School, the Board shall recognize and thank Brigitte Bellew and CC Nelson.

4. RECOGNITION OF COURREGES STUDENTS

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

- 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. 2019 CSBA DELEGATE ASSEMBLY ELECTION – REGION 15

M ___
2nd ___
V ___

The Board of Trustees may vote for up to nine candidates for the 2019 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.

6. BOARD POLICY 5145.13 RESPONSE TO IMMIGRATION ENFORCEMENT (FIRST READING)

M ___
2nd ___
V ___

The addition of Board Policy 5145.13 is mandated by Education Code 234.7, as added by AB 699 (Ch. 493, Statutes of 2017). Education Code 234.7 requires districts to adopt policy which limits assistance with immigration enforcement at public schools and is consistent with a model policy developed by the California Attorney General. The policy also reflects new law added by SB 31 which prohibits districts from compiling or assisting federal government authorities with compiling a list, registry or database based on students’ national origin, ethnicity and nationality.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves Board Policy 5145.13 Response to Immigration Enforcement for first reading with changes as indicated by the Board.

7. MANAGEMENT TEAM POLICIES

M ___
2nd ___
V ___

In the continued effort to maintain updated polices, a committee was convened to review and revise the Management Team Policies. The revisions include updated job titles, access to sick leave, parental leave, usage of In Lieu days and mileage reimbursement. In addition, there was removal of language including paternity, unpaid birth and child and adoptive parent leave, membership in professional organizations, and voluntary early retirement consulting program.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves the revised Management Team Policies.

8. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS

M ___
2nd ___

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

- 8-A.** Board Meeting Minutes from January 10th regular meeting
- 8-B.** Board Meeting Minutes from January 31st special meeting
- 8-C.** Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- 8-D.** Donations
- 8-E.** Warrants
- 8-F.** Purchase Order Listing

Consent Items

8-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. The remaining School Plans for Student Achievement will be included on the March 14, 2019 Board of Trustees meeting agenda.

8-H. CONSOLIDATED APPLICATION – WINTER RELEASE 2018

Superintendent's Comments: It is recommended that the Board of Trustees approves transmittal of the Consolidated Application Winter Release 2018 Data Collection to the California State Department of Education.

8-I. APPROVAL OF MEMORANDUM OF UNDERSTANDING (MOU) REGARDING ST MATH DATA SHARING BETWEEN MIND RESEARCH INSTITUTE AND FOUNTAIN VALLEY SCHOOL DISTRICT FOR THE DISTRICT'S EIGHT SCHOOLS

Superintendent's Comments: It is recommended that the Board of Trustees approve the MOU between Fountain Valley School District and Mind Research Institute to provide an analysis of ST Math in the District's eight schools.

8-J. AUTHORIZATION TO SUBMIT A LOW-PERFORMING STUDENTS BLOCK GRANT (LPSBG) TO THE CALIFORNIA DEPARTMENT OF EDUCATION

Superintendent's Comments: It is recommended that the Board of Trustees approve the submission of the Low-Performing Students Block Grant to the California Department of Education to be used through the 2020/21 fiscal year.

8-K. APPROVAL OF CONTRACT BETWEEN FOUNTAIN VALLEY SCHOOL DISTRICT AND ERIN DONELSON TO SUPPORT BALANCED LITERACY TRAINING AT NEWLAND SCHOOL

Superintendent's Comments: It is recommended that the Board of Trustees approve Erin Donelson for professional development services at Newland School.

8-L. CONSULTANT AGREEMENT WITH DR. ANNMARY ABDOU

Superintendent's Comments: It is recommended that the Board of Trustees approves the Consultant Agreement between FVSD and Dr. Annmary Abdou.

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 14, 2019 at 6:30pm.

A copy of the Board Meeting agenda is posted on the District's web site (). 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 calling 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 at 10055 Slater Avenue, Fountain Valley, CA 92708 or calling 714.843.3255 or faxing 714.841.0356.

Board meeting of February 21, 2019



Fountain Valley School District
Business Services Division

MEMORANDUM

TO: Board of Trustees
FROM: Christine Fullerton, Assistant Superintendent, Business Services
SUBJECT: **MEASURE O CONSTRUCTION UPDATE ON PHASE 1 AND
PHASE 2 SCHOOLS**
DATE: February 15, 2019

Background:

Christine Fullerton, Assistant Superintendent of Business Service and Joe Hastie, Director of Maintenance and Facilities will give an update to the Board of Trustees on Measure O construction at Phase 1 and Phase 2 schools.

Board meeting of February 21, 2019



SO 2018-19/B19-28
Fountain Valley School District
Superintendent's Office

MEMORANDUM

TO: Board of Trustees
FROM: Mark Johnson, Ed.D., Superintendent
SUBJECT: **PRESENTATION OF FOUNTAIN VALLEY ROTARY GRANT IN
SUPPORT OF FOUNTAIN VALLEY SCHOOL DISTRICT
LITERACY PROGRAMS**
DATE: February 15, 2019

Background:

Members of the Fountain Valley Rotary Club will join the Board of Trustees for the generous presentation of a \$3000 grant in support of Fountain Valley School District literacy programs.



SO 2018-19/B19-29
Fountain Valley School District
Superintendent's Office

MEMORANDUM

TO: Board of Trustees
FROM: Mark Johnson, Ed.D., Superintendent
SUBJECT: **RECOGNITION OF PARENT VOLUNTEERS: COURREGES SCHOOL**
DATE: February 15, 2019

Background:

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

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

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

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

Courreges School

♥ **Brigitte Bellew**
♥ **CC Nelson**



Fountain Valley School District
Educational Services

MEMORANDUM

TO: Board of Trustees
FROM: Steve McLaughlin, Ed.D., Assistant Superintendent, Educational Services
SUBJECT: **STUDENT RECOGNITION PROGRAM: COURREGES**
DATE: February 7, 2019

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 21, 2019, the following six students from **Courreges School** will be recognized:

Courreges School

Kindergarten
First Grade
Second Grade
Third Grade
Fourth Grade
Fifth Grade

Marcus Cao
Jayden Vu
Mayson Dambach
Chase Skodje
Ave Acosta
Nikolas Day-Galitev

Board meeting of February 21, 2019



SO 18-19/B19-30
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: **2019 CSBA Delegate Assembly Election – Region 15**
DATE: February 15, 2019

Background

Enclosed is a copy of the 2019 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, 2019.

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.

CORRECTED BALLOT – USE THIS BALLOT

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 **FRIDAY, MARCH 15, 2019**. 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 2019 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, 2019 - March 31, 2021

	David A. Boyer (Los Alamitos USD)
	Bonnie Castrey (Huntington Beach Un. HSD)*
	Gina Clayton-Tarvin (Ocean View SD)
	Ian Collins (Fountain Valley SD)*
	Jackie Filbeck (Anaheim ESD)
	Carrie Flanders (Brea Olinda USD)
	Karin M. Freeman (Placentia-Yorba Linda USD)*
	Elizabeth A. Gonzalez (Centralia ESD)
	Al Jabbar (Anaheim Un. HSD)*
	Chester Jeng (Fullerton Joint Un. HSD)
	Charlene Metoyer (Newport-Mesa USD)
	Xavier Nguyen (Westminster SD)
	Suzie R. Swartz (Saddleback Valley USD)*
	Edward Wong ((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

REGION 15 – 26 Delegates (18 elected/8 appointed)◆**Director: Meg Cutuli (Los Alamitos USD)****Below is a list of all the current Delegates with expired terms from this Region.**

County: Orange

Alfonso Alvarez (Santa Ana USD)◆, appointed term expires 2019
Dana Black (Newport-Mesa USD), term expires 2020
Lauren Brooks (Irvine USD), term expires 2020
Carrie Buck (Placentia-Yorba Linda USD), term expires 2019
Bonnie Castrey (Huntington Beach Union HSD), term expires 2019
Jeff Cole (Anaheim ESD), term expires 2019
Ian Collins (Fountain Valley ESD), term expires 2019
Lynn Davis (Tustin USD), term expires 2020
Karin Freeman (Placentia-Yorba Linda USD), term expires 2019
Ira Glasky (Irvine USD)◆, appointed term expires 2020
Patricia Holloway (Capistrano USD)◆, appointed term expires 2019
Al Jabbar (Anaheim Un. HSD), term expires 2019
Candice (Candi) Kern (Cypress ESD), term expires 2020
Shari Kowalke (Huntington Beach City ESE), term expires 2020
Martha McNicholas (Capistrano USD)◆, appointed term expires 2020
Lan Nguyen (Garden Grove USD)◆, appointed term expires 2020
John Palacio (Santa Ana USD)◆, appointed term expires 2020
Annemarie Randle-Trejo (Anaheim Union HSD)◆, appointed term expires 2020
Theresa (Teri) Rocco (Garden Grove USD)◆, appointed term expires 2019
Francine Scinto (Tustin USD), term expires 2020
Michael Simons (Huntington Beach Union HSD), term expires 2020
Suzie R. Swartz (Saddleback Valley USD), term expires 2019
Sharon Wallin (Irvine USD), term expires 2020
Vacant, term expires 2019
Vacant, term expires 2019

County Delegate:

John (Jack) Bedell (Orange COE), term expires 2021

County

Orange

2019 Delegate Assembly Candidate Biographical Sketch Form

DUE: Monday, January 7, 2019 – no late submissions accepted

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 do not re-type this form. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office.

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

Signature:  Date: 12/10/2018

Name: David A. Boyer CSBA Region & subregion #: 15
 District or COE: Los Alamitos Unified School District Years on board: 14
 Profession: Financial Advisor Contact Number (please V Cell Home Bus.): (562) 533-6796
 *Primary E-mail: dboyer@losal.org
 (*Communications from CSBA will be sent to primary email)
 Are you an incumbent Delegate? Yes No | If yes, year you became Delegate: _____

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. (Character count limit: 700)

As a trustee for 14 years I have had the opportunity to be involved in two successful bond campaigns and the modernization of most of our school sites, our administrative offices, and our auxillary facilities. My MBA from Pepperdine University (1991) has provided me with a broad knowledge of an array of areas. This combined with my business experience and being a Financial Advisor for 25 plus years has allowed me to help navigate the tumultuous waters in Educational Finance. Los Alamitos has a reputation of being a very competitive district in striving to provide "Unlimited opportunities for all students." I keep focused on the four A's - Academic, Athletics, Activities & Arts.

Please describe your activities and involvement on your local board, community, and/or CSBA. (Character count limit: 700)

I have attended the CSBA conferences 13 of my 14 years on the board. I am a graduate and supporter of the CSBA's Masters in Governance Program. I have attended extra CSBA workshops on the Brown Act and Board President. I am past Past Chairman of the Board for the Greater Los Alamitos Chamber of Commerce, AYSO Coach, FNL Coach, Member of the Seal Beach Lions Club, Past Board Member of the Precious Life Womens Shelter, Scout Master Troop 658 (Eagle Scout), Club Soccer Manager for several clubs, active in my Church and community events.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it? (Character count limit: 700)

I am an advocate of Public Education. My Father was a US Naval Officer and as a military child I was educated in 10 different Schools coast to coast. Challenges are immense with such diverse cultures, the change in family structures, technology, and expectations. Funding is important as we are ranked 48th in the country per pupil. I believe all kids count. We need to hire the best teachers and provide them the necessary tools and professional development. CSBA needs to share the successful district models and replicate them statewide. Think outside the box and advocate for local control. CSBA needs to advocate for districts at the State Level and guide legislators on what is best.

E-mail: nominations@csba.org, or fax to (916) 371-3407, or US Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691. Please only submit biosketch form via one of these modes only; do not send multiple times. If you have any questions, please contact the Executive Office at (800) 266-3382.

**LOS ALAMITOS UNIFIED SCHOOL DISTRICT
GOVERNING BOARD MEMBER**

NAME: DAVE BOYER, MBA

**OCCUPATION: Governing Board Member, Los Alamitos Unified
School District**

Having served as an incumbent for 14 years on the board I am proud that all our Schools are recognized as Gold Ribbon Schools (The only District in Orange County to achieve this distinction.) LAHS is now nationally ranked in the top 2% of all High Schools. I want to insure that all Los Alamitos Unified School District students continue to thrive in a safe, respectful, healthy, drug-free, caring environment. As a Father of two Griffin graduates I will continue to insure that the board, staff, students, parents, and communities work together passionately and more efficiently to pursue academic excellence for all students. I believe in our motto "Unlimited Possibilities for all students."

I believe education is a lifelong process. I have a B.S. in Ag. Economics UCD, MBA from Pepperdine University & Masters in Governance from the California School Boards Assoc. Being a Financial Advisor has allowed me to manage the \$100 million plus budget. I effectively oversaw the 2006 measure K Bond projects a \$126 million taxpayer investment with \$24 million in state matching funds. We modernized all school & district sites identified on time and in a fiscally responsible manner. We recently passed Measure G this November for an additional \$97 million dollars and are moving forward with projects to modernize our High School campus that is over 50 years old.

I respectfully ask for your vote of confidence as a CSBA Delegate.

2019 Delegate Assembly Candidate Biographical Sketch Form
DUE: Monday, January 7, 2019 – no late submissions accepted

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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: _____

Dec 3, 2018

Name: Bonnie Castrey CSBA Region & subregion #: 15
 District or COE: Huntington Beach Union High School District Years on board: 33
 Profession: Mediator/Arbitrator/Fact Finder Contact Number (please v Cell Home Bus.): 714-963-7114
 *Primary E-mail: bcastrey@earthlink.net
 (*Communications from CSBA will be sent to primary email)
 Are you an incumbent Delegate? Yes No | If yes, year you became Delegate: 1986

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. (Character count limit: 700)

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. (Character count limit: 700)

I'm active at school sites and have served on district committees, including Relationships by Objectives, Team Building through Communication, the Wellness Cmte, Coastline ROP. I serve on the Golden West College Fdn. Board and am active in the community with AAUW, Sister City, Yulin Chinese School and the Assistance League. I've served on CSBA Committees including the Nominating Cmte (3 terms), Chair of AEC, the Legislative Cmte, the Collective Bargaining Task Force and as the CSBA representative to CIF. I've held many offices in the O.C. School Boards Assoc. including the Presidency. In 2013, I received the OCSBA Marian Bergeson Leadership Award and have mentored new school board members.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it? (Character count limit: 700)

Adequacy of state and national school funding. IDEA must be fully funded at the federal "promise" of 40%. The state must allocate more resources to education rather than shifting LCFF funding and placing a burden on school districts for pension costs. CSBA must continue to advocate locally, nationally and teach board members the importance of legislative advocacy to persuade State and Congressional Representatives of the full and fair needs of our students (mental health services, nutrition and full class days). Funding can also be addressed with the Education Legal Alliance. We must continue this fight for funding to get back to one of the top five funded states rather than the bottom five.

E-mail: nominations@csba.org, or fax to (916) 371-3407, or US Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691. Please only submit biosketch form via one of these modes only; do not send multiple times. If you have any questions, please contact the Executive Office at (800) 266-3382.

Bonnie Prouty Castrey

Resume

Dr. 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 Dr. 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, Dr. 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 nine 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.

Dr. 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.

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. Dr. 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.

Dr. 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, Dr. 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. In 2015-16, she served as the national President of the Labor Employment Relations Association (LERA).

Dr. 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.

Dr. 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 Dr. 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 was the McKelvey Neutral in Residence for School Year 2014-15 at Cornell's ILR School.

2019 Delegate Assembly Candidate Biographical Sketch Form
DUE: Monday, January 7, 2019 – no late submissions accepted

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 do not re-type this form. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office.

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

Signature: Gina Clayton-Tarvin Date: 1/7/19

Name: Gina Clayton-Tarvin CSBA Region & subregion #: 17
 District or COE: Ocean View School District Years on board: 6
 Profession: Teacher (K-12) Contact Number (please v Cell Home Bus.): (714) 717-7122
 *Primary E-mail: mrsclaytontarvin@gmail.com
 (*Communications from CSBA will be sent to primary email)
 Are you an incumbent Delegate? Yes No | If yes, year you became Delegate: Served from 2016-2018

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

Due to serving one prior term on the Delegate Assembly in 2015-2017, I realize the importance of participating on the esteemed body. Delegates shape policy for CSBA and make a difference in the life of students via participation.

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

Currently serving as V.P. of the Board, and prior 3 consecutive term president; I have spearheaded major initiatives for OVSD. Some are bringing OVSD back from financial issues in 2014 due to asbestos discovery. I led the contentious litigation against Republic Services for 1,000 children being polluted, and headed the campaign for Measure R bond for \$169M

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

- Unfunded Pension Liabilities
- Declining Enrollment
- Underfunded K-12 budget by state of CA.
- Unfunded federal mandates re. Special Education

E-mail: nominations@csba.org, or fax to (916) 371-3407, or US Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691. Please only submit biosketch form via one of these modes only; do not send multiple times. If you have any questions, please contact the Executive Office at (800) 266-3382.

Gina Clayton-Tarvin
Vice President, Board of Trustees
Ocean View School District

Education:

1994-BA Anthropology, CSULB
1999-CA Multiple Subjects Credential, K-12 and Adult School
2006, CA Single Subject Credential, Biology (6-12 grades)
2007, Crosscultural, Language and Academic Development Certificate

Biography:

1995 to 2005-Gina Clayton-Tarvin, teacher, began her 23-year career in the ABC Unified School District, full time in 1996 at Fedde Junior High School in the math and science departments (10 years)

1998-Chief Writer, Magnet School Assistance Program grant (\$3.5 million)

1999-Served as the Fedde magnet school's science coordinator and later the Fedde Magnet School's "Project Discovery" Coordinator

1997- Elected to ABC Federation of Teachers, AFT Local 2317, AFL-CIO Representative Council, Site Representative at Fedde (9 years)

1998-Elected to the ABC Federation of Teachers, Executive Board Recording Secretary (4 years)

2002-Elected ABC Federation of Teachers, Vice-President of Middle Schools (4 years)

2008 to 2011-Elected ABC Federation of Teachers, Vice-President-at-Large (4 years)

2006 to present-Currently teaching at Cerritos Elementary School, 6th Grade GATE (13 years)

2007 to present- Serving as ABC Federation of Teachers Site Representative at Cerritos Elementary (12 years)

2009 to 2011-Delegate to the Los Angeles County Federation of Labor, AFL-CIO (2009-2011)

2008 and 2014 cycles-Principal Writer, Cerritos Elementary School's California Distinguished Schools Recognition Program application-Awarded

2015 to 2017-Delegate, California School Boards Association Delegate Assembly

2016-Led fight for environmental justice for thousands of HB residents against corporate polluter Republic Services, negotiated a \$26M settlement on behalf of and for OVSD

2016-Spearheaded Measure R Bond Campaign (\$169M) in 2016 for OVSD

Elected to OVSD Board of Trustees in 2012 and reelected in 2016. Three (3) consecutive terms as president for the years 2015-2017, and one (1) term Clerk in 2018. Proudly serving the communities of Huntington Beach, Westminster, Fountain Valley, and Midway City

Speaks English, Italian, Serbo-Croatian, and Spanish

2019 Delegate Assembly Candidate Biographical Sketch Form
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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: 1/4/2019

Name: Ian Collins CSBA Region & subregion #: 15

District or COE: Fountain Valley School District Years on board: 10

Profession: Retired Educator Contact Number (please v Cell Home Bus.): 714.968.7057

*Primary E-mail: jcollins7057@gmail.com

(*Communications from CSBA will be sent to primary email)

Are you an incumbent Delegate? Yes No | If yes, year you became Delegate: 2015

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. (Character count limit: 700)

Being a delegate for many years and a member of OCSBA has given me valuable insights into educational issues. I have a passion regarding helping our youth and being involved in the Delegate Assembly has enabled me to bring back the latest research and ideas to my School Board. My experience as a teacher, administrator and community activist helps me make thoughtful decisions regarding my governance role in Fountain Valley.

Please describe your activities and involvement on your local board, community, and/or CSBA. (Character count limit: 700)

- * Starting my second role as President of the Board
- * Board Member on the District Educational Foundation
- * On the newly formed District Safety Committee
- * Superintendent Parent Council Member
- * Ad hoc member of the HB Parks Commission (FV Rep)
- * Fountain Valley Rotarian
- * Board Member on the HB Assistance League
- * OCSBA Member
- * Attended 10 CSBA Conferences

What do you see as the biggest challenge facing governing boards and how can CSBA help address it? (Character count limit: 700)

- * Full and fair funding. The base of the LCAP needs to be adjusted.
- * Maintain focus on educational achievement.
- * Fully fund STRS and CASTRS.
- * Keeping apprised of educational issues in the State Legislature.
- * Releasing school bond monies to aid in construction and upgrading school facilities.

E-mail: nominations@csba.org, or fax to (916) 371-3407, or US Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691. Please only submit biosketch form via one of these modes only; do not send multiple times. If you have any questions, please contact the Executive Office at (800) 266-3382.

IAN COLLINS
Board President
Fountain Valley School District Board of Trustees

Mr. Ian Collins was elected to the Board of Trustees in November 2008 and reelected in 2012 and 2016. He has over 39 years of experience in education, serving as a teacher, assistant principal and principal. He holds a Bachelor of Arts with an emphasis on geography and a Masters of Arts with emphasis in both political science and geography and a lifetime administrative credential.

Ian currently serves on the District's Schools Foundation Executive Board, and has served as a representative on ACE (Action Committee for Education), SPC (Superintendent Parent Council), the District's Safe Schools Task Force, and is a member of the Fountain Valley Rotary Club. He is a member of the California School Boards Association's Delegate Assembly and serves on the Orange County School Boards Associations Executive Board. In addition, he served on the Huntington Beach Children's Needs Task Force for more than 10 years and has served as the District's Ad Hoc representative to the City of Huntington Beach. Moreover, he is also a member of the Huntington Beach Assistance League Board. He has completed the rigorous 2-year *Masters in Governance* program, a continuing professional development course offered through the California School Boards Association. And he has been awarded the *Outstanding Contribution to Education Award* by the Orange County Department of Education and recognized by the Parent Teacher Association with their Golden Oak Award and Continuing Service Award. He was also honored by the Fountain Valley School District for his volunteerism benefiting all students in the district with the Outstanding Service Award.

Ian and wife Julie recently celebrated their 53rd wedding anniversary. They have resided in the Fountain Valley School District for over 50 years. They have three children: Jane, Ian and Jeffrey, all of whom are teachers. In addition, Ian is proud to have seven grandchildren, two that attend Fountain Valley Schools.



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Signature: Jackie Filbeck

Date: 12/21/2018

Name: Jackie Filbeck

CSBA Region & subregion #: 15

District or COE: Anaheim Elementary School District

Years on board: 4

Profession: Realtor Contact Number (please v Cell Home Bus.): 714-883-6701

*Primary E-mail: jfilbeck@anaheimelementary.org

(*Communications from CSBA will be sent to primary email)

Are you an incumbent Delegate? Yes No | If yes, year you became Delegate: _____

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. (Character count limit: 700)

I served as Board Clerk in 2017 and was also Board President throughout 2018. I'm experienced in the duties of a school board trustee and I'm a strong advocate for public education and community service, having also lived in Anaheim for 58 years attending the very district I now represent. Previously, I worked for a state assemblyman as his special liaison to public education interacting with numerous elementary and high school districts in Orange County. I have the experience and calm demeanor to assist CSBA in the significant challenges facing public education. AESD is a large, urban district instrumental in fostering legal reform and local control which is now no longer represented.

Please describe your activities and involvement on your local board, community, and/or CSBA. (Character count limit: 700)

Under my leadership this year, our District has facilitated trimming our budget by over 12 million and kept those cuts away from classrooms. I led the search for a new superintendent and have been fundamental to fostering programs parents want, like music dual language instruction and parent leadership. During my term, we are the only district to have challenged charter laws all the way to the Supreme Court and we've worked with CSBA drafting legislative proposals. I presently serve on numerous appointed city and community boards, including the YMCA and board representative to our PTA council. I am focused on designing theme based schools that are also community centered.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it? (Character count limit: 700)

I see declining enrollment and lack of support for public education as critical challenges. It is important and necessary that we collaborate with other districts to present ourselves in positive ways while fostering effective and fully inclusive schools that address varying needs. CSBA is vital to collaborating on legislation that will support our educational system, promote legal reform, effect policies and guidelines for charter schools in California and assist us in promoting our successes so as to enrich the public's perception of public education!

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Jackie Filbeck

115 S. Ohio "D", Anaheim California 92805
(714) 883-6701 / E-mail: jfilbeck@anaheimelementary.org

Profile

- Friendly, dedicated, well-organized with ambition to succeed in any given environment
- Team player capable of working efficiently with a group and also independently
- Skilled communicator, representative and community liaison
- Experienced trustee and/or board member for several public organizations

January 2015 to Present – Trustee Anaheim Elementary School District

- Responsible for setting the school board's overall policy, direction and budget
- Representing the interests of the students, parents and community
- Providing direction for a multi-year plan
- Maintaining fiscal responsibility and solvency

2001-Present

- *Licensed Real Estate Agent, Property Manager and Notary Public – White Realty*
- Work in residential sales, leasing/property management, utilizing elements of marketing
- Proficient in contract preparation, lending practices, escrow and notary services
- Maintenance of business accounts, trust funds and client financial records
- Preparation of monthly and annual reports.
- Designated as office manager and Broker assistant

2011-2013

Field Representative – California State Assembly

- Acted as a communication link and political contact assisting a wide variety of the local population with public policy issues involving California and local cities
- Worked effectively with elected officials from all levels, chambers of commerce, city personnel, school boards, constituents, service and non-profit groups
- Performed independently as well as with others to provide assistance with public relations, legislative and state resource information, protocol and business promotion
- Public speaking and presentation services related to numerous organizations

1996-2001

Director of Client Services - Corporate Images Sports Marketing

- Heavy interaction with clients selling advertising and business promotion
- Responsible for billing, accounting, file maintenance
- Organized & hosted all client entertainment and business events
- Managed all client relationships in various capacities
- Promoted business renewal, increased revenue and company efficiency and growth

Community Accreditation and Awards

Anaheim City Commissioner serving 2nd term on the Sister City Commission

Executive Board Member Anaheim Family YMCA

Recipient Annie Accolade Award-Anaheim Women's Division Chamber of Commerce

Honorary Service Award - Local 4th District Anaheim PTA

Golden Oak - California State PTA

Resolution of Recognition - California State Assembly

Prior Board Member (Youth Sports) - JUSA, NJB, East Anaheim Little League

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Signature: Carrie Flanders **Date:** 12/10/18

Name: Carrie Flanders CSBA Region & subregion #: 15

District or COE: Brea Olinda Unified School District Years on board: 4

Profession: Former Educator/Event Coordinator Contact Number (please v Cell Home Bus.): 714-356-4899

*Primary E-mail: cflanders@bousd.us

(*Communications from CSBA will be sent to primary email)

Are you an incumbent Delegate? Yes No | If yes, year you became Delegate: _____

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. (Character count limit: 700)

I am interested in the opportunity to become more involved with CSBA by serving as a Delegate. I believe it would, not only benefit BOUSD to become more informed in the needs and issues that other districts in the regions throughout California face, but also give us the opportunity to share our own struggles and successes.

I was a former teacher in Anaheim Elementary SD who loved everything about teaching! I have always advocated on making things better for kids. I have a lot of experience in leadership roles, working to build relationships. I am a team-player and people person who enjoys collaborating with others, learning from different ways of thinking and doing things.

Please describe your activities and involvement on your local board, community, and/or CSBA. (Character count limit: 700)

Board involvement: I have served as Board VP and Board President

CSBA involvement: I have taken MIG classes #1-#4 and will complete #5 in March, 2019.

I have attended 5 CSBA conferences from 2014-2018, including the Board President training.

Community Involvement: For 4 years I have been the fundraising chair for Brea Rotary, leading our largest event, OC Food and Wine Festival.

I was the president of PTA/PTO's at elementary and secondary schools for 8 years and fundraising chair for 7 years.

I was a Planning Commissioner for the City of Brea for 2 years.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it? (Character count limit: 700)

Obtaining Full & Fair Funding is the number one challenge facing California public schools. Districts across the state are having to do more with less.

We are constantly faced with finding new, creative solutions to address the increasing financial encroachment of SPED, as well as STRS & PERS.

CSBA can act as a bridge between the local and county agencies to ensure that the interests of school districts are represented throughout the state.

CSBA can help lead the efforts to make sure CA students get the resources and support they need while providing them with the high-quality education they deserve thus giving them the opportunities necessary to succeed.

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Carrie Flanders

471 Orange Grove Lane Brea, CA 92823 / 714-356-4899 / cflanders@bousd.us

PROFESSIONAL BACKGROUND

12/14-PRESENT Brea Olinda Unified School District School Board Member
12/17-12/18 President, BOUSD School Board
2/98 – Present Event Coordinator, BROTHERS Mail Order Ind., Inc., Corona, CA
9/07-11/14 Substitute Teacher, Brea Olinda Unified School District
8/93 – 7/00 Teacher, Francis Scott Key Elementary School, Anaheim, CA

EDUCATION AND CREDENTIALS

- California State Professional Clear Multiple Subject Teaching Credential (5/93-present)
- Supplementary Authorization: English
- CLAD Certificate
- BS Degree: Child Development, California State University, Fullerton
- AA Degree: Liberal Studies, Fullerton Community College
-

VOLUNTEER SERVICE (Related to Education)

Olinda Elementary School

- PTO Co-President (2009-2012)
- PTO Read Around Fundraiser Chair (2008-2014)
- School Site Council (2007, 2008, 2013 and 2014)

Brea Jr. High School:

- PTA Co-President (2015/2016)
- PTA Secretary (2014/2015)

Brea Olinda High School:

- PTA President (2016-2018)
- Cheer Booster President (interim 2013)
- Cheer Booster - Regional Cheer Special Committee Chair (2013)
- Cheer Booster Board Secretary (2012-2013)

COMMUNITY INVOLVEMENT/VOLUNTEER SERVICE


- Brea Rotary Club/board Member (2013-present)
- OC Food and Wine Festival Coordinator/Rotary Fundraiser (2014-present)
- Planning Commission, City of Brea (2012-2014)

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Signature: 

Date: December 18, 2018

Name: Karin M. Freeman CSBA Region & subregion #: 15

District or COE: Placentia-Yorba Linda Unified School District Years on board: 29

Profession: Former So. Ca. Edison Supervisor Contact Number (please Cell Home Bus.): 714-777-0686

*Primary E-mail: kmfynlca@aol.com

(*Communications from CSBA will be sent to primary email)

Are you an incumbent Delegate? Yes No | If yes, year you became Delegate: 2002

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. (Character count limit: 700)

With the potential to have a shift in priorities due to the recent election, public education must remain a top priority. We as board members need to regularly and clearly communicate our concerns and recommendations of how to improve K-12 education in California. I value working with other delegates, whether in our local region or throughout the State, in a joint effort to chart the course of CSBA's role in addressing issues confronting public education. The strength of CSBA lies in collaborative leadership and the ability to problem solve. My experiences as a board member in a K-8, a K-12, and ROP give me a strong foundation which prepares me to better serve students.

Please describe your activities and involvement on your local board, community, and/or CSBA. (Character count limit: 700)

My earliest experience on a board began in a K-8 school district with less than 2000 ADA. This was an excellent introduction into the operations and needs of a district. Fiscal stability was at the forefront of everything we did.

Following a merger with a larger district, my involvement widened significantly. Now as a board member in a unified district and an ROP, my roles and responsibilities have multiplied. My role in ROP has helped me fully appreciate the importance of CTE and how students can better understand the connection between academics and the world of work.

I remain involved in other educational organizations, the Chamber of Commerce, and civic groups.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it? (Character count limit: 700)

All of us want the best for the students we serve regardless of district size, demographics, or location. Full and fair funding is a critical issue. With changes in key positions of state leadership, it's imperative that school board members speak loud and clear about the need for funds beyond those budgeted under Governor Brown. CSBA must work to influence legislation as well as policies to assist in securing additional funds, finding solutions to the STRS/PERS drain, influencing access to more school facilities dollars, investing more in CTE, and giving support to legislators who are demonstrating efforts to foster more CTE opportunities throughout the State.

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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 including 2018
- Masters in Governance graduate, CSBA
- Mentor, the former Business Booster Club at El Camino High School
- 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 in the classroom for 14 years at district schools in the district
- Active leader in the merger of Placentia Unified School District with Yorba Linda Elementary School District in the late 1980's
- Active in two PYLUSD bond measures

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
- Founding member/current committee chair, Yorba Linda Historical Society
- Member, Placentia Founders Society
- Yorba Linda Veterans Memorial Committee, 2006-2009
- 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
- Past Recipient of Honor, Orange County Commission on Status of Women
- 2005 Marian Bergeson Award, Outstanding Board Member in Orange County
- Married 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 kmfinx1ca@aol.com.

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Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.
Signature: Elizabeth A. Gonzalez **Date:** 1.7.19

Name: Elizabeth A. Gonzalez CSBA Region & subregion #: 15
 District or COE: Centralia Elementary School District Years on board: 2
 Profession: Coding Consultant Contact Number (please v Cell Home Bus.): 714-747-3301
 *Primary E-mail: egonzalez66@att.net
 (*Communications from CSBA will be sent to primary email)
 Are you an incumbent Delegate? Yes No | If yes, year you became Delegate: _____

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. (Character count limit: 700)

I have served as CESD PTA, Walker Junlor High PTSA, and " Band Mom " at John F. Kennedy High School and Loara High School. This has influenced and motivated me to be as involved as possible in public school activities. As I enter in my 3rd year, I am the President of the Governing Board. I believe it is important that the Assembly hear insights from an active parent who is able to express views & opinions for improvement of our public schools from elementary, junior high, high school and junior college levels. As a parent of my two sons and as an aunt at San Marino PTA I held the following positions: Financial Auditor, Reflections Chair, Fast-Food Fundraising Chair and assisted where needed.

Please describe your activities and involvement on your local board, community, and/or CSBA. (Character count limit: 700)

As a Board Trustee, I have participated in the following committees: Greater Anaheim SELPA 2018-2019, O.C. Nominating Committee, Transfer Appeals Panel, Audit Committee, Centralia Community Collaborative, CSBA Annual Conferences, CSBA Masters in Governance program, and OCSBA meetings, and OCSBA Educational Topics Central Committee. Activities that I have participated since elected are as follows: school site visits annual, band and choir concerts at various schools, 6th Grade promotion ceremonies, school open house and back to school nights, school carnivals, awards ceremonies for GASELPA, Children's Holiday Shopping Spree, ribbon-cutting ceremonies, dedication ceremonies, etc.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it? (Character count limit: 700)

My concerns and those I hear from parents in CESD are: children receiving a quality education to prepare him/her for college or career, resources available to assist parents and children through their educational journey in public schools, school safety, resources for McKinney Vento students, adequate school funding, meeting the needs of special education students, parental involvement, affordability of four-year college, teacher retention/recruitment and preserving Visual Arts & Performing Arts.

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Signature: Al Jabbar

Digitally signed by Al Jabbar
DN: cn=Al Jabbar, o=Anaheim Union High School District, ou=Anaheim Union High School District, email=aljabbar@auhsd.us, c=US
Date: 2019.01.03 11:08:30 -0800

Date: 1/3/2019

Name: Al Jabbar

CSBA Region & subregion #: 15

District or COE: Anaheim Union High School District (AUHSD)

Years on board: 5

Profession: Deputy Chief of Staff Contact Number (please V Cell Home Bus.): 714-999-3503

*Primary E-mail: jabbar_a@auhsd.us and brd_trustees@auhsd.us

(*Communications from CSBA will be sent to primary email)

Are you an incumbent Delegate? Yes No | If yes, year you became Delegate: 2014

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. (Character count limit: 700)

I would like to continue to be a delegate assembly member because, through my involvement in CSBA, I have witnessed CSBA's importance in shaping and supporting education policy. I am aware of the duties and dedication needed to be an effective delegate. As a returning delegate, I hope to continue to bring my passion for advocating 21st Century education, addressing the achievement gap, and proper use of local control funding to the delegate assembly. I believe that as public governing board members we need to unite in a collective voice behind the issues affecting our districts, because individually we can all make a difference, but collectively we are able to make great progress.

Please describe your activities and involvement on your local board, community, and/or CSBA. (Character count limit: 700)

I have been a panel member and presented at past CSBA conferences, as well as attended the CSBA Delegate Assembly throughout my term as Board member at AUHSD. I am very active in representing the Board at school, district, and community events, as I believe being active in the community gives me a broader understanding of all the issues our students, parents, and staff face. I make it a priority to attend many events at our schools like performing arts shows, sports, and parent meetings. In addition, I currently represent AUHSD on the AUHSD Foundation Board, North Orange County Regional Occupational Program (NOCROP) Board, and AUHSD Budget Committee.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it? (Character count limit: 700)

During my time as a Board member, I believe the biggest challenge governing boards face at this time is charter schools. Under the Board's leadership, AUHSD has been at the forefront of the charter school transparency movement. Charter schools have not been subjected to the same governance, finance, and transparency guidelines that public schools are subjected to. CSBA is in a position to lead the dialogue around policies and legislation that can facilitate accountability and equality.

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Signature:



Date:

1/4/2019

Name: CHESTER JENG

CSBA Region & subregion #: 15

District or COE: FULLERTON JOINT UNION HIGH SCHOOL DISTRICT

Years on board: 1

Profession: ATTORNEY & DENTIST Contact Number (please Cell Home Bus.): 909-4507158

*Primary E-mail: CJENG@FJUHSD.ORG

(*Communications from CSBA will be sent to primary email)

Are you an incumbent Delegate? Yes No | If yes, year you became Delegate: _____

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. (Character count limit: 700)

I am interested in becoming a Delegate to give voice on behalf of our district, and the districts nearby. It is through active participation that school boards can work together to better our schools. Although this is my first year on the school board, I have had experience as a Planning Commissioner, President of a local dental society, 7 years as a Board Director of a local dental society, as well as Board of Director of a HOA, Board of Director of a non-profit, and 12 years as a litigation attorney. I truly believe that a first year school board member, if given the chance to serve as a Delegate, can be mold'ed into a better school board member through active participation in CSBA.

Please describe your activities and involvement on your local board, community, and/or CSBA. (Character count limit: 700)

As stated above, I have had experience in the local dental society serving as a Board Member, Secretary, Treasurer, VP, President for the past 7 years, and currently, as the General Counsel. I am responsible for the Continue Education for dentists locally. I have also served on the Planning Commission prior to being elected to the school board, and on the local scholarship committee for a non-profit for the past 6 years.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it? (Character count limit: 700)

As always, the biggest challenge facing school boards are budgets. With decrease enrollment and increasing overhead, many school boards are facing budget problems. CSBA can help address this as we can pull together as school boards, and work on improvements of curriculum and shaping our education system through active involvement and interactions of school boards and pull our resources together.

E-mail: nominations@csba.org, or fax to (916) 371-3407, or US Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691. Please only submit biosketch form via one of these modes only; do not send multiple times. If you have any questions, please contact the Executive Office at (800) 266-3382.



2019 Delegate Assembly Candidate Biographical Sketch Form

DUE: Monday, January 7, 2019 – no late submissions accepted

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 do not re-type this form. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office.

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

Signature: Charlene Metoyer Date: 11-16-18

Name: <u>Charlene Metoyer</u>	CSBA Region & subregion #: <u>15</u>
District or COE: <u>Newport-Mesa Unified School District</u>	Years on board: <u>4+</u>
Profession: <u>Retired Educator</u> Contact Number (please v <input checked="" type="checkbox"/> Cell <input type="checkbox"/> Home <input type="checkbox"/> Bus.): <u>714-313-7257</u>	
*Primary E-mail: <u>cmetoyer@nmusd.us</u>	
(*Communications from CSBA will be sent to primary email)	
Are you an incumbent Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, year you became Delegate: _____	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. (Character count limit: 700)

After participating on the Newport-Mesa BOE and attending the OCSBA, CSBA, and NSBA Conventions, CSBA Summer Leadership Academy and seminars, I wish to further my commitment to represent the children, staff, and stakeholders at Delegate Assembly. I am a strong advocate of public education. As a former principal, teacher, PTA leader, and community member, I am blessed with this range of experiences to bring to the table. Serving the NMUSD BOE as Clerk and Vice-President in my first term, and President in my second term, I will bring a balance of experience and "fresh eyes" to our Delegate Assembly.

Please describe your activities and involvement on your local board, community, and/or CSBA. (Character count limit: 700)

I've served NMUSD BOE as Clerk, Vice-President, and President (currently). I received Masters in Governance in 2015 and attended the Summer Leadership Academy in 2016. I serve on SARB (4), Legislative Rep (2), OCSBA PAGE (3), Newport Beach Mayor's Youth Council (3), Community Advisory Committee (Special Ed) (5), Costa Mesa Chamber of Commerce Education Committee (5), and Costa Mesa Youth Sports Council (5). As an advocate for the Arts, I serve on the NMUSD Arts Commission (5) & I volunteer with the Pacific Symphony Orchestra Class Act Program (6) which networks to foster arts in Orange County Schools. Additionally, I am an active member of the PTA/PTSA in my local schools. (# years)

What do you see as the biggest challenge facing governing boards and how can CSBA help address it? (Character count limit: 700)

There are two big challenges facing governing boards: 1-Closing the Achievement gap and 2-Championing Public Education as the phenomenal system it is. #1 CSBA can continue to offer workshops, seminars, and assistance to Local Districts relative to the role of the school board in closing the achievement gap (creating policy to support and direct curriculum and finance decisions to achieve that goal). #2 CSBA can continue to lobby to secure stable, adequate, and consistent funding for public education and continue advocating for Local Control and Local Governance.

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Charlene Juhl Metoyer
759 Alegheny Avenue
Costa Mesa, Ca 92626
714.979.8016 home 714.313.7257 cell

EMPLOYMENT EXPERIENCE:

- 2014 - present **Governing Board Member Trustee Area 2**, Newport-Mesa Unified School District (NMUSD) President (2018-2019), Vice-President 2017-2018, Clerk 2016-17,
- 1996 - 2012 **Principal**, Harbor View School and Harbor View Pre-School, Eastbluff School
Interim Principal Sonora School, Killybrooke School, Eastbluff School
Science/Math Coordinator, Interim Director of Elementary Curriculum, Summer Science Principal, Grades K-6 Administrative Intern, Adult Education Title VII Coordinator-Project ATOM (NMUSD)
- 1974-1996 **Teacher, Mentor Teacher, Master Teacher** Newport-Mesa USD, Fountain Valley School District, Los Angeles Unified School District

EDUCATION:

- **Master of Science** in Educational Administration- National University 1996
- Standard Elementary Teaching Credential; Biological Science (life)
- Standard Secondary Teaching Credential; Biological Science, Mathematics (life)
- **Bachelor of Arts-** California State University, Northridge, 1973; Major: Biological Sciences, Minor: Mathematics

PROFESSIONAL ORGANIZATIONS:

- Association of California School Administrators- **ACSA**
- California Science Teachers Association- **CSTA (Lifetime member)**

COMMUNITY ORGANIZATION/ACTIVITIES:

- Pacific Symphony Class Act Ambassador
- Corona del Mar Spirit Run, Starting Line Coach
- NMUSD Arts Commission
- Costa Mesa Chamber of Commerce Education Committee
- Costa Mesa Youth Sports Council
- Costa Mesa City Liaison Committee

AWARDS:

- ACSA Administrator of the Year Award – Elementary Principal, Region 17 (OC), 2010
- Distinguished School – Harbor View 2008, Eastbluff 2008
- Grant Awards: Beckman@Science, Allergan, AB 1331, Garden Nutrition Grant, EISS, Target Field Trip Award

PROFESSIONAL REFERENCES:

- Jan Billings, Ph.D. Executive Director, ACSA Region XVII
949-673-0125
- Bill Habermehl, former Orange County Superintendent of schools
bill.habermehl@gmail.com
- Martha Fluor, former President CA School Boards Association, NMUSD Trustee
949-933-4151



2019 Delegate Assembly Candidate Biographical Sketch Form

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

Signature: Xavier Nguyen Date: 12/20/2018

Name: <u>Xavier Nguyen</u>	CSBA Region & subregion #: <u>15</u>
District or COE: <u>Westminster School District</u>	Years on board: <u>First Year</u>
Profession: <u>Special Education Teacher</u>	Contact Number (please v <input checked="" type="checkbox"/> Cell <input type="checkbox"/> Home <input type="checkbox"/> Bus.): <u>714-262-7193</u>
*Primary E-mail: <u>TrusteeXavier@gmail.com</u>	
(*Communications from CSBA will be sent to primary email)	
Are you an Incumbent Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, year you became Delegate: _____	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. (Character count limit: 700)

As a teacher union leader, as well as product of Orange County K-14 public schools, I bring perspectives to the delegate that represent many of our stakeholders. Additionally, as an early career teacher, I understand the educational policies that can affect the progress of school districts that can affect the future of our children. My background includes being a child of a single Vietnamese refugee, union worker, and formerly being a homeless youth and English Language Learner. My educational experience includes a Bachelors from the University of Southern California, Masters in Education from Johns Hopkins University, and Doctorate In Education from La Sierra University.

Please describe your activities and involvement on your local board, community, and/or CSBA. (Character count limit: 700)

As a special education teacher, I have worked in both the Garden Grove and Santa Ana Unified School Districts. Having a history of collaborating with legislators and education oriented think tanks, I have testified and championed public education. In the community, I have been involved in scholarship and community service. Serving on the City's Community Service and Recreation Commission and on the local Miss Westminster Scholarship Competition committee, I have bridged many of the entities that support our public schools and children.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it? (Character count limit: 700)

The upcoming pension deficit and overall declining enrollment are major uphill battles for all school boards. We, as an assembly, must devise and recommend a plan of action to support governing boards throughout the state. Additionally, with over a ten thousand teacher deficit in the state, we must be prepared for legislation that will incentivize the teaching profession. With a new governor, we must be prepared for anything. CSBA delegates must be willing to remain up to date on new legislation and policies-- work that I am both familiar and ready to tackle.

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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 Digitally signed by Suzie R. Swartz
Date: 2018.12.14 15:54:53 -08'00' **Date:** December 14, 2018

Name: Suzie R. Swartz CSBA Region & subregion #: 15
 District or COE: Saddleback Valley Unified Years on board: 18
 Profession: PR Consultant Contact Number (please Cell Home Bus.): 949-830-5924
 *Primary E-mail: suzieswartz@cox.net
(*Communications from CSBA will be sent to primary email)
 Are you an incumbent Delegate? Yes No | If yes, year you became Delegate: 2010

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. (Character count limit: 700)

My work on Orange County School Boards Association (OCSBA), in my local district, on an ROP board, and as a current member of Delegate Assembly, has prepared me to fairly represent the interests of our region as platforms and guidelines are formed. Delegate Assembly can help guide state and federal policy makers as well local school boards to make decisions that truly benefit the children we serve. In addition, Delegate Assembly's voice is critical to help inform and improve public perception of our schools. I believe I have the experience, interpersonal 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. (Character count limit: 700)

I've served terms in all SVUSD board offices and am currently serving a 4th term as President; Currently VP Programs OCSBA and have served in various capacities on the OCSBA Board of Directors including 3 terms as president; Served on 2014 CSBA Nominating Committee; Member of the OC Education Coalition steering committee and volunteered public relations services to promote coalition rallies and events; Served on Coastline ROP Board; Helped establish the SVUSD Arts Ed Alliance; Served many terms in various capacities on PTA and PTA Council executive boards along with music and athletic booster boards; served on the OC Dept. of Education Character Education and Early Childhood committees.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it? (Character count limit: 700)

Full, equal and stable funding for all schools in California. Currently LCFF does not keep pace with rising costs and schools with the same concentration of the same student demographics don't receive equal funding. Pension costs must be addressed along with raising funding to at least the national average.

Increase efforts to influence state policy makers to "level the playing field" with Charter schools including a moratorium on new charters until the "field is level."

Teacher shortage - it's become more difficult to attract and retain high quality teachers. With about a third of teachers nearing retirement, it's projected

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Suzie R. Swartz for CSBA Delegate Assembly Region 15

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

Experience

- President SVUSD Board of Education – also served three additional terms as president, and terms as Vice President, and Clerk
- Eight years representing Region 15 in Delegate Assembly
- Served on the 2014 California School Boards Association Nominating Committee
- Vice President, Programs (OCSBA) – also served three terms as President, Vice President, Legislative Chair, and Political Action Group Effort Chair
- Served on Coastline ROP Board including one term as President
- Member County Committee on School District Organization
- 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.
- Served on OC Dept. of Education Character Education and Early Childhood committees

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 949-510-5924 or suzieswartz@cox.net.

2019 Delegate Assembly Candidate Biographical Sketch Form
DUE: Monday, January 7, 2019 – no late submissions accepted

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

Signature: Edward Wong Date: December 17, 2018

Name: Dr. Edward Wong CSBA Region & subregion #: 15
 District or COE: Saddleback Valley Unified School District Years on board: 2
 Profession: Retired Educator Contact Number (please v Cell Home Bus.): 949-235-8555
 *Primary E-mail: dredwong@cox.net
 (*Communications from CSBA will be sent to primary email)
 Are you an incumbent Delegate? Yes No | If yes, year you became Delegate: _____

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. (Character count limit: 700)

I have been involved in the State of California for over 30 years. Many people have known me as a retired educator, administrator and former college professor. I am also a homeowner, a parent of two children whom graduated from public schools in the state of California, and a grandparent of four children who are currently enrolled in the public schools in this state. These many roles have given me a personal vested interest in having the best public schools in our state. My knowledge and experience will provide our state with the leadership needed to rigorously challenge our legislators to provide for the needs of our students, parents and teachers.

Please describe your activities and involvement on your local board, community, and/or CSBA. (Character count limit: 700)

I have attended the last three annual CSBA conferences. I have served on the Saddleback Valley School Board for the last two years having served as a member then clerk. For this coming year I will serve as vice-president. In addition, I was recently elected to the position of President of the Board for the Coastline ROP which our school district is a member of. I am also Director at Large serving the unified schools districts for the Orange County School Boards Association. In my community I have served on the boards of Mission Viejo Country Club, Moulton Niguel Water District, Moulton Ranch Homeowners Association and the Assistance League of Saddleback Valley.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it? (Character count limit: 700)

It will come as no surprise that full and fair funding of the LCAP is the biggest issue facing governing boards. Funding pressures are affecting every stage of education. In order to live within the limited budgets received, school districts have had to reduce course offering, reduce both certificated and classified staff and cut many vital services to our students. The present funding model is insufficient to meet the needs of our diverse student populations. As a state organization, we need to become politically more active and put pressure on our legislatures to allocate for funding for schools. We want to avoid negative effects on pupils over the many gains achieved so far.

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Dr. Edward Maldonado Wong

25776 Fletcher Place Laguna Hills, California 92653

949-235-8555 dredwong@me.com

Professional Experience

-Adjunct Professor - Graduate School- Concordia University- Irvine, California 1998-2007.

PRINCIPAL

Costa Mesa High School – Newport Mesa Unified School District, Costa Mesa, California. 2007-2010.

PRINCIPAL

Ensign Junior High School – Newport Mesa Unified School District, Newport Beach, California. 2003-2007.

PRINCIPAL

College Park Elementary School - Irvine Unified School District, Irvine, California. 1997-2003.

DIRECTOR OF EDUCATIONAL SERVICES

Norwalk/La Mirada Unified School District - Norwalk, California 1991 -1997.

PRINCIPAL

Valencia Elementary School – Saddleback Valley Unified School District – Mission Viejo, California. 1989-1991

PRINCIPAL

Gurney-Lewis Sands Elementary School. – Chagrin Falls, Ohio 1985-1989.

ASSISTANT PRINCIPAL/TEACHER

East Cleveland Board of Education- East Cleveland, Ohio. 1972 – 1985.

ACHIEVEMENTS: Directed the magnet school for gifted/basic education programs. Developed wrote and assessed curriculum supervised and evaluated teachers.

Education

Ph.D. . - Urban Studies/ Educational Leadership – University of Akron- Akron, Ohio 1990

M. Ed. – Administration- Ohio State University- Columbus, Ohio 1975

B.S. in Ed. – Education – Kent State University – Kent, Ohio 1972



Fountain Valley School District
Personnel Department

M E M O R A N D U M

TO: Board of Trustees
FROM: Cathie Abdel, Assistant Superintendent, Personnel
SUBJECT: **Board Policy 5145.13**
RESPONSE TO IMMIGRATION ENFORCEMENT (FIRST
READING)
DATE: February 15, 2019

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 adoption 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.

The addition of Board Policy 5145.13 is mandated by Education Code 234.7, as added by AB 699 (Ch. 493, Statutes of 2017). Education Code 234.7 requires districts to adopt policy which limits assistance with immigration enforcement at public schools and is consistent with a model policy developed by the California Attorney General. The policy also reflects new law added by SB 31 which prohibits districts from compiling or assisting federal government authorities with compiling a list, registry or database based on students' national origin, ethnicity and nationality.

Fiscal Impact:

There is no fiscal impact associated with the adoption of Board Policy 5145.13 Response to Immigration Enforcement.

Recommendation:

It is recommended that the Board of Trustees approves Board Policy 5145.13 Response to Immigration Enforcement for first reading with changes as indicated by the Board of Trustees.

RESPONSE TO IMMIGRATION ENFORCEMENT

Students

The Board of Trustees is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

District staff shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members or provide assistance with immigration enforcement at district schools, except as may be required by state and federal law. (Education Code 234.7)

(cf. 5111 - Admission)
(cf. 5111.1 - District Residency)

No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of his/her immigration status. (Education Code 200, 220, 234.1)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

(cf. 5145.6 - Parental Notifications)

Consistent with requirements of the California Office of the Attorney General, the Superintendent or designee shall develop procedures for addressing any requests by a law enforcement officer for access to district records, school sites, or students for the purpose of immigration enforcement.

(cf. 1340 - Access to District Records)
(cf. 3580 - District Records)
(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)

The Superintendent or designee shall report to the Board of Trustees in a timely manner any requests for information or access to a school site by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

RESPONSE TO IMMIGRATION ENFORCEMENT

**Policy
adopted:**

**FOUNTAIN VALLEY SCHOOL DISTRICT
Fountain Valley School District**

RESPONSE TO IMMIGRATION ENFORCEMENT

Responding to Requests for Information

Unless authorized by the Family Educational Rights and Privacy Act pursuant to 20 USC 1232g, student information shall not be disclosed to immigration law enforcement authorities without parental consent, a court order, or judicial subpoena. The Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a court order or judicial subpoena.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

Upon receiving any verbal or written request for information related to a student's or family's immigration or citizenship status, district staff shall:

1. Notify the Superintendent or designee about the information request
2. Provide students and families with appropriate notice and a description of the immigration officer's request
3. Document any request for information by immigration authorities
4. Provide students and parents/guardians with any documents provided by the immigration enforcement officer, unless such disclosure is prohibited by a subpoena served on the district or in cases involving investigations of child abuse, neglect, or dependency

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

Responding to Requests for Access to Students or School Grounds

District staff shall receive parent/guardian consent before a student is interviewed or searched by any officer seeking to enforce civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order. A student's parent/guardian shall be immediately notified if a law enforcement officer

RESPONSE TO IMMIGRATION ENFORCEMENT

requests or gains access to the student for immigration enforcement purposes, unless the judicial warrant or subpoena restricts disclosure to the parent/guardian.

(cf. 5145.12 - Search and Seizure)

All visitors and outsiders, including immigration enforcement officers, shall register with the principal or designee upon entering school grounds during school hours. Each visitor or outsider shall provide the principal or designee with his/her name, address, occupation, age if less than 21, purpose in entering school grounds, proof of identity, and any other information required by law. (Penal Code 627.2, 627.3)

(cf. 1250 - Visitors/Outsiders)

As early as possible, district staff shall notify the Superintendent or designee of any request by an immigration enforcement officer for access to the school or a student or for review of school documents, including service of lawful subpoenas, petitions, complaints, warrants, or other such documents.

In addition, district staff shall take the following actions in response to an officer present on the school campus specifically for immigration enforcement purposes:

- 1. Advise the officer that before school personnel can respond to the officer's request, they must first receive notification and direction from the Superintendent or designee, except under exigent circumstances that necessitate immediate action**
- 2. Request to see the officer's credentials, including his/her name and badge number, and the phone number of the officer's supervisor, and note or make a copy of all such information**
- 3. Ask the officer for his/her reason for being on school grounds and document the response**
- 4. Request that the officer produce any documentation that authorizes his/her school access**
- 5. Make a copy of all documents produced by the officer and retain one copy for school records**
- 6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, comply with the officer's orders and immediately contact the Superintendent or designee**

RESPONSE TO IMMIGRATION ENFORCEMENT

7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation, as follows:

- a. If the officer has an Immigrations and Customs Enforcement (ICE) administrative warrant, district staff shall inform the agent that they cannot consent to any request without first consulting with the district's legal counsel or other designated district official.**
- b. If the officer has a federal judicial warrant, such as a search and seizure warrant or an arrest warrant signed by a federal judge or magistrate, district staff shall promptly comply with the warrant. If feasible, district staff shall consult with the district's legal counsel or designated administrator before providing the officer with access to the person or materials specified in the warrant.**
- c. If the officer has a subpoena for production of documents or other evidence, district staff shall inform the district's legal counsel or other designated official of the subpoena and await further instructions as to how to proceed.**

8. Do not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, district staff shall document the officer's actions while on campus.

9. After the encounter with the officer, promptly make written notes of all interactions with the officer, including:

- a. A list or copy of the officer's credentials and contact information**
- b. The identity of all school personnel who communicated with the officer**
- c. Details of the officer's request**
- d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant or subpoena, and whether the warrant or subpoena was signed by a judge**
- e. District staff's response to the officer's request**
- f. Any further action taken by the officer**
- g. A photo or copy of any documents presented by the officer**

RESPONSE TO IMMIGRATION ENFORCEMENT

10. Provide a copy of these notes and associated documents collected from the officer to the district's legal counsel or other designated district official

The district's legal counsel or other designated official shall submit a timely report to the Governing Board regarding the officer's requests and actions and the district's responses. (Education Code 234.7)

The Superintendent or designee shall also email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a school site or a student for immigration enforcement purposes.

Responding to the Detention or Deportation of Student's Family Member

The Superintendent or designee shall encourage students and their families to update their emergency contact information as needed throughout the school year and to provide alternative contacts, including an identified trusted adult guardian, in case a student's parent/guardian is detained or is otherwise unavailable. The Superintendent or designee shall notify students' families that information provided on the emergency cards will only be used in response to specific emergency situations and not for any other purpose.

(cf. 5141 - Health Care and Emergencies)

The Superintendent or designee shall also encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a family member is detained or deported.

In the event that a student's parent/guardian is detained or deported by federal immigration authorities, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit.

The Superintendent or designee shall notify a student whose parent/guardian was detained or deported that the student continues to meet the residency requirements for attendance

RESPONSE TO IMMIGRATION ENFORCEMENT

in a district school, provided that the parent/guardian was a resident of California and the student lived in California immediately before he/she moved out of state as a result of the parent/guardian's departure. (Education Code 48204.4)

(cf. 5111.1 - District Residency)

**Regulation
approved:**

**FOUNTAIN VALLEY SCHOOL DISTRICT
Fountain Valley School District**



Fountain Valley School District
Personnel Department

M E M O R A N D U M

TO: Board of Trustees
FROM: Cathie Abdel, Assistant Superintendent, Personnel
SUBJECT: **Management Team Policies**
DATE: February 15, 2019

Background:

In the continued effort to maintain updated polices, a committee was convened to review and revise the Management Team Policies. The revisions include updated job titles, access to sick leave, parental leave, usage of In Lieu days and mileage reimbursement. In addition, there was removal of language including paternity, unpaid birth and child and adoptive parent leave, membership in professional organizations, and voluntary early retirement consulting program.

Fiscal Impact:

There is potential fiscal impact due to changes in language regarding parental leave and mileage reimbursement. The exact dollar amount is unknown at this time.

Recommendation:

It is recommended that the Board of Trustees approves the revised Management Team Policies.



PLEASE NOTE:

A copy of the **Management Team Policies**
for the Fountain Valley School District
is available for review at the District Office.

Please contact the Superintendent's office at 714.843.3255.

Fountain Valley School District
Superintendent's Office

REGULAR MEETING OF THE BOARD OF TRUSTEES

10055 Slater Avenue
Fountain Valley, CA 92708

January 10, 2019

MINUTES

President Collins called the regular meeting of the Board of Trustees to order at 5:35pm. CALL TO ORDER

The following board members were present: ROLL CALL

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

Motion: Mr. Cunneen moved to approve the meeting agenda. AGENDA APPROVAL

Second: Mrs. Schultz

Vote: 5-0

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

Mr. Collins 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 6:30pm.

PLEDGE OF
ALLEGIANCE

Girl Scout Troop 4166 led the Pledge of Allegiance.

SPECIAL PRESENTATIONS

On November 9th, all of the elementary schools in Fountain Valley School District participated in a District-conducted professional development conference focused on elementary math, the *CGI Sum+It*. Assistant Superintendent, Educational Services, Dr. Steve McLaughlin presented to the Board of Trustees the video that kicked off this momentous day of learning, *Here Comes the Sum*.

PRESENTATION OF
CGI MATH
PROFESSIONAL
DEVELOPMENT
VIDEO, *HERE COMES
THE SUM*

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 Oka School, the Board recognized and thanked Nicole Brecht and Carrie Wood. The Board was joined by Oka staff and the community in thanking these parents for their dedication to our students.

RECOGNITION OF
PARENT
VOLUNTEERS FROM
OKA SCHOOL

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 Tamura School, the Board recognized and thanked James Arrighi and Frank Drechsler. The Board was joined by Tamura staff and the community in thanking these parents for their dedication to our students.

RECOGNITION OF
PARENT
VOLUNTEERS FROM
TAMURA SCHOOL

It is an interest of the Board of Trustees to recognize students who display high achievement, improvement or extraordinary effort. The Board recognized six outstanding students from Oka School. From Oka School, the Board celebrated Gavin Donnelly (K), Olivia Calderella (1st), Daniel Ortiz (2nd), Angelina Nguyen (3rd), Joyce Sato (4th), and Trevor Parker (5th). The Board was joined by staff, families and the community in celebrating these students.

RECOGNITION OF
STUDENTS FROM
OKA 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 Tamura School. Bush Co (TK), Nathan Soderberg (K), Lucas Gilliam (1st), Maci Ford (2nd), Samantha Lam (3rd), Julius Castro (4th), and Caroline Drechsler (5th).

RECOGNITION OF
STUDENTS FROM
TAMURA SCHOOL

BOARD REPORTS AND COMMUNICATIONS

Mrs. Crandall wished everyone a Happy New Year and welcomed everyone back from break. Her activities since the last meeting included: Mrs. Reatte Gunagan’s retirement celebration, District Office holiday breakfast, viewing of Phase II completed classrooms at Courreges.

Mr. Cunneen’s activities since the last meeting included: Clifton Dance production, “Who Stole Christmas?” which included many of our students, and Fountain Valley General Plan Advisory Committee meeting.

Mrs. Galindo’s activities since the last meeting included: Mrs. Reatte Gunagan’s retirement celebration and the FVSF meeting, noting that the Golf Tournament will be October 28, 2019.

Mrs. Schultz’ activities since the last meeting included: She enjoyed a restful break and had the opportunity to celebrate Boxing Day with the Collins Family. She wished everyone a happy New Year. In addition, she noted that Mrs. Reatte Gunagan’s retirement was a lovely celebration.

Mr. Collins’ activities since the last meeting included: Talbert Holiday Staff breakfast, Summer Harvest delivery of Christmas meals at Oka along with Fountain Valley Rotary, FVSF meeting, Clifton Dance production, “Who Stole Christmas?” He thanked his fellow trustees for their service and wished everyone a Happy New Year!

PUBLIC COMMENTS

There were no requests to address the Board of Trustees.

PUBLIC COMMENTS

LEGISLATIVE SESSION

Motion: Mrs. Galindo moved to adopt Resolution 2019-09 authorizing the issuance and sale of Measure O General Obligation Bonds, Series 2019, not to exceed \$35,000,000 in aggregate principal.

Second: Mrs. Schultz

Vote: Mr. Collins: Aye
Mrs. Schultz: Aye

APPROVE
RESOLUTION 2019-09 AUTHORIZING THE ISSUANCE AND SALE OF MEASURE O GENERAL OBLIGATION BONDS, SERIES

Mrs. Galindo: Aye
Mr. Cunneen: Aye
Mrs. Crandall: Aye
5-0

2019, NOT TO EXCEED \$35,000,000 IN AGGREGATE PRINCIPAL

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

Second: Mrs. Cunneen

Vote: 5-0

The Consent Calendar included:

- Board Meeting Minutes from December 13th Regular Meeting
- Personnel Items (Employment Functions, Workshops/Conferences, And Consultants)
- Donations
- Warrants
- Purchase Order Listing
- Approve Change Order #1 For The Courreges Elementary School Measure O HVAC And Modernization Project
- Submission Of The California Commission On Teacher Credentialing Teacher Residency Grant
- Williams Quarterly Report For Second Quarter 2018-19
- Approval Of Contract Between Fountain Valley School District And Lisa Wright To Support Depth And Complexity Teacher Training
- Approval Of Contract Between Fountain Valley School District And Project Lead The Way (PLTW) To Provide Access To The PLTW Program To Masuda Middle School
- Correction To Board Meeting Dates For 2019
- Non-Public Agency Contracts

Non-Public School/Agency	100% Contract Cost	Effective Dates
Secure Transportation Company, Inc.	\$7,560	12/3/18-6/30/19
Verbal Behavior Associates, Inc.	N/A	7/1/18-6/30/19
Verbal Behavior Associates, Inc.	\$4,400	7/1/18-6/30/19
Marshall B. Ketchum University	\$500	1/10/19-6/30/19
Marshall B. Ketchum University	\$500	1/10/19-6/30/19

SUPERINTENDENT’S COMMENTS/NEW ITEMS OF BUSINESS

Dr. Johnson Wished everyone a Happy New Year. In addition, he noted that this week senior staff hosted the second Leadership Academy. He thanked Mrs. Abdel for leading this work with him and for her presentation regarding Personnel.

Moreover, he expressed his appreciation to these teachers for their eagerness and passion about leading and learning. It is rewarding and meaningful to be a part of this work. Lastly, he noted that Phase II at Courreges is complete and six more classrooms have air conditioning. He commended Mrs. Fullerton and Mr. Hastie for their leadership of this work.

CLOSED SESSION

Mr. Collins announced that the Board would retire into a second 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.

ADJOURNMENT

Motion: Mrs. Schultz moved to adjourn the meeting at 8:05PM.

Second: Mrs. Galindo

Vote: 5-0

/rl

Fountain Valley School District
Superintendent's Office

SPECIAL MEETING OF THE BOARD OF TRUSTEES

10055 Slater Avenue
Fountain Valley, CA 92708

January 31, 2019

MINUTES

President Collins called the special meeting of the Board of Trustees to order at 5:30pm. CALL TO ORDER

The following board members were present: ROLL CALL

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

Motion: Mr. Cunneen moved to approve the meeting agenda. AGENDA APPROVAL

Second: Mrs. Schultz

Vote: 5-0

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

Mr. Collins 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.

- Conference with Real Property Negotiator *Government Code Section 54956.8*

Property: Approximately 12.9 acres of District land improved with approximately 40,073 sq. ft. of facilities located at 9790 Finch Avenue, Fountain Valley, California (former Fred Moiola School Site) (“Property”).

Negotiating Parties: Fountain Valley School District, real property negotiators Christine Fullerton, Assistant Superintendent, Business Services and District legal counsel (Lessor), and an unidentified number of potential buyers or lessees for the Property which may acquire or lease all or a portion of the Property through statutory rights, public bid, or request for proposal processes (Proposed Buyer(s)/Lessee(s)).

Under Negotiation: Instruction to negotiators will concern price and terms of payment issues associated with possible sale or lease of all or a portion of the identified Property.

The public portion of the meeting resumed at 6:30pm.

PLEDGE OF ALLEGIANCE

Mrs. Abdel led the Pledge of Allegiance.

PUBLIC COMMENTS

There were no requests to address the Board of Trustees.

PUBLIC COMMENTS

PUBLIC HEARINGS

The Board of Trustees conducted a public hearing for the purpose of receiving public comment on the proposed agreement for the 2018-19 school year between Fountain Valley School District and the California School Employees Association, Chapter #358. Public input was welcomed. There were no requests to speak and the hearing was closed.

PUBLIC HEARING ON
TENTATIVE
AGREEMENT
BETWEEN FOUNTAIN
VALLEY SCHOOL
DISTRICT AND
CALIFORNIA SCHOOL
EMPLOYEES
ASSOCIATION,
CHAPTER 358

LEGISLATIVE SESSION

Motion: Mrs. Galindo moved to approve the Public Disclosure of Collective Bargaining Agreement Between Fountain Valley School District And California School Employees Association, Chapter 358 For 2018-19 School Year

PUBLIC DISCLOSURE
OF COLLECTIVE
BARGAINING
AGREEMENT
BETWEEN
FOUNTAIN
VALLEY SCHOOL
DISTRICT AND
CALIFORNIA
SCHOOL
EMPLOYEES
ASSOCIATION,
CHAPTER 358 FOR
2018-19 SCHOOL
YEAR

Second: Mrs. Schultz

Vote: 5-0

Motion: Mrs. Crandall moved to approve the Agreement between California School Employees Association, Chapter 358 and Fountain Valley School District

AGREEMENT
BETWEEN
CALIFORNIA SCHOOL
EMPLOYEES
ASSOCIATION,
CHAPTER 358 AND
FOUNTAIN VALLEY
SCHOOL DISTRICT
CONSENT
CALENDAR

Second: Mr. Cunneen

Vote: 5-0

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

Second: Mrs. Schultz

Vote: 5-0

The Consent Calendar included:

- School Accountability Report Cards (SARCs)
- Contract Proposal for Family Math Night Counting Collections at Oka School Provided by the Orange County Department of Education
- Approval of Agreement Between Scott Burnett (Integrity Computer Concepts) and Oka School for the March 7, 2019 Parent Night Presentation of "Protecting Our Kids From Digital Dangers: Practical Ways To Keep Kids Safe"

SUPERINTENDENT’S COMMENTS/NEW ITEMS OF BUSINESS

Dr. Johnson Dr. Johnson did not have any comments to share this evening.

CLOSED SESSION

Mr. Collins announced that the Board would retire into a second 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.
- Conference with Real Property Negotiator *Government Code Section 54956.8*

Property: Approximately 12.9 acres of District land improved with approximately 40,073 sq. ft. of facilities located at 9790 Finch Avenue, Fountain Valley,

California (former Fred Moiola School Site) (“Property”).

Negotiating Parties: Fountain Valley School District, real property negotiators Christine Fullerton, Assistant Superintendent, Business Services and District legal counsel (Lessor), and an unidentified number of potential buyers or lessees for the Property which may acquire or lease all or a portion of the Property through statutory rights, public bid, or request for proposal processes (Proposed Buyer(s)/Lessee(s)).

Under Negotiation: Instruction to negotiators will concern price and terms of payment issues associated with possible sale or lease of all or a portion of the identified Property.

ADJOURNMENT

Motion: Mrs. Schultz moved to adjourn the meeting at 7:28PM.

Second: Mrs. Galindo

Vote: 5-0

/rl

FOUNTAIN VALLEY SCHOOL DISTRICT
February 21, 2019

1.0 EMPLOYMENT FUNCTIONS:

1.1 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CERTIFICATED CHANGE OF STATUS, EFFECTIVE THE FIRST DAY OF THEIR WORK YEAR 2018-2019 SCHOOL YEAR.

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>FROM</u>	<u>TO</u>	<u>EFFECTIVE</u>
1.1.1	Barham, Deborah	ELA/Social Science	Masuda	Temporary	Prob II	08/30/2018
1.1.2	Belle, Margo	SDC/MS	Fulton	Temporary	Prob I	08/30/2018
1.1.3	Boyack, Jennifer	SDC/Pre-School	Oka	Prob I	Prob II	08/30/2018
1.1.4	Darrah, Kristen	ELA/Social Science	Masuda	Temporary	Prob II	08/30/2018
1.1.5	Effinger, Kristen	ELA/Social Science	Fulton	Temporary	Prob I	08/30/2018
1.1.6	Grudt, Julie	SDC/Pre-School	Cox	Temporary	Prob I	08/30/2018
1.1.7	Hale, Alyson	Counselor	Talbert	Temporary	Prob I	08/30/2018
1.1.8	Lokken, Megan	Science	Talbert	Temporary	Prob II	08/30/2018
1.1.9	Manfre, Elise	Speech & Language	Tamura	Temporary	Prob I	08/30/2018
1.1.10	Margala, Michal	Speech & Language	Masuda/Talbert	Temporary	Prob I	08/30/2018
1.1.11	Marley, Kayla	ELA/Social Science	Talbert	Temporary	Prob II	08/30/2018
1.1.12	Mercado, Dawn	SDC/MS	Newland	Temporary	Prob I	08/30/2018
1.1.13	Merlos, Zobeida	Science	Masuda	Temporary	Prob I	08/30/2018
1.1.14	Pitsker, Erin	Counselor	Talbert	Prob I	Prob II	08/30/2018
1.1.15	Rodriguez, Rachelle	Speech & Language	Newland	Prob I	Prob II	08/30/2018
1.1.16	Sanderson, Angela	SDC/MS	Tamura	Temporary	Prob I	08/30/2018
1.1.17	Velasco, Giovanni	Resource Specialist	Fulton	Prob I	Prob II	08/30/2018

1.2 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING NEW CERTIFICATED EMPLOYEE ON TEMPORARY CONTRACT FOR THE 2018-2019 SCHOOL YEAR:

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>EFFECTIVE</u>
1.2.1	Neill, Bailey	Early Entry Kindergarten	Oka	01/31/2018

**FOUNTAIN VALLEY SCHOOL DISTRICT
PERSONNEL ITEMS FOR APPROVAL
February 21, 2019**

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	Anderson, Catherine	Courreges	NDA	01/07/2019
2.1.2	Geertson, Dana	Cox	NDA	01/07/2019
2.1.3	Gonzales, Cristina	Cox	NDA	01/07/2019
2.1.4	Nieves-Garcia, Maria	Cox	NDA	01/07/2019
2.1.5	Meade, Marsha	Cox	NDA	01/07/2019
2.1.6	Duvall, Shiney	Cox	NDA	01/07/2019
2.1.7	Asis, Susana	Cox	NDA	01/07/2019
2.1.8	Cannon, Terry	Fulton	NDA	01/07/2019
2.1.9	Ramirez, Arlene	Fulton	NDA	01/07/2019
2.1.10	Lawrence, Pam	Fulton	NDA	01/07/2019
2.1.11	Alwin, Georgene	Fulton	NDA	01/07/2019
2.1.12	Matsumoto, Julia	Fulton	NDA	01/07/2019
2.1.13	Mager, Kelly	Gisler,	NDA	01/07/2019
2.1.14	Garton, Lucinda	Gisler	NDA	01/07/2019
2.1.15	Sahinyilmaz, Husene	Masuda	NDA	01/07/2019
2.1.16	Phan, Xuan	Masuda	NDA	01/07/2019
2.1.17	Church, Leah	Masuda	NDA	01/07/2019
2.1.18	Jones, Allison	Masuda	NDA	01/07/2019
2.1.19	Kelly, Shannon	Newland	NDA	01/07/2019
2.1.20	Smith, Cindy	Newland	NDA	01/07/2019
2.1.21	Levy, Jay	Oka	NDA	01/07/2019
2.1.22	Powers, Audrey	Oka	NDA	01/07/2019
2.1.23	Rowland, Elizabeth	Oka	NDA	01/07/2019
2.1.24	Soderberg, Lindsey	Plavan	NDA	01/07/2019
2.1.25	Dadaboy, Salma	Plavan	NDA	01/07/2019
2.1.26	Nourse, Ginette	Talbert	NDA	01/07/2019
2.1.27	Tran, Lan	Talbert	NDA	01/07/2019

2.1.28	Martinez, Alba	Talbert	NDA	01/07/2019
2.1.29	Finseth, Mark	Talbert	NDA	01/07/2019
2.1.30	Karabit, Huda	Tamura	NDA	01/07/2019
2.1.31	Battiolo, Maria	Tamura	NDA	01/07/2019
2.1.32	Stapp, Nancy	Tamura	NDA	01/07/2019
2.1.33	Coziahr, Jill	Tamura	NDA	01/07/2019
2.1.34	Peterson, Kimberly	Tamura	NDA	01/07/2019
2.1.35	Phuong, Kylan	Fulton	IA-Applied Behavior Analysis	01/16/2019
2.1.36	Kallen, Diane	Courreges ESP	ESP Assistant	01/25/2019
2.1.37	Cortez, Geny	Gisler ESP	ESP Assistant	02/07/2019
2.1.38	Kircher, Erin	Newland ESP	ESP Assistant	01/25/2019
2.1.39	Varela, Jessica	Newland	Behavior Intervention Assistant	01/25/2019
2.1.40	Trejo, Jacqueline	Oka CDC	Preschool Assistant	02/04/2019

2.2 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE PROBATIONARY DISMISSAL OF CLASSIFIED EMPLOYEE #4245, IA APPLIED BEHAVIOR ANALYSIS AT FULTON MIDDLE SCHOOL, EFFECTIVE 01/11/2019.

2.3 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE PROBATIONARY DISMISSAL OF CLASSIFIED EMPLOYEE #4278, ESP ASSISTANT AT COURREGES, EFFECTIVE 01/16/2019.

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

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>REASON</u>	<u>EFFECTIVE</u>
2.4.1	Landau, Deborah	Courreges	IA Moderate/Severe	Sick Leave	01/30/2019
2.4.2	Huerta Viveros, Jonathan	Plavan	Custodian	Parental Leave	02/04/2019

2.5 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE RETIREMENT OF THE FOLLOWING CLASSIFIED EMPLOYEE:

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
2.5.1	Burroughs, Belinda	District Office	Application Specialist	03/29/2019

2.6 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE PROMOTION OF CLASSIFIED EMPLOYEE, TAMARA WICKHAM ESP INSTRUCTOR AT TAMURA TO ESP COORDINATOR AT OKA, EFFECTIVE 01/07/2019.

2.7 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE RESIGNATION OF THE FOLLOWING CLASSIFIED EMPLOYEES:

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
2.7.1	Johnson, Jennifer	Fulton	Library Media Technician	01/10/2019
2.7.2	Del Toro, Diane	Gisler	ESP Assistant	01/18/2019
2.7.3	Mondragon, Gardelia	Plavan	Food Service Worker	02/01/2019
2.7.4	Nhek, Mino	District Office	Senior Accounting Assistant	02/15/2019

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

February 21, 2019

EDUCATIONAL SERVICES

3.0 APPROVAL OF ADDITIONAL DUTY REQUESTS

	<u>NAME</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>BUDGET</u>	<u>DATE</u>
3.1	ROSE, Jennifer (Fulton)	Sports coach for boys girls volleyball team	\$500 stipend + benefits per sport	010232989-1115	2018/2019 school year

Rationale for late submittal: Did not receive request from school in time for previous Board approval.

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	SHARPE, Diane (Food Services)	CSNA Industry Seminar	Dana Point, CA	Actual and Necessary	133207380-5210	5/5 - 5/7/2019
4.2	SHARPE, Diane (Food Services)	Childhood Obesity Conference	Anaheim, CA	Actual and Necessary	133207380-5210	7/15 - 7/18/2019

5.0 APPROVAL OF AMENDMENTS(S)

5.1 Please amend Personnel Items, Educational Services, dated November 8, 2018, **Approval of Additional Duty Requests**, Item 4.5 as follows:

Change from:

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>BUDGET</u>	<u>DATE</u>
BLACKETT, Pam (Ed Services)	GATE testing at the 10 FVSD school sites	Hourly certificated rate	016158155-1115	January 14, 2019 - February 14, 2019

Change to:

FOULKE, Sherry CRAWFORD, Linda (Ed Services)	(same)	(same)	(same)	January 14, 2019 - February 21, 2019
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FOUNTAIN VALLEY SCHOOL DISTRICT
DONATIONS

BOARD APPROVAL DATE: 2/21/2019

SCHOOL	DONOR	AMOUNT	DESCRIPTION / INTENDED USE
Tam, Ful, Cou	County of Orange	\$350.00	\$50 stipend to each school
Cox, Oka, Gis	Registrar of Voters		for hosting voting
Newland			
COURREGES			
	Courreges PTA	\$3,216.16	Principal's Discretion
COX			
	Cox PTO	\$1,249.76	5th Gr. Field trip to JPL
	Cox PTO	\$1,249.76	Field Trip Transportation
FULTON			
	Rehling's Honor's Students	\$209.00	Purchase Julius Caesar Books
	Fulton PTA	\$1,000.00	Speaker - Frank Kitchen
	Rehling's Honor's Students	\$56.00	Purchase Julius Caesar Books
	Fulton PTA	\$1,199.40	Cheer Coach Stipend/Benefits
	Fulton PTA	\$599.70	Sports Coach Stipend/Benefits
	Fulton PTA	\$106.81	Release - ASB
	Fulton PTA	\$2,146.97	Clubs
	Matthew Lemmons	Piano-\$1,000 value	Music Instruction
	Matthew Lemmons	\$200.00	Piano tuning/repairs - Music Instruction
NEWLAND			
	Newland PTA	\$21,185.88	Purchase of Chrome Books & Carts
OKA			

	Diane Carroll	\$5,000.00	Principal's Discretion
PLAVAN			
	The Benevity Community	\$120.00	Instructional Supplies
TALBERT			
	Talbert-Music Parents & PTO Scrip Orders	\$194.46	Talbert's Music Program
	Talbert PTO	\$43.96	Colored Paper for PTO use
	Talbert Parents	\$1,720.00	8th Gr. Field trip to UCLA- tours
	Talbert PTO	\$500.00	Motivational Millennial Spkr - 10/23/18
	Talbert STEAM parents/students	\$550.00	8th gr. STEM field trip to UCI
TAMURA			
	Vuong Hung Pham & Phillip Luu	\$258.00	Principal's Discretion/Chromebook

**FOUNTAIN VALLEY SCHOOL DISTRICT
BOARD MEETING FEBRUARY 21, 2019**

To: Christine Fullerton
From: Mino Nhek
Subject: Warrant Listing and ACH Payments
Warrant Numbers: 82672 - 83002
Dates: 12/27/2018 - 1/30/2019

Fund 01	General Fund	435,163.03
Fund 12	Child Development	38,138.47
Fund 13	Cafeteria	59,574.48
Fund 14	Deferred Maintenance	-
Fund 21	GOB 2016 Election	161,838.76
Fund 25	Capital Facilities	-
Fund 40	Special Reserves	23,030.16
Fund 68	Worker Comp	153,362.64
Fund 69	Insurance	459,936.30
TOTAL		\$ 1,331,043.84

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
 BOARD OF TRUSTEES MEETING 02/21/2019

FROM 12/21/2018 TO 01/31/2019

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
M20M4096	WINCO WINDOW COMPANY	2,544.00	2,544.00	012869390 5645	Maintenance / Outside Svcs-Repairs & Mainten
M20M4182	SWRCB ACCOUNTING OFFICE	1,400.00	1,400.00	012869390 5645	Maintenance / Outside Svcs-Repairs & Mainten
M20M4183	BLACK DIAMOND CONTRACTING GROU	3,685.00	3,685.00	012869390 5645	Maintenance / Outside Svcs-Repairs & Mainten
M20M4213	GRUETT TREE COMPANY INC	17,500.00	17,500.00	012899390 5645	Gardening / Outside Svcs-Repairs & Mainten
M20M4214	BEACH WIRE & CABLE INC.	1,185.04	1,185.04	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
M20M4216	HILLYARD / LOS ANGELES	30.83	30.83	012889390 4340	Custodial / Custodial Supplies
M20M4217	GRUETT TREE COMPANY INC	3,000.00	3,000.00	012899390 5645	Gardening / Outside Svcs-Repairs & Mainten
M20M4218	MENDTRONIX INC.	355.53	355.53	012869390 5645	Maintenance / Outside Svcs-Repairs & Mainten
M20M4219	NORM'S REFRIGERATION & ICE EQU	340.00	340.00	012869390 5645	Maintenance / Outside Svcs-Repairs & Mainten
M20M4220	SMD INC	482.74	482.74	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
M20M4221	KIMBALL MIDWEST	427.29	427.29	012869390 4345	Maintenance / Maintenance Supplies
M20M4222	HILLYARD / LOS ANGELES	204.04	204.04	012889390 4340	Custodial / Custodial Supplies
M20M4224	BEACH WIRE & CABLE INC.	350.84	350.84	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
M20M4225	TYCO FIRE & SECURITY (US) MANA	1,231.16	615.58	012869390 5645	Maintenance / Outside Svcs-Repairs & Mainten
			615.58	014869390 5899	STAR Building DO-Routine Maint / Other Operating Expenses
M20M4229	REFRIGERATION SUPPLIES DISTRIB	800.00	800.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
M20M4230	BIG D SUPPLIES	57.79	57.79	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
M20M4233	A & R FLOOR COVERING	274.24	274.24	012869390 4345	Maintenance / Maintenance Supplies
M20R1022	HP COMPUTING & PRINTING INC	2,200.00	200.00	010019961 4330	Medi-Cal Billing-Instructional / Printing/Xerox Supplies
			200.00	012109078 4330	Tech/Media Office Operation / Printing/Xerox Supplies
			200.00	012658155 4330	Assessment and Accountability / Printing/Xerox Supplies
			200.00	012719165 4330	Superintendent / Printing/Xerox Supplies
			200.00	012719275 4330	Educational Services Admin / Printing/Xerox Supplies
			200.00	012719470 4330	Personnel Department / Printing/Xerox Supplies
			200.00	012849380 4330	Fiscal Services / Printing/Xerox Supplies
			200.00	012869390 4330	Maintenance / Printing/Xerox Supplies
			200.00	016919395 4330	7240 Special Ed Transportation / Printing/Xerox Supplies
M20R1024	HP COMPUTING & PRINTING INC	4,000.00	200.00	010011010 4310	Sch Site Instr - Tamura / Instructional Supplies
			200.00	010011616 4310	Sch Site Instr - Newland / Instructional Supplies
			200.00	010013131 4310	Sch Site Instr - Gisler / Instructional Supplies
			200.00	010013232 4310	Sch Site Instr - Cox / Instructional Supplies
			200.00	010013737 4310	Sch Site Instr - Oka / Instructional Supplies

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M20R1024	*** CONTINUED ***				
			200.00	010014040 4310	Sch Site Instr - Plavan / Instructional Supplies
			200.00	010014747 4310	Sch Site Instr - Courreges / Instructional Supplies
			200.00	010142929 4310	Sch Site Instr - Fulton / Instructional Supplies
			200.00	010143838 4310	Sch Site Instr - Talbert / Instructional Supplies
			200.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
M20R1089	HEINEMANN	9,452.23	9,452.23	011235675 4310	State Standards Discret-READING / Instructional Supplies
M20R1126	ATKINSON ANDELSON LOYA RUDD &	1,000.00	1,000.00	012719165 5830	Superintendent / Legal Fees
M20R1131	LEVEL 27 MEDIA	348.21	348.21	012719165 4325	Superintendent / Office Supplies
M20R1137	PEARSON CLINICAL ASSESSMENT	1,999.64	1,020.89	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
			978.75	012299963 5826	Medi-Cal Billing-Psychologists / Licensing/Software,Maint/Su
M20R1140	ACSA FOUNDATION FOR	1,155.00	1,155.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
M20R1141	CSM CONSULTING INC	11,300.00	11,300.00	012109076 5813	E-Rate / Consultant
M20R1142	PEARSON CLINICAL ASSESSMENT	1,359.38	1,359.38	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
M20R1143	JOHN RIZUTO KILN SERVICE	263.14	263.14	010142989 4311	Donations - Fulton / Elective Supplies
M20R1146	SEHI COMPUTER PRODUCTS	21,260.63	2,610.00	010011616 4320	Sch Site Instr - Newland / Computer Supplies
			16,638.75	010011616 4399	Sch Site Instr - Newland / Equipment Under \$500
			1,642.13	010011616 4410	Sch Site Instr - Newland / Fixed Assets \$500-\$5000
			369.75	010011616 5899	Sch Site Instr - Newland / Other Operating Expenses
M20R1151	THOMSON REUTERS/BARCLAY	369.97	369.97	016919395 4349	7240 Special Ed Transportation / Transportation Supplies (on
M20R1152	SUPER DUPER SCHOOL COMPANY	1,638.47	1,638.47	010019962 4322	Medi-Cal Billing - S&L / Testing Supplies
M20R1154	HAWTHORNE EDUCATIONAL SERVICES	105.48	105.48	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
M20R1155	WESTERN PSYCHOLOGICAL	1,157.65	1,157.65	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
M20R1156	PEARSON CLINICAL ASSESSMENT	427.44	427.44	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
M20R1157	HOUGHTON MIFFLIN HARCOURT	269.20	269.20	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
M20R1158	HUNTINGTON BEACH UNION HSD	841.60	841.60	010014789 5811	PTA Donations - Courreges / Transportation Outside Agency
M20R1159	FOLLETT SCHOOL SOLUTIONS INC.	1,000.00	1,000.00	010459075 4310	Pupil Achievement-Library / Instructional Supplies
M20R1160	STUTTERING THERAPY RESOURCES I	266.44	266.44	010019962 4322	Medi-Cal Billing - S&L / Testing Supplies
M20R1161	PAUL H. BROOKES PUBLISHING CO.	152.13	152.13	010019962 4322	Medi-Cal Billing - S&L / Testing Supplies
M20R1166	PEARSON CLINICAL ASSESSMENT	2,764.12	2,764.12	010019962 4322	Medi-Cal Billing - S&L / Testing Supplies
M20R1169	LEVEL 27 MEDIA	41.33	41.33	012849470 4325	Payroll Fiscal Services / Office Supplies
M20R1170	WRITE NOW RIGHT NOW	346.26	346.26	011533775 4310	Cotsen Foundation - Oka / Instructional Supplies
M20R1173	BUREAU OF EDUCATION & RESEARCH	538.00	538.00	010114055 5210	Title I - Plavan / Travel, Conference, Workshop

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M20R1174	SOCAL TEACHER TOOLS	750.00	750.00	011235675 5210	State Standards Discrt-READING / Travel, Conference, Works
M20R1175	JAMF HOLDINGS INC & SUBSIDIARI	8,649.00	8,649.00	012109078 5826	Tech/Media Office Operation / Licensing/Software,Maint/Supp
M20R1176	CDWG	343.00	343.00	012109078 4320	Tech/Media Office Operation / Computer Supplies
M20R1177	PEARSON CLINICAL ASSESSMENT	456.76	119.63	010019961 4322	Medi-Cal Billing-Instructional / Testing Supplies
			337.13	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
M20R1181	MHS INC.	203.91	203.91	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
M20R1182	MEDIC FIRST AID INTERNATIONAL	340.16	340.16	012739962 4310	Medi-Cal Billing-Nurses / Instructional Supplies
M20R1183	TANG COMPANY LLC	5,229.00	5,229.00	010113755 5210	Title I - Oka / Travel, Conference, Workshop
M20R1185	SCHOOL SPECIALTY	568.80	568.80	011235675 4310	State Standards Discrt-READING / Instructional Supplies
M20R1186	LAKESHORE LEARNING MATERIALS	189.00	189.00	010011010 4310	Sch Site Instr - Tamura / Instructional Supplies
M20R1189	ETS	321.10	321.10	010028255 4322	Intervention-Administrative / Testing Supplies
M20R1190	VIRCO MANUFACTURING	364.10	364.10	010019380 4399	School Equipment / Equipment Under \$500
M20R1191	KI	1,293.26	1,293.26	010019380 4399	School Equipment / Equipment Under \$500
M20R1196	VIRCO MANUFACTURING	1,390.02	1,390.02	010019380 4410	School Equipment / Fixed Assets \$500-\$5000
M20R1197	SOUTHWEST SCHOOL AND OFFICE SU	122.87	122.87	012719380 4325	Business Department / Office Supplies
M20R1198	GUITAR CENTER INC.	442.63	442.63	010099276 5645	Instrumental Music / Outside Srvs-Repairs & Mainten
M20R1200	KLINGSPOR WOODWORKING SHOP	213.04	213.04	010142989 4311	Donations - Fulton / Elective Supplies
M20R1201	SOUTHWEST SCHOOL AND OFFICE SU	100.00	100.00	015511060 4310	Special Ed. - Tamura RSP / Instructional Supplies
M20R1202	SCHOOL HEALTH CORPORATION	48.60	48.60	012731010 4327	Health Supplies - Tamura / Health Supplies
M20R1204	DIGITAL TECH FRONTIER LLC	48.88	48.88	010055775 4310	State Standards-CGI / Instructional Supplies
M20R1208	CASBO	795.00	795.00	012719380 5210	Business Department / Travel, Conference, Workshop
M20R1211	BOOKSOURCE	378.63	378.63	011235675 4310	State Standards Discrt-READING / Instructional Supplies
M20R1212	BARNES AND NOBLE	184.27	184.27	011235675 4310	State Standards Discrt-READING / Instructional Supplies
M20R1213	SCHOLASTIC BOOK ORDERS	958.63	958.63	011235675 4310	State Standards Discrt-READING / Instructional Supplies
M20R1214	BOOKSOURCE	930.14	930.14	011235675 4310	State Standards Discrt-READING / Instructional Supplies
M20R1215	MOMENTUM IN TEACHING LLC	3,400.00	3,400.00	011235675 5215	State Standards Discrt-READING / Staff Development
M20R1216	SOCIAL THINKING PUBLISHING	242.99	242.99	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
M20R1217	LEVEL 27 MEDIA	32.63	32.63	010019961 4325	Medi-Cal Billing-Instructional / Office Supplies
M20R1220	CALIFORNIA SCHOOL LIBRARY ASSO	1,005.00	1,005.00	010459075 5210	Pupil Achievement-Library / Travel, Conference, Workshop
M20R1224	COSTCO - FOUNTAIN VALLEY	1,493.35	1,493.35	012109078 4410	Tech/Media Office Operation / Fixed Assets \$500-\$5000
M20R1225	BOOKSOURCE	1,278.80	1,278.80	010013737 4310	Sch Site Instr - Oka / Instructional Supplies
M20R1226	FOLLETT SCHOOL SOLUTIONS INC.	949.80	949.80	010459075 4210	Pupil Achievement-Library / Library Books
M20R1229	SOUTHWEST SCHOOL AND OFFICE SU	441.88	441.88	010019380 4399	School Equipment / Equipment Under \$500

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M20R1230	SUPER DUPER SCHOOL COMPANY	293.58	293.58	010019962 4322	Medi-Cal Billing - S&L / Testing Supplies
M20R1231	TEACHER SYNERGY LLC	122.99	122.99	010055775 4310	State Standards-CGI / Instructional Supplies
M20R1232	SEHI COMPUTER PRODUCTS	549.38	549.38	010019961 4399	Medi-Cal Billing-Instructional / Equipment Under \$500
M20R1233	APPLE COMPUTER ORDER DEPARTMEN	417.16	417.16	010019961 4399	Medi-Cal Billing-Instructional / Equipment Under \$500
M20R1234	BLACKBOARD CONNECT INC.	9,544.50	2,386.12	011258155 5826	Parent Involvement-Media / Licensing/Software,Maint/Supp
			7,158.38	012658155 5826	Assessment and Accountability / Licensing/Software,Maint/Sup
M20R1238	ORANGE COUNTY REGISTER	392.31	392.31	012849380 4325	Fiscal Services / Office Supplies
M20R1239	SOUTHWEST SCHOOL AND OFFICE SU	168.41	168.41	010055875 4310	State Standards-ES SCIENCE / Instructional Supplies
M20R1240	LAKESHORE LEARNING MATERIALS	331.00	331.00	010055875 4310	State Standards-ES SCIENCE / Instructional Supplies
M20R1242	APPLE COMPUTER ORDER DEPARTMEN	150.08	150.08	012109078 4320	Tech/Media Office Operation / Computer Supplies
M20R1243	LAKESHORE LEARNING MATERIALS	75.00	75.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
M20R1244	VEX ROBOTICS INC.	4,893.72	4,893.72	017113875 4310	Robotics-Talbert / Instructional Supplies
M20R1245	CHERRY BROS LLC.	3,673.43	3,673.43	010143889 4311	Donations - Talbert / Elective Supplies
M20R1246	LAKESHORE LEARNING MATERIALS	150.00	150.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
M20R1247	SCHOOL NURSE SUPPLY INC	54.48	54.48	012733838 4327	Health Supplies - Talbert / Health Supplies
M20R1249	MAGENTA COMPUTER CENTER	107.66	107.66	012109078 4320	Tech/Media Office Operation / Computer Supplies
M20R1250	GUEST COMMUNICATIONS CORPORATI	15,754.09	15,754.09	010050080 4329	Site Safety / Disaster Supplies
M20R1251	SAN BERNARDINO COUNTY SUPERINT	80.00	80.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
M20R1253	AMAZON.COM LLC	498.36	498.36	012109078 4399	Tech/Media Office Operation / Equipment Under \$500
M20R1254	BOOKSOURCE	291.04	291.04	011235675 4310	State Standards Discrt-READING / Instructional Supplies
M20R1255	BARNES AND NOBLE	807.95	807.95	011235675 4310	State Standards Discrt-READING / Instructional Supplies
M20R1256	BOOKSOURCE	52.84	52.84	011235675 4310	State Standards Discrt-READING / Instructional Supplies
M20R1257	LAKESHORE LEARNING MATERIALS	123.73	123.73	011235675 4310	State Standards Discrt-READING / Instructional Supplies
M20R1258	BOOKSOURCE	213.17	213.17	011235675 4310	State Standards Discrt-READING / Instructional Supplies
M20R1260	REALLY GOOD STUFF INC	164.07	164.07	011235675 4310	State Standards Discrt-READING / Instructional Supplies
M20R1261	AMAZON.COM LLC	175.48	175.48	011235675 4310	State Standards Discrt-READING / Instructional Supplies
M20R1262	AMAZON.COM LLC	397.77	397.77	011235675 4310	State Standards Discrt-READING / Instructional Supplies
M20R1264	E.G.BRENNAN & CO.	187.91	187.91	012059385 4330	Publications / Printing/Xerox Supplies
M20R1266	TEACHER SYNERGY LLC	485.72	485.72	011235675 4310	State Standards Discrt-READING / Instructional Supplies
M20R1267	MHS INC.	383.34	383.34	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
M20R1268	SCHOLASTIC BOOK ORDERS	1,196.25	1,196.25	010144989 4310	Donations - Masuda / Instructional Supplies
M20R1269	STAPLES	225.00	225.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
M20R1272	BARNES AND NOBLE	250.04	250.04	012333255 4310	Title III-EL-Cox / Instructional Supplies

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M20R1273	STENHOUSE PUBLISHERS	516.92	516.92	011235675 4310	State Standards Discrt-READING / Instructional Supplies
M20R1274	CODECAMPUS LLC	4,320.00	4,320.00	017114075 5813	Robotics-Plavan / Consultant
M20R1275	GARETH STEVENS PUBLISHING LLLP	934.92	934.92	012333255 4310	Title III-EL-Cox / Instructional Supplies
M20R1276	RAPTOR TECHNOLOGIES LLC	1,087.50	1,087.50	010050080 4347	Site Safety / Repair & Upkeep Equip Supplies
M20R1277	PROMPT INSTITUTE	1,500.00	1,500.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
M20R1278	LAKESHORE LEARNING MATERIALS	80.66	80.66	015514760 4310	Special Ed. - Courreges RSP / Instructional Supplies
M20R1279	HEINEMANN	409.69	409.69	011235675 4310	State Standards Discrt-READING / Instructional Supplies
M20R1281	SAMS CLUB	543.75	543.75	012658155 5899	Assessment and Accountability / Other Operating Expenses
M20R1282	REALLY GOOD STUFF INC	162.76	162.76	011235675 4310	State Standards Discrt-READING / Instructional Supplies
M20R1283	AKJ BOOKS	1,023.65	1,023.65	011235675 4310	State Standards Discrt-READING / Instructional Supplies
M20R1286	AKJ BOOKS	643.60	643.60	011235675 4310	State Standards Discrt-READING / Instructional Supplies
M20R1288	ORANGE COUNTY DEPARTMENT OF ED	25.00	25.00	010142989 5210	Donations - Fulton / Travel, Conference, Workshop
M20R1289	AKJ BOOKS	107.19	107.19	011235675 4310	State Standards Discrt-READING / Instructional Supplies
M20R1290	TEACHER SYNERGY LLC	68.50	68.50	011235675 4310	State Standards Discrt-READING / Instructional Supplies
M20R1296	EAGLE SOFTWARE INC.	350.00	350.00	012109078 5210	Tech/Media Office Operation / Travel, Conference, Workshop
M20R1299	SCHOOL HEALTH CORPORATION	69.27	69.27	012739963 4327	Medi-Cal Billing-Health Serv. / Health Supplies
M20R1300	SPICERS PAPER INC	1,441.59	1,441.59	012059385 4330	Publications / Printing/Xerox Supplies
M20R1302	COSTCO - FOUNTAIN VALLEY	1,438.24	1,438.24	017113875 4410	Robotics-Talbert / Fixed Assets \$500-\$5000
M20R1303	BUREAU OF EDUCATION & RESEARCH	269.00	269.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
M20R1306	SEHI COMPUTER PRODUCTS	10,625.44	9,870.44	010142989 4311	Donations - Fulton / Elective Supplies
			755.00	010142989 4410	Donations - Fulton / Fixed Assets \$500-\$5000
M20R1308	LAKESHORE LEARNING MATERIALS	504.64	504.64	010055875 4310	State Standards-ES SCIENCE / Instructional Supplies
M20R1310	SOUTHWEST SCHOOL AND OFFICE SU	375.00	375.00	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
M20R1312	FOLLETT SCHOOL SOLUTIONS INC.	987.76	987.76	010459075 4210	Pupil Achievement-Library / Library Books
M20R1313	SOUTHWEST SCHOOL AND OFFICE SU	150.00	150.00	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
M20R1315	BLICK ART MATERIALS	300.00	300.00	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
M20R1316	BOOKSOURCE	150.68	150.68	011235675 4310	State Standards Discrt-READING / Instructional Supplies
M20R1317	S & S WORLDWIDE	78.28	78.28	011235675 4310	State Standards Discrt-READING / Instructional Supplies
M20R1318	LAKESHORE LEARNING MATERIALS	333.98	333.98	011235675 4310	State Standards Discrt-READING / Instructional Supplies
M20R1321	STAPLES	200.00	200.00	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
M20R1322	SCHOOL HEALTH CORPORATION	910.14	910.14	010239275 4310	School Nurse Expansion Project / Instructional Supplies
M20R1324	SCHOOL SPECIALTY	33.76	33.76	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
M20R1325	ARIEL SUPPLY INC.	104.29	104.29	012059385 4330	Publications / Printing/Xerox Supplies

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M20R1327	SEHI COMPUTER PRODUCTS	168,420.26	168,420.26	012109078 4399	Tech/Media Office Operation / Equipment Under \$500
M20S8039	ADVANTAGE WEST INVESTMENT ENTE	103.42	103.42	011000000 9320	Revenue Limit - State Revenues / STORES
M20S8040	UNITED HEALTH SUPPLIES	262.63	262.63	011000000 9320	Revenue Limit - State Revenues / STORES
M20S8041	SOUTHWEST SCHOOL AND OFFICE SU	2,088.00	2,088.00	011000000 9320	Revenue Limit - State Revenues / STORES
M20S8042	ADVANTAGE WEST INVESTMENT ENTE	3,541.77	3,541.77	011000000 9320	Revenue Limit - State Revenues / STORES
M20S8043	P & R PAPER SUPPLY COMPANY	147.94	147.94	011000000 9320	Revenue Limit - State Revenues / STORES
Fund 01 Total:		377,810.76	375,410.76		

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M20M4215	HOME DEPOT	1,975.00	1,975.00	120016098 4410	Extended School Instructional / Fixed Assets \$500-\$5000
M20R1022	HP COMPUTING & PRINTING INC	2,200.00	200.00	120336098 4330	Extended School Administration / Printing/Xerox Supplies
M20R1171	SURPLUS TWO WAY RADIOS	206.09	42.96	120016098 4347	Extended School Instructional / Repair & Upkeep Equip Suppli
			163.13	120016098 5645	Extended School Instructional / Outside Srvs-Repairs & Maint
M20R1193	LAKESHORE LEARNING MATERIALS	368.61	368.61	120016198 4310	State Preschool Instructional / Instructional Supplies
M20R1194	LAKESHORE LEARNING MATERIALS	243.52	243.52	120086198 4310	CSPP QRIS Block Grant Instr / Instructional Supplies
M20R1195	LAKESHORE LEARNING MATERIALS	521.86	521.86	120086198 4310	CSPP QRIS Block Grant Instr / Instructional Supplies
M20R1207	STAPLES	108.75	108.75	120016098 4310	Extended School Instructional / Instructional Supplies
M20R1209	LAKESHORE LEARNING MATERIALS	391.40	391.40	120016198 4310	State Preschool Instructional / Instructional Supplies
M20R1210	LAKESHORE LEARNING MATERIALS	760.16	760.16	120016098 4410	Extended School Instructional / Fixed Assets \$500-\$5000
M20R1227	LAKESHORE LEARNING MATERIALS	108.75	108.75	120016098 4310	Extended School Instructional / Instructional Supplies
M20R1237	SOUTHWEST SCHOOL AND OFFICE SU	2,651.33	2,651.33	120016198 4410	State Preschool Instructional / Fixed Assets \$500-\$5000
M20R1284	LAKESHORE LEARNING MATERIALS	592.36	592.36	120016198 4310	State Preschool Instructional / Instructional Supplies
M20R1285	LAKESHORE LEARNING MATERIALS	1,241.65	1,241.65	120086198 4310	CSPP QRIS Block Grant Instr / Instructional Supplies
M20R1287	ORANGE COUNTY DEPARTMENT OF ED	150.00	150.00	120086198 5210	CSPP QRIS Block Grant Instr / Travel, Conference, Workshop
M20R1291	SURPLUS TWO WAY RADIOS	215.85	26.08	120016098 4347	Extended School Instructional / Repair & Upkeep Equip Suppli
			189.77	120016098 4399	Extended School Instructional / Equipment Under \$500
M20R1293	LAKESHORE LEARNING MATERIALS	972.23	972.23	120086198 4310	CSPP QRIS Block Grant Instr / Instructional Supplies
M20R1297	TOMARK SPORTS	128.30	128.30	120016198 4310	State Preschool Instructional / Instructional Supplies
M20R1311	SAMS CLUB	782.13	782.13	120016198 4310	State Preschool Instructional / Instructional Supplies
M20R1319	LENOVO (UNITED STATES) INC.	2,392.48	2,392.48	120016098 4310	Extended School Instructional / Instructional Supplies
M20R1320	LAKESHORE LEARNING MATERIALS	695.78	695.78	120086198 4310	CSPP QRIS Block Grant Instr / Instructional Supplies
M20R1323	BARNES AND NOBLE	59.98	59.98	120016198 4310	State Preschool Instructional / Instructional Supplies
	Fund 12 Total:	16,766.23	14,766.23		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 02/21/2019

FROM 12/21/2018 TO 01/31/2019

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
M20R1022	HP COMPUTING & PRINTING INC	2,200.00	200.00	133207380 4330	Cafeteria Fund / Printing/Xerox Supplies
M20R1024	HP COMPUTING & PRINTING INC	4,000.00	2,000.00	133207380 4330	Cafeteria Fund / Printing/Xerox Supplies
M20R1113	LEVEL 27 MEDIA	176.99	176.99	133207380 5870	Cafeteria Fund / Printing & Repro Outside Agency
M20R1162	CALIFORNIA DEPARTMENT OF EDUCA	501.60	501.60	133207380 4710	Cafeteria Fund / Food
M20R1165	E-CONTROL SYSTEMS INC.	15,856.13	13,706.13	133207380 4399	Cafeteria Fund / Equipment Under \$500
			2,150.00	133207380 5645	Cafeteria Fund / Outside Srvs-Repairs & Mainten
M20R1167	GALASSOS BAKERY	10,000.00	10,000.00	133207380 4710	Cafeteria Fund / Food
M20R1172	SCSNA	65.00	65.00	133207380 5210	Cafeteria Fund / Travel, Conference, Workshop
M20R1187	CALIFORNIA SCHOOL NUTRITION AS	395.00	395.00	133207380 5210	Cafeteria Fund / Travel, Conference, Workshop
M20R1188	CHILDHOOD OBESITY ATTENDEE	375.00	375.00	133207380 5210	Cafeteria Fund / Travel, Conference, Workshop
M20R1203	CELTIC CAPITAL CORPORATION	300.00	300.00	133207380 4710	Cafeteria Fund / Food
M20R1206	LEVEL 27 MEDIA	147.66	147.66	133207380 5870	Cafeteria Fund / Printing & Repro Outside Agency
M20R1221	AFFILIATED PACKAGING SPEC. INC	672.06	672.06	133207380 4790	Cafeteria Fund / Food Services Supplies
M20R1280	LYTLE SCREEN PRINTING INC.	117.19	117.19	133207380 4790	Cafeteria Fund / Food Services Supplies
M20R1298	PREMIER FOOD SAFETY	139.00	139.00	133207380 5215	Cafeteria Fund / Staff Development
	Fund 13 Total:	34,945.63	30,945.63		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 02/21/2019

FROM 12/21/2018 TO 01/31/2019

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
M20M4099	WEST COAST AIR CONDITIONING CO	1,050,000.00	425,000.00	142864789 6299	Def Maint-Courreges / Other Building & Improvement
			625,000.00	142864989 6299	Def Maint-Masuda / Other Building & Improvement
	Fund 14 Total:	1,050,000.00	1,050,000.00		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 02/21/2019

FROM 12/21/2018 TO 01/31/2019

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
M20M4181	BELTMANN GROUP INC.	15,406.41	5,727.54	213014780 6299	GOB, ELECTION 2016-Courreges / Other Building &
			9,678.87	213014980 6299	GOB, ELECTION 2016-Masuda / Other Building &
M20R1222	AMAZON.COM LLC	149.75	149.75	213014780 4347	GOB, ELECTION 2016-Courreges / Repair & Upkeep Equip
M20R1252	DIVISION OF THE STATE ARCHITEC	1,126.07	1,126.07	213014780 6220	GOB, ELECTION 2016-Courreges / Architect/Engineer
M20R1304	CITY OF FOUNTAIN VALLEY	256.00	256.00	213014780 5860	GOB, ELECTION 2016-Courreges / Permits & Fees
	Fund 21 Total:	16,938.23	16,938.23		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 02/21/2019

FROM 12/21/2018 TO 01/31/2019

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
M20R1168	SELF INSURANCE PLANS	8,285.03	8,285.03	682719470 5899	Workers Comp Admin / Other Operating Expenses
M20R1199	KEENAN & ASSOCIATES	28,137.00	28,137.00	682719470 5899	Workers Comp Admin / Other Operating Expenses
M20R1205	AMAZON.COM LLC	506.22	506.22	682719470 4410	Workers Comp Admin / Fixed Assets \$500-\$5000
M20R1263	AMAZON.COM LLC	598.25	598.25	682719470 5899	Workers Comp Admin / Other Operating Expenses
Fund 68 Total:		37,526.50	37,526.50		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 02/21/2019

FROM 12/21/2018 TO 01/31/2019

<u>PO</u> <u>NUMBER</u>	<u>VENDOR</u>	<u>PO</u> <u>TOTAL</u>	<u>ACCOUNT</u> <u>AMOUNT</u>	<u>ACCOUNT</u> <u>NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
Total Account Amount:			1,525,587.35		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

BOARD OF TRUSTEES

02/21/2019

FRO 12/21/2018 TO 01/31/2019

<u>PO</u> <u>NUMBE</u>	<u>VENDOR</u>	<u>PO</u> <u>TOTAL</u>	<u>CHANGE</u> <u>AMOUNT</u>	<u>ACCOUNT</u> <u>NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
M20M4032	STAPLES	1,500.00	+1,000.00	012869390 4325	Maintenance / Office Supplies
M20M4035	THURSTON ELEVATOR CONCEPTS INC	3,000.00	+1,000.00	014869390 5899	STAR Building DO-Routine Maint / Other Operating Expense
M20M4125	THEODORE ROBINS	3,900.00	+1,400.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
M20R0262	BIO-ACOUSTICAL ENGINEERING COR	17,000.00	+2,100.00	012739962 5813	Medi-Cal Billing-Nurses / Consultant
M20R0336	HOME DEPOT	1,500.00	+500.00	010143889 4311	Donations - Talbert / Elective Supplies
M20R0357	NASCO	1,450.00	+950.00	010142989 4311	Donations - Fulton / Elective Supplies
M20R0461	SOUTHWEST SCHOOL AND OFFICE SU	638.00	+238.00	015513860 4310	Special Ed. - Talbert RSP / Instructional Supplies
M20R0482	BEHAVIOR SOLUTIONS INC.	9,000.00	+2,000.00	015709861 5813	Federal Mental Health-Psych / Consultant
M20R0867	CERTIFIED TRANSPORTATION BUS C	1,378.16	+385.20	010014089 5811	Donations - Plavan / Transportation Outside Agency
M20R0943	PYRAMID EDUCATIONAL CONSULTANT	774.29	+105.00	010019962 4310	Medi-Cal Billing - S&L / Instructional Supplies
M20R1050	SEHI COMPUTER PRODUCTS	19,786.39	+70.00	010114055 4410	Title I - Plavan / Fixed Assets \$500-\$5000
M20R1073	VEX ROBOTICS INC.	593.70	-5,343.72	017113875 4310	Robotics-Talbert / Instructional Supplies
M20R1085	READYREFRESH BY NESTLE	350.58	+34.80	010142929 4399	Sch Site Instr - Fulton / Equipment Under \$500
M20R1099	LENOVO (UNITED STATES) INC.	25,953.54	+129.69	012109078 4410	Tech/Media Office Operation / Fixed Assets \$500-\$5000
			+389.06	017113875 4410	Robotics-Talbert / Fixed Assets \$500-\$5000
			+2,075.00	017114975 4410	Robotics-Masuda / Fixed Assets \$500-\$5000
M20S8036	SOUTHWEST SCHOOL AND OFFICE SU	2,088.00	-266.22	011000000 9320	Revenue Limit - State Revenues / STORES
	Fund 01 Total:		+6,766.81		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

BOARD OF TRUSTEES

02/21/2019

FRO 12/21/2018 TO 01/31/2019

<u>PO</u> <u>NUMBE</u>	<u>VENDOR</u>	<u>PO</u> <u>TOTAL</u>	<u>CHANGE</u> <u>AMOUNT</u>	<u>ACCOUNT</u> <u>NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
M20R0221	SAMS CLUB	13,500.00	+6,500.00	123206098 4710	Extended School Food Service / Food
M20R0761	LAKESHORE LEARNING MATERIALS	2,718.75	+1,631.25	120016198 4310	State Preschool Instructional / Instructional Supplies
Fund 12 Total:			+8,131.25		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

BOARD OF TRUSTEES

02/21/2019

FRO 12/21/2018 TO 01/31/2019

<u>PO</u> <u>NUMBE</u>	<u>VENDOR</u>	<u>PO</u> <u>TOTAL</u>	<u>CHANGE</u> <u>AMOUNT</u>	<u>ACCOUNT</u> <u>NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
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Total Account Amount:		+14,898.06			
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Fountain Valley School District
Educational Services

M E M O R A N D U M

TO: Board of Trustees
FROM: Jerry Gargus, Director, Educational Services
SUBJECT: Single Plans for Student Achievement
DATE: February 12, 2019

Background:

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 State Standards, course access, student achievement, other student outcomes, parent engagement, school climate, and student engagement) outlined in the LCAP are evident in the SPSAs.

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. The remaining School Plans for Student Achievement will be included on the March 14, 2019 Board of Trustees meeting agenda.

The School 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 2019

The School 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 21, 2019.

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School Vision and Mission

Roch Courreges Elementary School's Vision and Mission Statements

Mission Statement

Courreges School is committed to educating ALL students through Innovation, Differentiation, and Creativity.

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 650 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

Demographics (%)

White - 45%

Asian - 34%

Hispanic - 14%

Socio-economically disadvantaged - 12%

English Learners - 13%

Special Education - 8%

Planned Improvements in Student Performance

School Goal #1

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

CATEGORY/PRIORITY AREA(S): Student Achievement
LEA Local Control and Accountability (LCAP) Goal:
Goal 1: To support academic success, 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.
Annual Update:
<ul style="list-style-type: none">• SBAC ELA Results - +0% school-wide (did not meet 3% target)• SBAC Math Results - -0% school-wide (did not meet 3% target)• All students (K-5) were assessed in reading using the Fountas & Pinnell (F&P) reading assessment.• Technology: The school is now at a 1:1 Student/Chromebook ratio for all students 3-5th grade, plus a computer lab for K-2 and 8-9 iPads per room in K-2.
Expected Annual Outcomes
<ul style="list-style-type: none">• SBAC ELA - Increase the total % of students scoring Standard Exceeded and Standard Met in ELA by 4%.• SBAC Math - Increase the total % of students scoring Standard Exceeded and Standard Met in math by 4%.• 100% of students (K-5) will be assessed in F & P and scores will be input by teachers into the district-wide assessment tracking system (IlluminateED).• Technology: Begin using Chromebooks in 2nd grade for uses other than ST Math. (i.e. - Writing and research projects)
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Student Achievement <ul style="list-style-type: none">• Continue to identify and procure instructional materials for reading instruction.• Need to develop a consistent writing program (school- and district-wide).• Need for effective data analysis to guide instruction.• Professional development needed in Balanced Literacy to increase consistency of instructional practices.• Scores in math continue to be an area of strength for Courreges. Due, in part, to increased PD in math and overall district-wide focus in the area of math.

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.	2018-19	Teachers and Site Administrators	No additional expense associated with this action			
TK-5: District coordinated reading trainings (2 days) & school coordinated reading training.	2018-19	Teachers and Site Administrators	Substitutes	1000-1999: Certificated Personnel Salaries	LCFF - Base	6,552
Provide ongoing support for implementation of District signature practices (ST Math, F & P, CGI, Balanced Literacy, etc.)	2018-19	Teachers, Site and District Administration	No additional expense associated with this action			
Provide classroom technology (LCD projectors, ELMO, and printers) in ALL classrooms.	2018-19	Site and District Administration	LCD projectors, ELMO, and printers	4000-4999: Books And Supplies	LCFF - Supplemental	2,500
<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>	2018-19	District administrators and Site administrators.	Expenses embedded in other actions			
Cognitively Guided Instruction (CGI) implementation, collaboration, observation, and PD.	2018-19	District administrators, site administrators, teachers	Substitutes	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,474
					LCFF - Supplemental	5,210

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support student use of technology through IT staff.	2018-19	District administrators.	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Base	41,700
					LCFF - Supplemental	13,570
Administer district common assessments.	2018-19	Teachers and district.	Materials Online Subscriptions	5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,500
Participate in school library program.	2018-19	School and teachers.	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Base	21,000
					LCFF - Supplemental	6,500
Provide coaching and PD in the area of Balanced Literacy (i.e. Reading Workshop with Momentum in Teaching)	2018-19	Admin.	Personnel	5800: Professional/Consulting Services And Operating Expenditures	LCFF	3,400
Participate in district and school coordinated reading training	2018-19	District and site administration, teachers, staff	Presenters, substitutes, materials, supplies	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,474
					LCFF - Supplemental	5,210
Utilize supplemental resources. Informational text and materials to support reading instruction.	2018-19	District, school, teachers, and site administration.	Instructional materials	4000-4999: Books And Supplies	LCFF - Supplemental	30,000
Music instruction (TK-5) to support administering, scoring, and analyzing district identified common assessments.	2018-19	District	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	32,000
Utilize supplemental resources to provide greater access to quality text in the area of reading.	2018-19	District	Books and supplement resources	4000-4999: Books And Supplies	LCFF - Supplemental	4,089

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.
Annual Update:
SBAC ELA results- current vs. (prior year) <ul style="list-style-type: none">• EL- 42% (59%)• LI- 73% (56%)• SPED- 36% (36%) SBAC Math results <ul style="list-style-type: none">• EL- 70% (79%)• LI- 75% (58%)• SPED- 52% (46%)
Expected Annual Outcomes
Students from significant subgroups will decrease achievement gap on the Smarter Balanced assessments by 4% in ELA and math.
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">• Motivation needed for students who struggle and reach plateaus in ST Math and/or AR Reading.• Additional professional development for classroom teachers related to Balanced Literacy

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	2018-19	Administration, teachers, and aides	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,284
TK-5: Reading intervention	2018-19	Teachers, site administrators, and district admin.	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Base	48,250
					LCFF - Supplemental	14,500
K-5: EL After School Writing Program	2018-19	Administration and teachers	Salaries/stipends for after school program.	1000-1999: Certificated Personnel Salaries	Title III	4,300
Utilize district common assessments to identify students for supplemental services, including a system to analyze and disaggregate student achievement data	2018-19	Teachers and site administrators	Annual service renewal fees	5000-5999: Services And Other Operating Expenditures	LCFF - Base	11,900
					LCFF - Supplemental	3,950
Utilize TOSAs in reading, math, and intervention to provide training and coaching.	2018-19	District, administrators, TOSAs, teachers	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	48,500

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 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).
Annual Update:
PTA membership for 2017-18 was at 463 members. School held 18 parent events for the 2017-18 school year. Percentage of parents who attended parent conferences- 98%
Expected Annual Outcomes
Provide parent ed. opportunities at Courreges or via shared offerings throughout FVSD. Meet or exceed PTA membership goal of 500 members. (Already met @ 550) Increase social media outreach via Twitter, website, and Peachjar news updates.
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Parent Involvement <ul style="list-style-type: none"> Parents are reluctant to join PTA or serve in volunteer positions (usually in K-2). Parents of older students tend to join the PTA board in 3-5th grade, rather than K-2. Language barrier with our EL parents.

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.)	2018-19	Administrators and District Administration	Parent Ed Nights	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,000
Bilingual translation and interpretation support for EL parents	2018-19	Disrict staff	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	6,600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize technology, social media eflyers, and newsletters to communicate with parents, promote involvement, and solicit input	2018-19	District staff, site administrator	Personnel and annual service agreements	2000-2999: Classified Personnel Salaries	LCFF - Base	8,840
					Title I	2,950
Increase parent involvement via PTA sponsored events	2018-19	Admin., teachers, parents	PTA events	None Specified	Parent-Teacher Association (PTA)	

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.
Annual Update:
Attendance rate of 96.7% for 2017-18 Chronic absenteeism was at 6.4%% (41 students) for 2017-18. Suspensions: 21 students were suspended. 3.3% Climate survey results: <ul style="list-style-type: none">• "Teachers care about me" - 84%• "I feel safe" - 87%• "Are you happy to be at this school?" - 74%
Expected Annual Outcomes
<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.• Reduce the number of students identified with chronic absenteeism by 50% or more. (41 students for 2017-18).• Increase the % of students who share a positive response to the following questions on the School Climate Survey. 1. Teachers care about me. 2. I feel safe 3. Are you happy to be at this school (Increase each by 5%)
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Student Engagement and School Climate <ul style="list-style-type: none">• Support needed from parents to refrain from taking vacations during school time and allow students to miss school except when sick.

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.	2018-19	Administration	No additional expenses associated with this action			
Ongoing promotion and support of Health and Wellness Policy. Wellness Wednesday	2018-19	Administration	No additional expenses associated with this action			
Provide health services to support attendance for high needs student populations	2018-19	School staff, site administrator, district staff	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Base	26,570
					LCFF - Supplemental	4,000
School Conduct: PBIS - Power Paw rewards Analyze suspension information to identify patterns in misconduct and/or student demographics	2018-19	Admin./Staff	Incentives	4000-4999: Books And Supplies	LCFF - Base	500
Provide incentives for excellent attendance (i.e. Perfect Attendance Brag Tags)	2018-19	Admin./Staff	Incentives		Parent-Teacher Association (PTA)	500
Student Engagement/Connectedness: Friday Flag Salute - Weekly gathering to promote patriotism, unity, and recognition of special events.	2018-19	Admin./Staff/PTA	No expense associated with this action			
Leadership development with school leadership team.	2018-19	Administrator and teachers	Sub release time for teachers	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000
PAL program (3rd-5th Grade)	2018-19	Psych and teacher rep.	No expenses			
Outreach Concern Counseling	2018-19	Psych. intern.	Outside Consultant	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5800: Professional/Consulting Services And	LCFF	3,400.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	88,320.00
2000-2999: Classified Personnel Salaries	LCFF - Base	71,540.00
4000-4999: Books And Supplies	LCFF - Base	500.00
5000-5999: Services And Other Operating	LCFF - Base	15,400.00
	LCFF - Supplemental	52,940.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	81,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	11,884.00
4000-4999: Books And Supplies	LCFF - Supplemental	36,589.00
5000-5999: Services And Other Operating	LCFF - Supplemental	1,000.00
	Parent-Teacher Association (PTA)	500.00
	Title I	2,950.00
1000-1999: Certificated Personnel Salaries	Title III	4,300.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	182,179.00
Goal 2	136,684.00
Goal 3	19,390.00
Goal 4	32,570.00

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				
Kerrie Kendzierski		X			
Sue Gauldin		X			
Deanna Brady		X			
Amanda Varrone		X			
Missy Robinson				X	
Fred Thiagarajah				X	
Peter Yao				X	
Jill Tanner				X	
Marcus Lee				X	
Numbers of members of each category:	1	4	0	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 School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on January 2019.

Attested:

Chris Christensen

Typed Name of School Principal

Signature of School Principal

Date

Chris Christensen

Typed Name of SSC Chairperson

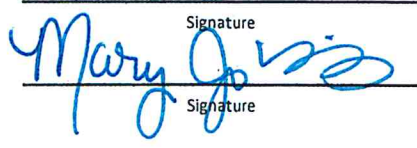
Signature of SSC Chairperson

Date

Recommendations and Assurances

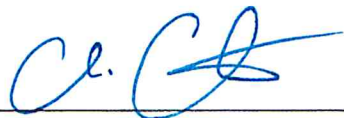
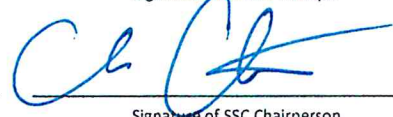
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2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought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

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	 _____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on December 2018.

Attested:

Chris Christensen		12/5/18
Typed Name of School Principal	Signature of School Principal	Date
Chris Christensen		12/5/18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

The School 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: November 27, 2018

The School 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 21, 2019.

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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.

Our school's theme and goal for the 2018-2019 school year is to "Investigate Common Assessment Data in our Signature Practices"-Balanced Literacy (B.L.), Thinking Maps Writing (TM), and Cognitively Guided Instruction (CGI-Mathematics).

School Profile

School Description

James H. Cox Elementary School is a Gold Ribbon Award winning school. It is a K-5 school serving approximately 730 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 remediated 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. 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

2018-2019 (Based on Illuminate Student Data System: 10-9-18):

Asian-38%

White, non-Hispanic-26%

Hispanic or Latino-23%

English Learners-24%

GATE Identified-3%

Special Ed-3%

Socio-Economically Disadvantaged (Low Income)-12%

Staffing

James H. Cox School houses self-contained general education classes, a Resource Specialist Program (RSP), Speech and Language Program (SLP), Special Day Class Preschool (SDC), 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

- Balanced Literacy (B.L.)
- Cognitively Guided Instruction (CGI)
- Thinking Maps: Write from the Beginning and Beyond
- Smarter Balance (SBAC) Assessments
- Literacy F&P Assessments
- Thinking Maps Baseline & Post Writing Assessments (Common Assessment Rubric)
- CGI Common Assessments (Common Assessment Rubric)
- Scholastic Reading Inventory (SRI-5th Grade Only)
- 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 in reading
- Site visitations/Grade level classroom walkthroughs
- B.L., CGI, & Thinking Maps: training and collaboration
- Technology training and collaboration
- Illuminate training
- District trainings

Intervention

- Best practices in the classroom
- Differentiation in small groups
- Flight School-Reading Intervention based on Fountas & Pinnell Reading Assessments
- (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

- Quality Text & resources to support B.L.
- Informational text allocation
- 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
- IXL Language Conventions Program
- ST Math & ST Math Fluency 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 until they are re-designated as Fluent English Proficient. Results are communicated to parents annually along with information regarding their child's educational program at Cox School. ELs are expected to advance toward English proficiency each year. Bilingual tutors work with students at the Emerging level. 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.

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.
Annual Update:
+ SBAC ELA Goal. Met the goal. + SBAC Math Goal. Met the goal. + Build Common Assessments for our Signature Practices for all students, K-5. 1. Fountas & Pinnell 2. Thinking Maps Writing Baseline and Post utilizing common rubric. 3. Build CGI Benchmark Assessments utilizing common rubric
Expected Annual Outcomes
Student Achievement: <ul style="list-style-type: none">• SBAC ELA -increase by 2% Standard Exceeded and Standard Met in all grades• SBAC Math -increase by 2% Standard Exceeded and Standard Met in all grades• Common Assessments in our Signature Practices in the following three areas will... 1. Fountas & Pinnell 2. Thinking Maps Writing Baseline and Post utilizing common rubric. 3. Build CGI Benchmark Assessments utilizing common rubric demonstrate strong increase from baseline scores or inform our decision making process.

Findings from the Analysis of this Data:

- + SBAC ELA increase by 5% Standard Exceeded and Standard Met in all grades.
- + SBAC Math increase by 3% Standard Exceeded and Standard Met in all grades.
- + 100% of students assessed in Fountas and Pinnell by end of the school year. Data entered into illuminate.
- + 95% of the 706 students with baseline and post writing scores showed increase in scores-Narrative & Opinion Writing.
- + 2:1 student to device ratio with 2:1 classroom to Chromebook cart ratio

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement California State Standards in English language arts/literacy and mathematics.	09/2018 - 06/2020	Teachers, Site & District Administrators	No additional cost associated with this action			
Implementation of Thinking Maps Writing Program for 2016-Personal Narrative, 2017-Expository, 2018-Response to Literature (Site)	09/2018-06/2020	Teachers, Site Administrator	Professional Development - Trainers attending Sessions. Grade level substitute release when appropriate	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	2,000
Site Leadership Team to build Shared Decision Making related to Student Learning: Consistency in program implementation: CGI, Thinking Maps, and Writing (Site)	09/2018-06/2020	Teachers, Site Administrator	3 Release Planning Days- 11 Members	0001-0999: Unrestricted: Locally Defined	Title I	3,000
Teacher collaboration was provided in conjunction with professional development...Monday Morning Collaboration (Site) 25 Mondays	09/2018 - 06/2020	Teachers, Site & District Administrators	25 Monday mornings with support from Cox Classified Staff	2000-2999: Classified Personnel Salaries	Title I	2,000
Implementation of District signature practices	09/2018 - 06/2020	Teachers, Site & District Administrators	Substitutes Stipends, Trainer Fees, Materials	1000-1999: Certificated Personnel Salaries	Title I	700
					LCFF - Supplemental	10,206
Support student use of technology through IT staffing	9/2018- 6/2020	IT Staff	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Base	41,700
					LCFF - Supplemental	13,570

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development in Balanced Literacy-Signature Practices (Site)	9/2018- 6/2020	Teachers, Site Administrators, TOSAs, and Growing Educators	PD 8 days, Substitutes	5800: Professional/Consulting Services And Operating Expenditures	Title I	15,000
				5000-5999: Services And Other Operating Expenditures	Title I	10,000
Student use of Technology-ST Math, IXL, Ticket to Read, SRI (5th)	Fall 2018 - Spring 2020	Teachers, Site Administrator, PTO	IXL	5000-5999: Services And Other Operating Expenditures	Title I	2,500
			ST Math & ST Math Fluency	5000-5999: Services And Other Operating Expenditures	Title I	4,000
			Ticket to Read or Reading Counts	5000-5999: Services And Other Operating Expenditures	Title I	4,000
			Brainpop	5000-5999: Services And Other Operating Expenditures	Title I	2,800
Leadership and Grade Level Collaboration for Intervention and Professional Development Planning	Fall 2018 - Spring 2020	Teachers & Site Administrators	Substitutes cost	1000-1999: Certificated Personnel Salaries	Title I	10,000
Resources & Text to Support our Signature Practices-Balanced Literacy	Fall 2018 - Spring 2020	Site Administrator, Teachers	Materials, Resources	4000-4999: Books And Supplies	LCFF - Base	30,000
Utilize supplemental resources	Fall 2017-Spring 2019	Site Administrator, Teachers, Parents	Materials, Resources	4000-4999: Books And Supplies	LCFF - Supplemental	5,826
Participate in school library program	Fall 2018-Spring 2020	Site Administrator, Teachers, Parents	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Base	21,000
					LCFF - Supplemental	6,500
Reading Intervention-Flight School.	Fall 2018-Spring 2020	Teachers-Up to 2 additional Flight School Instructors on top of the 2 provided through district support.	Personnel	1000-1999: Certificated Personnel Salaries	Title I	34,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
TK-5 CGI training & demo lessons	Fall 2018-Spring 2020	District Administrators, Site Administrator, Teachers, Parents	Substitutes, Stipends	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,741
					LCFF - Supplemental	5,611
TK-5 District coordinated reading trainings & school coordinated reading training	Fall 2018-Spring 2020	District Administrators, Site Administrator, Teachers, Parents	Substitutes, Stipends	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,741
					LCFF - Supplemental	5,611
TK-5 Music instruction to support administering, scoring, & analyzing identified common assessments.	Fall 2018-Spring 2020	District Administrators, Site Administrator, Teachers, Parents	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	32,000
Support F & P Student Data Assessment Implementation (Site)	Fall 2018-Spring 2020	Site Administrator & teachers	Substitute Release	1000-1999: Certificated Personnel Salaries	Title I	0
Support CGI Implementation-Common Assessment Building and data analysis(Site)	Fall 2018-Spring 2020	Site Administrators & teachers	Substitute Release	1000-1999: Certificated Personnel Salaries	Title I	0
Weekly Readers-Informational Text (K-5) (Site)	Fall 2018-Spring 2020	Teachers	Quality Text-	4000-4999: Books And Supplies	Title I	4,500

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): 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.
Annual Update:
FINDINGS FROM THE ANALYSIS OF THIS DATA Spring 2018. Based on the SBAC data from last Spring, our students from our special populations <ul style="list-style-type: none">• Low Income: ELA 64% at standard or exceeding; 7% increase from Spring 2017 to Spring 2018..• Low Income: Math 64% at standard or exceeding; 6% increase from Spring 2017 to Spring 2018 (34% of the 406 students tested).• English Learner: ELA 69% at standard or exceeding; 24% increase from Spring 2017 to Spring 2018.• English Learner: Math 69% at standard or exceeding; 5% increase from Spring 2017 to Spring 2018 (27% of the 406 students tested).• Special Education: ELA 52% at standard or exceeding; 19% increase from Spring 2017 to Spring 2018.• Special Education: Math 52% at standard or exceeding; 4% decrease from Spring 2017 to Spring 2018 (7% of the 406 students tested).
Expected Annual Outcomes
The overall goal for our EL and LI subgroups is to approach and match the overall grade level percentages and/or increase % of "at standard or exceeding" by 2% annually.
Findings from the Analysis of this Data:
EXPECTED ANNUAL MEASURABLE OUTCOMES: "Goal Setting" + The achievement gaps for our significant subgroups will decrease by 4% for both ELA & Math or increase at standard or exceeding by 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.	09/2018 - 06/2020	Teachers, Site & District Administrators	Bilingual Tutor Salary	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	58,858
Outreach counselors on campus four days a week (site & district)	Fall 2018 - Spring 2020	Outreach regional director, counselors, Cox staff, and District admin	Social Emotional support for students through Outreach agency.	5000-5999: Services And Other Operating Expenditures	District Funded	4,000
					Title I	4,000
EL supplies and materials to support classes with clusters.	Fall 2018 - Spring 2020	Teachers, Site Administrator	Stipend	1000-1999: Certificated Personnel Salaries	Title I	25,000
TOSAs	Fall 2018-Spring 2020	Teachers, Site & District Administrators	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	48,500
Utilize District common assessments, including a literacy screener, to identify students for participation in supplemental services.	Fall 2018-Spring 2020	Teachers, Site & District Administrators	Renewal fees, duplication	5000-5999: Services And Other Operating Expenditures	LCFF - Base	11,900
					LCFF - Supplemental	3,950
Analyze and disaggregate student achievement data-SBAC, IABs, Thinking Maps.	Fall 2018-Spring 2020	Teachers, Site & District Administrators	Expense included above			
Implement Thinking Maps Writing Program to support our Special Populations	Fall 2018-Spring 2020	Administrator and teachers	Substitutes stipends	1000-1999: Certificated Personnel Salaries	Title I	2,000
TAT/SST/504 Collaboration Meetings	Fall 2018-Spring 2020	Administrator, teachers, and parents (3 days scheduled for each trimester).	Substitutes stipends	1000-1999: Certificated Personnel Salaries	Title I	1,200

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).
Annual Update:
ANNUAL UPDATE: + Cox Twitter page made available in the Spring with over 100 current followers + Utilized Peachjar & Blackboard for weekly or monthly communication. + Daily classroom volunteer sign in sheets made available. Data can be utilized to track average number of daily volunteers on campus. + Encourage PTO parent members. + Constant Contact-"Eagle's Nest" Email Newsletter: 10 issues during the school year.
Expected Annual Outcomes
FINDINGS FROM THE ANALYSIS OF THIS DATA: + Based on the Parent Involvement data Increase Cox Twitter membership Continue to utilize Peachjar. Average daily classroom volunteer sign in number ≥ 20 . Parent Conference numbers $> 80\%$. Parent PTO membership reach Promote Eagle's Nest Views through collaborative teamwork with PTO, Front Office, and Student Newspaper Club with Mrs. Reed.
Findings from the Analysis of this Data:
EXPECTED ANNUAL MEASURABLE OUTCOMES: + Increase Cox Twitter membership to 100. + Continue to utilize Peachjar and blackboard communication (Sent out regular school and/or PTO flyers). + Average daily classroom volunteer sign in number ≥ 20 . + Parent Conference attendance numbers $> 80\%$. + Parent PTO membership incentives. + Host two Parent/Family Nights (11-15 Balanced Literacy & 3-15 CGI)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Education	Fall 2018- Spring 2020	Parents, Classified Staff, Site & District Administrators	Stipends, material	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000
Vietnamese translation and interpretation	Fall 2018-Spring 2020	Parents, Classified Staff, Site & District Administrators	Additional duty	2000-2999: Classified Personnel Salaries	PTO	1,500
					LCFF - Supplemental	6,600
Utilize technology and social media to communicate with parents, promote involvement, and solicit input (District)	Fall 2018-Spring 2020	Parents, Site & District Administrator	Personnel and annual service agreements	2000-2999: Classified Personnel Salaries	LCFF - Base	8,840
					LCFF - Supplemental	2,950
					Title I	1,767
Host two Parent/Family Nights around our Signature Practices in Literacy and CGI Math (11-15 Balanced Literacy & 3-15 CGI).	Fall 2018-Spring 2020	Teachers, Parents, Site & District Administrator	Resources and Teacher Preparation -Timecard hourly	1000-1999: Certificated Personnel Salaries	LCFF	1,000
					4000-4999: Books And Supplies	Title I

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.
Annual Update:
ANNUAL UPDATE: + Average daily attendance for Cox School was 97.1% with the district average being 97%. + Chronic absenteeism number was 26 which was an increase of 5 from 2016/17. 26 is a drop from 35 from 2015/2016. + Three suspensions were recorded in 2017-2018 which was a drop from the six suspensions were recorded in 2016/17. + 87% of 5th graders reported that they felt safe at school based on the FVSD Climate Survey.
Expected Annual Outcomes
+ Daily attendance will be at or above the district average. + Chronic absenteeism will stay constant or reduce in quantity (21). + Suspension rates will stay constant or reduce in quantity (6). + Based on the Climate Survey, the goal is for 100% of our students report that they feel safe at school
Findings from the Analysis of this Data:
EXPECTED ANNUAL MEASURABLE OUTCOME: + Daily attendance will be at or above the district average. + Chronic absenteeism will stay constant or reduce in quantity (26). + Suspension rates will stay constant or reduce in quantity (below 10). + Based on the Climate Survey, > 87% of our students will report that they feel safe at school. + Parent Conference Enrollment Numbers: 727 total enrollment of this 710 attended parent conferences in person and 6 had phone conferences in the Fall of 2018.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Leadership development with Leadership Team	Fall 2018- Spring 2020	Teachers & Site Administrators	Substitutes, stipends	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000
				1000-1999: Certificated Personnel Salaries	Title I	2,000
Parent education around attendance/chronic absenteeism	Fall 2018- Spring 2020	PTO, SSC Site Administrators, Student Volunteers	No expense associated with this action			
Health & Wellness Policy and activities	Fall 2018- Spring 2020	Teachers & Site Administrators	No expense associated with this action			
Health services	Fall 2018- Spring 2020	School Staff, Site Administrators, District Staff	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Base	26,570
					LCFF - Supplemental	4,000
Student conduct, i.e. PBIS or other schoolwide approach. Student of the Month Recognition and Caught Doing the Right Thing (Site).	Fall 2018- Spring 2020	Teachers, Site Administrators, Parents	Incentives	5000-5999: Services And Other Operating Expenditures	LCFF - Base	500
Lunch Time Social Play Group	Fall 2018-Spring 2019	Classified Staff Support with Students	Staff Support-Hourly	0001-0999: Unrestricted: Locally Defined	Title I	2,500

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	District Funded	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	34,052.00
2000-2999: Classified Personnel Salaries	LCFF - Base	71,540.00
4000-4999: Books And Supplies	LCFF - Base	30,000.00
5000-5999: Services And Other Operating	LCFF - Base	12,400.00
	LCFF - Supplemental	58,998.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	82,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	58,858.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,826.00
	Title I	5,767.00
0001-0999: Unrestricted: Locally Defined	Title I	5,500.00
1000-1999: Certificated Personnel Salaries	Title I	74,900.00
2000-2999: Classified Personnel Salaries	Title I	2,000.00
4000-4999: Books And Supplies	Title I	5,500.00
5000-5999: Services And Other Operating	Title I	23,300.00
5800: Professional/Consulting Services And	Title I	15,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	274,006.00
Goal 2	159,408.00
Goal 3	24,657.00
Goal 4	36,570.00

Home/School Compact

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

Student Pledge:

THE STUDENT PLEDGE:

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

- _____ I will return completed homework on time.
- _____ I will return corrected work to my parent(s).
- _____ I will arrive at school on time every day unless I am ill.
- _____ I will be responsible for my own behavior and choices.
- _____ 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				
Jill Richards		X			
Vicki Thompson		X			
Emily Harvest		X			
Kitty Kaufman			X		
Janice Vuong				X	
Alaaeddin Atik				X	
Christopher Nguyen				X	
Yeimmy Majano				X	
Nhan Huynh				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 School 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

Christe Amra

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 December 6, 2018.

Attested:

Patrick Ham

Typed Name of School Principal

Patrick Ham

Signature of School Principal

Date

12-6-18

Emily Harvest

Typed Name of SSC Chairperson

Emily Harvest

Signature of SSC Chairperson

Date

12/10/18

The School 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: December 5, 2018

The School 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 21, 2019.

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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 strong core program for students identified as gifted and special services for students with special needs. 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 785 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 resulting in high levels of student-indicated school connectedness.

Student Enrollment - School Demographic Characteristics (Based on California School Dashboard)

Asian	47.7%
Hispanic or Latino	11.8%
White (Not Hispanic)	33.8%
English Language Learners	5.3%
Socio-economically Disadvantaged	18.1%
Special Education	8.4%

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 a 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 (lunch and after-school)
- * Rockin' Lunches
- * Student Council
- * Cheerleading
- * Sports Teams
- * 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.

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 California State Standards-aligned instructional materials.
Annual Update:
Student Achievement: * Smarter Balanced Assessments (SBAC) showed 83% of students met/exceeded standards in ELA, and 75% met/exceeded standards in Math. * SRI reading assessments were given three times annually in 6th/7th/8th grades and teachers began to look at data to effect change through targeted instruction
Technology: * 8 Chrome Book carts of 34 devices were added to the Fulton campus in the previous school year resulting in a 1:1 Device:Student ratio on campus * All core content area teachers have chrome book carts in their classrooms and P.E. teachers utilize iPads for their courses * Additional investment in the Fulton Robotics program will provide for advanced exposure in robotics and programming for students at all three grade levels * Math teachers will implement the first phase of Edulastic * ELA teachers will fully implement Turnitin.com and Feedback Studio.
Professional Development: * Fulton staff, as a whole, will begin initial professional development in Depth & Complexity prompts.

Expected Annual Outcomes

SBAC (including sub-group scores):

- * ELA Standards Met/Exceeded numbers will increase from 83% to 85%
- * Math Standards Met/Exceeded numbers will increase from 75% to 78%

Formative Assessments & Instruction:

- * Use of SRI Reading Assessments scores increased in the previous school year to school-wide administration, three times per student annually and monthly for students identified for intervention/support classes thus increasing the usage of data to drive instructional practice on campus
- * ELA teachers will fully implement TurnItIn.com and FeedbackStudio to all students at least once per trimester
- * ELA & Math teachers will administer three common Interim Assessments each
- * Math teachers will continue to develop units collaboratively with grade-level teachers throughout the district and revise previously developed units from the Irvine Math Project and will implement the first phase of Edulastic that will consist of all unit assessments
- * Some classwork and spiral homework all being developed in a digital environment
- * HSS teachers will continue to develop additional units for each grade level
- * Science will develop additional NGSS units for each grade level and will focus on the development/implementation of common assessments
- * P.E. will continue to identify/agree upon best practices to develop common units and implement additional components of nutrition education
- * Fulton Robotics program will expand and compete in advanced levels with the addition of CAD programs and new materials for the program

Findings from the Analysis of this Data:

- * Need for ongoing data analysis in all content areas - with a focus on expanding data resources in non-core areas where there is sufficient data
- * Need for additional professional growth and development in technology utilization/implementation across content areas
- * Need for on-going professional development with regard to California State Standards and for additional instructional materials

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	09/2017 - 06/2020	District Administrators Site Administrators Teachers	No additional expense associated with this action			
Implementation and Development of District signature practices (Visible Learning).	09/2017 - 06/2020	District Administrators Site Administrators Teachers	Substitutes, Stipends	1000-1999: Certificated Personnel Salaries	Other	750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase additional robotics and related materials	08/2018 - 06/2019	District Administrators Site Administrators Teachers	Materials, Competition fees	4000-4999: Books And Supplies	LCFF	20,000
Purchase supplemental instructional materials to support California State Standards implementation	09/2016 - 06/2019	Teachers, Site Administrators, District Administrators	Supplemental Informational Instructional Materials	4000-4999: Books And Supplies	LCFF - Supplemental	4,918
Implement California State Standards math materials and participate in professional development in the Fountain Valley Math Program (4 days/IMP).	06/2016 - 06/2019	Teachers Site Administrators District Administrators	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Base	2,672
					LCFF - Supplemental	4,008
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/writing (3 days).	06/2016 - 06/2019	Teachers Site Administrators District Administrators	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Base	2,405
					LCFF - Supplemental	3,607
Middle School departmental trainings for History teachers to develop units of study based on primary source documents (2 days).	03/2016 - 06/2019	Teachers Site Administrators District Administrators	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Base	2,405
					LCFF - Supplemental	3,607
Middle School departmental trainings for Science teachers to develop units of study based on NGSS content (3 days).	03/2016 - 06/2019	Teachers Site Administrators District Administrators	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Base	2,405
					LCFF - Supplemental	3,607
Expand student use of on-site technology through site-based professional development sessions with certificated staff.	03/2016 - 06/2019	Teachers Site Administrators	No additional expenses associated with this action			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Participate in school library program	07/2017 - 06/2019	Library Media Technician	Classified Salary	2000-2999: Classified Personnel Salaries	LCFF - Base	21,000
					LCFF - Supplemental	6,500
			Books	4000-4999: Books And Supplies	LCFF	1,000
Support student use of technology through IT staffing.	07/2017 - 06/2019	District Personnel	Classified Salary	2000-2999: Classified Personnel Salaries	LCFF - Base	41,700
					LCFF - Supplemental	13,570

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.
Annual Update:
83% of all students scored "Met or Exceeded" on the Smarter Balanced ELA Assessment. 75% of all students scored "Met or Exceeded" on the Smarter Balanced Math Assessment. 35% of students with a disability scored "Met or Exceeded" on the Smarter Balanced ELA Assessment. 23% of students with a disability scored "Met or Exceeded" on the Smarter Balanced Math Assessment. 72% of economically disadvantaged students scored "Met or Exceeded" on the Smarter Balanced ELA Assessment. 63% of economically disadvantaged students scored "Met or Exceeded" on the Smarter Balanced Math Assessment. 24% of English Learner students scored "Met or Exceeded" on the Smarter Balanced ELA Assessment. 25% of English Learner students scored "Met or Exceeded" on the Smarter Balanced Math Assessment.

Expected Annual Outcomes

SBAC (including sub-group scores) ELA standards Met/Exceeded will increase from 83% to 85%
 Math standards Met/Exceeded will increase from 75% to 78%
 Students with Special Needs: ELA standards Met/Exceeded will increase from 35% to 39%; Math standards Met/Exceeded will increase from 23% to 26%
 English Learners: ELA standards Met/Exceeded will increase from 24% to 30%; Math standards Met/Exceeded will increase from 25% to 28%
 Students identified as Socio-Economically Disadvantaged: ELA standards Met/Exceeded will increase from 72% to 77%; Math standards Met/Exceeded will increase from 63% to 68%
 SRI Reading Screener: executed 3 times per student annually, with an increasing usage of data to drive instructional practice
 Interim Assessments: ELA/Math IABs will be executed 3 times per student annually in each content area
 Language! Live will be implemented by SDC classes
 RSP teachers will conduct two sections daily of ELA/Math emphasis support classes
 Three sections of ELA intervention will provide ongoing support for identified students at risk exhibiting a greater-than-two-grades deficiency in reading ability
 Three sections of Math intervention (one per grade level) will provide on-going support for identified students at-risk

Special populations will demonstrate achievement equal to or greater than the state average in English Language Arts and math on Smarter Balanced Assessments. Identified EL students will score at or above grade level on SRI assessments. Students participating in the ELPAC will score equal to or greater than the state average. Identified students participating in the CAA will score at or above the state average.

Findings from the Analysis of this Data:

During the previous school year, intervention courses were completely re-vamped at Fulton. Students have been identified by data triads and are monitored intensively throughout the year on a bi-weekly basis. EL students are provided an intensive ELA/Reading class in addition to being cored throughout their core content areas. There continues to be a need for additional professional development on strategies to support Special Populations in the California State Standards. There continues to be a need for development of targeted benchmark assessments to support students and teachers in preparing for SBAC assessments. There continues to be a need for California State Standards-aligned materials in areas outside of math.

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 - 06/2019	Teachers, Site Administrators	No additional expense associated with this action			
Provide targeted students with intervention classes in lieu of electives.	09/2015 - 06/2019	Teachers, Site Administrators	No additional expense associated with this action			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 - 06/2019	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 - 06/2019	Teachers, Site Administrators	No additional expense associated with this action			
Create a master schedule that supports the needs of all students, from Honors and advanced placement to supporting those with academic needs	09/2016 - 06/2019	Teachers, Site Administrators	No additional expense associated with this action			
Check in/Check out system for at-risk students	09/2016 - 06/2019	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 - 06/2019	Teachers, Site Administrators, District Staff	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	48,500
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 - 06/2019	Teachers, Site Administrators	Renewal Fees	5000-5999: Services And Other Operating Expenditures	LCFF - Base	11,900
					LCFF - Supplemental	3,950
Provide 6 sections of intervention classes (3 each ELA and Math) to target struggling learners	07/2017 - 06/2019	Teachers, Site Administrators	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Base	37,500
					LCFF - Supplemental	12,500

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 including but not limited to literacy screeners	09/2016 - 06/2019	Teachers, Site Administrators	No additional expenses associated with this action			
Provide release time for team planning for co-teaching teams	09/2016 - 06/2019	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, Math and EL courses	09/2016 - 06/2019	Teachers	No additional expenses 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 involvement of parents from traditionally underrepresented subgroups with regard to school activities and home-to-school communication.
Annual Update:
<ul style="list-style-type: none"> * Fulton's School Site Council has active participation by all categories of members including parents/students/classified/certificated * On an annual basis, there is in excess of 50+ parent involvement/education opportunities * Nearly 70% of all parents belong to the Fulton PTA * PeachJar is utilized for electronic message distribution in addition to direct texts, emails, and all-call phone messages * All campus visitors/parents are required to sign-in and out electronically on campus and during the 2017-18 school year logged nearly 18,000 volunteer hours
Expected Annual Outcomes
<ul style="list-style-type: none"> * School Site Council meetings will include representation from each category at all five meetings * Fulton's English Learner Advisory Council (ELAC) will have parent representation to the District English Learner Advisory Council (DELAC) * All documents will include English and Vietnamese translations including those produced by PTA and independent groups * Parent/Teacher conferences will be held for all students whose parents/guardians request one and all students at risk of receiving non-passing grades * Increase parental memberships in the Fulton PTA to 75% * Increase utilization of social media by sending out two Tweets per week and initializing the utilization of Instagram
Findings from the Analysis of this Data:
<ul style="list-style-type: none"> * Broader-based parent involvement continues to be an areas of concern parent involvement and PTA membership tends to decrease from elementary school to middle school * Increasing outreach to parents of English Learners could positively impact achievement and engagement for this student group * Continued expansion of electronic access/messaging on behalf of both Fulton and the Fulton PTA has already proven to be highly beneficial, and will continue to expand.

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 translator to support parent outreach	09/2015 - 06/2019	District Staff	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	6,600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize technology, social media, e-flyers, and newsletters to communicate with parents, promote involvement, and solicit input	09/2015 - 06/2019	District Staff, Site Administrator	Personnel Annual Service Agreement	2000-2999: Classified Personnel Salaries	LCFF - Base	88,400
					LCFF - Supplemental	2,950
					Title I	1,767
Provide written parent communication in English and Vietnamese	09/2015 - 06/2019	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, utilizing the middle school counselors to inform parents about ways to support secondary academic plans	09/2016 - 06/2019	Administrators and Counselors	Stipends, Expenses	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,500

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.
Annual Update:
Student Attendance Rate was 97.57 Chronic Absenteeism rate was 10 students. 12 Formal suspensions were issued. No students had more than 5 discipline incidents during the school year. 60% of students reported that "Teachers care about me." 95% of students reported that "Teachers have high expectations of me." 72% of students reported that "I feel safe at school."
Expected Annual Outcomes
Student daily attendance rates will maintain or increase during the school year. Chronic absenteeism rates will decrease from 10 to 7 students. Suspension incidents will decrease from 12 to 8 incidents during the school year. Students reporting that "Teachers care about me" will increase to 70% Students reporting that "Teachers have high expectations of me" will increase to 97% Students reporting that "I feel safe at school" will increase to 80%
Findings from the Analysis of this Data:
While Fulton continues to enjoy higher-than-average student engagement and school climate ratings, there continues to be a need for development of additional, consistent student recognition programs. Additional student recognition programs have been solidified such as Student Recognition Breakfast, Spirit Wars, and Falcon-of-the-Month. During the 2018-19 school year, additional during and after school activities and clubs will be offered to increase opportunities for school-connectedness. The general approach to managing behaviors that do not meet established expectations has shifted to a Restorative Justice model and this has significantly reduced the school's suspension rate.

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 - 06/2019	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 - 06/2019	School Staff, Site Administrator, District Staff	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Base	26,570
					LCFF - Supplemental	4,000
Analyze suspension information to identify patterns in misconduct and/or student demographics	09/2015 - 06/2019	Site Administrator, District Staff	No additional expense associated with the action			
Implementation/continuance of during and after-school clubs; expansion of offerings	09/2015 - 06/2019	Site Administration, Activities Director, PTA, Teachers	Personnel	1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	6,000
Activities organized by PAL and student council to promote student engagement and school spirit	09/2015 - 06/2019	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 - 06/2019	Site Administration, Teachers, Counselors	No additional expense associated with the action			
Provide counseling support for high needs student populations	09/2015 - 06/2019	District Staff, Counselors	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Base	57,000
					LCFF - Supplemental	38,000
Review & update the Fulton Health & Wellness Plan	09/2016 - 06/2019	Administration, Teachers (district rep), Students (ASB/PAL), Parents (SSC)	No additional expense associated with the action			
Utilize the Leadership Team/Visible Learning Team to review practices and implement District goals.	09/2016 - 06/2019	Administration, Teachers	Certificated Salary	1000-1999: Certificated Personnel Salaries	Other	3,780
					LCFF - Supplemental	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify meaningful participation activities to encourage student engagement	09/2017 - 06/2019	Administration, Teachers	Personnel, materials	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,000

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	LCFF	21,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	130,957.00
2000-2999: Classified Personnel Salaries	LCFF - Base	151,100.00
5000-5999: Services And Other Operating	LCFF - Base	11,900.00
	LCFF - Supplemental	97,299.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	58,009.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	6,600.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,918.00
	Other	1,505.00
1000-1999: Certificated Personnel Salaries	Other	4,530.00
1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	6,000.00
	Title I	1,767.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	134,154.00
Goal 2	118,864.00
Goal 3	101,217.00
Goal 4	141,350.00

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				
Thao Nguyen			X		
Jennifer Rose		X			
Alyssa Brignardello		X			
Giovanni Velasco		X			
Jill Tanner				X	
Toni Mora				X	
Marisa Liu				X	
Kenzo Osmena					X
Jeanine Dang					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 School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	 _____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on December 5, 2018.

Attested:

Kevin Johnson _____ Typed Name of School Principal	 _____ Signature of School Principal	12/05/2018 _____ Date
Thao Nguyen _____ Typed Name of SSC Chairperson	 _____ Signature of SSC Chairperson	12/5/18 _____ Date

The School Plan for Student Achievement

School: Robert Gisler Elementary School
CDS Code: 30-66498-6027973
District: Fountain Valley School District
Principal: Erin Bains
Revision Date: December 4, 2018

The School 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 21, 2019.

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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: (based on the California School Dashboard)

Enrollment: 530

English Learners: 11%

Special Education: 10%

Socio-Economically Disadvantaged: 23%

Hispanic: 22%

Asian: 21%

White (not Hispanic): 42%

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.
Annual Update:
SBAC ELA results: schoolwide -1% (did not meet goal) SBAC Math results: schoolwide +1% (did not meet goal) 100% of K-5 students assessed in reading using Fountas and Pinnell and data collected in Illuminate.
Expected Annual Outcomes
<ul style="list-style-type: none">• Student Achievement: SBAC ELA - increase 5 percent scoring Standard Exceeded and Standard Met in all grades• SBAC Math - increase 5 percent scoring Standard Exceeded and Standard Met in all grades.• 100% of K-5 students assessed in reading using Fountas and Pinnell and data collected in Illuminate.
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Lack of time for collaboration through 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 the consistency of instructional practices.• Lack of consistent writing program.

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 2019	Teachers, Site Administrator	Substitutes Consultants	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	Other	5,300
Implement California State Standards in English language arts/literacy and mathematics.	Sept 2015 - June 2019	Teachers, Site Administrator, District Administrators	No additional expense associated with this action			
Increase and support of student use of technology through IT staffing	Sept 2015 - June 2019	District Administrators	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Base LCFF - Supplemental	41,700 13,570
Participate in District Reading professional development	January 2016 - June 2019	Administrators, Teachers	Substitutes	1000-1999: Certificated Personnel Salaries	LCFF - Base LCFF - Supplemental	3,073 4,609
Participate in PD and implement Cognitively Guided Instruction (CGI) and demo days	Sept 2015 - June 2019	Administrators, Teachers	Trainer fees, substitutes, stipends, materials	1000-1999: Certificated Personnel Salaries	LCFF - Base LCFF - Supplemental	3,073 4,609
Utilize supplemental resources	Sept 2015-June 2019	District Administrators, Site Administrator,	Instructional Materials	4000-4999: Books And Supplies	LCFF - Supplemental	4,275
Implementation of District signature practices: CGI, Fountas and Pinnell, ST Math	September 2016-June 2019	Administrators, teachers	No additional expense associated with this action			
Increase opportunities for teacher collaboration by including it in professional development, student free days, Thursday staff meetings, and Friday PLC time	September, 2016-June 2019	Administrators, Teachers, Parent Volunteers	No additional expense associated with this action			
Provide teachers release time to administer, score, and analyze data through certificated music instruction	September 2016-June 2019	administrators, teachers, district music teacher.	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	32,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Participate in school library program	September 2016- June 2019	Library tech	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Base	21,000
					LCFF - Supplemental	6,500

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): 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.
Annual Update:
SBAC ELA results: 71% (-1% change) EL: +3% (33%; 38% gap) LI: +3% (59%; 12% gap) SWD: +3% 24%; 47% gap) SBAC Math results: 71% (1% increase) EL: +15% (58%; 13 % gap) LI: +13% 59%; 12% gap) SWD:+12% (33%; 38% gap)
Expected Annual Outcomes
Students from significant subgroups will decrease the achievement gap by 4% in math and ELA.
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 completion targets in ST Math.

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 2019	Teachers, Support Staff, Site Administrator, District Administrator	Classified salaries	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	8,213
Outreach Counselors	September 2018-June 2020					
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 2019	Teachers, Site Administrator	Annual renewal fees	5000-5999: Services And Other Operating Expenditures	LCFF - Base LCFF - Supplemental	2,590 1,636
Reading Intervention	Sept 2016 - June 2019	Teachers, Site Administrator, district support	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Base LCFF - Supplemental	12,000 8,000
Use of TOSAs (elementary reading, elementary math, middle school reading, middle school math, TK-8 intervention) with district's signature practices	Sept 2016-June 2019	administrators, TOSAs, district administrators	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	48,500
K-5 EL after school writing program	Sept 2016-June 2019		Personnel, Materials	1000-1999: Certificated Personnel Salaries	Title III	4,075
Utilize District common assessments, including a literacy screener, to identify students for participation in supplemental services/	Sept 2016-June 2019	teachers, administrators	Annual service renewal fees	5000-5999: Services And Other Operating Expenditures	LCFF - Base LCFF - Supplemental	11,900 3,950

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.
Annual Update:
PTO members: 125 Twitter Followers 97% attendance at parent/teacher conferences
Expected Annual Outcomes
Attendance at parent conferences at or above 85%. An increase in PTO members by 5%. Increase of Twitter followers to 150+.
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.

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 2019	PTO Executive Board, Teachers, Members, Site Principal	No expense associated with this action			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Publicize meetings via newsletters, flyers, and phone system	Sept 2015 - June 2019	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	Stipends, Materials	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000
Vietnamese translation and interpretation	Sept 2013 - June 2019	District Staff	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	6,600
Utilize technology, eflyers, newsletters 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	8,840
					LCFF - Supplemental	2,950
					Title I	1,767

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.
Annual Update:
Daily attendance rate of 96.2% with the district average of 97.0%, chronic absenteeism of 25 which is a increase from 22, School Climate Survey results, California Healthy Kids Survey results, PBIS
Expected Annual Outcomes
Daily attendance rates to exceed the district average, chronic absenteeism information, suspensions, School Climate Survey results. California Healthy Kids Survey results
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.

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 2019	SAA, Teachers, Site Principal	No additional expense associated with the action			
Increase membership on Student Council	Sept 2015 - June 2019	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 2019	Teachers, Staff, Site Principal	Incentives	5000-5999: Services And Other Operating Expenditures	LCFF - Base	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Outreach Concern Counselors	September 2018- June 2020	Teachers, admin, counselor		5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	
Continue with Noon League Sports at lunch to increase student engagement/connectedness	Sept 2015 - June 2019	Students, Site Administrator	No additional expense associated with the action			
Educate parents regarding legalities related to absenteeism	Sept 2015 - June 2019	Teachers, Site Administrators	No additional expense associated with the action			
Provide health services to support attendance for high needs student populations	Sept 2015 - June 2019	School Staff, Site Administrator, District Staff	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Base	26,570
					LCFF - Supplemental	4,000
Consistent meeting of Leadership Team to build capacity at site. Continue to utilize their expertise at professional development at site.	Sept 2015-June 2019	Teachers, Site Administrator	Substitutes, stipends	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000
Follow Health and Wellness policy and activities	Sept 2015-June 2019	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
1000-1999: Certificated Personnel Salaries	LCFF - Base	44,716.00
2000-2999: Classified Personnel Salaries	LCFF - Base	71,540.00
5000-5999: Services And Other Operating	LCFF - Base	14,990.00
	LCFF - Supplemental	36,254.00
	LCFF - Supplemental	13,570.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	82,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	14,813.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,275.00
1000-1999: Certificated Personnel Salaries	Other	5,300.00
	Title I	1,767.00
1000-1999: Certificated Personnel Salaries	Title III	4,075.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	139,709.00
Goal 2	100,864.00
Goal 3	21,357.00
Goal 4	32,070.00

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			
Kelly Correa		X			
Carissa Nunn		X			
Amanda Smith				X	
Elleni Hoffman				X	
Libia Galvan				X	
Shannon Cross				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 School 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):

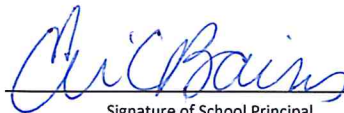
Signature

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 December 12, 2017.

Attested:

Erin Bains

Typed Name of School Principal



Signature of School Principal

12.4.18

Date

Suzie Davis - Chairperson

Typed Name of SSC Chairperson



Signature of SSC Chairperson

12/4/18

Date

The School Plan for Student Achievement

School: Kazuo Masuda Middle School
CDS Code: 30-66498-6094627
District: Fountain Valley School District
Principal: Jay Adams
Revision Date: November 28, 2018

The School 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 21, 2019.

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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 intent 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: 822

Student Enrollment - Racial and Ethnic Subgroups (based on California School Dashboard)

Asian: 52%

White (Not Hispanic): 21%

Hispanic or Latino: 18%

Two or more races: 4%

African-American: 2%

Student Enrollment - Designated Student Groups (based on California School Dashboard)

Special Education: 5%

Socio-Economically Disadvantaged: 36%

English Learners: 12%

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/Honors 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), Drama, FCCLA/Cooking and Creating, Girls Who Code, Yoga, and more...
- Cheerleading
- Competitive Sports Teams
- PAL (Peer Assistance Leadership)
- 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
- 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.

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.
Annual Update:
STUDENT ACHIEVEMENT: *Smarter Balanced Assessments (SBAC) showed 72% of students Met/Exceeded standards in ELA, and 70% Met/Exceeded standards in Math. Cohort groups showed gains of between 1%-13% in all grade levels, all subjects. *SRI Assessments were given 3 times annually in all grades and teachers began to look at data to effect change instructionally. TECHNOLOGY: 7 Chromebook Carts of 34 devices were added to Masuda, for a total of 238 Chromebooks, significantly decreasing the Device: Student ratio.
Expected Annual Outcomes
SBAC (including sub-group scores) ELA Standard Met/Exceeded numbers will increase from 75% to 77%; Math Standard Met/Exceeded numbers will increase from 66% to 70%. Reading Screener/SRI Assessment: School-Wide administration, 3 times per student, to include 8th grade, and an increasing usage of data to drive instructional practice. Writing Benchmarks: Implementation of Turn-It-In.com. Interim Assessments: ELA/Math preliminary administration will be given 3 times per student. 4 Common Math Units will be developed, along with initial forays into common assessment. 1 Additional ELA novel unit will be developed and implemented in the current year. 3 Common History/Social Studies units will be developed per grade level in the current year. 1 Common Science (NGSS) unit will be developed per grade level in the current year.

Findings from the Analysis of this Data:

Currently, there are not common assessments in Mathematics and ELA, which would facilitate stronger student achievement and effective teacher collaboration.
 Technology: there is a need to reduce the student: device ratio (Chromebooks) to increase student access, specifically in the programs which serve the "At-Risk," struggling student population.
 There is currently a lack of measurable data for Science/History, and no common assessments or units of study.

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	Supplemental text	4000-4999: Books And Supplies	LCFF - Supplemental	6,424
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	18,203
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.			
Increase site technology (specifically LCD projectors and printers) for full-campus student/staff access for a more consistent usage.	Sept. 2016 - June 2018	District Administrators	Hardware Installation	5000-5999: Services And Other Operating Expenditures	Other	23,273

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement California State Standards Math materials (California Math and IMP) and participate in professional development	Sept 2016- June 2018	Teachers/Site Administrators District Administrators	No additional expense associated with this action.			
Implement California State Standards in ELA and participate in professional development (Novel Unit development)	Sept 2017 - June 2018	Teachers/Site Administrators District Administrators	No additional expense associated with this action.			
Participate in school library program	Sept 2017 - June 2018	Library Media Technician	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Base	21,000
					LCFF - Supplemental	6,500
Support student use of technology through IT staffing	Sept 2017 - June 2018	District Administrators	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Base	41,700
					LCFF - Supplemental	13,570

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.
Annual Update:
STUDENT ACHIEVEMENT: ELA Standard Met/Exceeded rate of 72%; Math Standard Met/Exceeded rate of 70%. Special Education Students: ELA Standard Met/Exceeded rate of 30%; Math Standard Met/Exceeded rate of 15%. English Learner Students: ELA Standard Met/Exceeded rate of 28%; Math Standard Met/Exceeded rate of 31%. Low Income Students: ELA Standard Met/Exceeded rate of 71%; Math Standard Met/Exceeded rate of 55%.
Expected Annual Outcomes
SBAC (including sub-group scores) ELA Standard Met/Exceeded will increase from 72% to 77%; Math Standard Met/Exceeded will increase from 66% to 70%. Special Education Students: ELA Standard Met/Exceeded will increase from 30% to 40%; Math Standard Met/Exceeded will increase from 15% to 25%. English Learner Students: ELA Standard Met/Exceeded will increase from 28% to 35%; Math Standard Met/Exceeded will increase from 31% to 35%. Low Income Students: ELA Standard Met/Exceeded will increase from 71% to 75%; Math Standard Met/Exceeded will increase from 55% to 60%. Screener/SRI Assessment: School-Wide administration, 3 times per student, to include 8th grade, and an increasing usage of data to drive instructional practice. Writing Benchmarks: Implementation of Turn-It-In.com. ELPAC/RFEP: Redesignation rates 37% to 40% Interim Assessments: ELA/Math preliminary administration will be given 3 times per student. "Language Live" program to be implemented with Special Day Class students. 1 period of Intervention teacher will be scheduled to "case manage" at-risk students and provide ongoing support and consult for regular teachers. Reading Support Program (2 periods) will be revamped and implemented to target At-Risk, struggling readers. Math Intervention program (3 periods) will be developed and implemented to target At-Risk, struggling learners.

Findings from the Analysis of this Data:

Prior Math Help Elective proved ineffective at helping targeted At-Risk students with increasing scores on standardized and non-standardized assessments. Reading Intervention Teacher transferred to another school, necessitating a change in program. Specific, targeted intervention program needed in Special Education to work with our most At-Risk readers (SDC--2 or more years below grade level). General Education teachers need assistance in providing At-Risk, under-performing students with targeted intervention strategies to help them meet rigorous classroom standards. "Spotlight" intervention classes are key to improving classroom and assessment performance for At-Risk, struggling students, and should be continued at each grade level.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize District common assessments, including a literacy screener, to identify students for participation in supplemental programs	Sept 2016- June 2018	Teacher/Site Administrator	SRI Subscription	5000-5999: Services And Other Operating Expenditures	LCFF - Base	11,900
			Duplication	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,950
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 assessment data (school, District, and State)	Sept 2017 - 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
Intervention courses: Math Support (3 sections of District supported intervention + Master Schedule supported intervention)	Sept 2017 - June 2018	Site Administrators District Administrators	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Base	37,500
					LCFF - Supplemental	12,500

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 (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
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	29,108
Provide a Newcomer program to students new to the US as well as an Intermediate EL program	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: Reading Intervention	Sept 2016 - June 2018	Site Administrators District Administrators	Personnel	1000-1999: Certificated Personnel Salaries	Title I	44,250
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 Other	3,009 3,009
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	Expense included in action 2.1			

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	48,500
Utilize ELD Bridge Materials and other supports as available to support classes with clusters	Sept 2016 - June 2018	Teachers/Support Staff, Site/District Administration	Supplemental materials, technology, subscriptions	5000-5999: Services And Other Operating Expenditures	Title III	8,351

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).
Annual Update:
School Site Council had full participation, including 3 parent/2 student members in regular attendance. 2 Parents ran in SSC Election for two open Parent positions. Parent/Teacher Conferences were held for 82% of Masuda students. ELAC Parent Participation in fall meeting was 11%. PTSO Membership sat at 33%. Beginning implementation of PeachJar to inform parents about school events. Twitter/Instagram accounts were in existence as of Fall and Spring, 2018, respectively.
Expected Annual Outcomes
School Site Council participation will include parent/student involvement at all 5 yearly meetings. English Learner Advisory Council will have increased (unduplicated) parent participation at school meetings throughout the year. Increased translation of all school documents, to include site newsletters and PTSO offerings. Parent/Teacher Conferences will be held for parents of ALL students for whom parents seek a conference, in both fall and spring sessions. PTSO Family Membership will increase from 33% to 40%. One Masuda Parent Education Night will be offered during the current school year. ALL school events will be advertised through PeachJar and Parent Link, rather than through paper notification. Minimum of twice weekly "tweets" and InstaGram posts will be sent out with the goal of attaining at least 50/100 "followers" during the current school year.
Findings from the Analysis of this Data:
Increased advertising is needed to encourage parent involvement in District-wide Counselor Parent Education nights. Parents desire to have a School-Sponsored Parent Education Night on how to assist the school staff in supporting their students. A need exists to increase parent involvement as leaders on the school's PTSO and parents of new students need to be encouraged to get involved with volunteering and participating in school functions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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	1,000
Utilize technology, social media, e-flyer, and newsletters 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	8,840
					LCFF - Supplemental	2,940
					Title I	1,767
Utilize counselors to inform parents about ways to support secondary academic plans	Sept 2017 - Aug 2018	Site Administrator District Staff	College Night expenses	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500
Vietnamese translation and interpretation	Sept 2016 - Aug 2018	District/Site Translator	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	6,600
Counselor will meet individually with parents of At-Risk students and will attend pertinent SST Meetings.	Sept. 2016 - Aug. 2018	Site Administrators/Cou nselor	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.
Annual Update:
Student Attendance Rates was 98%. Chronic Absenteeism rate was 14 students. 17 Formal Suspensions were issued. 33 students had 5 or more discipline incidents during the school year. 72% of students reported that "Teachers Care About Me." 72% of students reported that "Teachers Have High Expectations of Me." 84% of students reported that "I Feel Safe at School."
Expected Annual Outcomes
Student Daily Attendance Rates will maintain at 98%, or increase during the current school year. Chronic Absenteeism rate will decrease from 14 to 10 students. Suspensions will decrease from 17 to 15 incidents during the current school year. Formal program will be implemented to reward students for increased/excellent attendance. 19 current students with 5 or more discipline incidents during the last year will be targeted/incentivized to decrease their negative behaviors and to develop more pro-social behaviors. Students reporting that "Teachers Care About Me" will increase from 72% to 75%. Students reporting that "Teachers Have High Expectations of Me" will increase from 72% to 75%. Students reporting that "I Feel Safe at School" will increase from 84% to 86%.

Findings from the Analysis of this Data:

No formal program has been in place to encourage increased attendance, and implementing one would be of benefit.
 No positive incentive program has been in place to target and intervene with students having behavioral issues--rather a solely punitive (reactive) approach has been the norm.
 A Positive School Climate has been an ongoing focus at Masuda, and it will continue to be so throughout the coming year.
 Interventions such as Saturday School and increased On-Campus Suspensions have significantly decreased suspension rates in recent years, and they will continue to be implemented insofar as they are appropriate.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze discipline 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			
Identify meaningful participation activities to encourage student connectedness and student engagement.	Sept 2016- Aug 2018	Site Administrators, Teachers	Personnel, material	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,000
Provide Student/Staff/Parent Education on Resilience and Strength-Based Asset Building through Tyler Durman assemblies for each group.	Nov 2018	Site Administrator, Counselor	Assembly Fee	5800: Professional/Consulting Services And Operating Expenditures	ASB	4,000
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	Expense captured in action 4.2			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide health services to support attendance for high-needs student populations	Sept 2016 - Aug 2018	Site Administrator District Staff	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Base	26,570
					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	57,000
					LCFF - Supplemental	38,000
Educate parents regarding legalities related to attendance/chronic absenteeism.	Sept 2016 - Aug 2018	Teachers/Site Administrators/Counselor	No additional expenses indicated			
Develop Leadership Team to promote school-wide focus on Visible Learning initiative and ALL student achievement.	Sept. 2016 - June 2018	Teachers/Site Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000
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
5800: Professional/Consulting Services And	ASB	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	121,070.00
2000-2999: Classified Personnel Salaries	LCFF - Base	71,540.00
5000-5999: Services And Other Operating	LCFF - Base	11,900.00
	LCFF - Supplemental	65,010.00
	LCFF - Supplemental	12,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	76,712.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	35,708.00
4000-4999: Books And Supplies	LCFF - Supplemental	6,424.00
5000-5999: Services And Other Operating	LCFF - Supplemental	4,450.00
	Other	3,009.00
5000-5999: Services And Other Operating	Other	23,273.00
	Title I	1,767.00
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	8,351.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	132,170.00
Goal 2	260,712.00
Goal 3	21,647.00
Goal 4	135,570.00

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				
Matt Ploski			X		
Chelsea Havert		X			
Deborah Barham		X			
Amy Jara		X			
Azucena Chavarria				X	
Gwen Vo				X	
Luis Amenero				X	
Sierra Springer					X
Alex Tran					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 School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 28, 2018.

Attested:

Jay Adams

Typed Name of School Principal

Signature of School Principal

Date

Alex Tran

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

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 School 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
<i>Erin W. Fournier</i> _____ 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 November 28, 2018.

Attested:

Jay Adams

Typed Name of School Principal

J Adams

Signature of School Principal

11-28-18

Date

Alex Tran

Typed Name of SSC Chairperson

Alex Tran

Signature of SSC Chairperson

11/28/18

Date



Fountain Valley School District
BUSINESS SERVICES DIVISION

M E M O R A N D U M

TO: Board of Trustees
FROM: Christine Fullerton, Assistant Superintendent Business Services
Isidro Guerra, Director of Fiscal Services
SUBJECT: **CONSOLIDATED APPLICATION - Winter Release 2018**
DATE: February 12, 2019

Background:

Notification has been received from the California State Department of Education with regard to funding under the 2018-19 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:

2018-19 Federal categorical program funds administered through the Consolidated Application:

- Title I, Part A - \$389,302. 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 Supporting Effective Instruction - \$91,338. Funds have been allocated for Class Size Reduction.
- Title III, Language Instruction for English Learners (LEP) - \$81,617. Funds have been allocated to provide supplementary programs and services to limited English proficient students.

Total Consolidated Application funding for 2018-19 will be \$562,257. The 2018-19 expenditure budgets will be adjusted to reflect the new funding entitlements.

Recommendation:

It is recommended that the Board of Trustees approve transmittal of the Consolidated Application Winter Release 2018 Data Collection to the California State Department of Education.



Fountain Valley School District
Educational Services

MEMORANDUM

TO: Board of Trustees
FROM: Steve McLaughlin, Assistant Superintendent, Educational Services
SUBJECT: **APPROVAL OF MEMORANDUM OF UNDERSTANDING (MOU)
REGARDING ST MATH DATA SHARING BETWEEN MIND
RESEARCH INSTITUTE AND FOUNTAIN VALLEY SCHOOL
DISTRICT FOR THE DISTRICT'S EIGHT SCHOOLS**
DATE: February 15, 2019

Background:

Currently, the MIND Research ST Math program is active at eight school sites within the District. The ST Math program includes a license to use supplemental math instructional computer software developed and owned by MIND Research. This program is designed to benefit both elementary and secondary school teachers and their students in math achievement.

FVSD seeks to have MIND Research provide an analysis of student usage of their program as compared to the District's student outcomes.

Fiscal Impact:

There is no financial impact for MIND Research to provide an analysis of student usage of their program.

Recommendation:

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

MEMORANDUM OF UNDERSTANDING REGARDING DATA SHARING

This Memorandum of Understanding, (hereinafter referred to as “MOU”), is made by and between Fountain Valley School District, a legal California entity, (hereinafter referred to as “the District”), located at 10055 Slater Ave., Fountain Valley, CA 92708, and MIND Research Institute, a California corporation (hereinafter referred to as “Contractor”), located at 111 Academy, Suite 100, Irvine, CA 92617.

RECITALS

WHEREAS, certain District teachers and students have been using Contractor’s ST Math supplemental math instructional software (hereinafter referred to as “Program”); and

WHEREAS, District seeks to have Contractor provide an analysis of student usage of Contractor’s Program as compared to District’s student outcomes; and

WHEREAS, Contractor is therefore seeking access to confidential pupil records of certain pupils of the District; and

WHEREAS, the District has specific policies in place, in accordance with federal and state law, which regulate when such records are released; and

WHEREAS, more specifically, the District’s Policy on Student Records incorporates the requirements of the Family Educational Rights and Privacy Act (20 U.S.C § 1232g; 34 C.F.R. Part 99); and

WHEREAS, the District’s Policy permits the release of confidential pupil records to “school officials” with “legitimate educational interests”; and

WHEREAS, the District has determined that Contractor is a school official with legitimate educational interests in the confidential pupil records to be disclosed pursuant to this MOU; and

NOW, THEREFORE, in consideration of the foregoing herein and the mutual promises and covenants set forth herein, the parties agree as follows:

1. OBLIGATIONS OF THE District

- a. The District will disclose the following confidential pupil records to Contractor for the purpose of correlating ST Math data with District records and then performing analysis:
 - i. Schools & Grades & School Years & Cohorts
 1. Schools: all using ST Math; see associated ST Math user file
 2. Grades 3, 4 that used ST Math in 16/17
 3. Grades 4, 5 that used ST Math in 17/18
 - ii. Data Elements
 1. student name (first, last)
 2. student ID
 3. teacher name or other teacher identifier (used to group students)
 4. grade level

5. school name
 6. 1617 and 1718 SBAC Math Scores
 - a. Math Scale Scores and Proficiency Level
 - b. At District option, can include ELA scores for comparison
 7. Student Attributes: District may include in the data file any student attributes that District would like to have sub-studies performed on
- b. Unless otherwise agreed to by the parties, the District will transfer the data to Contractor via secure FTP.
 - c. The District will comply with all of its internal policies and federal and state laws regarding the disclosure of confidential pupil records.

2. OBLIGATIONS OF CONTRACTOR

- a. Contractor will accept the confidential pupil records for the specific purpose of: correlating the ST Math results stored within Contractor's system under unique identifiers with the data provided by the District set forth in ¶ 1a above, and evaluating and reporting upon the relationships between ST Math use and test scores.
- b. Contractor will send correlated data tables back to the District via secure FTP, unless another format is agreed to by the parties.
- c. Contractor agrees that the confidential pupil records, and any personally identifiable information contained therein, will only be used for the specific purpose identified in ¶ 2a of this MOU. This obligation will survive the termination of the MOU.
- d. In accordance with the provisions of FERPA, Contractor will not permit any other party to have access to the identifiable information contained in the confidential pupil records. This obligation will survive the termination of the MOU.
- e. Contractor will de-identify or destroy all confidential pupil records disclosed pursuant to this MOU when the records are no longer needed for the specific purpose identified in ¶ 2a of this MOU.
- f. Contractor has a duty, under this MOU, to be familiar with, and abide by, all provisions of FERPA, relevant California statutes and the District's policies, even if not specifically mentioned herein.
- g. Contractor will not be charged for the confidential pupil records disclosed pursuant to this MOU.

3. INDEMNITY

- a. Contractor shall indemnify and hold harmless the District, its agents, employees and officers against any and all claims, demands, actions and causes of action and resulting liability, loss, damages, costs and expenses arising out of the disclosure of records pursuant to this MOU for injury to persons and damages to the extent caused directly or proximately

by any wrongful, intentional or negligent act or omission of Contractor or Contractor's officers, employees or agents. This obligation shall not extend to wrongful, intentional or negligent acts or omissions of Contractor, its officers, employees and agents, if and only if, such acts or omissions are in response to a grossly negligent directive, policy or instruction directly issued to Contractor by the District or its employees.

- b. To the extent permitted by the laws of the State of California, the District shall indemnify and hold harmless Contractor, its officers, employees and agents against any and all claims, demands, actions and causes of action and resulting liability, loss, damages, costs and expenses for injury to persons and damages to the extent caused directly or proximately by any wrongful, intentional, or negligent act or omission of the District and its employees so long as such act or omission is within the scope of employment.
- c. The obligations identified in ¶ 3 of this MOU will survive the termination of the MOU.

4. TERMINATION

- a. If, in its sole discretion, the District determines that Contractor has failed to comply with FERPA, California law or regulations, or the District's policies on student records, or the provisions of this MOU, the District has the right to immediately terminate this MOU by written notice. Such a termination will constitute notice to Contractor to de-identify or destroy the records disclosed pursuant to this MOU immediately.
- b. The District has the right to terminate this MOU at any time, for any reason, by giving Contractor ten (10) days written notice of such termination. Such a termination will constitute notice to Contractor to de-identify or destroy the records disclosed pursuant to this MOU immediately.

5. NOTICE

- a. Notice to Contractor will be sufficient if sent by Certified or Registered mail to Andrew Coulson, 111 Academy, Suite 100, Irvine, CA 92617, or to such other address as Contractor may designate to the District in writing, with an electronic copy to acoulson@mindresearch.org.
- b. Notice to the District will be sufficient if sent by Certified or Registered mail to 10055 Slater Ave., Fountain Valley, CA 92708 or to such other address as District may designate to Contractor in writing, with an electronic copy to Mclaughlins@fvsd.us.

6. TERM

This MOU will be in effect from Jan 20 2019 through June 30 2019 unless terminated pursuant to ¶ 4 or until the confidential pupil records are no longer needed for the specific purpose identified in ¶ 2a and are de-identified or destroyed by Contractor.

7. MODIFICATION

No modification, expansion or amendment of this MOU will be of any force or effect unless in writing and signed by the parties hereto.

8. SEVERABILITY

All terms and covenants herein are severable. In the event any single term or covenant is found invalid by an agency or court of competent jurisdiction, this MOU will be interpreted as if such invalid terms or covenants were not contained herein.

9. CHOICE OF LAW & FORUM

This MOU will be governed in all respects by, and construed in accordance with, the laws of the State of California. The venue of any action hereunder will be in Orange County, California.

10. FINAL EXPRESSION

This MOU is intended by Contractor and District as a final expression of their agreement and as a complete and exclusive statement of its terms. This MOU supersedes all prior proposals, negotiations, conversations, discussions and agreements among the parties concerning the subject matter hereof.

[signature page follows]

IN WITNESS WHEREOF, the parties have signed this Memorandum of Understanding.

FOUNTAIN VALLEY SCHOOL DISTRICT

MIND RESEARCH INSTITUTE

BY: _____
Authorized Signatory

BY: _____
Authorized Signatory

Title: Assistant Superintendent, Ed Services

Title: Chief Data Science Officer

Steve McLaughlin

Date

Date



Fountain Valley School District
Educational Services

MEMORANDUM

TO: Board of Trustees
FROM: Steve McLaughlin, Assistant Superintendent, Educational Services
SUBJECT: **AUTHORIZATION TO SUBMIT A LOW-PERFORMING STUDENTS BLOCK GRANT (LPSBG) TO THE CALIFORNIA DEPARTMENT OF EDUCATION**
DATE: February 15, 2019

Background:

On June 27, 2018, Governor Brown signed Assembly Bill 1808 into law which authorizes the allocation of a \$300 million Low-Performing Students Block Grant (LPSBG) during the 2018/19 fiscal year. This grant is meant to provide California's low-performing students with additional supports to increase their academic achievement as defined in the California Ed Code (EC), Section 41570(d).

The LPSBG provides funds for local educational agencies (LEAs) who are serving students identified as low-performing on state English language arts or mathematics assessments, who are not otherwise identified for supplemental grant funding under the Local Control Funding Formula (LCFF), or eligible for special education services. These funds are designated to address the persistent achievement gap in California's public schools, and to provide resources and evidence-based practices to initiate and sustain authentic systemic change. Each LEA will receive an equal amount per eligible pupil and funds are available for expenditure or encumbrance through the 2020/21 fiscal year.

The LEA must submit two reports to the State Superintendent of Public Instruction. Report one, which is due on or before March 1, 2019, reports the LEA's adopted plan to use the grant funds to increase the academic performance of pupils who have been identified. Report two, which is due on or before November 1, 2021, reports the LEA's implementation of the plan, the strategies used, and whether those strategies increased the academic performance of the pupils identified.

Fiscal Impact:

The District will receive a one-time grant in the amount of \$318,140 in fiscal year 2018/19 and will have through the 2020/21 fiscal year to expend.

Recommendation:

It is recommended that the Board of Trustees approves the submission of the Low-Performing Students Block Grant to the California Department of Education to be used through the 2020/21 fiscal year.

Summarize how the funds will be used to increase or improve evidence-based services for pupils identified. (1050 Characters)

For the past four years, FVSD has embarked on an intensive teacher learning plan focused on providing the best-first classroom instruction, using student data to inform our practices, and expanding our social/emotional and academic supports. At the elementary level, this has resulted in the implementation of Cognitively Guide Instruction (CGI) in math and Balanced Literacy practices in reading. While at the middle school level, our teachers have collectively built common units of study in all of the core academic areas of: math, English, science, and history. Additionally, FVSD has expanded intervention services at both levels through the implementation of targeted reading instruction in grades K-3, and all math and English for grades 6-8.

The funds from the grants will be utilized to expand our reading intervention at the elementary to include grades 4-5, provide teacher release days to analyze student data K-8, and expand the reading professional development for our elementary teachers, creating site level leads to support our reading program.

How will the effectiveness of the evidence-based services be measured? (1050 Characters)

Inclusive of FVSD's focus on building teacher instructional capacity, has been the development of internal tools to measure student effectiveness. Through the expansion and reorganization of the Data & Assessment Department, FVSD now has a dedicated data technician to support the development of formative assessment tools, create district and site-based reports, and work collaboratively with teacher leaders to determine how best to support classroom instruction.

With this grant, FVSD will work with both district & site personnel to identify and monitor students in need of additional support utilizing reading assessment results three times per year for grades 3-8, common formative CGI-based assessments for math, academic grades at all levels, middle school intervention class grades, and proficiency levels on Smarter Balanced Interim Assessment Blocks (3rd – 8th grade). Using multiple measures to both identify students for targeted support, and monitor their progress, FVSD helps to ensure the academic needs of every student are met.

How are services aligned and described in the LEA's local control and accountability plan? (1050 Characters)

FVSD's LCAP outlines our instructional priorities centered on supporting improved instructional practices, monitoring data, and providing ongoing academic and social emotional support. The services provided by this block grant will allow FVSD to expand its already robust reading intervention program at the elementary level to include upper grade students, provide additional time to teachers to review and analyze student data, and expand instructional leadership through the training of teacher leaders in our signature practices of Balanced Literacy.



Fountain Valley School District
Educational Services

M E M O R A N D U M

TO: Board of Trustees
FROM: Steve McLaughlin, Assistant Superintendent, Educational Services
SUBJECT: **APPROVAL OF CONTRACT BETWEEN FOUNTAIN VALLEY SCHOOL DISTRICT AND ERIN DONELSON TO SUPPORT BALANCED LITERACY TRAINING AT NEWLAND SCHOOL**
DATE: February 6, 2019

Background:

Newland School is planning to use Erin Donelson as a Literacy Consultant in the specific area of using the workshop model with a focus on Balanced Literacy. Erin is a literacy consultant specializing in Balanced Literacy. Over the past 10 years, she has been a consultant with Growing Educators and a literacy coach and currently a consultant for Cotsen as well as numerous districts throughout the U.S. The planned dates at Newland School are March 5 and 8 and May 3 and 8.

Fiscal Impact:

Newland School recently received a Cotsen Sustainability Grant for \$8000 which will be used to cover training as well as substitute coverage for Newland's staff. Option 3 of the Service Proposal for Newland School covers four days of training at a cost of \$5,200 and Option 2 covers five days of training at a cost of \$6,250. Newland has committed to Option 3 but if there is enough money, they would like to go with Option 2.

Recommendation:

It is recommended that the Board of Trustees approves Erin Donelson for professional development services at Newland School.

Option 1	Option 2	Option 3
<p><u>(2) Lab Days</u> Staff Developer Demo</p> <ul style="list-style-type: none"> ▪ Primary Day: (2hr sessions with each grade K,1, 2) ▪ Upper Day: (2 hr sessions with each grade 3, 4, 5) <p><u>2 Unit Planning Days and/or Labs*</u></p> <ul style="list-style-type: none"> ▪ Primary (2 hr session with each grade) ▪ Upper (2 hr session with each grade) <p><u>2 Yearlong Strategic Planning Days</u></p> <ul style="list-style-type: none"> ▪ Primary (2 hr session with each grade) ▪ Upper (2 hr session with each grade) 	<p><u>(2) Lab Days</u></p> <ul style="list-style-type: none"> ▪ Primary Day: 3 2hr sessions with each grade K,1, 2 ▪ Upper Day: 3 2 hr sessions with each grade 3, 4, 5) <p><u>(2) Unit Planning and/or Lab*</u></p> <ul style="list-style-type: none"> ▪ Primary (2 hr session with each grade) ▪ Upper (2 hr session with each grade) <p><u>(1) Yearlong Strategic Planning day</u></p> <ul style="list-style-type: none"> ▪ ½ day K-2, ▪ ½ 3-5 	<p><u>(2) Lab Days</u></p> <ul style="list-style-type: none"> ▪ Primary Day: 3 2hr sessions with each grade K,1, 2 ▪ Upper Day: 3 2 hr sessions with each grade 3, 4, 5) <p><u>(2) Planning Day</u> Primary (2 hr session with each grade) Upper (2 hr session with each grade)</p>
Total: 6 Days	Total: 5 Days	Total: 4 days
Cost: \$7,200	Cost: \$6,250	Cost: \$5,200

*Planning days could be:

- lesson planning
- studying student work to plan lessons/units
- planning/creating toolkits for differentiation

*Lab days could include:

- demo by staff developer
- planning a lesson or part of a lesson with the team and everyone goes and tries in the classroom

Erin Donelson, LLC
120 Driftwood St.
Marina del Rey, CA 90292
(571) 345-5504

Service Proposal for Newland Elementary

December 19, 2018



Fountain Valley School District
Support Services

MEMORANDUM

TO: Board of Trustees
FROM: Kate Smith, Director, Support Services
SUBJECT: **Consultant Agreement with Dr. Annmary Abdou**
DATE: February 15, 2019

Background:

Dr. Annmary Abdou joined the Attallah College of Education Studies as an Assistant Professor in 2017. She earned her doctorate in Counseling, Clinical and School Psychology from the University of California, Santa Barbara and is a Licensed Educational Psychologist and a Nationally Certified School Psychologist. Dr. Annmary Abdou will present “Executive Functioning” to FVSD General Education and Special Education Teachers at FAPE U. Executive Functioning skills allow students to pay attention, organize and plan, initiate tasks, regulate emotions and self-monitoring. These skills can be taught and supported with instructional strategies in the classroom. Improved executive functioning skills increases students’ opportunities for academic and social growth and achievement.

Fiscal Impact:

Not to exceed \$500.00.

Recommendation:

It is recommended that the Board of Trustees approves the Consultant Agreement between FVSD and Dr. Annmary Abdou.

CONSULTING AGREEMENT

THIS AGREEMENT IS MADE AND ENTERED INTO ON THIS 21ST DAY OF FERUARY, 2019 BETWEEN DR. ANNMARY ABDOU, HERIN REFERRED TO AS "CONSULTANT," AND THE FOUNTAIN VALLEY SCHOOL DISTRICT, HERIN AFTER REFERRED TO AS "DISTRICT."

WHEREAS, THE DISTRICT IS IN NEED OF SPECIAL SERVICES AND ADVICE IN FINANCIAL, ECONOMIC, ACCOUNTING, ENGINEERING OR ADMINISTRATIVE MATTERS; AND

WHEREAS, SUCH SERVICES AND ADVICE ARE NOT AVAILABLE AT NO COST FROM PUBLIC AGENCIES; AND

WHEREAS, CONSULTANT IS SPECIALLY TRAINED , EXPERIENCE AND COMPETENT TO PROVIDE THE SPECIAL SERVICES AND ADVICE REQUIRED; AND

WHEREAS, SUCH SERVICES ARE NEEDED ON A LIMITED BASIS:

NOW, THEREFORE, THE PARTIES HERETO AGREE AS FOLLOWS:

1. SERVICES TO BE PROVIDED BY CONSULTANT:

Executive Functioning skills allow students to pay attention, organize and plan, initiate tasks, regulate emotions and self-monitoring. These skills can be taught and supported with instructional strategies in the classroom. Improved executive functioning skills increases students' opportunities for academic and social growth and achievement.

2. THE CONSULTANT WILL COMMENCE PROVIDING SERVICES UNDER THIS AGREEMENT ON March 12, 2019 AND WILL DILIGENTLY PERFORM AS REQUIRED AND COMPLETE PERFORMANCE BY Dr. Annmary Abdou. THE CONSULTANT WILL PERFORM SAID SERVICES AS AN INDEPENDENT CALLING AND NOT AS AN EMPLOYEE OF THE DISTRICT. CONSULTANT SHALL BE UNDER THE CONTROL OF THE DISTRICT AS TO THE RESULT TO BE ACCOMPLISHED AND NOT AS TO THE MEANS OR MANNER BY WHICH SUCH RESULT IS TO BE ACCOMPLISHED.

3. THE DISTRICT WILL PREPARE AND FURNISH TO THE CONSULTANT UPON REQUEST SUCH INFORMATION AS IS REASONABLY NECESSARY TO THE PERFORMANCE OF THE CONSULTANT TO THIS AGREEMENT.

4. THE DISTRICT SHALL PAY THE CONSULTANT \$ 500.00 PER DAY FOR 1 DAYS, FOR A TOTAL CONTRACT PRICE OF NOT TO EXCEED \$500.00 FOR SERVICES RENDERED PURSUANT TO THIS AGREEMENT.

5. THE DISTRICT MAY AT ANY TIME FOR ANY REASON TERMINATE THIS AGREEMENT AND COMPENSATE CONSULTANT ONLY FOR SERVICES RENDERED TO THE DATE OF TERMINATION. WRITTEN NOTICE BY THE DISTRICT SUPERINTENDENT SHALL BE SUFFICIENT TO STOP FURTHER PERFORMANCE OF SERVICES BY CONSULTANT. THE NOTICE SHALL BE DEEMED GIVEN WHEN RECEIVED OR NO LATER THAN THREE (3) DAYS AFTER THE DAY OF MAILING, WHICHEVER IS SOONER.

6. CONSULTANT AGREES TO AND SHALL HOLD HARMLESS AND INDEMINFY THE DISTRICT, ITS OFFICERS, AGENTS AND EMPLOYEES FROM EVERY CLAIM OR DEMAND MADE AND EVERY LIABILITY OR LOSS, DAMAGE OR EXPENSE OF ANY NATURE WHATSOEVER, WHICH MAY BE INCURRED BY REASON OF: (A) LIABILITY FOR DAMAGES FOR DEATH OR BODILY INJURY TO PERSON, INJURY TO PROPERTY, OR ANY OTHER LOSS, DAMAGE OR EXPENSE SUSTAINED BY THE CONSULTANT OR ANY PERSON , FIRM OR CORPORATION EMPLOYED BY THE CONSULTANT UPON OR IN CONNECTION WITH THE SERVICES CALLED FOR IN THIS AGREEMENT EXCEPT FOR LIABILITY FOR DAMAGES REFERRED TO ABOVE WHICH RESULT FROM THE SOLE NEGLIGENCE OR WILLFUL MISCONDUCT OF THE DISTRICT, ITS OFFICERS, EMPLOYEES OR AGENTS; (B) ANY INJURY TO OR DEATH OF PERSONS OR DAMAGE TO PROPERTY SUSTAINED BY ANY PERSONS, FIRM OR CORPORATION, INCLUDING THE DISTRICT, ARISING OUT OF, OR IN ANYWAY CONNECTED WITH THE SERVICES COVERED BY THIS AGREEMENT, WHETHER SAID INJURY OR DAMAGE OCCURS EITHER ON OR OFF SCHOOL DISTRICT PROPERTY, EXCEPT FOR LIABILITY FOR DAMAGES WHICH RESULT FROM THE SOLE NEGLIGENCE OR WILLFULL MISCONDUCT OF THE DISTRICT, ITS OFFICERS, EMPLOYEES OR AGENTS. THE CONSULTANT, AT CONSULTANT'S EXPENSE, COST AND RISK, SHALL DEFEND ANY AND ALL ACTIONS, SUITS OR OTHER PROCEEDING THAT MAY BE BROUGHT OR INSTITUTED AGAINST THE DISTRICT, ITS OFFICERS, AGENTS OR EMPLOYEES ON ANY SUCH CLAIM, DEMAND OR LIABILITY AND SHALL PAY OR SATISFY ANY JUDGEMENT THAT MAY BE RENDERED AGAINST THE DISTRICT, ITS OFFICERS, AGENTS OR EMPLOYEES IN ANY ACTION, SUIT OR OTHER PROCEEDINGS AS A RESULT THEREOF.

7. THIS AGREEMENT IS NOT ASSIGNABLE WITHOUT WRITTEN CONSENT OF THE PARTIES HERETO.

8. CONSULTANT SHALL COMPLY WITH ALL APPLICABLE FEDERAL, STATE AND LOCAL LAWS, REGULATIONS AND ORDINANCES INCLUDING WORKER'S COMPENSATION.

9. CONSULTANT, IF AN EMPLOYEE OF ANOTHER PUBLIC AGENCY, CERTIFIES THAT CONSULTANT WILL NOT RECEIVE SALARY OR REMUNERATION, OTHER THAN VACATION PAY, AS AN EMPLOYEE OF ANOTHER PUBLIC AGENCY FOR THE ACTUAL TIME IN WHICH SERVICES ARE ACTUALLY BEING PERFORMED PURSUANT TO THIS AGREEMENT.

IN WITNESS WHEREOF, THE PARTIES HERETO HAVE CAUSED THIS AGREEMENT TO BE EXECUTED.

(MUST BE SIGNED PRIOR TO DISTRICT SIGNATURE)
CONSULTANT:

(CONSULTANT SIGNATURE)

(ADDRESS)

(CITY, STATE, ZIP CODE)

(DATE)

(BOARD APPROVAL REQUIRED PRIOR TO SIGNATURE)

FOUNTAIN VALLEY SCHOOL DISTRICT:

BY _____

February 21, 2019

(DATE OF BOARD APPROVAL)