

DISCUSSION

Item 9A.

Ed. Svcs. Update

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 9A
FROM:	Danny Brown, Director of Federal Program/School Improvement	Reading
DATE:	August 13, 2013	Discuss X
SUBJECT:	Assessment/Survey Update	Action
		Consent

OBJECTIVE: Assessment update that supports Goal #1 (Improving Student Achievement).

SUPPORTING DATA:

Please find attached school/district accountability label summaries for the 2012-'13 school year along with a four year trend analysis for DIBELS (K-3 reading assessment). Also attached is a composite of the five top rated and five bottom rated areas of our spring AdvancED accreditation surveys for parents, staff and students.

SUMMARY & RECOMMENDATION:

Sample Motion: N/A

Approved for transmittal to the Governing Board:



Dr. Paul Stanton, Superintendent

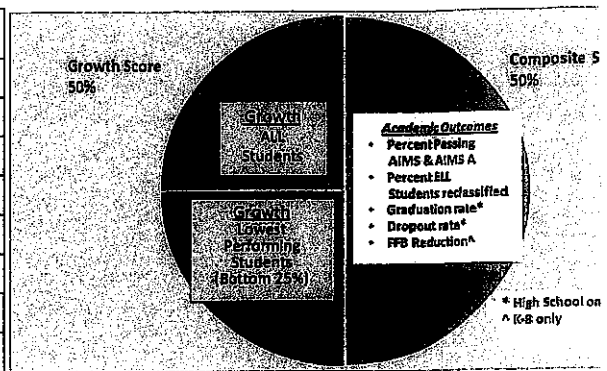
Questions should be directed to: Danny Brown (759-4000)

School / District

A – F Accountability Labels

District A-F Letter Grade = B

2013 Percent Passing of FAY Students AIMS and AIMS A		View Passing Data
Grade	Reading	Mathematics
3	86 %	74 %
4	83 %	69 %
5	90 %	73 %
6	91 %	78 %
7	92 %	71 %
8	76 %	59 %
10	91 %	74 %
11	76 %	46 %
12	57 %	45 %
Percent Passing -- All Students ¹		78 %



Growth Score + Composite Score = A-F Letter Grade
 (100 points possible) + (100 + 3 + 3 + 3 points possible) = 200+ points possible

Median Percentile Rank		View Percentile Rank Data
Grade	Reading	Mathematics
3	52	48
4	45	54
5	53	48
6	53	57
7	40	35
8	40.5	40
10	61	57.5
All Students(Across grades)		48
Median Percentile Rank -- All Students ²		48.5
Median Percentile Rank -- Bottom 25%		51.5
Total Growth Points		50

Composite Score Components	Points
Percent Passing AIMS and AIMS A	78
ELL Reclassification Additional Points	0
Graduation Rate Additional Points	3
Drop Out Rate Additional Points ³	3
FFB Rate Additional Points ⁴	
Total Composite Points	84

95% PERCENT TESTED		
Percent Tested	Eligible Grade	Max Eligible Point
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99

Total Score			
A	B	C	D
140-200	120-139	100-119	0-99

Total Scores	
Composite Score	84
Growth Score (+ 1 point)	51
Total Points (Composite + Growth Scores)	135
Percent Tested (FAY + Non-FAY students)	100 %
Final A-F Letter Grade	B

¹ Percent Passing (Average across grades and content areas)

² Median Growth Percentile -- All Students (Average across content areas)

³ High School Only

⁴ K-8 Only

School A-F Letter Grade = B

2013 Percent Passing of FAY Students AIMS and AIMS A (1 - Year)			<i>View Passing Data</i>
Grade	Reading	Mathematics	
10	91 %	74 %	
11	76 %	47 %	
12	57 %	45 %	
Percent Passing -- All Students ¹		74 %	

Median Percentile Rank of FAY Students AIMS Only (1 - Year)			<i>View Percentile Rank Data</i>
Grade	Reading	Mathematics	
10	60.5	57.5	
All Students(Across grades)		60.5	57.5

Median Growth Percentile -- All Students ²	59
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Median Growth Percentile -- Bottom 25% ³	50
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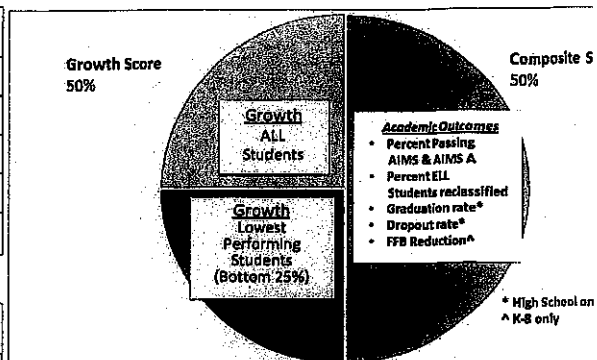
Overall Growth ⁴	55
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Composite Score Components	Points
Percent Passing AIMS and AIMS A	74
ELL Reclassification Additional Points	0
Graduation Rate Additional Points	3
Drop Out Rate Additional points ⁵	3
FFB Rate Additional Points ⁶	
Total Composite Points	80

All Points	
Composite Points	80
Growth Points (+ 1 point)	56
Total Points (Composite + Growth Scores)	136

Percent Tested (FAY + Non-FAY students)	100 %
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Final A-F Letter Grade	B
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Growth Score + Composite Score = A-F Letter Grade
 (100 points possible) + (100 + 3 + 3 + 3 points possible) = 200+ points possible

95% PERCENT TESTED		
Percent Tested	Eligible Grade	Max Eligible Poin
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99

Total Score			
A	B	C	D
140-200	120-139	100-119	0-99

¹ Percent Passing (Average across grades and content areas)

² Median Growth Percentile -- All Students (Average across content areas)

³ Median Growth Percentile -- Bottom 25% (Average across content areas)

⁴ Overall Growth (Average of median growth percentile - All students + Bottom 25%)

⁵ High school only

⁶ K-8 only

School A-F Letter Grade = C

2013 Percent Passing of FAY Students AIMS and AIMS A (1 - Year)			View Passing Data
Grade	Reading	Mathematics	
7	91 %	70 %	
8	78 %	58 %	
Percent Passing -- All Students ¹		74 %	

Median Percentile Rank of FAY Students AIMS Only (1 - Year)			View Percentile Rank Data
Grade	Reading	Mathematics	
7	37.5	30	
8	36	40	
All Students(Across grades)		36	

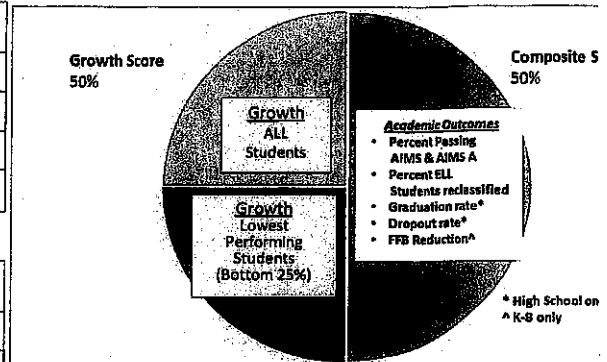
Median Growth Percentile -- All Students ²	36
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Median Growth Percentile -- Bottom 25% ³	41.25
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Overall Growth ⁴	39
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Composite Score Components	Points
Percent Passing AIMS and AIMS A	74
ELL Reclassification Additional Points	0
Graduation Rate Additional Points	N/A
Drop Out Rate Additional points ⁵	N/A
FFB Rate Additional Points ⁶	3
Total Composite Points	77

All Points	
Composite Points	77
Growth Points (+ 1 point)	40
Total Points (Composite + Growth Scores)	117
Percent Tested (FAY + Non-FAY students)	100 %
Final A-F Letter Grade	C



Growth Score + Composite Score = A-F Letter Grade
(100 points possible) + (100 + 3 + 3 + 3 points possible) = 200+ points possible

95% PERCENT TESTED			
Percent Tested	Eligible Grade	Max Eligible Poin	
>= 95%	A	200	
85% - 94%	B	139	
75% - 84%	C	119	
<75%	D	99	
Total Score			
A	B	C	D
140-200	120-139	100-119	0-99

¹ Percent Passing (Average across grades and content areas)

² Median Growth Percentile -- All Students (Average across content areas)

³ Median Growth Percentile -- Bottom 25% (Average across content areas)

⁴ Overall Growth (Average of median growth percentile - All students + Bottom 25%)

⁵ High school only

⁶ K-8 only

School A-F Letter Grade = B

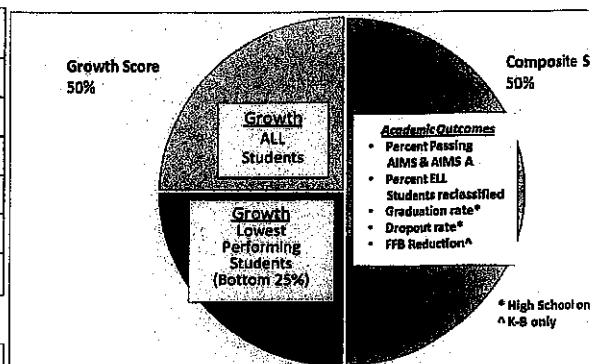
2013 Percent Passing of FAY Students AIMS and AIMS A (1 - Year)			<i>View Passing Data</i>
Grade	Reading	Mathematics	
3	82 %	60 %	
4	77 %	62 %	
5	87 %	59 %	
6	89 %	76 %	
Percent Passing -- All Students ¹		74 %	

Median Percentile Rank of FAY Students AIMS Only (1 - Year)			<i>View Percentile Rank Data</i>
Grade	Reading	Mathematics	
3	42	41	
4	41	42.5	
5	62	35.5	
6	50	60	
All Students(Across grades)		43	

Median Growth Percentile -- All Students ²	46.5
Median Growth Percentile -- Bottom 25% ³	53.5
Overall Growth ⁴	50

Composite Score Components	Points
Percent Passing AIMS and AIMS A	74
ELL Reclassification Additional Points	0
Graduation Rate Additional Points	N/A
Drop Out Rate Additional points ⁵	N/A
FFB Rate Additional Points ⁶	3
Total Composite Points	77

All Points	
Composite Points	77
Growth Points (+ 1 point)	51
Total Points (Composite + Growth Scores)	128
Percent Tested (FAY + Non-FAY students)	100 %
Final A-F Letter Grade	B



Growth Score + Composite Score = A-F Letter Grade
(100 points possible) + (100 + 3 + 3 + 3 points possible) = 200+ points possible

95% PERCENT TESTED			
Percent Tested	Eligible Grade	Max Eligible Points	
>= 95%	A	200	
85% - 94%	B	139	
75% - 84%	C	119	
<75%	D	99	
Total Score			
A	B	C	D
140-200	120-139	100-119	0-99

¹ Percent Passing (Average across grades and content areas)

² Median Growth Percentile -- All Students (Average across content areas)

³ Median Growth Percentile -- Bottom 25% (Average across content areas)

⁴ Overall Growth (Average of median growth percentile - All students + Bottom 25%)

⁵ High school only

⁶ K-8 only

School A-F Letter Grade = A

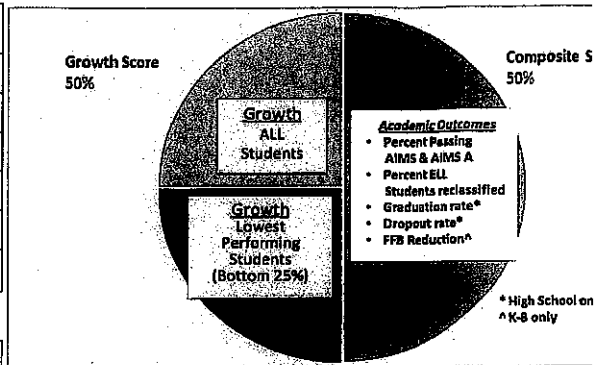
2013 Percent Passing of FAY Students AIMS and AIMS A (1 - Year)			View Passing Data
Grade	Reading	Mathematics	
3	94 %	86 %	
4	86 %	77 %	
5	96 %	89 %	
6	96 %	79 %	
Percent Passing -- All Students ¹		88 %	

Median Percentile Rank of FAY Students AIMS Only (1 - Year)			View Percentile Rank Data
Grade	Reading	Mathematics	
3	60	59.5	
4	52.5	63.5	
5	54.5	48	
6	62	69	
All Students(Across grades)		56	60

Median Growth Percentile -- All Students ²	58
Median Growth Percentile -- Bottom 25% ³	62.5
Overall Growth ⁴	60

Composite Score Components	Points
Percent Passing AIMS and AIMS A	88
ELL Reclassification Additional Points	3
Graduation Rate Additional Points	N/A
Drop Out Rate Additional points ⁵	N/A
FFB Rate Additional Points ⁶	3
Total Composite Points	94

All Points	
Composite Points	94
Growth Points (+ 1 point)	61
Total Points (Composite + Growth Scores)	155
Percent Tested (FAY + Non-FAY students)	100 %
Final A-F Letter Grade	A



Growth Score + Composite Score = A - F Letter Grade
(100 points possible) + (100 + 3 + 3 + 3 points possible) = 200+ points possible

95% PERCENT TESTED		
Percent Tested	Eligible Grade	Max Eligible Points
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99

Total Score			
A	B	C	D
140-200	120-139	100-119	0-99

¹ Percent Passing (Average across grades and content areas)

² Median Growth Percentile -- All Students (Average across content areas)

³ Median Growth Percentile -- Bottom 25% (Average across content areas)

⁴ Overall Growth (Average of median growth percentile - All students + Bottom 25%)

⁵ High school only

⁶ K-8 only

School A-F Letter Grade = C

2013 Percent Passing of FAY Students AIMS and AIMS A (1 - Year)			<i>View Passing Data</i>
Grade	Reading	Mathematics	
7	91 %	69 %	
8	72 %	56 %	
Percent Passing -- All Students ¹		72 %	

Median Percentile Rank of FAY Students AIMS Only (1 - Year)			<i>View Percentile Rank Data</i>
Grade	Reading	Mathematics	
7	40	34	
8	39	33	
All Students(Across grades)		39.5	34

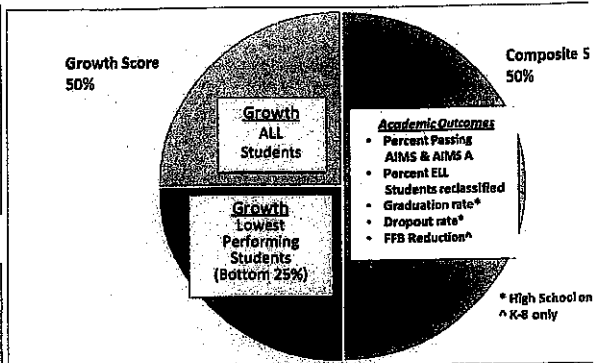
Median Growth Percentile -- All Students ²	36.75
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Median Growth Percentile -- Bottom 25% ³	45.25
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Overall Growth ⁴	41
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Composite Score Components	Points
Percent Passing AIMS and AIMS A	72
ELL Reclassification Additional Points	0
Graduation Rate Additional Points	N/A
Drop Out Rate Additional points ⁵	N/A
FFB Rate Additional Points ⁶	3
Total Composite Points	75

All Points	
Composite Points	75
Growth Points (+ 1 point)	42
Total Points (Composite + Growth Scores)	117
Percent Tested (FAY + Non-FAY students)	99 %
Final A-F Letter Grade	C

¹ Percent Passing (Average across grades and content areas)² Median Growth Percentile -- All Students (Average across content areas)³ Median Growth Percentile -- Bottom 25% (Average across content areas)⁴ Overall Growth (Average of median growth percentile - All students + Bottom 25%)⁵ High school only⁶ K-8 only

Growth Score + Composite Score = A - F Letter Grade
 (100 points possible) + (100 + 3 + 3 + 3 points possible) = 200+ points possible

95% PERCENT TESTED		
Percent Tested	Eligible Grade	Max Eligible Poin
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99
Total Score		
A	B	C
140-200	120-139	100-119
		0-99

School A-F Letter Grade = A

2013 Percent Passing of FAY Students AIMS and AIMS A (1 - Year)		<i>View Passing Data</i>
Grade	Reading	Mathematics
3	92 %	84 %
4	94 %	75 %
5	98 %	88 %
6	88 %	73 %
Percent Passing -- All Students ¹		86 %

Median Percentile Rank of FAY Students AIMS Only (1 - Year)		<i>View Percentile Rank Data</i>
Grade	Reading	Mathematics
3	64	69
4	48	53
5	57.5	69.5
6	47	35
All Students(Across grades)		57

Median Growth Percentile -- All Students ²	55
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Median Growth Percentile -- Bottom 25% ³	56
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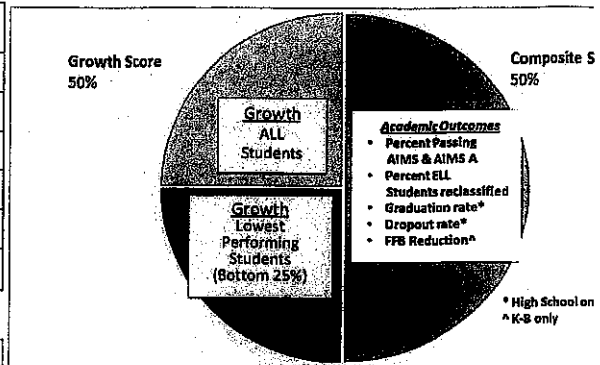
Overall Growth ⁴	56
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Composite Score Components	Points
Percent Passing AIMS and AIMS A	86
ELL Reclassification Additional Points	0
Graduation Rate Additional Points	N/A
Drop Out Rate Additional points ⁵	N/A
FFB Rate Additional Points ⁶	3
Total Composite Points	89

All Points	
Composite Points	89
Growth Points (+ 1 point)	57
Total Points (Composite + Growth Scores)	146

Percent Tested (FAY + Non-FAY students)	100 %
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Final A-F Letter Grade	A
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Growth Score + Composite Score = A - F Letter Grade
(100 points possible) + (100 + 3 + 3 + 3 + 3 points possible) = 200+ points possible

95% PERCENT TESTED		
Percent Tested	Eligible Grade	Max Eligible Poin
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99

Total Score			
A	B	C	D
140-200	120-139	100-119	0-99

¹ Percent Passing (Average across grades and content areas)

² Median Growth Percentile -- All Students (Average across content areas)

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⁴ Overall Growth (Average of median growth percentile - All students + Bottom 25%)

⁵ High school only

⁶ K-8 only

School A-F Letter Grade = B

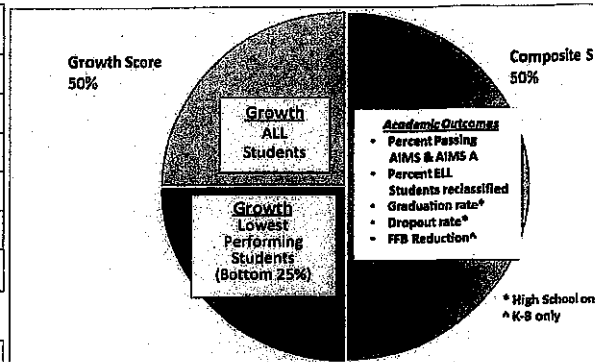
2013 Percent Passing of FAY Students AIMS and AIMS A (1 - Year)			<i>View Passing Data</i>
Grade	Reading	Mathematics	
3	84 %	67 %	
4	76 %	61 %	
5	80 %	57 %	
6	88 %	73 %	
Percent Passing -- All Students ¹		73 %	

Median Percentile Rank of FAY Students AIMS Only (1 - Year)			<i>View Percentile Rank Data</i>
Grade	Reading	Mathematics	
3	42	32	
4	38	47	
5	37	34	
6	43	53	
All Students(Across grades)		39	41

Median Growth Percentile -- All Students ²	40
Median Growth Percentile -- Bottom 25% ³	48.5
Overall Growth ⁴	44

Composite Score Components	Points
Percent Passing AIMS and AIMS A	73
ELL Reclassification Additional Points	0
Graduation Rate Additional Points	N/A
Drop Out Rate Additional points ⁵	N/A
FFB Rate Additional Points ⁶	3
Total Composite Points	76

All Points	
Composite Points	76
Growth Points (+ 1 point)	45
Total Points (Composite + Growth Scores)	121
Percent Tested (FAY + Non-FAY students)	100 %
Final A-F Letter Grade	B



Growth Score + Composite Score = A-F Letter Grade
 (100 points possible) + (100 + 3 + 3 + 3 + 3 points possible) = 200+ points possible

95% PERCENT TESTED		
Percent Tested	Eligible Grade	Max Eligible Points
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99

Total Score			
A	B	C	D
140-200	120-139	100-119	0-99

¹ Percent Passing (Average across grades and content areas)

² Median Growth Percentile -- All Students (Average across content areas)

³ Median Growth Percentile -- Bottom 25% (Average across content areas)

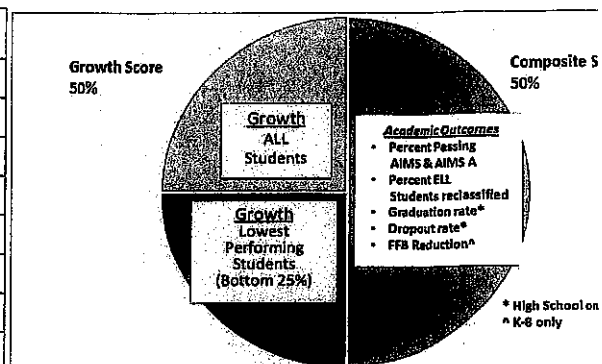
⁴ Overall Growth (Average of median growth percentile - All students + Bottom 25%)

⁵ High school only

⁶ K-8 only

School A-F Letter Grade = B

2013 Percent Passing of FAY Students AIMS and AIMS A (1 - Year)			<i>View Passing Data</i>
Grade	Reading	Mathematics	
3	91 %	78 %	
4	84 %	61 %	
5	95 %	77 %	
6	97 %	96 %	
7	95 %	79 %	
8	83 %	67 %	
Percent Passing -- All Students ¹		84 %	



Median Percentile Rank of FAY Students AIMS Only (1 - Year)			<i>View Percentile Rank Data</i>
Grade	Reading	Mathematics	
3	50.5	29.5	
4	37	42	
5	59	45	
6	61	62	
7	43.5	48.5	
8	53.5	49	
All Students(Across grades)		50	46

Median Growth Percentile -- All Students ²	48
Median Growth Percentile -- Bottom 25% ³	50.5
Overall Growth ⁴	49

Composite Score Components	Points
Percent Passing AIMS and AIMS A	84
ELL Reclassification Additional Points	0
Graduation Rate Additional Points	N/A
Drop Out Rate Additional points ⁵	N/A
FFB Rate Additional Points ⁶	3
Total Composite Points	87

95% PERCENT TESTED		
Percent Tested	Eligible Grade	Max Eligible Point
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99

Total Score			
A	B	C	D
140-200	120-139	100-119	0-99

All Points	
Composite Points	87
Growth Points (+ 1 point)	50
Total Points (Composite + Growth Scores)	137
Percent Tested (FAY + Non-FAY students)	100 %
Final A-F Letter Grade	B

¹ Percent Passing (Average across grades and content areas)² Median Growth Percentile -- All Students (Average across content areas)³ Median Growth Percentile -- Bottom 25% (Average across content areas)⁴ Overall Growth (Average of median growth percentile - All students + Bottom 25%)⁵ High school only

School A-F Letter Grade = A

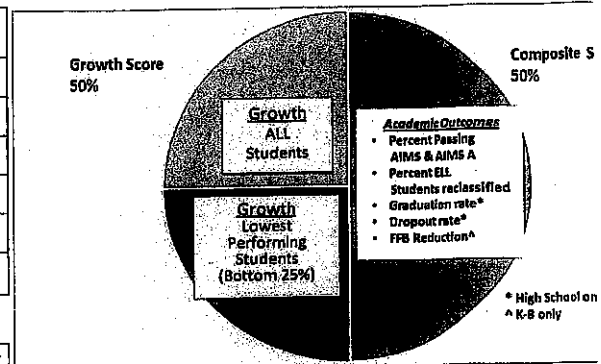
2013 Percent Passing of FAY Students AIMS and AIMS A (1 - Year)			<i>View Passing Data</i>
Grade	Reading	Mathematics	
3	76 %	70 %	
4	88 %	83 %	
5	85 %	71 %	
6	85 %	69 %	
Percent Passing -- All Students ¹		78 %	

Median Percentile Rank of FAY Students AIMS Only (1 - Year)			<i>View Percentile Rank Data</i>
Grade	Reading	Mathematics	
3	57	59	
4	62	75	
5	45	63	
6	56	61	
All Students(Across grades)		54	62.5

Median Growth Percentile -- All Students ²	58.25
Median Growth Percentile -- Bottom 25% ³	63.5
Overall Growth ⁴	61

Composite Score Components	Points
Percent Passing AIMS and AIMS A	78
ELL Reclassification Additional Points	0
Graduation Rate Additional Points	N/A
Drop Out Rate Additional points ⁵	N/A
FFB Rate Additional Points ⁶	3
Total Composite Points	81

All Points	
Composite Points	81
Growth Points (+ 1 point)	62
Total Points (Composite + Growth Scores)	143
Percent Tested (FAY + Non-FAY students)	100 %
Final A-F Letter Grade	A

¹ Percent Passing (Average across grades and content areas)² Median Growth Percentile -- All Students (Average across content areas)³ Median Growth Percentile -- Bottom 25% (Average across content areas)⁴ Overall Growth (Average of median growth percentile - All students + Bottom 25%)⁵ High school only⁶ K-8 only

Growth Score + Composite Score = A - F Letter Grade
 (100 points possible) + (100 + 3 + 3 + 3 points possible) = 200+ points possible

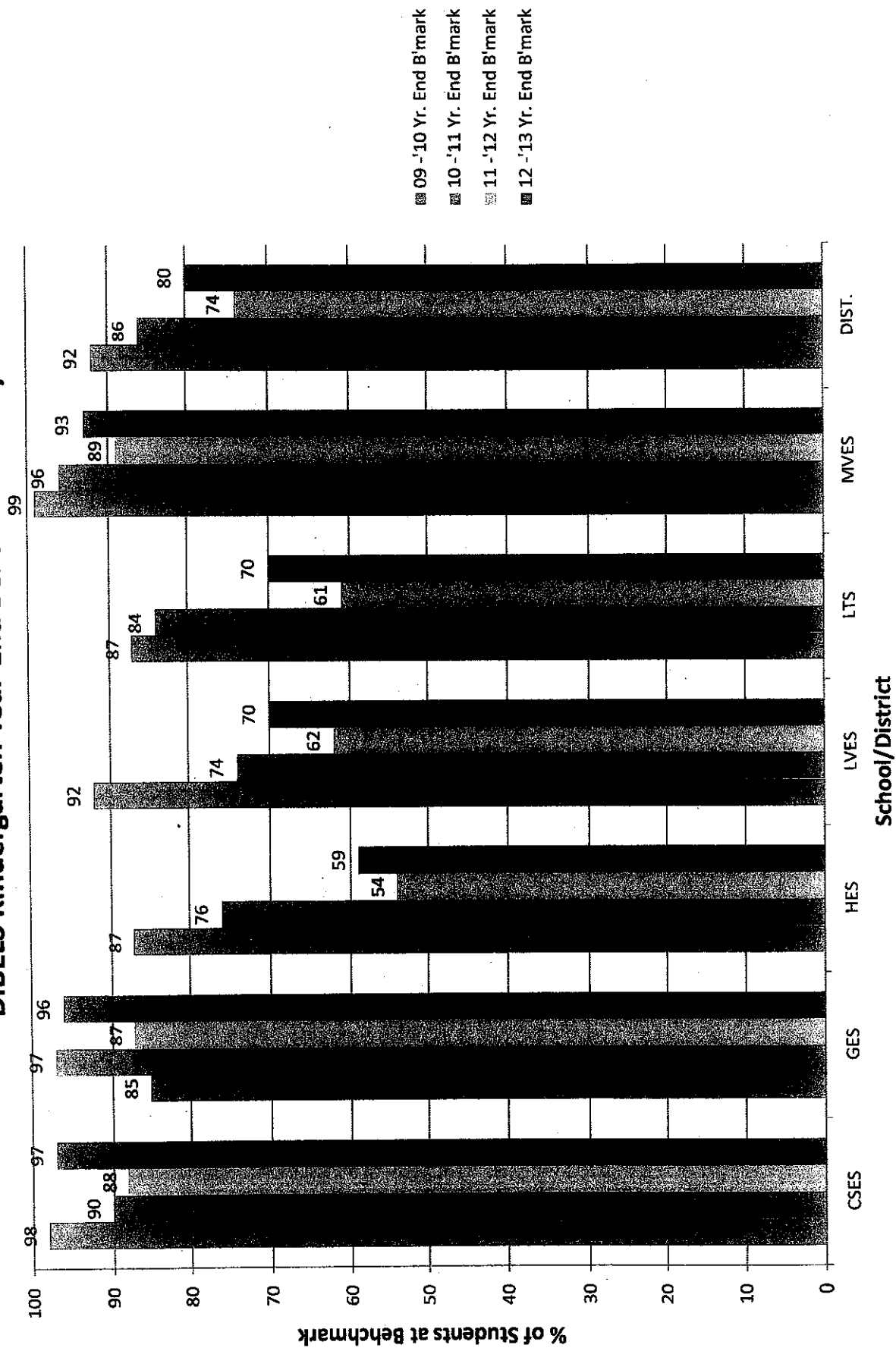
95% PERCENT TESTED		
Percent Tested	Eligible Grade	Max Eligible Point
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99

Total Score			
A	B	C	D
140-200	120-139	100-119	0-99

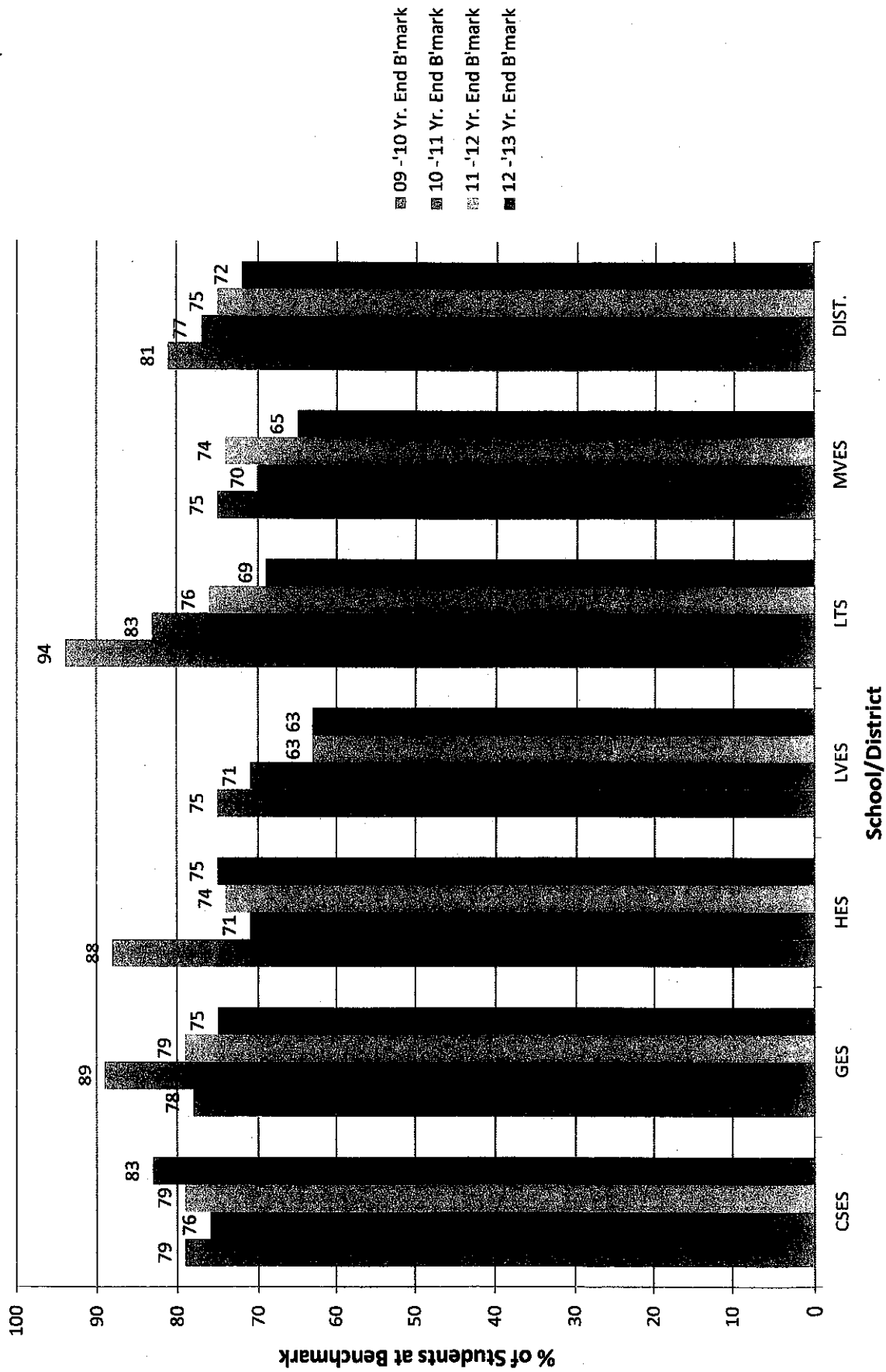
Humboldt Unified School District
A-F Accountability Point Totals
3 Year Comparison

School	Point Total 2011	Point Total 2012	Point Total 2013
BMHS	125	131	136
BMMS	121	118	117
CSES	124	123	128
GES	150	136	155
GHMS	112	106	117
HES	141	151	146
LTS	146	130	137
LVES	127	130	121
MVES	142	141	143
HUSD	137	133	135

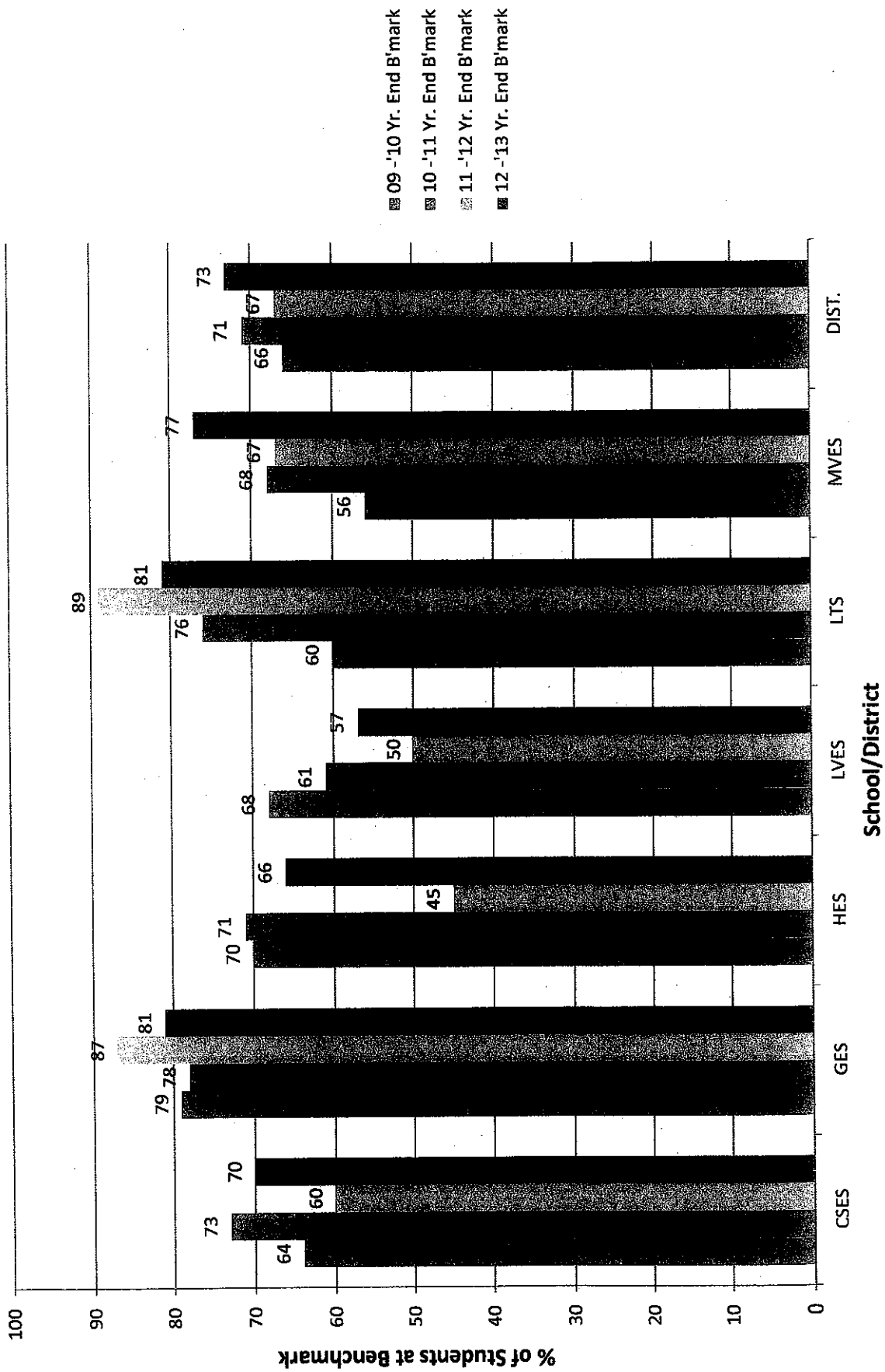
DIBELS Kindergarten Year-End Benchmark Analysis



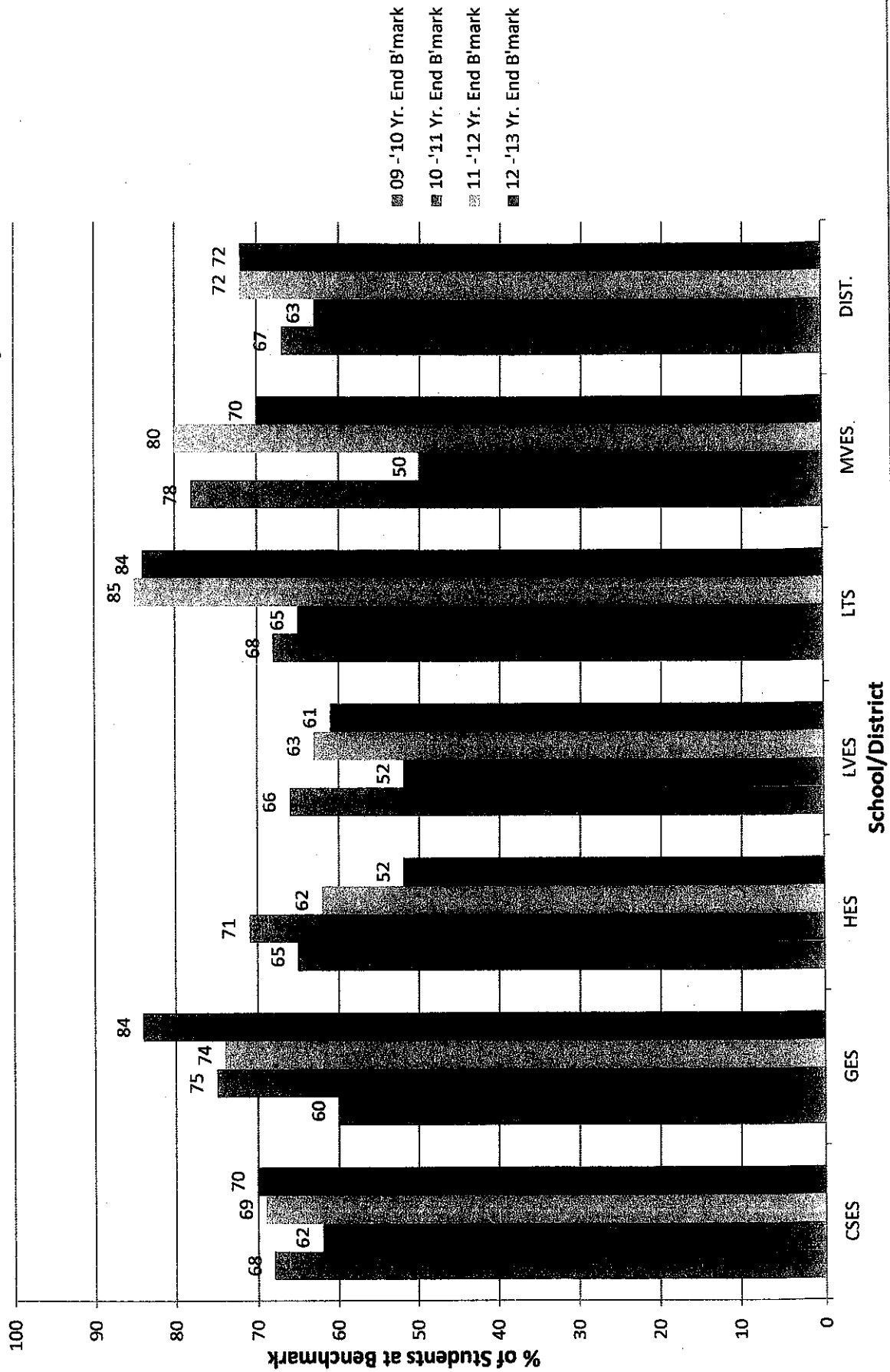
DIBELS First Grade Year-End Benchmark Analysis



DIBELS Second Grade Year-End Benchmark Analysis



DIBELS Third Grade Year-End Benchmark Analysis



2012 - 13

Staff Survey

Five Top Rated Areas

2012-2013 Advanced STAFF SATISFACTION SURVEYS
Five Top-Rated Areas ("Agree" & "Strongly Agree" Categories Aggregated)

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=18)	LVES (N=39)	LTS (N=39)	MVES (N=49)	DO (N=39)
1. Purpose and Direction	1. Our school's purpose statement is clearly focused on student success.	94.93%		89.48%					88.37%	95.92%	74.36%
	2. Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.										
	3. Our school's purpose statement is based on shared values and beliefs that guide decision-making.										
	4. Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.			84.21%							
	5. Our school has a continuous improvement process based on data, goals, actions, and measures for growth.			92.11%		95.12%	100.00%	89.75%			

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=18)	EVES (N=39)	LTS (N=39)	MVES (N=49)	DO (N=39)
2. Governance and Leadership	6. Our school's governing body or school board complies with all policies, procedures, laws, and regulations.										
	7. Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.										
	8. Our school's leaders support an innovative and collaborative culture.										
	9. Our school's leaders expect staff members to hold all students to high academic standards.			86.84%		92.69%	100.00%	89.75%	95.13%		80.00%
	10. Our school's leaders hold themselves accountable for student learning.						100.00%				
	11. Our school's leaders hold all staff members accountable for student learning.			84.21%			100.00%			93.88%	77.14%

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=24)	HES (N=18)	LVES (N=33)	LES (N=33)	MVES (N=49)	DIO (N=30)
2. Governance and Leadership	12. Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.						100.00%			91.84%	74.29%
	13. Our school's leaders ensure all staff members use supervisory feedback to improve student learning.										
	14. Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.										
	15. Our school's leaders provide opportunities for stakeholders to be involved in the school.										
3. Teaching and Assessing for Learning	16. All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.						100.00%				

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=23)	HES (N=19)	LVES (N=39)	LTS (N=39)	MVES (N=49)	DO (N=39)
3. Teaching and Assessing for Learning	17. All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.						100.00%				
	18. All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.										
	19. All teachers in our school use a variety of technologies as instructional resources.										
	20. All teachers in our school use a process to inform students of their learning expectations and standards of performance.										
	21. All teachers in our school provide students with specific and timely feedback about their learning.										

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=18)	LVES (N=36)	LTS (N=30)	MVES (N=49)	DO (N=39)
3. Teaching and Assessing for Learning	22. All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.										
	23. All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.										
	24. All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.										
	25. All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).										

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMIMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=43)	HES (N=18)	LVES (N=39)	LTS (N=25)	MVES (N=49)	DO (N=39)
3. Teaching and Assessing for Learning	26. In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.										
	27. In our school, related learning support services are provided for all students based on their needs.		80.00%							91.84%	
	28. In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.										
	29. In our school, all staff members use student data to address the unique learning needs of all students.										
	30. In our school, staff members provide peer coaching to teachers.										

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=11)	HES (N=13)	LVES (N=20)	LTS (N=19)	MVES (N=19)	DO (N=23)
3. Teaching and Assessing for Learning	31. In our school, a formal process is in place to support new staff members in their professional practice.										
	32. In our school, all staff members participate in continuous professional learning based on identified needs of the school.										
	33. In our school, a professional learning program is designed to build capacity among all professional and support staff members.										
	34. In our school, all school personnel regularly engage families in their children's learning progress.										
	35. In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.										
4. Resources and Support Systems	36. Our school provides qualified staff members to support student learning.	89.04%	85.00%		86.36%	97.43%	100.00%		88.89%	91.84%	

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=21)	HES (N=18)	LVES (N=39)	LTS (N=21)	MVES (N=49)	DO (N=39)
4. Resources and Support Systems	37. Our school provides instructional time and resources to support our school's goals and priorities.										
	38. Our school provides sufficient material resources to meet student needs.										
	39. Our school provides protected instructional time.										
	40. Our school provides a variety of information resources to support student learning.										
	41. Our school provides a plan for the acquisition and support of technology to support student learning.										82.26%
	42. Our school provides a plan for the acquisition and support of technology to support the school's operational needs.										
	43. Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	87.67%									

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=33)	LVES (N=30)	LTS (N=29)	MVES (N=49)	DO (N=59)
4. Resources and Support Systems	44. Our school provides opportunities for students to participate in activities that interest them.	91.79%									
	45. Our school maintains facilities that support student learning.							91.89%			
	46. Our school maintains facilities that contribute to a safe environment.							94.60%		91.84%	
5. Using Results for Continuous Improvement	47. Our school uses multiple assessment measures to determine student learning and school performance.				90.91%				86.11%		
	48. Our school employs consistent assessment measures across classrooms and courses.				86.36%		100.00%				
	49. Our school has a systematic process for collecting, analyzing, and using data.				90.91%	94.87%	100.00%				
	50. Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.				86.36%						

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=21)	HES (N=18)	LVES (N=39)	LTS (N=20)	MVES (N=49)	DO (N=39)
5. Using Results for Continuous Improvement	51. Our school uses data to monitor student readiness and success at the next level.		85.00%		86.36%		100.00%		86.11%		
	52. Our school leaders monitor data related to student achievement.	86.30%	95.00%		90.91%	94.87%	100.00%	91.90%			
	53. Our school leaders monitor data related to school continuous improvement goals.		85.00%		86.36%		100.00%				

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

2012 - 13

**Student Survey
(Grades 6 – 12)**

Five Top Rated Areas

2012-2013 Advanced Student Satisfaction Surveys (GRADES 6-12) **Five Top-Rated Areas ("Agree" & "Strongly Agree" Categories Aggregated)**

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	LES (6)	MVES (6)
1. Purpose and Direction	1. In my school, programs and services are available to help me succeed.	60.13%	72.09%						
	2. In my school, the purpose and expectations are clearly explained to me and my family.								
	3. In my school, a high quality education is offered.					83.33%		85.00%	
	4. In my school, all students are treated with respect.								
	5. In my school, teachers work together to improve student learning.		70.32%		92.77%	90.00%		80.00%	
	6. In my school, rules are applied equally to all students.								
2. Governance and Leadership									

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSSES (6)	GES (6)	HES (6)	LVES (6)	LTS (6)	MVES (6)
2. Governance and Leadership	7. In my school, students treat adults (6-8) with respect.									
	8. In my school, the principal and teachers have high expectations of me.	64.41%		66.13%			81.36%	92.86%	75.25%	87.68%
	9. My school gives me multiple assessments to check my understanding of what was taught.			71.00%	91.36%					94.53%
3. Teaching and Assessing for Learning	10. My school provides me with challenging curriculum and learning experiences.								76.77%	
	11. My school prepares me to deal with issues I may face in the future.									
	12. My school motivates me to learn new things.						84.48%			87.67%

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	LES (6)	LTS (6-8)	MVES (6)
3. Teaching and Assessing for Learning		13. My school offers opportunities for my family to become involved in school activities and my learning.								
		14. My school makes sure there is at least one adult who knows me well and shows interest in my education and future.								
		15. My school provides learning services for me according to my needs.								
		16. All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.		66.12%		83.33%	81.03%			

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	LVES (6)	ETS (6)	MVES (6)
3. Teaching and Assessing for Learning	17. All of my teachers change their teaching to meet my learning needs.									
	18. All of my teachers explain their expectations for learning and behavior so I can be successful.		70.29%			83.34%				86.31%
	19. All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.	62.84%	72.00%	63.92%		84.61%	81.03%	67.86%	72.36%	
	20. All of my teachers provide me with information about my learning and grades.				87.65%		89.66%			83.57%
	21. All of my teachers keep my family informed of my academic progress.									

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	LVES (6)	LTS (6)	MVES (6)
3. Teaching and Assessing for Learning	22. All of my teachers fairly grade and evaluate my work.				87.66%			87.50%		
	23. In my school, the building and grounds are safe, clean, and provide a healthy place for learning.									
4. Resources and Support Systems	24. In my school, students respect the property of others.									
	25. In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center).				87.65%					
	26. In my school, computers are up-to-date and used by teachers to help me learn.									

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	LVES (6)	ETS (6)	MVES (6)
4. Resources and Support Systems	27. In my school, students help each other even if they are not friends.									
	28. In my school, I can participate in activities that interest me.	60.52%								
	29. In my school, I have access to counseling, career planning, and other programs to help me in school.	65.04%								
5. Using Results (6-8) for Continuous Improvement	30. My school shares information about school success with my family and community members.									
	31. My school considers students' opinions when planning ways to improve the school.									

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results		BMHS (9-12)	BMIMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	EVES (6)	LES (6)	MVES (6)
5. Using Results (6-8) for Continuous Improvement	32. My school prepares me for success in the next school year.		73.16%	70.38%		84.75%		83.58%	70.56%	83.57%

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

2012 - 13

**Student Survey
(Grades 3 - 5)**

Five Top Rated Areas

2012-2013 Advanced Student Satisfaction Surveys (GRADES 3-5)
Five Top-Rated Areas ("I Agree" Category Aggregated)

Student Survey Results (3-5)						CSES (N=274)	GES (N=252)	HES (N=160)	EVES (N=150)	LTS (N=100)	MVES (N=211)
1. Purpose and Direction	1. In my school my principal and teachers want every student to learn.					90.51%	92.46%	95.62%	96.96%	90.73%	94.31%
	2. In my school I am learning new things that will help me.								85.36%		
	3. In my school I am treated fairly.										
	4. In my school students treat adults with respect.										
2. Governance and Leadership	5. In my school my teachers want me to do my best work.					96.72%	98.79%	98.74%	98.38%	95.14%	96.67%
	6. My teachers help me learn things I will need in the future.					91.21%					
3. Teaching and Assessing for Learning	7. My teachers use different activities to help me learn.										

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results (3-5)						CSES (N=274)	GES (N=252)	HES (N=169)	MVES (N=211)	LFS (N=155)	MVES (N=211)
3. Teaching and Assessing for Learning	8. My teachers listen to me.										
	9. My teachers tell me how I should behave and do my work.								96.24%		94.74%
	10. My teachers ask my family to come to school activities.										
	11. My teachers always help me when I need them.										
	12. My teachers tell my family how I am doing in school.										
	13. My teachers care about students.										
4. Resources and Support Systems	14. My school is safe and clean.										
	15. My school has many places where I can learn, such as the library.						91.29%	94.94%	89.33%		93.78%
	16. My school has computers to help me learn.					94.51%	92.12%	98.10%	93.75%	91.02%	93.90%

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results (3-5)				CSES (N=274)	GES (N=251)	HES (N=160)	LVES (N=100)	LTS (N=100)	MVES (N=211)
5. Using Results for Continuous Improvement									
				93.41%	93.25%	96.20%	88.13%	92.65%	
17. My school wants children in our school to help each other even if we are not friends.									
18. My principal and teachers ask me what I think about school.									
19. My principal and teachers tell children when they do a good job.									
20. My principal and teachers help me to be ready for the next grade.									

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

2012 - 13

Parent Survey

Five Top Rated Areas

2012-2013 Advanced PARENT SATISFACTION SURVEYS

Five Top-Rated Areas ("Agree" & "Strongly Agree" Categories Aggregated)

Parent Survey Results		BMHS (N=206)	BMMS (N=51)	GHMS (N=80)	CSES (N=200)	GES (N=130)	HES (N=134)	LES (N=134)	MVES (N=163)
1. Purpose and Direction	1. Our school's purpose statement is clearly focused on student success.	79.02%	76.36%	67.47%			88.23%	84.05%	82.03%
	2. Our school's purpose statement is formally reviewed and revised with involvement from parents.								
	3. Our school has established goals and a plan for improving student learning.								
	4. Our school's governing body operates responsibly and functions effectively.								
2. Governance and Leadership	5. Our school's governing body does not interfere with the operation or leadership of our school.								

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Parent Survey Results		BMHS (N=206)	BMMS (N=51)	GHMS (N=80)	CSES (N=200)	GES (N=180)	HES (N=111)	LES (N=100)	MVES (N=163)	SVES (N=100)
2. Governance and Leadership	6. Our school has high expectations for students in all classes.		77.77%	68.29%			91.30%	92.11%	81.47%	
	7. Our school shares responsibility for student learning with its stakeholders.									
	8. Our school communicates effectively about the school's goals and activities.									
	9. Our school provides opportunities for stakeholders to be involved in the school.									
	10. All of my child's teachers provide an equitable curriculum that meets his/her learning needs.									
3. Teaching and Assessing for Learning	11. All of my child's teachers give work that challenges my child.				83.65%			78.85%	84.18%	

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Parent Survey Results		BMHS (N=206)	BMMS (N=51)	GHMS (N=80)	CSES (N=200)	GES (N=100)	HES (N=131)	EMES (N=100)	LTS (N=100)	MVES (N=163)	SEPS (N=100)
3. Teaching and Assessing for Learning	12. All of my child's teachers use a variety of teaching strategies and learning activities.				82.04%			79.03%			98.11%
	13. All of my child's teachers meet his/her learning needs by individualizing instruction.										
	14. All of my child's teachers work as a team to help my child learn.										98.11%
	15. All of my child's teachers help me to understand my child's progress.										
	16. All of my child's teachers keep me informed regularly of how my child is being graded.										
	17. All of my child's teachers report on my child's progress in easy to understand language.		76.92%				85.41%	76.20%			

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Parent Survey Results		BMHS (N=206)	BMMS (N=51)	GHMS (N=80)	CSES (N=200)	GES (N=100)	HES (N=211)	EVES (N=100)	LTS (N=100)	MVES (N=163)	OVES (N=100)
3. Teaching and Assessing for Learning	18. My child sees a relationship between what is being taught and his/her everyday life.										
	19. My child knows the expectations for learning in all classes.	78.04%	78.43%	73.17%	85.37%	89.64%	86.03%	83.07%			
	20. My child has at least one adult advocate in the school.										
	21. My child is given multiple assessments to measure his/her understanding of what was taught.	82.11%				90.21%					
	22. My child has up-to-date computers and other technology to learn.										
4. Resources and Support Systems	23. My child has access to support services based on his/her identified needs.										
	24. Our school provides qualified staff members to support student learning.		76.86%	67.07%	83.49%	89.58%			84.07%		88.11%

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Parent Survey Results		BMHS (N=206)	BMMS (N=51)	GHMS (N=80)	CSES (N=200)	GES (N=180)	HES (N=231)	LVES (N=178)	LTS (N=178)	MVES (N=163)	BMMS (N=51)
4. Resources and Support Systems	25. Our school provides an adequate supply of learning resources that are current and in good condition.										
	26. Our school provides a safe learning environment.	76.66%			83.98%	93.23%	83.83%	80.04%	88.89%		
	27. Our school provides students with access to a variety of information resources to support their learning.										
	28. Our school provides excellent support services (e.g., counseling, and/or career planning).										
	29. Our school provides opportunities for students to participate in activities that interest them.	80.00%									
	30. Our school ensures that the facilities support student learning.			99.63%		91.15%			84.95%	82.95%	

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Parent Survey Results		BMHS (N=206)	BMMS (N=51)	GHMS (N=80)	CSES (N=200)	GES (N=180)	HES (N=131)	LES (N=100)	MVES (N=163)	SVES (N=100)
4. Resources and Support Systems	31. Our school ensures the effective use of financial resources.									
	32. Our school ensures that instructional time is protected and interruptions are minimized.									
	33. Our school ensures that all staff members monitor and report the achievement of school goals.									
5. Using Results for Continuous Improvement	34. My child is prepared for success in the next school year.								80.70%	
	35. My child has administrators and teachers that monitor and inform me of his/her learning progress.									

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

2012 - 13

Staff Survey

Five Lowest Rated Areas

2012-2013 Advanced STAFF SATISFACTION SURVEYS
Five Lowest-Rated Areas ("Disagree" & "Strongly Disagree" Categories Aggregated)

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=34)	LVES (N=35)	FES (N=35)	MMES (N=49)	DO (N=38)
1. Purpose and Direction	1. Our school's purpose statement is clearly focused on student success.										
	2. Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.									4.08%	
	3. Our school's purpose statement is based on shared values and beliefs that guide decision-making.										
	4. Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.										
	5. Our school has a continuous improvement process based on data, goals, actions, and measures for growth.										

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMIS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=43)	HES (N=18)	LVES (N=39)	ETS	MVES (N=49)	DO (N=39)
2. Governance and Leadership	6. Our school's governing body or school board complies with all policies, procedures, laws, and regulations.										
	7. Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.										
	8. Our school's leaders support an innovative and collaborative culture.									4.08%	20.00%
	9. Our school's leaders expect staff members to hold all students to high academic standards.										
	10. Our school's leaders hold themselves accountable for student learning.										
	11. Our school's leaders hold all staff members accountable for student learning.										

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=33)	HES (N=18)	LVES (N=20)	LTS (N=21)	MVES (N=49)	DO (N=29)
2. Governance and Leadership	12. Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.										
	13. Our school's leaders ensure all staff members use supervisory feedback to improve student learning.										
	14. Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.								26.83%	4.08%	
	15. Our school's leaders provide opportunities for stakeholders to be involved in the school.										
3. Teaching and Assessing for Learning	16. All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	23.29%									

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=10)	LVES (N=38)	LTS (N=38)	MVES (N=49)	DD (N=39)
3. Teaching and Assessing for Learning	17. All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	28.77%		21.62%							
	18. All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	20.55%									
	19. All teachers in our school use a variety of technologies as instructional resources.	23.29%									
	20. All teachers in our school use a process to inform students of their learning expectations and standards of performance.										
	21. All teachers in our school provide students with specific and timely feedback about their learning.	20.55%									

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMIHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=43)	HES (N=28)	LVES (N=39)	LCS (N=39)	MVES (N=49)	DO (N=39)
3. Teaching and Assessing for Learning	22. All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.										
	23. All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	20.55%	35.00%								
	24. All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.										
	25. All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).										

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results

3. Teaching and Assessing for Learning	BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=18)	LVES (N=39)	LTS (N=19)	MVES (N=49)	DO (N=39)
	26. In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.									
	27. In our school, related learning support services are provided for all students based on their needs.									
	28. In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.		29.73%							
	29. In our school, all staff members use student data to address the unique learning needs of all students.									
	30. In our school, staff members provide peer coaching to teachers.					14.29%			4.08%	

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=61)	HES (N=18)	LVES (N=21)	LTS (N=21)	MVES (N=49)	DO (N=29)
3. Teaching and Assessing for Learning	31. In our school, a formal process is in place to support new staff members in their professional practice.			21.62%	34.78%	27.50%	28.58%			6.12%	
	32. In our school, all staff members participate in continuous professional learning based on identified needs of the school.					25.00%	14.29%				
	33. In our school, a professional learning program is designed to build capacity among all professional and support staff members.		35.00%				14.29%	27.03%		4.08%	
	34. In our school, all school personnel regularly engage families in their children's learning progress.			21.62%							
	35. In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.										
4. Resources and Support Systems	36. Our school provides qualified staff members to support student learning.										

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=18)	LVES (N=39)	LTS (N=17)	MVES (N=49)	DO (N=39)
4. Resources and Support Systems	37. Our school provides instructional time and resources to support our school's goals and priorities.				50.00%	23.08%					
	38. Our school provides sufficient material resources to meet student needs.	24.66%	45.00%	25.00%	50.00%	43.59%	42.86%	29.73%	30.56%	14.28%	29.03%
	39. Our school provides protected instructional time.									4.08%	19.35%
	40. Our school provides a variety of information resources to support student learning.										
	41. Our school provides a plan for the acquisition and support of technology to support student learning.		40.00%		40.91%		28.57%	16.21%	36.12%	12.24%	25.81%
	42. Our school provides a plan for the acquisition and support of technology to support the school's operational needs.		45.00%				21.43%		33.34%	10.20%	22.58%
	43. Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).		75.00%	36.11%	31.82%	35.90%		16.22%	33.33%	4.08%	

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=72)	GHMS (N=38)	CSES (N=29)	GES (N=43)	HES (N=10)	LVES (N=20)	LIS (N=20)	MVES (N=49)	DO (N=29)
4. Resources and Support Systems	44. Our school provides opportunities for students to participate in activities that interest them.						14.29%				
	45. Our school maintains facilities that support student learning.										
	46. Our school maintains facilities that contribute to a safe environment.						14.29%				
5. Using Results for Continuous Improvement	47. Our school uses multiple assessment measures to determine student learning and school performance.										
	48. Our school employs consistent assessment measures across classrooms and courses.										
	49. Our school has a systematic process for collecting, analyzing, and using data.										
	50. Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.							21.63%			

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Staff Survey Results		BMHS (N=79)	BMMS (N=22)	GHMS (N=38)	CSES (N=29)	GES (N=41)	HES (N=10)	LVES (N=30)	ETS (N=30)	MVES (N=49)	DO (N=39)
5. Using Results for Continuous Improvement	51. Our school uses data to monitor student readiness and success at the next level.										
	52. Our school leaders monitor data related to student achievement.										
	53. Our school leaders monitor data related to school continuous improvement goals.										

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

2012 - 13

**Student Survey
(Grades 6 - 12)**

Five Lowest Rated Areas

2012-2013 Advanced Student Satisfaction Surveys (GRADES 6-12)									
Five Lowest-Rated Areas ("Disagree" & "Strongly Disagree" Categories Aggregated)									
Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	LES (6)	MVES (6)
1. Purpose and Direction	1. In my school, programs and services are available to help me succeed.								
	2. In my school, the purpose and expectations are clearly explained to me and my family.							15.00%	
	3. In my school, a high quality education is offered.								
	4. In my school, all students are treated with respect.	43.29%	30.03%	39.94%	19.28%	30.00%	39.34%	34.00%	27.40%
	5. In my school, teachers work together to improve student learning.								
2. Governance and Leadership									

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	LMS (6)	LTS (6)	MVES (6)
2. Governance and Leadership	7. In my school, students treat adults (6-8) with respect.		26.60%	38.40%		30.00%		22.00%		26.03%
	8. In my school, the principal and teachers have high expectations of me.									
3. Teaching and Assessing for Learning	9. My school gives me multiple assessments to check my understanding of what was taught.									
	10. My school provides me with challenging curriculum and learning experiences.									
	11. My school prepares me to deal with issues I may face in the future.									
	12. My school motivates me to learn new things.									

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	EVES (6)	LTS (6-8)	MVES (6)
3. Teaching and Assessing for Learning	13. My school offers opportunities for my family to become involved in school activities and my learning.									
	14. My school makes sure there is at least one adult who knows me well and shows interest in my education and future.						29.31%			
	15. My school provides learning services for me according to my needs.									
	16. All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.									

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	LIES (6)	LTS (6)	MVES (6)
3. Teaching and Assessing for Learning	17. All of my teachers change their teaching to meet my learning needs.	46.79%		30.89%					43.44%	28.77%
	18. All of my teachers explain their expectations for learning and behavior so I can be successful.									
	19. All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.									
	20. All of my teachers provide me with information about my learning and grades.									
	21. All of my teachers keep my family informed of my academic progress.									

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	EVES	LIS	MVES (6)
3. Teaching and Assessing for Learning	22. All of my teachers fairly grade and evaluate my work.									
	23. In my school, the building and grounds are safe, clean, and provide a healthy place for learning.									
	24. In my school, students respect the property of others.	52.54%	43.75%	49.18%	23.46%	30.00%	41.38%	22.81%	34.61%	36.99%
4. Resources and Support Systems	25. In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center).									
	26. In my school, computers are up-to-date and used by teachers to help me learn.	45.30%	34.19%		12.35%					

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSES (6)	GES (6)	HES (6)	LVES (6)	LETS (6)	MVES (6)
4. Resources and Support Systems	27. In my school, students help each other even if they are not friends.	46.99%	38.97%	49.19%	14.82%	35.00%	44.83%		34.01%	47.95%
	28. In my school, I can participate in activities that interest me.									
	29. In my school, I have access to counseling, career planning, and other programs to help me in school.				16.04%		29.31%			
5. Using Results (6-8) for Continuous Improvement	30. My school shares information about school success with my family and community members.							14.58%		
	31. My school considers students' opinions when planning ways to improve the school.				12.35%	22.03%			31.47%	

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results		BMHS (9-12)	BMMS (7-8)	GHMS (7-8)	CSFS (6)	GES (6)	HES (6)	LVMS (6)	LTS (6-8)	MVES (6)
5. Using Results (6-8) for Continuous Improvement	32. My school prepares me for success in the next school year.									

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

2012 - 13

**Student Survey
(Grades 3 - 5)**

Five Lowest Rated Areas

2012-2013 Advanced Student Satisfaction Surveys (Grades 3-5)

Five Lowest-Rated Areas ("I Disagree" Category Aggregated)

Student Survey Results (3-5)				CSES (N=274)	GES (N=252)	HES (N=160)	CVES (N=100)	LTS (N=100)	MVES (N=211)
1. Purpose and Direction	1. In my school my principal and teachers want every student to learn.								
	2. In my school I am learning new things that will help me.								
	3. In my school I am treated fairly.			15.33%	15.32%	9.43%	13.13%	14.95%	12.38%
2. Governance and Leadership	4. In my school students treat adults with respect.			11.68%	10.48%		16.80%		16.67%
	5. In my school my teachers want me to do my best work.								
3. Teaching and Assessing for Learning	6. My teachers help me learn things I will need in the future.								
	7. My teachers use different activities to help me learn.								

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results (3-5)						CSES (N=274)	GES (N=252)	HES (N=180)	LES (N=180)	ETS (N=180)	MVES (N=211)
3. Teaching and Assessing for Learning	8. My teachers listen to me.					11.36%		6.96%		10.98%	13.40%
	9. My teachers tell me how I should behave and do my work.										
	10. My teachers ask my family to come to school activities.					18.32%	17.14%	17.09%	15.00%	16.25%	11.96%
	11. My teachers always help me when I need them.										11.96%
	12. My teachers tell my family how I am doing in school.										
	13. My teachers care about students.										
4. Resources and Support Systems	14. My school is safe and clean.						9.54%	10.76%	12.56%	9.49%	
	15. My school has many places where I can learn, such as the library.										
	16. My school has computers to help me learn.										

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Student Survey Results (3-5)								CSES (N=274)	GES (N=252)	HES (N=160)	LVES (N=100)	LES (N=100)	MVES (N=211)
5. Using Results for Continuous Improvement	17. My school wants children in our school to help each other even if we are not friends.												
	18. My principal and teachers ask me what I think about school.							31.14%	24.47%	22.78%	25.00%	33.47%	14.90%
	19. My principal and teachers tell children when they do a good job.												
	20. My principal and teachers help me to be ready for the next grade.												

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

2012 - 13

Parent Survey

Five Lowest Rated Areas

2012-2013 Advanced Parent Satisfaction Surveys

Five Lowest-Rated Areas ("Disagree" & "Strongly Disagree" Categories Aggregated)

Parent Survey Results		BMHS (N=206)	BMMS (N=51)	GHMS (N=80)	CSES (N=200)	GES (N=130)	HES (N=131)	MS (N=130)	MVES (N=163)
1. Purpose and Direction	1. Our school's purpose statement is clearly focused on student success.								
	2. Our school's purpose statement is formally reviewed and revised with involvement from parents.								
	3. Our school has established goals and a plan for improving student learning.								
2. Governance and Leadership	4. Our school's governing body operates responsibly and functions effectively.								
	5. Our school's governing body does not interfere with the operation or leadership of our school.								

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Parent Survey Results		BMHS (N=206)	BMMS (N=51)	GHMS (N=80)	CSES (N=200)	GES (N=200)	HES (N=131)	LES (N=131)	MVES (N=163)	SVMS (N=163)
2. Governance and Leadership	6. Our school has high expectations for students in all classes.									
	7. Our school shares responsibility for student learning with its stakeholders.									
	8. Our school communicates effectively about the school's goals and activities.									
	9. Our school provides opportunities for stakeholders to be involved in the school.									
	10. All of my child's teachers provide an equitable curriculum that meets his/her learning needs.		19.23%				11.59%			
3. Teaching and Assessing for Learning	11. All of my child's teachers give work that challenges my child.		19.23%							11.59%

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Parent Survey Results		BMHS (N=206)	BMMS (N=51)	GHMS (N=80)	CSES (N=200)	GES (N=188)	HES (N=131)	LVES (N=100)	ETS (N=100)	MVES (N=163)	MTES (N=100)
3. Teaching and Assessing for Learning	12. All of my child's teachers use a variety of teaching strategies and learning activities.										
	13. All of my child's teachers meet his/her learning needs by individualizing instruction.	33.17%	30.77%	29.27%	15.05%	7.22%	16.06%	14.50%	28.44%	13.55%	15.00%
	14. All of my child's teachers work as a team to help my child learn.	28.64%		28.05%					17.00%		
	15. All of my child's teachers help me to understand my child's progress.	31.77%		30.48%	12.63%	4.64%		15.32%	19.12%	12.43%	
	16. All of my child's teachers keep me informed regularly of how my child is being graded.	38.97%	25.00%	35.37%	14.21%	11.85%	12.32%	17.60%	25.78%	17.04%	15.00%
	17. All of my child's teachers report on my child's progress in easy to understand language.										

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Parent Survey Results		BMHS (N=206)	BMMS (N=51)	GHMS (N=80)	CSES (N=200)	GES (N=190)	HES (N=131)	EVES (N=131)	LTS	MVES (N=163)	EMMS
3. Teaching and Assessing for Learning	18. My child sees a relationship between what is being taught and his/her everyday life.	28.04%									5.78%
	19. My child knows the expectations for learning in all classes.										
	20. My child has at least one adult advocate in the school.									10.80%	
	21. My child is given multiple assessments to measure his/her understanding of what was taught.										
	22. My child has up-to-date computers and other technology to learn.				18.93%	8.33%					
	23. My child has access to support services based on his/her identified needs.						12.50%				
4. Resources and Support Systems	24. Our school provides qualified staff members to support student learning.										

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Parent Survey Results		BMHS (N=206)	BMMS (N=51)	GHMS (N=80)	CSES (N=200)	GES (N=100)	HES (N=131)	LES (N=100)	LES (N=100)	MVES (N=163)	SVES (N=100)
4. Resources and Support Systems	25. Our school provides an adequate supply of learning resources that are current and in good condition.										
	26. Our school provides a safe learning environment.										
	27. Our school provides students with access to a variety of information resources to support their learning.										
	28. Our school provides excellent support services (e.g., counseling, and/or career planning).				16.09%		11.85%			10.85%	
	29. Our school provides opportunities for students to participate in activities that interest them.										
	30. Our school ensures that the facilities support student learning.										

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

Parent Survey Results		BMHS (N=206)	BMMS (N=51)	GHMS (N=80)	CSES (N=200)	GES (N=100)	HES (N=131)	LTES (N=131)	MVES (N=163)	MTES (N=163)
4. Resources and Support Systems	31. Our school ensures the effective use of financial resources.									
	32. Our school ensures that instructional time is protected and interruptions are minimized.									
	33. Our school ensures that all staff members monitor and report the achievement of school goals.									
5. Using Results for Continuous Improvement	34. My child is prepared for success in the next school year.							13.71%		8.00%
	35. My child has administrators and teachers that monitor and inform me of his/her learning progress.		17.65%	22.50%		6.67%		14.17%	17.43%	

NOTE: In calculating the lowest-ranked areas, some questions received equal value; this resulted in some schools having more than five low categories. Those percentages are all reflected.

DISCUSSION

Item 9B.

Maintenance Update

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #	9B
FROM:	Ben Peters, Director of Maintenance Ken Johnson, Project Manager	Reading	
DATE:	August 13, 2013	Discuss	X
SUBJECT:	Report to the Board	Action	
		Consent	

OBJECTIVE:

SUPPORTING DATA:

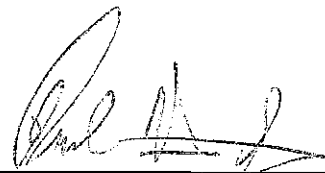
A summary report of summer projects is attached. Ben Peters, Director of Maintenance, will be available should the Board have any questions.

SUMMARY & RECOMMENDATION:

n/a

Sample Motion: n/a

Approved for transmittal to the Governing Board:



Dr. Paul Stanton, Superintendent

Questions should be directed to: Ben Peters (759-5145) or Ken Johnson (759-5011)

HUMBOLDT SCHOOLS

Summary Summer Break Projects as of Late July 2013

HES –

SGSP Solar Installation – In progress.
Seeding Ball Field and apply Top Soil Mix – In progress.
Installation additional Playground Safety Sand – In Progress.
Installation Security Fencing – In Progress.

CSES –

Installation new Fire Sprinkler lines at all classrooms 75% complete.
Installation Playground Safety Sand and Field Top Soil – In Progress.
Glycol installed HVAC system for enhanced freeze protection.

GHMS –

Refinishing of Hardwood Gym Floor and Bleacher Safety inspection – Completed.
New Roofing at South Alcove Entrance – Completed.
Enhancement of Bison Lane exit, for School Bus traffic – In Progress.
Replacement HVAC equipment (SFB Grant) completed @ 102, 104, 114.

GES –

Retrofit Parking Lot surfaces and new striping – Completed.
Retrofit of Playground Field and installation new P.E. Track – 90% Completed.
New Playworld 3110 Play center for Playground on order – Due to arrive in August.
Safety Sand installation at Playground – In Progress.

MVES –

Installation Playground Safety Sand – In Progress.
Soccer field top dressed by contractor – Donation, completed.
Glycol installed HVAC for enhanced freeze protection.

BMHS-E –

Hardwood Gym Flooring refinished and Gym Bleacher safety inspection – Completed.
Rust remediation at Building 400 Staircases – Completed.

BMMS –

APS SGSP Solar installation – Front Parking Lots – In Progress.
Security Fencing installation campus wide – 90% Completed.
Field lighting retrofit, for lightning protection – Completed.
Retrofit of Football Scoreboard and controls – Completed.

Projects – Summer Break 2013

BMMS –

Hardwood Gym Floor refinishing and Gym Bleacher safety inspection – Completed.
New HVAC at classroom 103 – On order.

LTS –

Retrofit of Soccer Field – Completed.
Installation Safety Sand and Top Soil at Flag Football Field – In Progress.
Installation additional Safety Fencing – Completed.
Culvert installed by Town Public Works, for additional School Bus access, west side – Completed.

BMHS-W –

Retrofit Campus Fire Alarm – Completed.
Retrofit Exterior Facia multiple buildings – Completed.
Cleanup of broken equipment storage area back of Bldg D – Completed.
Replacement broken VCT @ F112, D108, Cafeteria – Completed.
Replacement carpeting @ E100, E108, E209 – On Order.
Retrofit Training Room Access – Completed.
Installation enhanced Security System – Completed.
Installation New Lockers and Retrofit of damaged locker doors, Boys Locker Room – Completed.
Retrofit Girls Restrooms Bldgs D & F – Completed.
Cooling Tower #1 Replacement (SFB Grant) – Completed.
Installation EMS Demand Meters to control electrical demand – Completed.
Top Soil Mix delivered for field dressing.
Gym Bleacher safety check – Completed.
Exterior Concrete Block sealing @ Bldg F and stucco repairs – Scheduled.

Weed Treatment at 1.5 million square feet district wide – Completed.
Annual Fire System and equipment inspections – In Progress.

Cell Tower retrofit BMHS-W Football Field northeast corner, by AT&T, in progress.

Ken/Ben

DISCUSSION

Item 9C.

Governing Board Retreat

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 9C
FROM:	Paul Stanton, Superintendent	Reading
DATE:	August 13, 2013	Discuss X
SUBJECT:	2013 Governing Board Retreat	Action
		Consent

OBJECTIVE:

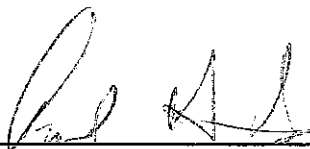
SUPPORTING DATA:

The Board will discuss possible dates and agenda topics for their annual Governing Board Retreat.

SUMMARY & RECOMMENDATION:

Sample Motion: N/A

Approved for transmittal to the Governing Board:



Dr. Paul Stanton, Superintendent

Questions should be directed to: Superintendent Paul Stanton (759-5007)

ACTION

Item 10A.

BMMS

Elective Courses

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 10A
FROM:	Danny Brown, Director of Federal Programs/School Improvement	Reading
DATE:	August 13, 2013	Discuss
SUBJECT:	Course Elective proposals for Bradshaw Mt. Middle School	Action X
		Consent
OBJECTIVE:	Improving Student Achievement	

SUPPORTING DATA:

Bradshaw Mt. Middle School is proposing to add elective courses to the RTI program called "I Choose." These courses are in addition to previously board approved courses that support this initiative.

Course proposals attached are:

- Martial Arts
- DNA and Forensics
- Team Building
- Poetry in Motion

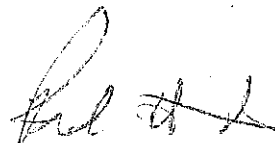
SUMMARY & RECOMMENDATION:

It is the recommendation of administration that the Board approve the elective courses for Bradshaw Mountain Middle School as presented.

Sample Motion:

I move to approve the addition of Martial Arts, DNA and Forensics, Team Building, and Poetry in Motion elective courses to the RTI I Choose Program.

Approved for transmittal to the Governing Board:



Dr. Paul Stanton, Superintendent

Questions should be directed to: Jessica Bennett, BMMS Principal (759-4900)

Course Proposal

PROPOSAL TYPE: ☐ Elective ☐ RTI ☒ Enrichment

COURSE NAME: Martial Arts

INSTRUCTOR INFO: Name Robert Supergan

Qualifications for teaching proposed course

Highly Qualified and endorsed to teach middle school science and physical education. Instructor is also a black-belt in Karate and teaches youth in the community.

DESCRIPTION
OF COURSE:

The martial arts course will expose students to the fundamental elements of respect, discipline, focus, and confidence that are inherently learned through the structure and function of a martial arts class. Students will also gain a profound understanding of what it takes to succeed at a worthwhile goal. They will learn how to be patient and to persevere, even through failure.

RATIONAL/
BENEFITS OF
ATTENDING:

The martial arts class will teach respect for our teachers, parents and our own body. It will stress discipline to do what's right and not to be a victim of negative peer pressure, and teach students to focus on the positive and when trying to accomplish a task they must focus their eyes, their mind, and their body to be successful. The course will work to instill self-confidence in students by believing in them and showing them how to develop their own self-confidence by helping others who are younger or weaker than themselves.

TARGET AUDIENCE: ☒ 7th grade ☒ 8th grade ☐ Mixed Class

DURATION: ☐ Semester A/B ☐ Semester Everyday ☐ Year Long

☒ Quarter long - five days a week -

PREREQUISITES:

None

This section should list behavioral objectives, i.e., what will the student be able to **DO** at the end of the course.

OBJECTIVES:

At the completion of this course the student will be able to:

Develop increased self-confidence as an adolescent to improve in the character traits of respect, citizenship, and responsibility.

Implement one to two strategies to self-monitor their behavior.

Apply two to three strategies to combat stress/fear that can be applied in social settings, the classroom, and in testing sessions.

Formulate a goal with action steps and then implement the steps and perseverance to achieve this goal.

Describe and illustrate the history and development of martial arts.

**CORE AREA(S)
COVERED IN
THE COURSE**

☒ Arts

☐ Cultural

☐ Mathematics

☐ Natural and Physical Sciences

☐ Humanities

☒ Behavioral and Social Sciences

☐ International Perspectives

MATERIALS:

A complete list of materials. This will probably include, but not limited to

Student interactive notebooks for setting goals, monitoring progress, and synthesizing material.

Students will need to wear shorts/sweats or PE uniform.

A variety of teacher and student supplied materials.

TECHNOLOGY:

How and what technology will be used in the course?

None

Course Proposal

PROPOSAL TYPE: ☐ Elective ☐ RTI ☒ Enrichment

COURSE NAME: DNA and Forensics

INSTRUCTOR INFO: Name Erin Hermanson

Qualifications for teaching proposed course

Highly Qualified and endorsed to teach middle school science and math.
Trained in and have access to NAU's Junior BioTech equipment including DNA extraction and gel electrophoresis kits for DNA analysis.

DESCRIPTION
OF COURSE:

This enrichment course will allow students to explore modern genetics. They will study the structure of DNA as well as the processes for encoding and transmitting genetic information. The course will provide an overview and experience of the careers that apply genetics like medicine and forensics.

RATIONAL/
BENEFITS OF
ATTENDING:

Students will be able to utilize genetics concepts in real world applications. They will practice cooperative strategies and reasoning to solve problems. The course simulates work situations and environments allowing students the opportunity to gain experience in job-related skills.

TARGET AUDIENCE: ☒ 7th grade ☒ 8th grade ☐ Mixed Class

DURATION: ☐ Semester A/B ☐ Semester Everyday ☐ Year Long
☒ Quarter long - four days a week - Mon, Tues, Thurs, Fri

PREREQUISITES:

This section should list behavioral objectives, i.e., what will the student be able to **DO** at the end of the course.

OBJECTIVES:

At the completion of this course the student will be able to:

Model the structure of DNA

Describe the process of encoding and transmitting genetic information

Understand how protein structure affects protein function

Identify common genetic diseases and how they affect the body

Research careers that use genetics

Discuss the political and ethical issues regarding genetic information

Extract and analyze genetic information using modern technologies

Apply reasoning to solve medical and forensic problems

**CORE AREA(S)
COVERED IN
THE COURSE**

☐ Arts

☐ Cultural

☒ Mathematics

☒ Natural and Physical Sciences

☐ Humanities

☐ Behavioral and Social Sciences

☐ International Perspectives

MATERIALS:

A complete list of materials. This will probably include, but not limited to

Student interactive notebooks for scientific journal

NAU Junior BioTech Equipment Kits

A variety of teacher and student supplied materials

TECHNOLOGY:

How and what technology will be used in the course?

Computers for research and modeling of DNA/protein structures & processes

Gel electrophoresis equipment for analyzing DNA samples

Course Proposal

PROPOSAL TYPE: ☐ Elective ☐ RTI ☒ Enrichment

COURSE NAME: Team Building

INSTRUCTOR INFO: Name Diane Hamilton

Qualifications for teaching proposed course

Highly Qualified and endorsed to teach middle school language arts. Instructor also served as a youth camp counselor for several summers and has been trained in team building activities for teens.

DESCRIPTION
OF COURSE:

Team Building is part of our PBIS plan to help be proactive in working with students to build relationships and to decrease bullying both on and off of campus. This course will have students work in pairs, small groups, and large groups to increase team skills, communication skills, and problem-solving skills. Students will also use an interactive notebook to journal about their experiences and to measure their growth. The majority of the activities will be pulled directly from the Josephine Institute resources on the Six Pillars of Character as well as from the WiseLives program from the WiseSkills Character Foundation.

RATIONAL/
BENEFITS OF
ATTENDING:

The team building course allows BMMS to cover three critical areas of need on our campus. One, students are not given enough real-world opportunities to develop their communication and problem solving skills. Two, most community members would agree that we need to add more character education in our schools, and team building activities provide realistic examples for our students. Three, team building has been proven to decrease bullying on school campuses as students develop solid relationships with peers.

TARGET AUDIENCE: ☒ 7th grade ☒ 8th grade ☐ Mixed Class

DURATION: ☐ Semester A/B ☐ Semester Everyday ☐ Year Long
☒ Quarter long - five days a week -

PREREQUISITES:

None

This section should list behavioral objectives, i.e., what will the student be able to DO at the end of the course.

OBJECTIVES:

At the completion of this course the student will be able to:

Articulate the six pillars of character and have goals to live up to the six pillars of character.

Make connections with their lives to the lives of their peers to have more empathy for those around them.

Investigate several approaches or models to solve a problem.

Recognize their personal strengths and weaknesses as well as recognize the strengths of their peers.

Communicate verbally or in writing the steps to solve a problem.

Analyze and desire to continually develop their skills in creativity, communication, and cooperation.

**CORE AREA(S)
COVERED IN
THE COURSE**

☐ Arts

☒ Cultural

☐ Mathematics

☐ Natural and Physical Sciences

☒ Humanities

☒ Behavioral and Social Sciences

☐ International Perspectives

MATERIALS:

A complete list of materials. This will probably include, but not limited to

Student interactive notebooks for setting goals, monitoring progress, and synthesizing material.

A variety of teacher and student supplied materials.

Use of physical education equipment for several activities.

Good Ideas and WiseLives teacher manuals. (Already at BMMS)

TECHNOLOGY:

How and what technology will be used in the course?

When applicable, video or music clips to motivate and inspire students.

Course Proposal

PROPOSAL TYPE: ☐ Elective ☐ RTI ☒ Enrichment

COURSE NAME: Poetry in Motion

INSTRUCTOR INFO: Name Linda Ulrich

Qualifications for teaching proposed course

Highly Qualified and endorsed to teach middle school English and social studies.

DESCRIPTION OF COURSE:

Poetry in Motion will provide enrichment to students to help them focus on the ELA Common Core Standards in a setting that will be relevant to their interests and needs. Students will study, memorize, and present both classical and modern poetry and see the connections to the music they listen to and the media they are constantly plugged into. Students will work on their own poetry to share and can present for the National Poetry Competition or class Poetry Slams. The teacher will also work in many poems and songs related to the six pillars of character to help our students in their development as adolescents.

RATIONAL/ BENEFITS OF ATTENDING:

Our students are in an informational-rich world and are constantly bombarded with words and sounds everywhere they go. For students to be successful in college and their careers, they need to be able to identify and work with the language that surrounds them. Poetry enables students to attack the heart of language, to synthesize key ideas in few words, and helps our students critically think. Poetry also provides a "window to one's soul" which enables middle school students to reflect and progress through this trying time.

TARGET AUDIENCE: ☒ 7th grade ☒ 8th grade ☐ Mixed Class

DURATION: ☐ Semester A/B ☐ Semester Everyday ☐ Year Long
☒ Quarter long - four days a week - Mon, Tues, Thurs, Fri

PREREQUISITES: None

This section should list behavioral objectives, i.e., what will the student be able to **DO** at the end of the course.

OBJECTIVES:

At the completion of this course the student will be able to:

Identify figurative language in poems, songs, advertising and create their own pieces with figurative language.

Cite concrete evidence from the text of an author's purpose or support of their purpose.

Compare and contrast the many forms of poetry and identify and analyze the poetry that surrounds them in the music and media.

Present/Recite their poetry or writing for class members or community members.

**CORE AREA(S)
COVERED IN
THE COURSE**

☒ Arts

☒ Cultural

☐ Mathematics

☐ Natural and Physical Sciences

☒ Humanities

☒ Behavioral and Social Sciences

☒ International Perspectives

MATERIALS:

A complete list of materials. This will probably include, but not limited to

Student interactive notebooks for poetry notebook

A variety of teacher and student supplied materials

Access to computer lab 2-3 times each week

TECHNOLOGY:

How and what technology will be used in the course?

Computers for research and publishing of student writing.

Video and sound clips of music and poetry to be shared.

ACTION

Item 10B.

Inductive Math Stipends

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 108
FROM:	Danny Brown, Director of Federal Programs/School Improvement	Reading
DATE:	August 13, 2013	Discuss
SUBJECT:	Approval of stipends for Inductive Math training	Action X
		Consent
OBJECTIVE:	Goal #1: To raise the level of student achievement	
	Goal #4: To attract and retain highly effective employees	

SUPPORTING DATA:

During the 2012-'13 school year Sue Larson, math educational consultant, worked with teachers in grades 2-3 in inductive math strategies. This year we are pleased to welcome her back to work with our 4-6 grade teachers on these pedagogical principles. As our teachers transition into the common core instructional strategies it is critical that they receive the foundation to teach the new standards effectively.

Since the District is requesting teachers to seek out this professional development opportunity outside of their contracted time, it is the desire for the administration to offer a \$100 stipend (\$50 for half-day attendance) for teachers to attend. The stipend has been used with past professional development opportunities that have occurred outside of the contract time.

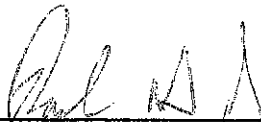
SUMMARY & RECOMMENDATION:

Based on available Title II funds, the District will be able to pay teachers to attend. The training dates are July 26th, 29th and 30th. For those teachers being trained on contract days there will be no stipend payment.

Sample Motion:

I move to approve a \$100 dollar stipend (\$50 for half day attendance) for 4-6 grade teachers to attend Inductive Math training sponsored and conducted by Sue Larson.

Approved for transmittal to the Governing Board:


Dr. Paul Stanton, Superintendent

Questions should be directed to: Danny Brown, Director of Educational Services (759-4000)

ACTION

Item 10C.

**ELD Coordinator
Stipend**

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # 10C
FROM: Dan Streeter, Director of Human Resources Reading
DATE: August 13, 2013 Discuss X
SUBJECT: Approval for an ELD Coordinator Stipend Action X

OBJECTIVE: Goal #1 Raise the level of Student Achievement and
#2 Focus on Planning for Future Student Needs

SUPPORTING DATA:

Upon the retirement of the Director of Language Acquisition/Public Relations at the end of the fall semester in 2012, the district administration has analyzed the current needs of the district as it relates to required administrative support for the ELD Program. Based on the reduced enrollment of students requiring language acquisition services, it is the feeling that the responsibilities related to the administration of the ELD Program could best be handled by a current employee with a coordinator stipend.

There remain significant duties related to the coordination of the ELD Program. In addition to test administration and coordination, state and federal reporting, student placement decisions, data analysis and reporting, and coaching and professional development coordination, specific duties of the English Language Development Coordinator are outlined in the attached job description.

The administration feels that the duties outlined in the job description can best be accomplished and compensated through a \$15,000 stipend. Due to the coaching and professional development aspects of this position, \$5,000 of the stipend would come from available Title III funds. The remaining \$10,000 would come from the M & O budget as it relates directly to the administration of the ELD program. The impact to the M & O budget continues to be a savings as the funds will continue to come from the vacated Director position from 2012.

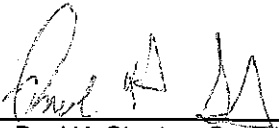
SUMMARY & RECOMMENDATION:

It is recommended that the Governing Board approve the ELD Program Coordinator stipend.

Sample Motion:

I move to approve a \$15,000 stipend for an ELD Coordinator to perform the duties outlined in the attached ELD Coordinator Job Description.

Approved for transmittal to the Governing Board:


Dr. Paul H. Stanton, Superintendent

Questions should be directed to: Dan Streeter @ 759-4006

HUMBOLDT UNIFIED SCHOOL DISTRICT #22

Job Description: ENGLISH LANGUAGE DEVELOPMENT COORDINATOR

Reports To: Director of Federal Programs

Status: Certified

Contract: Stipend

GENERAL STATEMENT OF RESPONSIBILITIES AND DUTIES

The English Language Development Coordinator shall assist the Director of Educational Services and have leadership responsibility in the ELD Program. The Coordinator will administer the ELD program and support its efforts to ensure language acquisition and academic progress among English Language Learners. Additionally, the Coordinator will foster a team environment to accomplish established goals and objectives while upholding and enforcing state regulations and program compliance.

SUPERVISOR

Reports directly to and is evaluated by the Director of Educational Services.

STAFF RELATIONSHIPS

The following personnel shall be directly responsible to the English Language Development Coordinator in areas that relate to operations of the ELD Program: Site Administrators, ELD Teachers, Regular Classroom Teachers, Personnel Coordinator, Personnel Clerk, and Administrative Secretary for Public Relations/Educational Services. The English Language Development Coordinator shall work in collaboration with the Director of Federal Programs and the Director of Educational Services.

QUALIFICATIONS AND EXPERIENCE

- Holds a Master's or advanced degree in Education (preferred)
- Holds Arizona Teaching Certification
- Possesses a current evaluator's certificate
- Holds a valid Fingerprint Clearance Card
- Has proven experience in teaching at the K-12 levels
- Experience working with English Language Learners
- Understands the continuous improvement process
- Has knowledge of data usage, including collection, analysis, interpretation, and reporting
- Has outstanding interpersonal and communication skills (oral and written)
- Has outstanding computer skills, including knowledge of software applications: Excel, databases, Publisher, Power Point, and Word

MAJOR DUTIES AND RESPONSIBILITIES

- ◆ Updates all Arizona Department of Education policies and procedures and implements appropriate additions/deletions/changes.
- ◆ Develops and continues to update District ELD Program Manual

- ◆ Develops and updates required ELD Program forms.
- ◆ Inventories and orders all appropriate Arizona English Language Learner Assessments.
- ◆ Purchases, processes, and distributes materials for Structured English Immersion (SEI) classrooms for use with ELL students.
- ◆ Maintains and monitors inventory of all teacher materials and AV equipment.
- ◆ Prepares for ADE Monitoring Cycles
- ◆ Updates ELD Program information on ALEAT (ADE Program Tracking System)
- ◆ Develops curriculum and ELD pacing guides
- ◆ Organizes (hire teachers/paraprofessionals, supervise) the K-12 ELD Compensatory Education after-school programs)
- ◆ Assesses all new PHLOTE (Primary Home Language Other Than English) students AZELLA.
- ◆ Reassesses all ELD students annually and more often when particular circumstances warrant it.
- ◆ Monitors all ELD students exited from program for two years and support site principals with necessary interventions.
- ◆ Accurately maintains records required by State Department and meet reporting deadlines.
- ◆ Ensures accuracy in all ELL testing and programming data in Schoolmaster and verifies SDELL 70, SDELL 71, SDELL 72, and Student Integrity reports for upload to Arizona Department of Education.
- ◆ Performs periodic program evaluations, analyzes and interprets data with teachers and to establish correlation between assessment data and classroom instruction.
- ◆ Maintains current, accurate records on SEI-trained staff for State and Federal Reporting
- ◆ Provides end-of-year ELD Program Report to Superintendent
- ◆ Provides statistical reporting on student participation in after-school Compensatory Education Programs
- ◆ Guides teacher in statistical analysis of AZELLA scores and student progress on AIMS
- ◆ Compiles annual demographic data for the District
- ◆ Provides on-going, ELD professional development for certified staff and paraprofessionals.
- ◆ Organizes and delivers Round IIA, B, and C SEI training sessions and in services
- ◆ Performs other duties as assigned by the Superintendent

ACTION

Item 10D.

**Special Projects Coordinator
Stipend**

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 100
FROM:	Dan Streeter, Director of Human Resources	Reading
DATE:	August 13, 2013	Discuss X
SUBJECT:	Approval for Special Projects Coordinator Stipend	Action X

OBJECTIVE:	Goal #1 To Raise the level of Student Achievement and #2 To Focus on Planning for Future Student Needs
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SUPPORTING DATA:

Upon the retirement of the Director of Educational Services at the end of June, 2013, the District administration analyzed the current needs of the District as it relates to the best course of action for filling this vacancy. Based on the timing of this announcement, the decision has been made to fill this position by naming Danny Brown, Director of Federal Programs and School Improvement, as the interim Director of Educational Services.

While this decision has addressed the needs of the Educational Services Department, there remain significant duties related to the coordination of special projects. The administration feels that the duties outlined in the Federal Programs and School Improvement job description could adequately be covered by a Special Projects Coordinator. Mr. Capka will retain his Career and Technical Education Coordinator duties, as well as cover additional duties outlined by the Federal Programs Director.

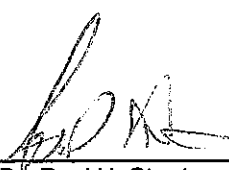
Due to the additional days required of Mr. Capka beyond his teaching contract, as well as the additional duties that he will assume, the administration feels that the duties outlined in the job description can best be accomplished and compensated through a \$15,000 stipend. The impact to the M & O budget would be a savings at this point as the vacated Director of Educational Services position remains unfilled.

SUMMARY & RECOMMENDATION:

It is recommended that the Governing Board:

Move to approve a \$15,000 stipend for a Special Programs Coordinator to perform the duties outlined in the Director of Federal Programs and School Improvement Job Description for the 2013-2014 school year.

Approved for transmittal to the Governing Board:


Dr. Paul H. Stanton, Superintendent

Questions should be directed to: Dan Streeter @ 759-4006

HUMBOLDT UNIFIED SCHOOL DISTRICT #22

Job Description: DIRECTOR OF FEDERAL PROGRAMS and SCHOOL IMPROVEMENT

Reports To: Superintendent

Status: Certified

Contract: 12 Month

GENERAL STATEMENT OF RESPONSIBILITIES AND DUTIES

The Director of Federal Programs and School Improvement shall assist the Superintendent and have leadership responsibility in the design, development, supervision and alignment of the District's plan for state and federal requirements. This includes the coordination of all District grants to include, but not limited to, all Title grants, CTE programs, and State categorical funds. The Director is to oversee management and programming of the above grants. Additionally, the Director will seek and obtain private, state, federal, and competitive grants. Further, the Director is responsible for coordinating school and district accreditation processes. This is to include the analysis of student achievement information and program evaluation. The Director will oversee special projects as assigned.

SUPERVISOR

Reports directly to and is evaluated by the Superintendent.

STAFF RELATIONSHIPS

The following personnel shall be directly responsible to the Director of Federal Programs and School Improvement in areas that relate to federal programs, CTE and instruction: Site Administrators, School Department Heads, CTE Instructors, and Coordinators (Title I, ELD, etc.). The Director of Federal Programs and School Improvement shall work in collaboration with other District level administrators.

QUALIFICATIONS AND EXPERIENCE

- Holds a Master's or advanced degree in Education (preferred)
- Holds Arizona Administrative Certification (preferred)
- Holds a valid Fingerprint Clearance Card
- Has proven experience in teaching at the K-12 levels
- Has administrative experience at the site or district level, including the formal evaluation of personnel
- Understands the continuous improvement process (AdvancEd)
- Has knowledge of data usage, including research, collection, analysis, synthesis, interpretation, and reporting through executive summaries
- Ability to manage budget and personnel
- Knowledge of grant writing and management
- Knowledge and understanding of local, state, and federal entitlement programs
- Has outstanding interpersonal and communication skills (oral and written)
- Has outstanding computer skills, including knowledge of software applications: Excel, databases, Publisher, Power Point, and Word

MAJOR DUTIES AND RESPONSIBILITIES

- Oversees federal, state, and private grants, including timely submission of initial grants, amendments and reporting requirements
- Leads the planning, organization, and coordination of the District's special funded programs
- Prepares and submits annual project and budget information for each program
- Prepare and submit all federal and state reports related to each program
- Monitor schools and the District for proper compliance
- Serve as the District liaison to the Joint Technological Education District
- Supervise and administer the CTE program
- Develops, implements, monitors and revises curriculum for CTE programs
- Evaluates the CTE program and recommendations and/or revisions as needed
- Leads continuous improvement of student achievement in the District (AdvancEd)
- Leads the long-range planning and program evaluation of District curricular effectiveness
- Oversees state-mandated and District assessment systems as related to special programs
- Collects, analyzes, interprets, and reports on multiple data
- Reviews, researches, prepares and disseminates information relative to trends in curriculum development, supplemental programs, and intervention programs
- Oversees school and District accreditation process
- Seek and obtain private, state, federal, and competitive grants
- Reviews and adheres to District policies and procedures
- Presents at Governing Board, administrative, and District meetings, as required
- Communicates effectively with the Superintendent and District's administrative team
- Serves on District and community committees, as needed
- Stays informed of developments in the profession by attending professional meetings, reading professional journals and communicating with experts in the field
- Visits schools and classrooms on a regular basis to ensure effectiveness implementation of programs and instructional, research-based practices
- Supervises and evaluates assigned certificated and classified personnel
- Oversee special projects as assigned
- Completes other related duties, as assigned by the Superintendent

ACTION

Item 10E.

Security Guard Position

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # **10E**
FROM: Dan Streeter, Director of Human Resources Reading
DATE: August 13, 2013 Discuss X
SUBJECT: Security Guard Position Action X

OBJECTIVE: Board Goal #2: To Focus on Planning for Future Student Needs

SUPPORTING DATA:

Bradshaw Mountain High School currently has two (2) security guards that consist of a 1.0 FTE and a .688 FTE. Essentially, this has adequately provided two full time security guards at the high school campus. Despite reducing two full time security guards in the past three years, BMHS has maintained a safe and orderly campus through increased supervision from teachers and administrations as well as the School Resource Officer.

SUMMARY AND RECOMMENDATION:

Bradshaw Mountain High School would like to hire a third security guard to work Monday through Friday from 10:30 – 12:30. This position would be funded through the Parking account, which currently supports maintenance of the parking lot and security. The cost for this position would not exceed \$3,600.00 for the year. This position would assist with supervision for the cafeteria, as well as to assist with intervention and enrichment strategies for all students during the iChoose period.

It is recommended that the Governing Board:

-Move to approve a .25 FTE security guard position at Bradshaw Mountain High School to be funded through the high school Parking account.

Approved for transmittal to the Governing Board:



Dr. Paul Stanton, Superintendent

Questions should be directed to: Dan Streeter, Director of Human Resource (759-4006) or Kort Miner, Principal (759-4100)

ACTION

Item 10F.

Amended

2013-14 Calendar

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board
FROM: Dan Streeter, Director of Human Resources
DATE: August 13, 2013
SUBJECT: Amended 2013-14 District Calendar

Item # **10F**
Reading
Discuss X
Action X

OBJECTIVE: Goal # 2 Focus on Planning for Future Student Needs

SUPPORTING DATA:

At the March 19, 2013 Governing Board meeting, the Governing Board approved an amended District calendar for the 2013-14 school year. Included in this amendment was a change in our Spring Break in an effort to align our calendar with surrounding educational agencies.

After careful review of released testing dates an additional change is required. Our spring Teacher In-Service day, which also serves as our first snow day, currently conflicts with the elementary and middle school AIMS testing schedule. AIMS testing requires four (4) consecutive days of testing. Due the fact that Spring Recess, an observed holiday that falls during this week, an additional in-service day would reduce the number of school days during the week of April 14-18 to three (3). By switching the Teacher In-Service day from Thursday, April 17, 2014 to Monday, April 21, 2014, the District will be able to accommodate the demands of AIMS testing while maintaining our professional development schedule.

SUMMARY & RECOMMENDATION:

It is recommended that the Governing Board:

Move to approve the attached amended District calendar for the current 2013-14 school year.

Approved for transmittal to the Governing Board:



Dr. Paul H. Stanton, Superintendent

Questions should be directed to: Dan Streeter @ 759-4006

HUMBOLDT UNIFIED SCHOOL DISTRICT #22

2013-2014 SCHOOL YEAR CALENDAR

July							August							September							October						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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28	29	30	31				25	26	27	28	29	30	31	29	30						27	28	29	30	31		
November							December							January							February						
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24	25	26	27	28	29	30	29	30						26	27	28	29	30	31		23	24	25	26	27	28	
March							April							May							June						
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9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
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23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30					
30	31																										

2013-2014 CALENDAR EXPLANATIONS

July		0	January		19
4	Labor Day holiday		1	Winter break	
29-30	New teacher inservice		20	Martin Luther King, Jr. holiday	
31	All teacher inservice (Returning teachers report)		February		19
August		20	17	President's Day holiday	
1-2		All teacher inservice (Returning teachers report)	March		16
5	First day of school		7	End of 3rd quarter / Early release for K-12 (43 days)	
September		20	10-14	Spring Break	
2	Labor Day holiday		April		20
October		18	21	Teacher inservice - No school	
4	End of 1st quarter/Early release for K-12 (44 days)		18	Spring Recess	
7-11	Fall Break		May		16
23-25	Early Release/Parent-Teacher Conferences (K-12)		22	Student's last day of attendance - Early release (47 days)	
November		17	22	High School Graduation	
11	Veteran's Day holiday		23	Teacher check-out (8 hours)	
27-29	Thanksgiving holiday		24	Memorial Day holiday	
December		15	June		0
20	End of 2nd quarter/Early release for K-12 (46 days)		TOTAL DAYS STUDENT CONTACT - 180		
23-31	Winter break		Testing dates: Oct. 22-24 (HS), Feb. 24,25 (HS), Apr. 8,9 (HS), Apr. 7-25 (Grade 2-8)		
			*No elem. and middle 1 hour early release during testing weeks		
			1st Snow Day 4/21, 2nd Snow Day 5/23		
			COLOR LEGEND		
Denotes 1st and last day of school			Denotes 2 hour late start for HS Testing, no HS early release		
Denotes teacher inservice, day (No students)			Denotes 2 hour early release for elem./middle Parent/Teacher Conferences		
Denotes 2 hour early release, end 9 week grading period			Denotes observed holidays/breaks (No students or instructional staff)		
Denotes 1 hour early release for all schools			Denotes paid holiday for school year staff (10 days total)		

Date Board Approved:

ACTION

Item 10G.

Tri-District Governing Board Meeting

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # 10 G
FROM: Richard Adler, Governing Board President Reading
DATE: August 13, 2013 Discuss X
SUBJECT: Request for a tri-district Governing Board meeting Action X
between Prescott, Chino Valley, and Humboldt Unified
School Districts Consent

OBJECTIVE:

BACKGROUND:

In the past, the tri-district governing boards have considered holding a joint meeting. Maureen Erickson, PUSD Governing Board President, has suggested moving ahead with the idea and to plan a meeting.

The following is what she has suggested thus far:

Suggested title: Tri-City Governing Boards Roundtable
When: Friday, September 20
Time: 10:00 a.m. – 12:00 p.m.
Location: PUSD District Office
146 Granite Street

Proposed agenda:

10:00 – 10:30 Introductions to include: Why you became a Board member, and how long you have served?

Questions for dialogue:

What are your goals as a Board member?
How does your Board team impact the community?
What are some innovations in your district?
What are your hopes/directions for the future?
How do our tri-city Boards differ?
What are some ideas for cooperation?

11:45 – 12:00 What have we learned from this opportunity for dialogue? Where do we go from here?

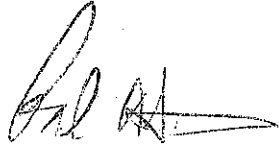
SUMMARY & RECOMMENDATION:

The Board will consider their participation in the proposed roundtable, location, date and time, and agenda topics. Board members are encouraged to add questions, or make suggestions regarding any part of the proposed roundtable. Ms. Erickson requests feedback no later than August 20.

Sample Motion:

I move that the HUSD Governing Board participate in a Tri-City Governing Boards Roundtable to be held on September 20, 2013 or on an alternate date as determined by the group. The meeting will be posted in accordance with Governing Board policy.

Approved for transmittal to the Governing Board:


Dr. Paul Stanton, Superintendent

Questions should be directed to: Board President Richard Adler richard.adler@humboldtunified.com

ACTION

Item 10H.

ASBA Delegate

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #	10 H
FROM:	Richard Adler, Governing Board President	Reading	
DATE:	August 13, 2013	Discuss	X
SUBJECT:	Arizona School Boards Association (ASBA) Delegate Assembly – Appointment of HUSD delegate and alternate delegate	Action	X
		Consent	

OBJECTIVE: Board Governance

SUPPORTING DATA:

To ensure an orderly process with which to conduct the meeting of the ASBA Delegate Assembly on Saturday, September 7, 2013, ASBA is requesting the names of the delegate and alternate who will represent our Board at the meeting. The selected delegate will have the opportunity to represent HUSD and our Board's views and concerns.

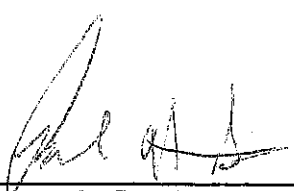
SUMMARY & RECOMMENDATION:

It is recommended that the Board select an HUSD delegate and alternate.

Sample Motion:

I move to approve the selection of _____ as delegate and _____ as alternate to represent our Board at the Delegate Assembly on September 7, 2013.

Approved for transmittal to the Governing Board: _____


Dr. Paul Stanton

Questions should be directed to: Richard Adler, Governing Board President,
richard.adler@humboldtunified.com

ACTION

Item 10I.

ASBA

Political Agenda

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #	10 I
FROM:	Richard Adler, Governing Board President	Reading	
DATE:	August 13, 2013	Discuss	X
SUBJECT:	Arizona School Boards Association (ASBA) - 2014 Political Agenda	Action	X
		Consent	
OBJECTIVE:	Board Governance		

SUPPORTING DATA:

In May 2013 the HUSD Governing Board, along with other Arizona district governing boards, presented their list of important issues (long-term, short-term, and 2014 session-specific) to be considered by the ASBA Legislative Committee for their 2014 Political Agenda. The Political Agenda as recommended by the Legislative Committee to be considered by the Delegate Assembly on September 7, 2013 is attached.

SUMMARY & RECOMMENDATION:

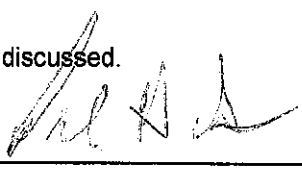
The Delegate Assembly determines the positions of the Arizona School Boards Association for any future Special Sessions of the current legislature and for the Second Regular Session of the Fifty-First Legislature. Following the Board's discussion about their views and concerns of the Political Agenda, the Board should instruct the District's official delegate as to the Board's direction in voting.

The Delegate Assembly will be held on September 7, 2013 in Scottsdale.

Sample Motion:

I move to support the 2014 ASBA Political Agenda as discussed.

Approved for transmittal to the Governing Board: _____


Dr. Paul Stanton

Questions should be directed to: Richard Adler, Governing Board President,
richard.adler@humboldtunified.com



Governmental Relations

TO: GOVERNING BOARD PRESIDENTS AND SUPERINTENDENTS

FROM: Anne Greenberg, Legislative Committee Chair

DATE: July 1, 2013

SUBJECT: PROPOSED 2014 POLITICAL AGENDA AND TRANSITIONED PROCESS

Enclosed are the proposed Delegate Assembly agenda; ASBA's Vision, Mission, and Core Beliefs; and the 2014 Political Agenda as recommended by the Legislative Committee to be considered by the Delegate Assembly on September 7, 2013. **The meeting will be at The Camelback Inn located at 5402 E. Lincoln Drive in Scottsdale and will begin at 8:00 a.m. with registration and a continental breakfast.** Please find the draft agenda attached.

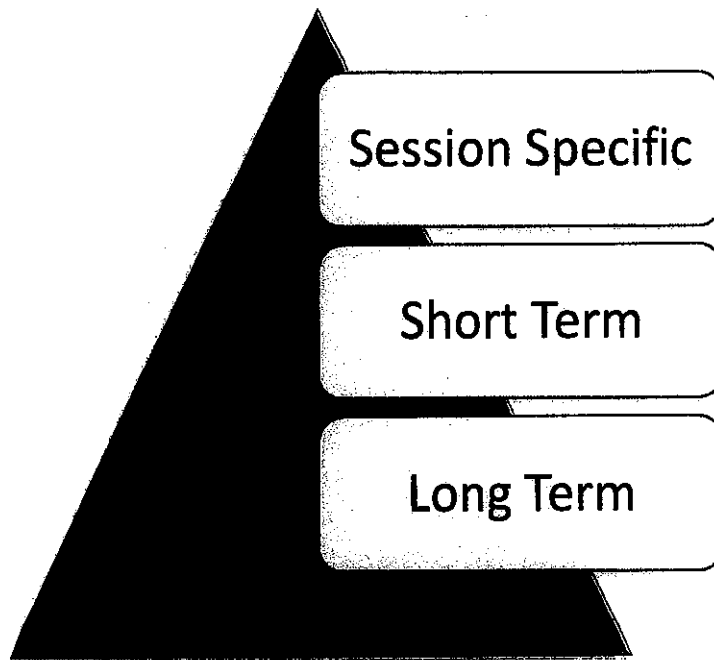
As you are aware, this Delegate Assembly determines the positions of the Arizona School Boards Association for any future Special Sessions of the current legislature and for the Second Regular Session of the Fifty-First Legislature. Your board not only has the opportunity to be represented at this critical policy-determining meeting but also the responsibility to share your district's views and concerns. ASBA cannot be truly representative of all school district governing boards if your board is not part of this deliberative process.

Please copy and distribute this ENTIRE packet to all board members and place the proposed 2014 Political Agenda recommended by the Legislative Committee for consideration on your next board agenda. Following the board's discussion, the board should instruct the district's official delegate as to the board's direction in voting. **If your board has not appointed its official delegate and alternate yet, please do so immediately and notify ASBA of your selection (see attached).** While all board members and superintendents are welcome to attend the Delegate Assembly, each district has only one official delegate.

As this agenda represents a distinct change from those we have approved in the past, we wanted to provide some background its development. This January, your ASBA Board of Directors created a strategic plan designed to transition ASBA into a more vibrant and valued association. You can see that change in the rebranding of ASBA, the redesign of our website, the realignment of services and staff, the expanded use of new media -- and the transformation of our Political Agenda process. The Board determined that if ASBA was to remain in its critical leadership role at the Capitol, our Political Agenda needed to transition to a more focused document. At the same time, the Board was adamant about not losing the integral aspect of all members voting on the final product.

To accomplish both, staff continued to solicit items for the Political Agenda from every school district governing board, but asked that every submitted item be designated to one of three areas: long-term, short-term, and session-specific items. Governing boards put forth 168 total items for consideration.

After a staff review, the Legislative Committee received every proposal as well as staff input regarding key trends seen among the items and issues submitted. The Legislative Committee discussed and distilled those items, voting to present the proposed 2014 Political Agenda for your consideration and ratification. As you review the Political Agenda, please note that although it contains three separate sections, they do not exist in a vacuum, but rather serve as integrated building blocks from session-specific to long-term focus.



It is important to note that the previous Political Agenda that contains more than 100 specific items is not lost; rather, it remains a key historical document that staff will continue to use as guidance.

This is your board's chance to be heard. You are receiving the information packet earlier this year to allow ample time for scheduling it on your board agenda for discussion. Public education, your students, and your community need your board's voice as the issues are debated and positions formulated and articulated. Don't let your board be left out of the discussion. We look forward to seeing you at the Delegate Assembly September 7.



Arizona School Boards Association



Learn more at www.azsba.org

VISION

Quality leadership and advocacy for children in public schools.

MISSION

Promoting elected local governance of public education and continuous improvement of student success by providing leadership and assistance to public school governing boards.

GOALS

GOAL ONE

Provide model training and leadership emphasizing best practices in public school governance.

GOAL TWO

Represent and advocate for the diverse interests of public school governing boards.

GOAL THREE

Advocate the core beliefs and political agenda as adopted by the membership.

OUR CORE BELIEFS

- The basic life needs of children must be met for them to succeed.
- Meeting the unique educational needs of all students must be the foundation of our school systems.
- The governance of public schools must lie with locally elected and accountable school district governing boards.
- The accountability for student success is a shared responsibility of the students, parents, governing board, district staff and the community.
- Public education funding must be broad-based, stable and at a level that assures all students receive an education that enables them to be successful.
- State and federal mandates must be funded.
- Knowledgeable and professionally trained governing board members are fundamental for ensuring student success.

o: 602.254.1100 / 800.238.4701 | f: 602.254.1177 | 2100 N. Central Ave., Suite 200, Phoenix, AZ 85004



Details & Registration Information

2013 ASBA DELEGATE ASSEMBLY

Registration opens Monday, July 15. All board members and superintendents are welcome to attend the Delegate Assembly and all governing board members may participate in the assembly discussion.

▣ WHEN

Saturday, Sept. 7, 2013, 8 a.m.

▣ WHERE

J.W. Marriott Camelback Inn, 5402 E. Lincoln Drive, Scottsdale, AZ

▣ REGISTRATION FEE

\$110 per person for ASBA members

The registration fee for non-members is \$170/person.

▣ REGISTER ONLINE AT

www.azsba.org/events/asba-delegate-assembly

▣ REGISTRATION DEADLINE

Aug. 30, 2013

Registration fee includes all materials, continental breakfast and lunch and must be prepaid by check.

Please note that registration received after Aug. 30 will be charged an additional \$50.

Aug. 30 is also the cancellation date for refunds. Cancellations must be received in writing. Registrants are entitled to send substitutes in their place. Refunds will not be made for no-shows.

▣ HOTEL RESERVATIONS

Call 800.242.2635 by Monday, Aug. 12

The ASBA rate is \$159 single/double.

www.azsba.org

Quality leadership and advocacy for children in public schools

**2014 Proposed Political Agenda
Submitted by the Legislative Committee
To be considered by the Delegate Assembly**

Long-Term Focus – These overarching issues must be addressed for public schools to excel and provide an opportunity for every child to succeed. The items below reflect those key issues on which we will concentrate over the next 5-10 years.

1. Revise the school finance formula to adequately fund schools.
 - a. Structurally change the tax structure to assure a more stable and reliable source.
 - b. Maximize local school district flexibility in managing these funds.
 - c. Require the same accountability measures of all schools and individuals that receive public funds.
 - d. Repeal any program that gives public monies to private schools.
 - e. Include dedicated funding to education.
2. Uphold preservation of local control to reinforce the connection between the community and its elected governing board members.
3. Meet the unique educational needs of every student so that every student has the opportunity to reach his/her full potential.

Short-Term Focus – Building toward our long-term areas of success, the following items represent critical needs to put us on that path, and will engage our energies over the next 3-5 years.

1. Fund voluntary, full-day kindergarten and include kindergarten students in the override calculation.
2. Fund the implementation costs of Arizona's new standards, assessments, and technology.
3. Restore capital funding to funding formula allocations.
4. Fund inflation fully in the baseline to uphold the voters' mandate.
5. Allow public school tax credits to be used as determined by local districts.
6. Create greater flexibility with mandated graduation requirements.

2014 Legislative Session-Specific – Building toward our long-term areas of success, the following items reflect issues that will not only move us forward, but we believe can be accomplished next year given the legislative atmosphere and current public trends.

1. Advocate for an Administrative Reduction Omnibus to lessen unfunded mandates and administrative burdens.
2. Restore Building Renewal funding to ensure school facilities are adequately maintained.
3. Change “override” language to “local support” to better reflect what voters are being asked to support.
4. Advocate for school safety funds to create a safe learning environment.
5. Allow JTEDs to lease buildings and allow school districts greater flexibility in the divestiture of property to address population and course needs.
6. Expand bonding capacity to allow local districts to address school facility needs.
7. Maximize trust land income for teacher’s salaries and student classroom opportunities.
8. Allow schools to operate a 200-day school year and include funding from 5% to 8% to increase student achievement.
9. Restore 9th grade funding for CTE/JTEDs so that students have the opportunity to be exposed to career fields and/or certification completion.
10. Protect the right of districts to charter schools for innovation.

ACTION

Item 10J.

Policy CBI – Eval. of Supt.
Second Reading

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #	10 J
FROM:	Dr. Paul H. Stanton, Superintendent	Reading	X
DATE:	August 13, 2013	Discuss	X
SUBJECT:	Recommended revision to Governing Board Policy CBI – Evaluation of Superintendent - Second Reading	Action	X
		Consent	

OBJECTIVE: Goal # Board Governance

SUPPORTING DATA:

The first reading of suggested revisions to Policy CBI was conducted at the July 9, 2013 Governing Board meeting. This is the second reading.

Currently, Policy CBI – Evaluation of Superintendent specifies:

The Superintendent shall provide each member of the Board a copy of the evaluation instrument not later than March 1. The Board President shall schedule a meeting not later than April 8, when the Board will devote an executive session to the evaluation of the Superintendent's performance

And

..... the first fully comprehensive evaluation will be that which occurs in March of the Superintendent's second year.

SUMMARY & RECOMMENDATION:

To align with the model policy (CBI) of Arizona School Boards Association, the following revisions are recommended:

The Superintendent shall provide each member of the Board a copy of the evaluation instrument not later than ~~March 1~~ November 10. The Board President shall schedule a meeting not later than ~~April 8~~ December 18, when the Board will devote an executive session to the evaluation of the Superintendent's performance

And

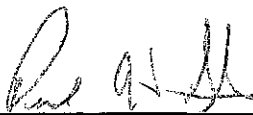
..... the first fully comprehensive evaluation will be that which occurs in ~~March~~ November of the Superintendent's second year.

It is the recommendation of administration to accept the revisions to Policy CBI to align with ASBA's model policy.

Sample Motion:

I move to adopt Policy CBI – Evaluation of Superintendent as presented.

Approved for transmittal to the Governing Board:



Dr. Paul Stanton, Superintendent

Questions should be directed to: Superintendent Stanton, 759-4000

EVALUATION OF SUPERINTENDENT

The Governing Board shall evaluate the Superintendent at least once each year.

The evaluation(s) shall relate to the Superintendent's duties, responsibilities, and progress toward established goals.

The Superintendent shall provide each member of the Board a copy of the evaluation instrument not later than March 1. The Board President shall schedule a meeting not later than April 8, when the Board will devote an executive session to the evaluation of the Superintendent's performance, to discuss working relationships between the Superintendent and the Board, and to review the Superintendent's contract (with the Superintendent present). If the Superintendent's contract is in its first year, this initial evaluation will not be a comprehensive evaluation, but will be used to allow the Board to communicate its perspective on the Superintendent's performance to date and to allow the Board and the Superintendent to communicate on performance matters. Additional first-year evaluations may be completed by the Board at the Board's discretion or upon invitation by the Superintendent; however, the first fully comprehensive evaluation will be that which occurs in March of the Superintendent's second year.

Nov 10

Dec 18

November

Any meetings of the Board to compile evaluations, or meetings to discuss the evaluations with the Superintendent, shall be held in executive session unless the Superintendent requests that any such meeting be held in open session. Board members shall have the opportunity to discuss with the Superintendent any item(s) on which the Board fails to achieve consensus.

A copy of any written evaluation shall be given to the Superintendent. If in disagreement with such evaluation, the Superintendent may respond in writing to the Governing Board.

Upon the conclusion of the evaluation, the Governing Board may determine whether any changes in the compensation and benefits or contract term of the Superintendent are warranted, subject to the following:

If the Superintendent's contract with the School District is for multiple years, the School District shall not offer to extend or renegotiate the contract until May of the year preceding the final year of the contract.

If the Superintendent's contract with the School District is for more than one (1) year, but not exceeding three (3) years, on or before May 15 of the last year of the contract, the Board shall offer a contract for the next school year to the Superintendent unless on or before April 15 the Board gives notice to the Superintendent of the Board's intention not to offer a new administrative contract.

If the Superintendent's contract with the School District is for a single year, on or before May 15 of each year the Board shall offer a contract for the next school year to the Superintendent unless on or before April 15 the Board gives notice to the Superintendent of the Board's intention not to offer a new administrative contract.

The evaluation and any comments by the Superintendent shall become a part of the Superintendent's personnel file.

Adopted: date of Manual adoption

LEGAL REF.: A.R.S. 15-503

CROSS REF.: CBA - Qualifications and Duties of Superintendent