



Fountain Valley School District

BOARD OF TRUSTEES
REGULAR MEETING

AGENDA

Board Room
10055 Slater Avenue
Fountain Valley, CA

June 22, 2017

- CALL TO ORDER: 6:30PM
- ROLL CALL
- APPROVAL OF AGENDA

M ___
 2nd ___
 V ___

- PUBLIC COMMENTS

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

- CLOSED SESSION

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

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

- OPEN SESSION: 7:00PM

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

- PLEDGE OF ALLEGIANCE

BOARD REPORTS AND COMMUNICATIONS

Board Members will make the following reports and communicate information to fellow Board Members and staff.

PUBLIC COMMENTS

Members of the community and staff are welcome to address the Board of Trustees on any item listed on the Agenda of Business or any other item of specific concern. Speakers are requested to limit their presentation to four minutes unless the time is waived by a majority of the Board Members present. If a member of the audience requests a response to their comments, the Board of Trustees may ask the Superintendent/Staff to respond to them personally or in writing after the meeting, or direct that additional information be provided to the Board on a future agenda.

*** BOARD MEMBERS WHO WISH TO DISCUSS WITH STAFF ANY ITEMS LISTED UNDER LEGISLATIVE SESSION SHOULD INFORM THE BOARD PRESIDENT AT THIS TIME.

LEGISLATIVE SESSION

1. **APPROVAL OF THE 2017-18 LOCAL CONTROL ACCOUNTABILITY PLAN FOR FOUNTAIN VALLEY SCHOOL DISTRICT** M ___
 As part of the new Local Control Funding Formula, every school district in California 2nd ___
 is required to develop and adopt a Local Control Accountability Plan (LCAP). V ___

Superintendent’s Recommendation: It is recommended that the Board of Trustees approves the 2017-18 Local Control Accountability Plan for Fountain Valley School District.

2. **APPROVAL OF THE 2017-18 DISTRICT BUDGET** M ___
 The 2017-18 District budget represents the results of the Board’s direction of 2nd ___
 maintaining the current high quality programs in a fiscally prudent manner. All V ___
 required reserves are maintained, all funds will end with a positive ending balance
 and the budget meets State standards and criteria. Pursuant to expected State
 Budget passage or within 45 days of the State Budget passing, our budget will be
 updated and revised in September and throughout the year as needed.

Superintendent’s Recommendation: It is recommended that the Board of Trustees approves the budget for fiscal year 2017-18.

3. **BOARD POLICY 5127 PROMOTION CEREMONIES AND ACTIVITIES** M ___
(SECOND READING AND ADOPTION) 2nd ___

V _____

Board Policy 5127 Promotion Ceremonies and Activities was in place prior to the recent global adoption of the new Board Policies manual in January 2017. BP 5127 is being brought back to the Board of Trustees for approval for second reading and adoption.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves the revisions to Board Policy 5127 Promotion Ceremonies and Activities for second reading and adoption, with necessary changes as indicated by the Board of Trustees.

4. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS

M _____
2nd _____
V _____

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

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

Consent Items

4-A. CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY AGREEMENT AMENDMENT, RESOLUTION 2017-25 AUTHORIZING FIRST AMENDMENT AND SIGNATURE

Superintendent's Comments: It is recommended that the Board of Trustees adopts Resolution 2017-25 approving the First Amendment to Agreement FCI-SD2-07 by and between Children and Families Commission of Orange County and Fountain Valley School District, and authorizing Mona Green to sign on behalf of the District.

4-B. CONSULTING AGREEMENT APPROVAL: THE LEADER'S INSTITUTE

Superintendent's Comments: It is recommended that the Board of Trustees approves the consulting agreement with The Leader's Institute and authorizes the Superintendent or his designee to sign all documents.

4-C. NON-PUBLIC AGENCY CONTRACTS

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

Non-Public School/Agency	100% Contract Cost	Effective Dates
Scott Larson, Ph.D.	\$3,500	5/23/17-12/31/17

SUPERINTENDENT'S COMMENTS/NEW ITEMS OF BUSINESS

The Board President will receive any announcements concerning new items of business from board members or the superintendent.

- CLOSED SESSION
- APPROVAL TO ADJOURN

The next regular meeting of the Fountain Valley School District Board of Trustees is on Thursday, July 13, 2017 at 7:00pm.

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

Regular Board meeting proceedings are tape recorded.

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



Fountain Valley School District
Educational Services

MEMORANDUM

TO: Board of Trustees
FROM: Julianne Hoefer, Director, Educational Services
SUBJECT: **APPROVAL OF LOCAL CONTROL ACCOUNTABILITY PLAN**
DATE: June 19, 2017

Background:

As part of the Local Control Funding Formula, every school district in California is required to develop and adopt a Local Control Accountability Plan (LCAP). Pursuant to Education Code section 52060, the LCAP must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052. Goals must be written in each of the identified eight state priority areas which include Basic Services, Implementation of Common Core State Standards, Student Achievement, Other Student Outcomes, Course Access, Student Engagement, School Climate, and Parent Involvement.

Engagement of stakeholders (parents, staff, and community members) is a critical component. Over the last six months, input from 26 meetings and 12 surveys were solicited to guide the review and revision of the goals and actions.

The final step in the input process is taken by the Board of Trustees. As required, a public hearing was held at the regular meeting of the Board of Trustees on June 15, 2017 to solicit comments from members of the community regarding the specific actions and expenditures proposed in the LCAP. There was no community input and now the Board shall adopt the LCAP and the annual budget.

Fiscal Impact:

There is no fiscal impact involved in the approval process.

Recommendation:

It is recommended that the Board of Trustees approves the Local Control Accountability Plan for the Fountain Valley School District.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year 2017–18 2018–19 2019–20
[Addendum](#): General instructions & regulatory requirements.
[Appendix A](#): Priorities 5 and 6 Rate Calculations
[Appendix B](#): Guiding Questions: Use as prompts (not limits)
[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Fountain Valley School District		
Contact Name and Title	Julianne Hoefer Director, Educational Services	Email and Phone	hoeferj@fvsd.us 714.843.3268

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The Fountain Valley School District (FVSD), founded in 1898, is comprised of 10 (7 elementary and 3 middle) schools serving over 6,300 students from Fountain Valley and Huntington Beach. FVSD seeks to promote a foundation for academic excellence, mastery of basic skills, responsible citizenship, and a desire by students to achieve their highest potential through a partnership with home and community. The FVSD core values (High Expectations, Be a Learner, Be a Good Teammate, and All Kids) guide adult interactions and decision-making.

The 645 employees in FVSD strive to meet the needs of all students, including the 23% of students who live in economic poverty (low income) and 14% who are English learners (ELs). Most students served in FVSD are Asian (43%), white – not Hispanic (40%), Hispanic (22%), or multiracial (9%).

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year’s LCAP.

Fountain Valley School District (FVSD) is committed to providing students with an effective, high-quality core instructional program. FVSD’s LCAP has been designed with the philosophy that there is no single factor more critical to ensuring high levels of learning for all students, especially low-income, English learners, foster youth, students with disabilities and other high needs students, than the delivery of “**best**” **first instruction** by a highly skilled teacher. In fact, study after study continues to find that initiatives that systematically build consistent practices with teachers are the best way to improve learning outcomes for all students (Fullan, 2014; Hattie, 2012; Odden 2011; Schmoker, 2011). At both the district and site levels, significant funds are allocated for professional development, coaching, collaboration, instructional observations, training in the district’s signature practices, and the use of District common assessments with a system to analyze results, leading to improved instructional practices and strategies for every teacher. These efforts demonstrate an increase in both spending and quality of service for our students. And while it could be argued that all students proportionally benefit from expert teachers, we know, unequivocally, that low income (LI), EL, foster youth (FY) and any non-proficient or underperforming student makes significantly greater gains in learning when taught by an expert teacher.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Students demonstrated strong achievement on the Smarter Balanced assessments. In English language arts/literacy (ELA), 73% of all students, 43% of ELs, and 58% of LI students scored Standard Met (level 3) or Standard Exceeded (level 4). These percentages exceeded Orange County (OC) and California (CA) level 3 and level 4 rates. Additionally, Smarter Balanced assessment results in mathematics demonstrated the greatest growth with an increase for all students of 5% (63% to 68%), an increase of 4% for ELs (48% to 52%), and 7% for LI students (47% to 54%).

Progress was also evident in the area of climate and engagement. The suspension rate decreased 0.1% and continues to hover around 1%. More than 80% of fifth graders (82%) and seventh graders (81%)

reported feeling safe or very safe and school connectedness increased 5% for fifth graders (66% to 71%) and 6% for seventh graders (65% to 71%) on the California Healthy Kids Survey (CHKS).

Academic achievement and social-emotional support for all students continue to be a high priority in FVSD. The increased services that have resulted in growth in the last three years and will be maintained include employment of highly qualified staff with multiple authorizations, professional development, Teachers on Special Assignment (TOSAs), and middle school counselors. New services in 2017/18 that demonstrate increased/improved services include intervention at all schools, as well as, elementary social-emotional support.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on a review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

While ELs in FVSD continued to demonstrate higher percentages of level 3 and level 4 scores on the Smarter Balanced assessments in ELA than OC and CA (43% compared to 15% for OC and 13% for CA), they were the only significant subgroup who did not demonstrate growth. There was also a decline in reclassification rates and performance on the California English Language Development Test (CELDT), for English proficiency and fluency.

Additionally, an achievement gap was evident for EL and LI students compared to “all students” in FVSD on the Smarter Balanced assessments. In ELA, the gap for “all students” and ELs was 30% and for “all students” and LI students 21%. In mathematics, the gap was smaller at 16% for ELs and 14% for LI students.

The increased services that will be maintained, include coordinated EL services, Co-teaching service delivery model, and district common assessments with data analysis. New services that demonstrate increased/improved services include designated intervention at all elementary and middle schools. Participation in an intervention during the school day will be available for students, including EL and LI students, who demonstrates the need for additional help.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student ” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Based on the California School Dashboard, there are three subgroups with performance lower than “all students.” The three gaps are the suspension rate for Pacific Islanders, achievement of Students with Disabilities in ELA on the Smarter Balanced assessments, and achievement of African Americans in mathematics on the Smarter Balanced assessments. A closer analysis indicates that while the Students with Disability subgroup has more than 400 students there were only 41 Pacific Islanders and 36 African American students district-wide.

To view the California School Dashboard for FVSD, [click here](#) or visit caschooldashboard.org.

A closer analysis of Pacific Islanders was conducted to determine how best to meet their social/emotional needs. Three years of data were examined. Over that time, suspensions of Pacific Islanders occurred at all three middle schools and one elementary school. Services to address the gap in suspension rates for Pacific Islanders include maintaining middle school counselors (increased in 2016/17) and new in 2017/18 social-emotional support for elementary students.

A closer analysis of African American students and Students with Disabilities was conducted to determine how best to meet their academic needs. African American students and Students with Disabilities attend every school throughout the district to varying degrees. As such, services provided district wide to address academic achievement include the use of District common assessments with a system to analyze results, designated new staffing devoted to intervention at all elementary and middle schools, and the continued support of the co-teaching model.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Given the pattern of District enrollment of unduplicated and other high needs students, increased and improved services are provided district-wide. For the 2017/18 school year, newly implemented increased services will include designated new staffing devoted to intervention and social-emotional support for elementary students. Middle school counselors were increased in the 2016/17 school year and will be maintained in order to ensure all grades have access to social-emotional support.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$58,750,000
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$56,000,000

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Approximately \$2.75 million of Total General Fund Budget Expenditures are not included in the LCAP. These expenditures, mostly in Books & Supplies and Services & Other Operating Expenses are budgeted at historical levels in the LCAP year but are not directly related to the actions/service outlined in the LCAP.

\$49,200,000	Total Projected LCFF Revenues for LCAP Year
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Goal 1

To support academic success, students will participate in a rigorous academic program and demonstrate continued growth in all content areas, with an emphasis on collaboration, communication, critical thinking and problem-solving.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metrics:

- Basic Services: School Accountability Report Cards (SARCs) – staffing and textbooks
- Implementation of Common Core State Standards: Implementation of the academic content standards adopted by the State Board of Education (SBE) and utilization of standards-aligned instructional materials (as they become available)
- Pupil Achievement/Other Pupil Outcomes: State mandated assessment results
- Course Access: California Education Code Sections 51210 and 51220(a)-(i)

Students will continue to have access to a broad course of study taught by Highly Qualified staff and 100% will be provided with standards-aligned instructional materials and the ratio of students to 21st Century learning tools will continue to decrease with a goal of one-to-one in identified grade levels. The percent of “all students” and subgroups meeting grade level achievement on State mandated assessments will increase at least 1% and exceed State averages for “all students” and subgroups.

ACTUAL

- 100% of students had access to broad course of study
- 100% of staff are qualified for their assignment
- 100% of students have access to instructional materials
- The number of student devices increased by almost 1,000 in 2016/17
- Academic standard implementation continued in FVSD
- “All students” and subgroups in FVSD exceeded OC and CA rates on the Smarter Balanced assessments in ELA and math

	ELA			Math		
	FVSD	OC	CA	FVSD	OC	CA
All	73%	57%	49%	68%	48%	37%
EL	43%	15%	13%	52%	17%	12%
LI	58%	38%	35%	54%	30%	23%

- “All students” and every subgroup except EL in ELA increased at least 1% on the Smarter Balanced assessments in ELA and math

	All	EL	LI
ELA	+4% 69%-73%	0% 43%-43%	+3% 55%-58%
Math	+5% 63%-68%	+4% 48%-52%	+7% 47%-54%

ACTIONS / SERVICES

Action **1.1**

Actions/Services

<p>PLANNED Employ a Highly Qualified staff with multiple authorizations to ensure students have access to a broad course of study to better prepare them for college and career.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • All certificated staff are Highly Qualified where necessary and hold the appropriate credentials, including EL certification • Hired the following 17.5 certificated staff for the 2016/17 school year: <ul style="list-style-type: none"> ○ 4 elementary & 3.5 middle school general education positions ○ 2 single subject music teachers ○ 7 special education teachers ○ 1 speech/language pathologist
<p>BUDGETED \$47.1 million Base, Supplemental, Title I, Title III</p>	<p>ESTIMATED ACTUAL \$50.9 million Base, Supplemental, Title I, Title III</p>

Expenditures

Action **1.2**

Actions/Services

<p>PLANNED Support new teachers in obtaining a clear credential through an induction program.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Ongoing partnership with Orange County Department of Education (OCDE) to provide State required Induction program for year 1 and year 2 teachers • Established Memorandum of Understanding (MOU) to cover the cost of the Induction program for year 1 and year 2 teachers • Reimbursed year 1 and year 2 teachers
<p>BUDGETED \$25,000 Educator Effectiveness Grant</p>	<p>ESTIMATED ACTUAL \$89,738 Educator Effectiveness Grant</p>

Expenditures

Action **1.3**

Actions/Services

<p>PLANNED Utilize instructional materials aligned with the California State Standards, California English Language Development Standards, and Next Generation Science Standards.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Existing instructional materials were replaced and/or repaired as needed • Novels for students in grades 6-8 were purchased for teacher-created standards-aligned ELA novel units
<p>BUDGETED \$50,000 Lottery</p>	<p>ESTIMATED ACTUAL \$163,930 Lottery</p>

Expenditures

Action **1.4**

Actions/Services	<p>PLANNED Provide certificated and classified staff with professional development on content standards (California State Standards, California English Language Development Standards, and Next Generation Science Standards), District adopted instructional materials, District signature practices, and technology.</p>	<p>ACTUAL Teachers were provided professional development and dedicated release time to learn and implement evidence-based strategies in the following areas:</p> <ul style="list-style-type: none"> • Cognitively Guided Instruction (TK-5) - 3 days plus one optional three-hour evening training and numerous after-school planning sessions to create roadmaps • Reading (TK-5) – 2 days • English (6-8) – 4 days • Science (6-8) – 3 days • History (6-8) – 3 days • Math (6-8) – 6 days
Expenditures	<p>BUDGETED \$271,000 Supplemental</p>	<p>ESTIMATED ACTUAL \$303,420 Supplemental</p>

Action **1.5**

Actions/Services	<p>PLANNED Promote teacher collaboration and provide time within and across schools to support District signature practices.</p>	<p>ACTUAL Teacher collaboration was provided in conjunction with professional development, preservice and student free days, and on early release Thursdays</p>
Expenditures	<p>BUDGETED \$46,867 Supplemental \$80,000 Educator Effectiveness Grant \$23,000 One Time Discretionary</p>	<p>ESTIMATED ACTUAL \$0 Supplemental (expenditures included in Action 1.4) \$98,140 Educator Effectiveness Grant \$23,000 One Time Discretionary</p>

Action **1.6**

Actions/Services	<p>PLANNED Provide and maintain classroom technology to support teaching and learning.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Wireless (Wi-Fi) access points were replaced and additional access points were installed to create wall-to-wall Wi-Fi coverage • New projectors were deployed at Newland and Talbert • Wi-Fi printers were deployed at Newland and Cox
Expenditures	<p>BUDGETED \$40,398 Base \$15,709 Supplemental</p>	<p>ESTIMATED ACTUAL \$40,398 Base \$15,438 Supplemental</p>

Action **1.7**

Actions/Services	<p>PLANNED Provide, maintain, and refresh student and staff devices.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • PC desktops were deployed to principals • PC desktops were deployed to staff in the Educational Services department • Additional Chromebooks and carts were added to school sites
Expenditures	<p>BUDGETED \$32,155 Base \$12,505 Supplemental</p>	<p>ESTIMATED ACTUAL \$32,155 Base \$6,328 Supplemental</p>

Action **1.8**

Actions/Services	<p>PLANNED Provide students opportunities to utilize technology in the core program that develops computer skills, such as keyboarding and word processing.</p>	<p>ACTUAL Technology is integrated in the regular instructional day through the use of classroom devices, Chromebook carts, and/or computer labs. In the teacher technology survey, 87.6% of participants reported integrating technology in lessons daily/almost daily or weekly (58% reported daily/almost daily). In addition, 82% of teachers reported students use technology daily/almost daily or weekly (50% reported daily/almost daily).</p>
Expenditures	<p>BUDGETED \$150,000 One Time Discretionary</p>	<p>ESTIMATED ACTUAL \$150,000 One Time Discretionary</p>

Action **1.9**

Actions/Services	<p>PLANNED Improve and expand support and maintenance for infrastructure, classroom technology, and devices by providing District IT staff and Site Technology Coordinators.</p>	<p>ACTUAL In addition to the core IT staffing at the district and Site Technology Coordinators, the Application Specialist and Field Support Technician staffing was maintained (new in 2015/16) to improve support for infrastructure, classroom technology, and student/staff devices</p>
Expenditures	<p>BUDGETED \$322,000 Base \$148,763 Supplemental</p>	<p>ESTIMATED ACTUAL \$330,000 Base \$117,855 Supplemental</p>

Action **1.10**

	PLANNED	ACTUAL
Actions/Services	Continue to provide student access to music instruction to reduce class size in middle school intervention classes.	Music teacher staffing was maintained at 3.0 FTE to provide music instruction at all middle schools and reduce class size in intervention classes
Expenditures	BUDGETED \$120,000 Base \$113,855 Supplemental	ESTIMATED ACTUAL \$116,500 Base \$110,500 Supplemental

Action **1.11**

	PLANNED	ACTUAL
Actions/Services	Utilize itinerant music teachers in elementary schools to provide grade level teacher release time for analyzing data and collaborative planning.	Music teacher staffing was increased from 2.0 FTE to 3.0 FTE in order to provide weekly release time for administering, scoring, and analyzing student achievement data
Expenditures	BUDGETED \$229,695 Supplemental	ESTIMATED ACTUAL \$222,900 Supplemental

Action **1.12**

	PLANNED	ACTUAL
Actions/Services	Develop and implement District benchmarks aligned with the California State Standards and the Smarter Balanced assessment system.	Smarter Balanced Interim Assessments in ELA and math were explored by Teachers on Special Assignment (TOSAs) and Interim Assessment Blocks (IABs) were piloted at select school sites
Expenditures	BUDGETED \$10,000 Base	ESTIMATED ACTUAL \$10,000 Base

Action **1.13**

	PLANNED	ACTUAL
Actions/Services	Utilize supplemental resources to provide greater access to the quality text.	Schools were allocated \$7.88 per pupil to purchase resources to supplement existing materials
Expenditures	BUDGETED \$130,000 One Time Discretionary	ESTIMATED ACTUAL \$50,300 One Time Discretionary

Action **1.14**

Actions/Services	PLANNED Investigate ways to strengthen and modernize the school library program to support teaching and learning.	ACTUAL Maintained additional hours for Library Media Technicians at each school site
	BUDGETED \$138,000 Base \$62,303 Supplemental	ESTIMATED ACTUAL \$178,561 Base \$68,435 Supplemental

Action **1.15**

Actions/Services	PLANNED Identify students for participation in supplemental services, including intervention and Gifted and Talented Education (GATE).	ACTUAL <ul style="list-style-type: none"> • DIBELS Next, Fountas & Pinnell or Teachers College were utilized as universal literacy screeners for students in grades K-3 • Scholastic Reading Inventory (SRI) was utilized as the universal literacy screener for students in grades 4-7 • Approximately 280 students were tested for GATE • Over 60 students were identified to participate in middle school interventions during the school day • More than 60 students were referred to study teams for further problem-solving
	BUDGETED \$10,000 Base \$25,000 Supplemental	ESTIMATED ACTUAL \$10,000 Base \$8,334 Supplemental

ANALYSIS

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions/services were implemented as planned.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Student achievement increased, additional student devices were deployed, and all other metrics were maintained at 100%.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Action 1.1 - Staffing expenses increased by \$3.6 million due to step and column and increases in salary and statutory benefits.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The metric for technology will change to reflect its integration into the regular instructional program rather than the number of devices. The language was edited for actions 1.1, 1.3, 1.9, 1.10, 1.11, and 1.14 with the content unchanged. The following actions/services were consolidated to improve clarity: 1.4 & 1.5 (along with 2.3 & 4.7): New 1.5 1.6 – 1.8: New 1.6 The following actions/services were consolidated and moved into a different goal to improve clarity: 1.12 & 1.15: New 2.3 1.9 & 5.4: 5.4

Goal 2

To support academic success in the core program, English learners, foster youth, low-income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metrics:

- Pupil Achievement/Other Pupil Outcomes: State mandated assessments, Annual Measurable Achievement Objectives (AMAOs)*, and reclassification rates
- Course Access: California Education Code Sections 51210 and 51220(a)-(i)

English learners, low-income, foster youth, and Students with Disabilities will increase performance by at least 1%, reduce the gap between the subgroup and “all students” by at least 2%, and exceed subgroup State averages as reflected on State mandated assessments.

* AMAOs were discontinued at the federal level

ACTUAL

- LI and Students with Disabilities increased performance on the Smarter Balanced assessments in ELA and math, ELs only increased in math

	EL	LI	Students with Disabilities
ELA	0% 43%-43%	+3% 55%-58%	+3% 24%-27%
Math	+4% 48%-52%	+7% 47%-54%	+2% 21%-23%

- LI students decreased the gap by 2% on Smarter Balanced assessments in math

	All	LI	Gap
Math	+5% 63%-68%	+7% 47%-54%	-2% 16%-14%

- FVSD ELs, LI, and Students with Disabilities exceeded OC and CA rates on the Smarter Balanced assessments in ELA and math

	ELA			Math		
	FVSD	OC	CA	FVSD	OC	CA
EL	43%	15%	13%	52%	17%	12%
LI	58%	38%	35%	54%	30%	23%
Students with Disabilities	27%	20%	13%	23%	17%	11%

- 100% of ELs and LI students had access to a broad course of study (Goal 1 metric)
- The FVSD reclassification rate decreased 4% (12%-8%) and was below OC and CA rates

ACTIONS / SERVICES

Action **2.1**

Actions/Services

Expenditures

<p>PLANNED Based on California English Language Development Test (CELDT) results, provide coordinated EL services at school sites that include newcomer and primary language supports.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> English proficiency testing organized and administered by the Community Liaison, Bilingual Testing Technician, and CELDT testing team Middle School Newcomer program at Masuda — certificated teacher (50%) and two bilingual instructional assistants (Arabic/French and Vietnamese/Chinese) Primary language support at all seven elementary schools — Arabic, Korean, Spanish, Vietnamese
<p>BUDGETED \$317,000 Supplemental</p>	<p>ESTIMATED ACTUAL \$256,591 Supplemental</p>

Action **2.2**

Actions/Services

Expenditures

<p>PLANNED Expand and provide ongoing support for the Co-teaching service delivery model.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> Maintain resource specialist staffing at two per middle school in order to support Co-teaching Quarterly professional development sessions for Co-teachers to support the instructional effectiveness of initiatives Release time for resource specialists and general education teachers who deliver instruction through the Co-teaching service delivery model
<p>BUDGETED \$143,839 Supplemental</p>	<p>ESTIMATED ACTUAL \$146,602 Supplemental</p>

Action **2.3**

Actions/Services	<p>PLANNED Provide ongoing support for the implementation of District signature practices and programs, including but not limited to Differentiated Instruction, Co-teaching, <i>Thinking Maps</i>, <i>ST Math</i>, Cognitively Guided Instruction (CGI), reading, and writing.</p>	<p>ACTUAL <i>Identical to Action 1.4</i> Teachers were provided professional development and dedicated release time to learn and implement evidence-based strategies in the following areas:</p> <ul style="list-style-type: none"> • Cognitively Guided Instruction (TK-5) - 3 days plus one optional three-hour evening training and numerous after-school planning sessions to create roadmaps • Reading (TK-5) – 2 days • English (6-8) – 4 days • Science (6-8) – 3 days • History (6-8) – 3 days • Math (6-8) – 6 days
Expenditures	<p>BUDGETED \$17,290 Supplemental</p>	<p>ESTIMATED ACTUAL \$0 Supplemental (expenditures included in Action 1.4)</p>

Action **2.4**

Actions/Services	<p>PLANNED Provide a system for staff to analyze and disaggregate student achievement data to ensure a timely instructional response and address identified student needs.</p>	<p>ACTUAL Aeries, Illuminate, and School Loop assist with analyzing and disaggregating student achievement data in order to provide timely intervention and close the achievement gap</p>
Expenditures	<p>BUDGETED \$25,900 Base \$16,355 Supplemental</p>	<p>ESTIMATED ACTUAL \$51,489 Base \$17,163 Supplemental</p>

Action **2.5**

Actions/Services	<p>PLANNED Provide intervention for identified students during and beyond the school day.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Identified elementary ELs participated in an after-school writing intervention program • Reading intervention was piloted at one elementary school for the entire school year • Identified middle school students participated in a variety of intervention classes during the school day
Expenditures	<p>BUDGETED \$100,000 One Time Discretionary \$405,000 Supplemental</p>	<p>ESTIMATED ACTUAL \$0 One Time Discretionary \$104,303 Supplemental</p>

Action **2.6**

Actions/Services

Expenditures

<p>PLANNED Utilize Teacher(s) on Special Assignment (TOSAs) to support teachers in meeting the needs of special student populations.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Participation of TK-8 Instructional Support TOSA in the District Student Study Team process • PreK-5 District Reading Committee led by the TK-5 Reading TOSA • TK-8 Math and ELA TOSA-led professional development focused on differentiated instructional practices • Explored reading assessments for more targeted interventions (TK-5 Reading TOSA) • Instructional support/coaching (All TOSAs) • CGI “Roadmaps” (TK-5 Math TOSA) • 6-8 novel units of study (6-8 ELA TOSA) • Developed conceptual lessons for middle school math (6-8 Math TOSA)
<p>BUDGETED \$220,000 Supplemental</p>	<p>ESTIMATED ACTUAL \$333,182 Supplemental</p>

ANALYSIS

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, effectiveness was mixed. ELs, LI, and Students with Disabilities maintained rates above OC and CA on Smarter Balanced assessments in ELA and math. LI and Students with Disabilities demonstrated growth in ELA and all three demonstrated growth in math. Reclassification rates decreased and were lower than OC and CA rates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.5 - The reading intervention program was piloted at one elementary school for a full school year and for six weeks at two elementary schools. At the middle school, there was not designated intervention staff. In 2017/18 reading intervention will be offered at all elementary schools and designated intervention staff will be used at the middle school level.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The metrics for Goal 2 will be modified to reflect the transition to ELPAC and focus on unduplicated student groups, specifically ELs and LI students. Course access was removed because it is addressed in Goal 1.

The language was edited for actions 2.1 and 2.2 with the content basically unchanged. The following actions/services were modified to improve clarity:

2.3 was combined with 1.4, 1.5 & 4.7: New 1.5

2.4 was combined with 1.12 & 1.15: New 2.3

To address mixed effectiveness, the increased services that will be maintained, include coordinated EL services (2.1), Co-teaching service delivery model (2.2), and district common assessments with data analysis (new 2.3). New services include designated intervention at all elementary and middle schools (2.5). Participation in an intervention during the school day will be available for students, including EL and LI students, who demonstrate the need for additional help.

Goal 3

To support academic success, all parents will be engaged and play an active role in the school community.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Metrics:

- Parental Involvement: Number of opportunities for parents to participate in District and school programs

There will be increased participation in established parent groups and parent education workshops through multi-pronged, communication outreach (flyers, website, social media, Parent Link).

- There were more than 175 opportunities for parent leadership through established parent groups
- There were more than 150 family events held at the district and school sites
- FVSD enjoys more than 1,800 Followers on social media
- Written translation (more than 165 documents) and oral interpretation (more than 130 scheduled meetings) are provided as required and requested

ACTIONS / SERVICES

Action **3.1**

Actions/Services	<p>PLANNED Continue to provide parent and volunteer training to support engagement, involvement, and student achievement at the school sites.</p>	<p>ACTUAL The first meeting of the School Site Council (SSC), District Advisory Committee (DAC), English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC) include parent training</p>
Expenditures	<p>BUDGETED \$30,000 Supplemental</p>	<p>ESTIMATED ACTUAL \$0 Supplemental</p>

Action **3.2**

Actions/Services	<p>PLANNED Continue to utilize technology, social media, and newsletters to inform parents, promote involvement, and solicit input.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • The Website and Social Media Technician regularly communicated with the community via Facebook, Twitter, and website news items about school and district activities and opportunities for input • The Superintendent published Constant Contact eNewsletters on a regular basis to communicate with parents and community members, as well as to solicit input through the distribution of online surveys • Principals regularly send messages to families through Parent Link (mass phone calls, emails, and text messages.) • Peachjar was implemented to improve communication through eflyer distribution, greatly reducing the number of paper flyers sent home with students • Aeries, Illuminate, Report Card Maker, and School Loop was utilized to engage and inform parents about attendance (Aeries only) and grades
	Expenditures	<p>BUDGETED \$105,000 Base \$5,000 Supplemental \$13,600 One Time Discretionary</p>

Action **3.3**

Actions/Services	<p>PLANNED Continue to provide a bilingual Community Liaison to support parent outreach.</p>	<p>ACTUAL An 11-month, 40 hours/week Vietnamese Community Liaison provided parent support, including interpretation and translation in Vietnamese</p>
	Expenditures	<p>BUDGETED \$65,000 Supplemental</p>

Action **3.4**

Actions/Services

Expenditures

	<p>PLANNED</p> <p>Continue to provide opportunities to seek parent input from parents of unduplicated pupils including those with special needs (DAC, DELAC, and CAC).</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • All 10 schools have SSCs that meet a minimum of four times a year to provide input at the school level on a variety of topics including the LCAP and approve the Single Plan for Student Achievement; SSC members select a representative for the DAC • All schools have an ELAC that meets a minimum of three times per year; members of the ELAC select a representative for the DELAC • DAC and DELAC members participate in three (DAC) to five (DELAC) meetings providing input and suggestions on EL parent notification, the reclassification criteria, EL program, LCAP, and the Consolidated Application • Parents of ELs and Title I students provide input through annual surveys • Community Advisory Committee (CAC) members meet with others from the WOCCE districts to provide input on the special education program in FVSD • Annual IEP team meetings held
	<p>BUDGETED</p> <p>\$0</p>	<p>ESTIMATED ACTUAL</p> <p>\$0</p>

Action **3.5**

Actions/Services

Expenditures

	<p>PLANNED</p> <p>Utilize school counselors to inform middle school parents about ways to support their students' secondary academic plans focused on college and career goals.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Parent training nights held regarding online predators, drug use, and college readiness • Counselors attend high school articulation meetings
	<p>BUDGETED</p> <p>\$5,000 Supplemental</p>	<p>ESTIMATED ACTUAL</p> <p>\$0 Supplemental</p>

ANALYSIS

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Parent involvement continues to be strong in FVSD.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3.1 – Parent and volunteer training was embedded in regular meetings and did not result in additional expenses.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Improvement in the collection of metric data will be the focus in 2017/18.

Goal 4

To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metrics:

- ✓ School Climate: Suspension rates, expulsion rates, and climate surveys
- ✓ Pupil Engagement: Attendance rates, chronic absenteeism rates, and middle school dropout rates

Continue to maintain student suspension rates under 1%, expulsion rate of 0%, and middle school dropout rate of 0%. Decrease chronic absenteeism by 0.5% and maintain an attendance rate of at least 97% district-wide.

ACTUAL

- The suspension rate dropped from 1.2% to 1.1% and the expulsion and middle school dropout rates maintained at 0%
- The attendance rate dropped from 77% to 76.9% and chronic absenteeism rose from 3.3% to 4.3%
- Fifth and seventh-grade students reported higher levels of school connectedness and perceived school as safe or very safe on the California Healthy Kids Survey

	5 th Grade	7 th Grade
School Connectedness	+5% 66%-71%	+6% 65%-71%
School Perceived as Safe or Very Safe	+33% 53%-82%	+7% 74%-81%

ACTIONS / SERVICES

Action 4.1

PLANNED

Continue to develop the leadership capacity within the District to successfully implement instructional initiatives and build a culture of continuous improvement.

ACTUAL

- Coordinated principal meetings focused on leadership development, site management, and data analysis
- Reading Committee (preK-5) – 3 days
- English Department Chairs (6-8) – 1 day
- Increased frequency of site level leadership team meetings for principal and grade level/content leads

BUDGETED

\$10,000 Supplemental

ESTIMATED ACTUAL

\$0 Supplemental

Action **4.2**

Actions/Services

Expenditures

<p>PLANNED Inform parents of student absences and communicate the legal requirements of school attendance and implications of chronic absenteeism. When necessary, utilize the School Attendance Review Board (SARB) process to address student attendance concerns.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • School Attendance Review Team (SART) contracts utilized at school sites to reduce the need for referrals to SARB • SARB utilized to address attendance concerns • 95% of students referred to SARB improved attendance after participating in the SARB meeting • Truancy court referrals decreased from prior year
<p>BUDGETED \$15,000 Base \$5,000 Supplemental</p>	<p>ESTIMATED ACTUAL \$7,158 Base \$2,386 Supplemental</p>

Action **4.3**

Actions/Services

Expenditures

<p>PLANNED Provide students with health services and education.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Health services maintained at 3.5 FTE • Increased staff CPR/First Aide training • Increased fifth-grade maturation instruction • Increased diabetes administration training
<p>BUDGETED \$240,000 Base \$40,000 Supplemental</p>	<p>ESTIMATED ACTUAL \$246,000 Base \$72,350 Supplemental</p>

Action **4.4**

Actions/Services

Expenditures

<p>PLANNED Explore additional services to provide social-emotional support at the elementary level.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Explored utilization of psychologist interns in FVSD • Solicited information from school psychologists regarding counseling needs
<p>BUDGETED \$2,000 Supplemental</p>	<p>ESTIMATED ACTUAL \$0 Supplemental</p>

Action **4.5**

Actions/Services

Expenditures

<p>PLANNED Utilize middle school counselors to provide social-emotional support and help students create secondary academic plans focused on college and career goals.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Counseling services increased to 3.0 FTE • Additional academic planning instruction provided in elective courses • Additional college/career night events provided for parents and students
<p>BUDGETED \$128,000 Base \$106,794 Supplemental</p>	<p>ESTIMATED ACTUAL \$131,200 Base \$125,043 Supplemental</p>

Action **4.6**

Actions/Services

Expenditures

<p>PLANNED Implement a consistent district-wide approach for supporting student behavior, including alternatives to suspensions and expulsions, and communicate the plan to stakeholders.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Restorative Practices used at middle schools as an intervention • Brief Intervention sessions used in lieu of suspensions for students violating anti-tobacco Board Policy • Principals regularly discuss suspension and discipline data
<p>BUDGETED \$5,000 Base</p>	<p>ESTIMATED ACTUAL \$5,000 Base</p>

Action **4.7**

Actions/Services

Expenditures

<p>PLANNED Provide professional development for staff to support appropriate student behavior.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Principal meetings and site visits around school climate focused on student behavior interventions • FAPE U training • WOCCSE training in Applied Behavioral Analysis (ABA) • Board Certified Behavioral Analyst (BCBA) program specialist training for Child Development Center (CDC) and district preschool programs
<p>BUDGETED \$5,000 Supplemental</p>	<p>ESTIMATED ACTUAL \$5,000 Supplemental</p>

Action **4.8**

Actions/Services

Expenditures

<p>PLANNED Work with student focus groups to identify strategies that will promote student engagement and school connectedness.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Climate survey results shared with PAL and ASB student groups • Great Kindness Week Activities • Student activities at each site • Middle schools developed and implemented site-specific <i>Visible Learning</i> goals
<p>BUDGETED \$0</p>	<p>ESTIMATED ACTUAL \$0</p>

4.9

Actions/Services

Expenditures

<p>PLANNED Implement identified strategies to promote student engagement and school connectedness</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Climate survey/PAL collaboration • Middle school counselors administered surveys during electives • Principal Attendance Toolkit activities
<p>BUDGETED \$2,000 Base</p>	<p>ESTIMATED ACTUAL \$2,000 Base</p>

ANALYSIS

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall effectiveness was mixed. School climate improved - suspension rate went down, expulsion and middle school dropout rates maintained at 0%, and school climate survey results were strong. Pupil engagement did not improve - district attendance rate went down slightly and chronic absenteeism went up.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 4.7 – Professional development focused on appropriate student behavior was provided with a different funding source.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The language was edited for actions 4.2, 4.4, and 4.9 with the content basically unchanged. The following action/service was consolidated and moved into a different goal to improve clarity: 4.7 was combined with 1.4, 1.5 & 2.3: New 1.5

To address pupil engagement, new services include social emotion support at the elementary level (4.4) and additional funds will be allocated to promote student engagement and school connectedness (4.7).

Goal 5

To support academic success, school facilities will be clean, safe, and effectively support a 21st Century education.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Metrics:
 ✓ Basic Services: Facilities Inspection Tool (FIT) and SARCs

All students will continue to have the opportunity to learn in well-maintained facilities that support a 21st Century education.

- All facilities received a “Good” overall rating on the Facility Inspection Tool (FIT)
- Wireless access points were replaced and new ones added to improve connectivity (352)

ACTIONS / SERVICES

Action 5.1

Actions/Services	PLANNED Provide appropriate custodial staffing and services to ensure District facilities are clean and well maintained.	ACTUAL <ul style="list-style-type: none"> • Custodial staffing was maintained • All school facilities were evaluated with the FIT; “Good” repair status in all areas resulted in “Good” overall ratings at all schools
	BUDGETED \$81,000 Base	ESTIMATED ACTUAL \$83,025 Base

Action 5.2

Actions/Services	PLANNED Begin to implement the prioritized recommendations from the Facilities Master Plan, including but not limited to airflow in classrooms and facility infrastructure upgrades.	ACTUAL <ul style="list-style-type: none"> • With the passage of Measure O, implementation of the Facilities Master Plan priorities have grown in scope • An architectural firm was selected to begin the design phase
	BUDGETED \$500,000 Base	ESTIMATED ACTUAL \$0 Base

Action **5.3**

Actions/Services	<p>PLANNED Implement a deferred maintenance plan based on the priorities identified in the Facilities Master Plan.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> Funds were placed in the Deferred Maintenance fund in order to support work which will be done through Measure O
Expenditures	<p>BUDGETED \$500,000 Base</p>	<p>ESTIMATED ACTUAL \$500,000 Base</p>

Action **5.4**

Actions/Services	<p>PLANNED Provide and maintain the infrastructure to support instructional technology.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> New updated filtering software was deployed Wi-Fi points were updated and new ones deployed in classrooms (352)
Expenditures	<p>BUDGETED \$63,000 Base \$23,000 Supplemental</p>	<p>ESTIMATED ACTUAL \$330,263 Base \$0 Supplemental</p>

ANALYSIS

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions/services were implemented as planned.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall effectiveness was good, facilities are clean and well maintained. Implementation of the Facilities Master Plan will occur according to the Measure O timeline.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no materials differences.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>The language was edited for actions 5.1, 5.2, and 5.3 with the content unchanged.</p> <p>The following actions/services were consolidated to improve clarity: 5.4 was combined with 1.9: 5.4</p>

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In preparation for the annual review, District staff collected evidence of progress on the 2016/17 actions for each of the five goals outlined in the District’s LCAP. In January and February, the LCAP Leadership Team reviewed evidence for the annual update and provided feedback on District progress. The LCAP Leadership Team includes certificated and classified bargaining unit representatives, parents, Fountain Valley School Foundation members, Visual and Performing arts coordinator, feeder high school district representative, principals/assistant principals, and district leadership. The annual update was shared with the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), site administrators, and Community Forums.

The summary of evidence was displayed on posters along with the draft goals and actions/services. Stakeholders were encouraged to provide written feedback on the posters or email the Director, Educational Services at a later date. The feedback was retained on the posters so that each subsequent group could review prior input.

To review the LCAP Timeline with stakeholder input, see Appendix C page 77-78.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Input from stakeholders influenced the LCAP in the following ways:

Goal	Changes to Metrics	Changes to Actions/Services	
		<u>Edits to Improve Clarity (No Change in Content)</u>	<u>Consolidation to Improve Clarity</u>
1	New: 3 rd Grade Literacy Screener New: Technology Teacher Survey Results	1.1, 1.3, 1.10, 1.11, & 1.14	New 1.5: 1.4, 1.5, 2.3 & 4.7 New 1.6: 1.6 – 1.8
2		2.1 & 2.2	New 2.3: 2.4, 1.12 & 1.15
3	Improve collection of metric data New: Parent Teacher conference participation		
4		4.2, 4.4, & 4.9	
5		5.1, 5.2, & 5.3	5.4: Combine 1.9 & 5.4

Goals, Actions, & Services

Strategic Planning Details and Accountability

New Modified Unchanged

Goal 1

To support academic success, students will participate in a rigorous academic program and demonstrate continued growth in all content areas, with an emphasis on collaboration, communication, critical thinking, and problem-solving.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Student achievement in the District has historically been and continues to be above the average on State mandated assessments. Improvement efforts continue to need to be focused on increased levels of academic achievement and effectively preparing all students for success in college and career.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA	73% Levels 3 & 4	Increase 1% 74%	Increase 2% 76%	Increase 2% 78%
SBAC Math	68% Levels 3 & 4	Increase 2% 70%	Increase 2% 72%	Increase 2% 74%
3 rd Grade Literacy Screener (End of Year Outcome)	TBD End of Grade 3 or Higher	Increase 1% Baseline	Increase 1% Baseline	Increase 1% Baseline
Qualified Staffing	100%	Maintain 100%	Maintain 100%	Maintain 100%
Access to Textbooks	100%	Maintain 100%	Maintain 100%	Maintain 100%
Technology: Teacher Survey Results	50% Daily/Almost Daily Use of Technology by Students	Increase 5% 55%	Increase 2% 57%	Increase 3% 60%
Broad Course of Study	100%	Maintain 100%	Maintain 100%	Maintain 100%

PLANNED ACTIONS / SERVICES

Action **1.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Specific Student Group(s): _____

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Employ a highly qualified staff with multiple authorizations to ensure students have access to a broad course of study to better prepare them for college and career

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$44,870,000

Amount \$46,340,000

Amount \$47,820,000

Source Base

Source Base

Source Base

Budget Reference Certificated/Classified Salaries & Benefits

Budget Reference Certificated/Classified Salaries & Benefits

Budget Reference Certificated/Classified Salaries & Benefits

Action **1.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Specific Student Group(s): _____

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Support new teachers in obtaining a clear credential through an induction program

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$32,500

Amount \$40,000

Amount \$40,000

Source Educator Effectiveness Grant

Source Supplemental

Source Supplemental

Budget Reference Services & Other Operating Expenses

Budget Reference Services & Other Operating Expenses

Budget Reference Services & Other Operating Expenses

Action **1.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Specific Student Group(s): _____

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: 6-8 Grades

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide a one-time stipend for acquisition of additional District approved authorizations in order to standardize electives at all three middle schools		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1,500	Amount	\$1,500	Amount	\$1,500
Source	Base	Source	Base	Source	Base
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action **1.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities Specific Student Group(s): _____

Location(s)

All Schools Specific Schools: _____ Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: _____ Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Utilize instructional materials and supplies aligned with the California State Standards, California English Language Development Standards, and Next Generation Science Standards

2018-19

New Modified Unchanged

Expenditure increase due to anticipated middle school math adoption

2019-20

New Modified Unchanged

Expenditure increase due to anticipated middle school science adoption

BUDGETED EXPENDITURES

2017-18

Amount

\$282,957

Source

\$232,957 Base
\$50,000 Lottery

Budget Reference

Books & Supplies

2018-19

Amount

\$425,000

Source

\$75,000 Base
\$50,000 Lottery
\$300,000 One Time Discretionary

Budget Reference

Books & Supplies

2019-20

Amount

\$825,000

Source

\$75,000 Base
\$50,000 Lottery
\$700,000 One Time Discretionary

Budget Reference

Books & Supplies

Action **1.5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Specific Student Group(s): _____

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide certificated and classified staff with professional development and time to collaborate on content standards (California State Standards, California English Language Development Standards, and Next Generation Science Standards), District adopted instructional materials, District signature practices, technology, and ways to support student behavior	District professional development decreases over time	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$512,523	Amount \$112,000	Amount \$60,000
Source \$160,608 Base \$351,915 Supplemental	Source Supplemental	Source Supplemental
Budget Reference \$155,000 Certificated Salaries & Benefits \$59,821 Books & Supplies \$297,702 Services & Other Operating Expenses	Budget Reference \$37,000 Certificated Salaries & Benefits \$12,800 Books & Supplies \$62,200 Services & Other Operating Expenses	Budget Reference \$19,800 Certificated Salaries & Benefits \$6,900 Books & Supplies \$33,300 Services & Other Operating Expenses

Action **1.6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Specific Student Group(s): _____

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide and maintain classroom technology and student and staff devices in order to provide students the opportunity to utilize technology in the core program		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$208,214	Amount \$102,000	Amount \$102,000
Source \$180,000 Base \$28,214 Supplemental	Source \$73,000 Base \$29,000 Supplemental	Source \$73,000 Base \$29,000 Supplemental
Budget Reference Books & Supplies	Budget Reference Books & Supplies	Budget Reference Books & Supplies

Action **1.7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Specific Student Group(s): _____

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Support and maintain infrastructure, classroom technology, and devices by providing District IT staff and Site Technology Coordinators

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$559,328
Source \$424,079 Base
 \$135,259 Supplemental
Budget Reference Classified Salaries & Benefits

Amount \$569,500
Source \$430,000 Base
 \$139,500 Supplemental
Budget Reference Classified Salaries & Benefits

Amount \$586,400
Source \$443,000 Base
 \$143,400 Supplemental
Budget Reference Classified Salaries & Benefits

Action **1.8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Specific Student Group(s): _____

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: 6-8 Grades

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Incorporate student access to music instruction through the core staffing ratio		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$240,663	Amount: \$248,000	Amount: \$255,000
Source: Base	Source: Base	Source: Base
Budget Reference: Certificated Salaries & Benefits	Budget Reference: Certificated Salaries & Benefits	Budget Reference: Certificated Salaries & Benefits

Action **1.9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Specific Student Group(s): _____

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: TK-5 Grades

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Utilize itinerant music teachers in elementary schools to provide teacher release time for administering assessments, analyzing data and instructional planning		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	\$231,808	Amount	\$237,000	Amount	\$243,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Certificated Salaries & Benefits	Budget Reference	Certificated Salaries & Benefits	Budget Reference	Certificated Salaries & Benefits

Action **1.10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Specific Student Group(s): _____

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Utilize supplemental resources to provide greater access to quality text		This action/service ends in 2018/19

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$50,000	Amount	\$50,000	Amount	\$0
Source	Supplemental	Source	Supplemental	Source	
Budget Reference	Books & Supplies	Budget Reference	Books & Supplies	Budget Reference	

Action **1.11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Specific Student Group(s): _____

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide a school library program to support teaching and learning		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$207,161	Amount \$224,200	Amount \$231,700
Source \$144,326 Base \$62,835 Supplemental	Source \$150,700 Base \$73,500 Supplemental	Source \$155,700 Base \$76,000 Supplemental
Budget Reference Classified Salaries & Benefits	Budget Reference Classified Salaries & Benefits	Budget Reference Classified Salaries & Benefits

New Modified Unchanged

Goal 2

To support academic success in the core program, English learners, foster youth, low-income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

[Identified Need](#)

While ELs in FVSD continued to demonstrate higher percentages of level 3 and level 4 scores on the Smarter Balanced assessments in ELA than OC and CA (43% compared to 15% for OC and 13% for CA), they were the only significant subgroup who did not demonstrate growth. There was also a decline in reclassification rates and measures on the California English Language Development Test English (CELDT), including English proficiency and fluency.

Additionally, an achievement gap was evident for EL and LI students compared to “all students” in FVSD on the Smarter Balanced assessments. In ELA, the gap for “all students” and ELs was 30% and for “all students” and LI students 21%. In mathematics, the gap was smaller at 16% for ELs and 14% for LI students.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA – EL	43% Levels 3 & 4	Higher Percent Scoring Levels 3 & 4 than OC & CA	Increase 2% TBD	Increase 3% TBD
SBAC Math – EL	52% Levels 3 & 4	Higher Percent Scoring Levels 3 & 4 than OC & CA	Increase 3% TBD	Increase 3% TBD
SBAC ELA – LI	58% Levels 3 & 4	Higher Percent Scoring Levels 3 & 4 than OC & CA	Increase 2% TBD	Increase 3% TBD
SBAC Math – LI	54% Levels 3 & 4	Higher Percent Scoring Levels 3 & 4 than OC & CA	Increase 3% TBD	Increase 3% TBD
ELPAC	Higher Percent Proficient than OC & CA	Increase 1% TBD	Increase 1% TBD	Increase 1% TBD
Reclassification Rate	8%	Increase 2% 10%	Increase 1% 11%	Increase 2% 13%

PLANNED ACTIONS / SERVICES

Action **2.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Specific Student Group(s): _____

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Provide coordinated EL services at school sites that include newcomer and primary language supports

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

	2017-18	2018-19	2019-20
Amount	\$313,116	\$322,509	\$332,185
Source	Supplemental	Supplemental	Supplemental
Budget Reference	\$250,367 Certificated/Classified Salaries & Benefits \$2,090 Books & Supplies \$2,281 Services & Other Operating Expenses	\$317,809 Certificated/Classified Salaries & Benefits \$2,200 Books & Supplies \$2,500 Services & Other Operating Expenses	\$327,285 Certificated/Classified Salaries & Benefits \$2,300 Books & Supplies \$2,600 Services & Other Operating Expenses

Action **2.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Specific Student Group(s): _____

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: 6-8 Grades

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide ongoing support for the Co-teaching service delivery model		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$143,963	Amount \$147,000	Amount \$148,000
Source Supplemental	Source Supplemental	Source Supplemental
Budget Reference Certificated Salaries & Benefits	Budget Reference Certificated Salaries & Benefits	Budget Reference Certificated Salaries & Benefits

Action **2.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Specific Student Group(s): _____

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Utilize District common assessments that are aligned with the California State Standards and the Smarter Balanced assessment system to identify students for participation in supplemental services, including a system for staff to analyze and disaggregate student achievement data to ensure a timely instructional response		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$97,985	Amount \$102,975	Amount \$108,125
Source \$78,489 Base \$19,496 Supplemental \$3,500 Certificated Salaries & Benefits	Source \$82,500 Base \$20,475 Supplemental \$4,000 Certificated Salaries & Benefits	Source \$86,625 Base \$21,500 Supplemental \$4,500 Certificated Salaries & Benefits
Budget Reference \$13,700 Books & Supplies \$80,785 Services & Other Operating Expenses	Budget Reference \$15,000 Books & Supplies \$83,975 Services & Other Operating Expenses	Budget Reference \$15,500 Books & Supplies \$88,125 Services & Other Operating Expenses

Action **2.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Specific Student Group(s): _____

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide intervention for identified students during and beyond the school day	Instructional materials purchased in 2017/18, minimal materials needed in 2018/19	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$687,433	Amount \$536,000	Amount \$551,300
Source \$482,500 Base \$204,933 Supplemental	Source \$404,700 Base \$131,300 Supplemental	Source \$417,000 Base \$134,300 Supplemental
Budget Reference \$498,483 Certificated Salaries & Benefits \$188,950 Books & Supplies	Budget Reference \$514,000 Certificated Salaries & Benefits \$22,000 Books & Supplies	Budget Reference \$529,300 Certificated Salaries & Benefits \$22,000 Books & Supplies

Action **2.5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Specific Student Group(s): _____

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Utilize Teacher(s) on Special Assignment (TOSAs) to support teachers in meeting the needs of special student populations		Planned reduction of .5 TOSA

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$486,371	Amount \$499,000	Amount \$450,000
Source Supplemental	Source Supplemental	Source Supplemental
Budget Reference Certificated Salaries & Benefits	Budget Reference Certificated Salaries & Benefits	Budget Reference Certificated Salaries & Benefits

New Modified Unchanged

Goal 3

To support academic success, all parents will be engaged and play an active role in the school community.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

[Identified Need](#)

The District enjoys strong parent involvement, but there is a need to broaden the engagement to better reflect the demographics of the student population.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Leadership	175 Opportunities	Maintain At or Above 175	Maintain At or Above 175	Maintain At or Above 175
Parent Involvement	150 Family Events	Maintain At or Above 150	Maintain At or Above 150	Maintain At or Above 150
Fall Parent Teacher Conferences	85% Participation TK-5 & Required 6-8	Increase 10% 95%	Increase 5% 100%	Maintain 100%
Daily Volunteers	20 at TK-5 Schools	Maintain At or Above 20	Maintain At or Above 20	Maintain At or Above 20
Written Translation	165 Documents	Maintain At or Above 165	Maintain At or Above 165	Maintain At or Above 165
Oral Interpretation	130 Scheduled Meetings	Maintain At or Above 130	Maintain At or Above 130	Maintain At or Above 130
Social Media	1800 Followers	Maintain At or Above 1800	Maintain At or Above 1800	Maintain At or Above 1800

PLANNED ACTIONS / SERVICES

Action **3.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _____
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> School-wide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Continue to provide parent and volunteer training to support engagement, involvement, and student achievement at the school sites

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$10,000

Amount \$10,000

Amount \$10,000

Source Supplemental

Source Supplemental

Source Supplemental

Budget Reference Services & Other Operating Expenses

Budget Reference Services & Other Operating Expenses

Budget Reference Services & Other Operating Expenses

Action **3.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Specific Student Group(s): _____

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Continue to utilize technology, social media, and newsletters to inform parents, promote involvement, and solicit input

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$94,982

Amount \$99,731

Amount \$104,718

Source \$88,368 Base
\$6,614 Supplemental

Source \$91,500 Base
\$8,231 Supplemental

Source \$94,600 Base
\$10,118 Supplemental

Budget Reference \$88,368 Classified Salaries & Benefits
\$6,614 Services & Other Operating Expenses

Budget Reference \$91,500 Classified Salaries & Benefits
\$8,231 Services & Other Operating Expenses

Budget Reference \$94,600 Classified Salaries & Benefits
\$10,118 Services & Other Operating Expenses

Action **3.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _____
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> School-wide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to provide a bilingual Community Liaison to support parent outreach		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$66,811	Amount: \$67,800	Amount: \$69,800
Source: Supplemental	Source: Supplemental	Source: Supplemental
Budget Reference: Classified Salaries & Benefits	Budget Reference: Classified Salaries & Benefits	Budget Reference: Classified Salaries & Benefits

Action **3.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities Specific Student Group(s): _____

Location(s)

All Schools Specific Schools: _____ Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: _____ Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Continue to provide opportunities to seek parent input from parents of unduplicated pupils including those with special needs (DAC, DELAC, and CAC)

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$2,750

Amount \$2,750

Amount \$2,750

Source Supplemental

Source Supplemental

Source Supplemental

Budget Reference Services & Other Operating Expenses

Budget Reference Services & Other Operating Expenses

Budget Reference Services & Other Operating Expenses

Action **3.5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _____
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade Spans: <u>6-8</u>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> School-wide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _____	<input checked="" type="checkbox"/> Specific Grade Spans: <u>6-8</u>

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Utilize school counselors to inform middle school parents about ways to support their students' secondary academic plans focused on college and career goals		

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$1,500	Amount	\$1,500	Amount	\$1,500
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Services & Other Operating Expenses	Budget Reference	Services & Other Operating Expenses	Budget Reference	Services & Other Operating Expenses

New Modified Unchanged

Goal 4

To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

There has been one student expulsion in the District in the past four years and suspension rates remain low. However, there are some students who struggle to demonstrate appropriate school behavior. Furthermore, there was an increase in the percent of chronically absent students and the attendance rate declined slightly.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension	1.1%	Decrease 0.1% 1.0%	Maintain At or Below 1.0%	Maintain At or Below 1.0%
Expulsion	0%	Maintain 0%	Maintain 0%	Maintain 0%
Attendance Rate	96.9%	Increase 0.1% 97.0%	Maintain At or Above 97.0%	Maintain At or Above 97.0%
Chronic Absenteeism	4.3%	Decrease 0.2% 4.1%	Decrease 0.2% 3.9%	Decrease 0.2% 3.7%
Middle School Dropout Rate	0%	Maintain 0%	Maintain 0%	Maintain 0%
Climate Survey California Healthy Kids Survey (CHKS)	71% 5 th Grade School Connectedness	Increase 1% 72%	N/A Administered in Even Years	Increase 1% 73%
Climate Survey CHKS	71% 7 th Grade School Connectedness	Increase 1% 72%	N/A Administered in Even Years	Increase 1% 73%
Climate Survey CHKS	82% 5 th Grade Perceive School as Safe/Very Safe	Maintain At or Above 80%	N/A Administered in Even Years	Maintain At or Above 80%
Climate Survey California Healthy Kids Survey	81% 7 th Grade Perceive School as Safe/Very Safe	Maintain At or Above 80%	N/A Administered in Even Years	Maintain At or Above 80%

PLANNED ACTIONS / SERVICES

Action **4.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _____
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> School-wide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to develop the leadership capacity within the District to successfully implement instructional initiatives and build a culture of continuous improvement		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10,000	Amount: \$10,000	Amount: \$10,000
Source: Supplemental	Source: Supplemental	Source: Supplemental
Budget Reference: Certificated Salaries & Benefits	Budget Reference: Certificated Salaries & Benefits	Budget Reference: Certificated Salaries & Benefits

Action **4.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Specific Student Group(s): _____

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Inform parents of student absences and communicate the legal requirements of school attendance and implications of chronic absenteeism and when necessary, utilize the School Attendance Review Board (SARB) process to address student attendance concerns

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$0

Amount \$0

Amount \$0

Source

Source

Source

Budget Reference Expense captured in actions 2.3 and 3.2

Budget Reference Expense captured in actions 2.3 and 3.2

Budget Reference Expense captured in actions 2.3 and 3.2

Action **4.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Specific Student Group(s): _____

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Student Group(s) School-wide **OR** Limited to Unduplicated

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Provide students with health services and education

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$389,017

Amount \$400,688

Amount \$412,708

Source \$370,000 Base
\$19,017 Supplemental

Source \$381,100 Base
\$19,588 Supplemental

Source \$392,533 Base
\$20,175 Supplemental

Budget Reference \$378,368 Certificated Salaries & Benefits
\$7,144 Books & Services
\$3,487 Services & Other Operating Expenses

Budget Reference \$389,737 Certificated Salaries & Benefits
\$7,358 Books & Services
\$3,591 Services & Other Operating Expenses

Budget Reference \$401,429 Certificated Salaries & Benefits
\$7,579 Books & Services
\$3,700 Services & Other Operating Expenses

Action **4.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Specific Student Group(s): _____

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: TK-5

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide social-emotional support at the elementary level		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10,000	Amount: \$10,000	Amount: \$10,000
Source: Supplemental	Source: Supplemental	Source: Supplemental
Budget Reference: Certificated Salaries & Benefits	Budget Reference: Certificated Salaries & Benefits	Budget Reference: Certificated Salaries & Benefits

Action **4.5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities Specific Student Group(s): _____

Location(s)

All Schools Specific Schools: _____ Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: _____ Specific Grade Spans: 6-8

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Utilize school counselors to inform middle school parents about ways to support their students' secondary academic plans focused on college and career goals

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$287,568

Amount \$296,195

Amount \$305,081

Source \$214,146 Base
\$73,422 Supplemental

Source \$220,570 Base
\$75,625 Supplemental

Source \$227,187 Base
\$77,894 Supplemental

Budget Reference Certificated Salaries & Benefits

Budget Reference Certificated Salaries & Benefits

Budget Reference Certificated Salaries & Benefits

Action **4.6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Specific Student Group(s): _____

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Implement a consistent district-wide approach for supporting student behavior, including alternatives to suspensions and expulsions, and communicate the plan to stakeholders		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,000	Amount: \$5,000	Amount: \$5,000
Source: Base	Source: Base	Source: Base
Budget Reference: Services & Other Operating Expenses	Budget Reference: Services & Other Operating Expenses	Budget Reference: Services & Other Operating Expenses

Action **4.7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Specific Student Group(s): _____

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Promote student engagement and school connectedness		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$15,000	Amount: \$15,000	Amount: \$15,000
Source: Supplemental	Source: Supplemental	Source: Supplemental
Budget Reference: Services & Other Operating Expenses	Budget Reference: Services & Other Operating Expenses	Budget Reference: Services & Other Operating Expenses

New
 Modified
 Unchanged

Goal 5

To support academic success, school facilities will be clean, safe, and effectively support a 21st Century education.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

[Identified Need](#)

While facilities are safe and well-maintained, there is an identified need to improve air quality, climate, and 21st Century learning environments.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities Inspection Tool (FIT)	100% Overall "Good" Status	Maintain 100%	Maintain 100%	Maintain 100%

PLANNED ACTIONS / SERVICES

Action **5.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities Specific Student Group(s): _____

Location(s)

All Schools Specific Schools: _____ Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: _____ Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Provide appropriate staffing and services to ensure District facilities are clean and well-maintained

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$5,646,160

Amount \$5,815,545

Amount \$5,990,000

Source Base

Source Base

Source Base

Budget Reference
 \$3,562,901 Classified Salaries & Benefits
 \$386,391 Books & Supplies
 \$1,579,240 Services & Other
 Operating Expenses
 \$117,628 Capital Outlay

Budget Reference
 \$3,669,788 Classified Salaries & Benefits
 \$397,983 Books & Supplies
 \$1,626,617 Services & Other
 Operating Expenses
 \$121,157 Capital Outlay

Budget Reference
 \$3,779,882 Classified Salaries & Benefits
 \$409,922 Books & Supplies
 \$1,675,416 Services & Other
 Operating Expenses
 \$124,780 Capital Outlay

Action **5.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
	<u>Scope of Services</u>		<input type="checkbox"/> LEA-wide <input type="checkbox"/> School-wide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Implement the prioritized recommendations from the Facilities Master Plan, including but not limited to airflow in classrooms and facility infrastructure upgrades		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source: Measure O Bond Funds	Source: Measure O Bond Funds	Source: Measure O Bond Funds
Budget Reference: Fund 21	Budget Reference: Fund 21	Budget Reference: Fund 21

Action **5.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Specific Student Group(s): _____

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Fund a deferred maintenance plan based on the priorities identified in the Facilities Master Plan

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$500,000

Amount \$500,000

Amount \$500,000

Source Base

Source Base

Source Base

Budget Reference LCFF Transfer to Fund 14

Budget Reference LCFF Transfer to Fund 14

Budget Reference LCFF Transfer to Fund 14

Action **5.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Specific Student Group(s): _____

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) School-wide **OR** Limited to Unduplicated Student

Location(s) All Schools Specific Schools: _____ Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide and maintain the infrastructure to support instructional technology

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$45,227

Source \$22,227 Base
\$23,000 Supplemental

Budget Reference Capital Outlay

2018-19

Amount \$50,000

Source \$27,000 Base
\$23,000 Supplemental

Budget Reference Capital Outlay

2019-20

Amount \$55,000

Source \$32,000 Base
\$23,000 Supplemental

Budget Reference Capital Outlay

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP
Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 2,363,580

Percentage to Increase or Improve Services:

5.13 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Fountain Valley School District is committed to providing students with an effective, high-quality core instructional program. FVSD’s LCAP has been designed with the philosophy that there is no single factor more critical to ensuring high levels of learning for all students, especially low-income, English learners, foster youth, students with disabilities and other high needs students, than the delivery of “best” first instruction by a highly skilled teacher. In fact, study after study continues to find that school-wide initiatives that systematically build consistent practices with teachers are the best way to improve learning outcomes for all students (Fullan, 2014; Hattie, 2012; Odden 2011; Schmoker, 2011). At both the district and site levels, we will be allocating significant funds for professional development, coaching, collaboration, instructional observations and training in the District’s Signature Practices, leading to improved instructional practices and strategies for every teacher. These efforts demonstrate an increase in both spending and quality of service for our students. And while it could be argued that all students proportionally benefit from expert teachers, we know, unequivocally, that low-income, English learner, foster youth and any non-proficient or underperforming student makes significantly greater gains in learning when taught by an expert teacher.

Given the pattern of District enrollment of unduplicated and other high needs students, increased services are provided district-wide. Our English learners, low-income students, foster youth, students with disabilities, and other high needs students are enrolled in all 10 schools to varying degrees. In order to meet their needs, services are most effectively administered district-wide. In support of English learners, low-income students, foster youth, students with disabilities, and other high-needs students, the District will direct supplemental services in the following areas:

- **Extended learning opportunities** to support the development of English language proficiency and achievement in English/language arts and mathematics – “It is widely agreed that many students need more time for learning, and that additional time for learning needs to happen in enriching and engaging ways. High quality after-school and summer programs can be particularly effective at engaging students who have not succeeded in school ...” *A Blueprint for Great Schools*. Tom Torlakson, SPI, Transition Advisory Team Report, 2011.
- A “push-in” service delivery model for primary language support and specialized instruction (**Co-teaching**) that ensures course access – “Schools in which teachers collaborate have seen increased student achievement (McLesky & Waldron, 2007); students in co-taught general education classes have been found to achieve higher than those in non-co-taught classes (McDuffie, Mastronpieri, & Scruggs, 2009) ...” Lynne Cook, Ph.D., CSU Dominguez Hills. California Services for Technical Assistance and Training (CalSTAT) Technical Assistance and Training website, June 2011.
- **Health services** – “Rigorous research confirms the clear connection between health status and academic achievement. We know that healthy children miss fewer days of school, are more attentive, and are better behaved.” *A Blueprint for Great Schools*. Tom Torlakson, SPI, Transition Advisory Team Report, 2011.
- **School library services** – “More than 60 research studies throughout the nation, from Alaska to North Carolina to California, have shown that students in schools with good school libraries learn more, get better grades, and score higher on standardized tests than their peers in schools without libraries.” *Model School Library Standards for California Public Schools*. California Department of Education, 2011.
- **School counselors** – “Mental health is as important as physical health to children’s quality of life and directly impacts their learning and development. Children cannot learn effectively if they are struggling with a mental health problem, such as depression, or feel overwhelmed by academic, social, or family pressures.” *Removing Barriers to Learning and Improving Student Outcomes: The Importance of School-Based Mental Health Services* American Counseling Association, American School Counselor Association, National Association of School Psychologists, School Social Work Association of America.

- **Assessment and data analysis** in English language proficiency, English/language arts, and mathematics – “Formative assessment is a deliberate process used by teachers with students during instruction that provides actionable feedback that is used to adjust teaching and learning strategy to improve students’ attainment of learning targets and goals.” *Formative Assessment Process – FAQs*. California Department of Education website, 2014.
- Music instruction, which provides elementary **teachers with release time to analyze student achievement data** and plan instruction to address identified student needs – “Nations that currently lead the world in international rankings of student achievement, such as Finland, South Korea and Singapore, attribute their success to substantial investments in teacher and school leader preparation and development. In these and other top-ranked nations, critical initiatives have taken the form of: ... Ongoing professional learning embedded in 15 to 25 hours a week of planning and collaboration time at school, plus an additional two to four weeks of professional learning time to attend institutes and seminars, visit other schools and classrooms, conduct action research and lesson studies ...” *Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State*. A Report by State Superintendent of Public Instruction Tom Torlakson’s Task Force on Educator Excellence, September 2012.
- **Instructional technology** (hardware, software, and annual service agreements) and wireless connectivity to support student learning – “... the Transition’s Team recommendations envision a future in which every California student has access to a comprehensive, developmentally appropriate curriculum that prepares them to be college and career-ready ... This technology – supported curriculum enables students to develop deep understanding within and across disciplines, complex thinking and performance skills, a global perspective, and the capacity for inquiry and independent learning.” *A Blueprint for Great Schools*. Tom Torlakson, SPI, Transition Advisory Team Report, 2011.
- **Parent engagement, involvement**, and education to support increased levels of student achievement □ - “Parent involvement at home and at school has a measurable impact on student performance in school and is particularly important for English learners and students from low-income families. Parent involvement is related to improved student behavior in school and better attitudes about schoolwork generally.” *The Power of Parents: Research underscores the impact of parent involvement in schools*. EdSource, February 2014.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that is provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at 916-319-0809 or by email at lceff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect a LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

A LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated on July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting are not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. A LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified a group of students, to be achieved for each state priority as applicable to the type of LEA. A LEA may also include additional local priorities. This section shall also include a description of the specific planned actions a LEA will take to meet the identified goals and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school’s authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year’s LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of the adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum, a LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, a LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal of the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify a number of funds in the LCAP year calculated on the basis of the number and concentration of low-income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited to one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low-income students, and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:

- a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
- b. Mathematics – CCSS for Mathematics
- c. English Language Development (ELD)
- d. Career Technical Education
- e. Health Education Content Standards
- f. History-Social Science
- g. Model School Library Standards
- h. Physical Education Model Content Standards
- i. Next Generation Science Standards
- j. Visual and Performing Arts
- k. World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;

B. The Academic Performance Index;

C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

E. The English learner reclassification rate;

F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;

B. Pupil expulsion rates; and

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;

B. Programs and services developed and provided to unduplicated pupils; and

C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement

B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to the type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who drop out by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001.; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Local Control & Accountability Plan Summary

Fountain Valley School District 2017/18



Fountain Valley School District

Core Values



6,371 Students



10 Schools



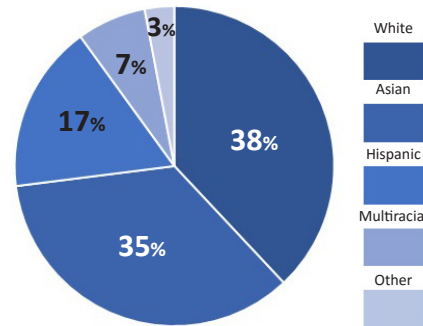
645 Employees



1 National Blue Ribbon School
3 Gold Ribbon Middle Schools
5 Gold Ribbon Elementary Schools



Ethnicity



Subgroups

23% Low Income
14% English Learners
<1% Foster Youth

28% Unduplicated Students

Budget

General Fund Expenditures
\$58,750,000

LCFF Revenues
\$49,200,000

LCAP Supplemental Expenditures
\$2,363,580

(Totals Budgeted for 2017-18 LCAP Year)

*Additional Expenditures Not Specified in the LCAP:
Books, materials, services, & other operating
expenses not directly tied to LCAP Actions/Services*

LCAP Highlights



Goal #1 Student Achievement

- 1.1 Highly Qualified Staff
- 1.5 Professional Development & Collaboration

Guiding Principle

There is no single factor more critical to ensuring high levels of learning than delivery of “best” first instruction by a highly skilled teacher.



Goal #2 Special Populations

- 2.3 Common Assessments & Data Analysis
- 2.5 Teachers on Special Assignment (TOSAs)

Local Control & Accountability Plan Summary

Fountain Valley School District 2017/18



Greatest Progress

Increased Academic Performance

Improved Positive School Climate



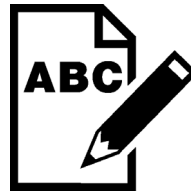
Indicator
Smarter
Balanced
Assessments
in ELA &
Math

Indicators
Suspension
Rate
& California
Healthy Kids
Survey

Greatest Needs

Increase Academic Performance of English Learners

Decrease Achievement Gap for English Learners & Low Income Students



Indicators
Smarter
Balanced
Assessments in ELA &
Reclassification Rate

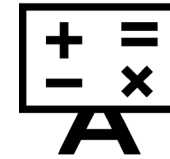
Indicators
Smarter
Balanced
Assessments in
ELA & Math

Performance Gaps



Suspension Rate

Pacific Islanders
(41 Students)



Math Achievement on Smarter Balanced Assessments

African Americans
(36 Students)



ELA Achievement on Smarter Balanced Assessments

Students with Disabilities
(418 Students)

Planned Actions to Maintain Progress

- 1.5 Professional Development & Collaboration
- 2.4 Intervention
- 2.5 Teachers on Special Assignment (TOSAs)
- 4.4 Elementary Social-Emotional Support
- 4.5 Middle School Counselors

Planned Actions to Address Needs

- 2.1 Coordinated EL Services
- 2.2 Co-teaching Service Delivery Model
- 2.3 Common Assessments & Data Analysis
- 2.4 Intervention During & Beyond the School Day

Planned Actions to Address Gaps

- 2.2 Co-teaching Service Delivery Model
- 2.3 Common Assessments & Data Analysis
- 2.4 Intervention During & Beyond the School Day
- 4.4 Elementary Social-Emotional Support
- 4.5 Middle School Counselors

Increased or Improved Services

Unduplicated Students Served

Low Income
English Learners
Foster Youth



Intervention During & Beyond the School Day



Social-Emotional Support for ALL Students

Goal
#1



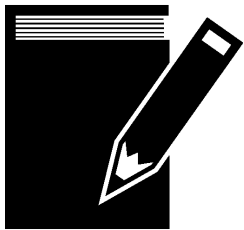
Student Achievement

To support academic success, students will participate in a **rigorous academic program and demonstrate continued growth in all content areas**, with an emphasis on collaboration, communication, critical thinking and problem solving.

State Priority Areas

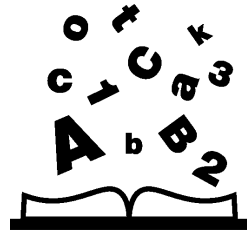
- Basic Services
- Implementation of Academic Standards
- Course Access
- Student Achievement
- Other Student Outcomes

English Language Arts / Literacy



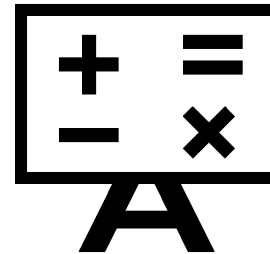
+4%
SBAC Scores
69% → 73%

3rd Grade Literacy



+15%
DIBELS Next
50% → 65%
Sept. 2016 - May 2017

Mathematics



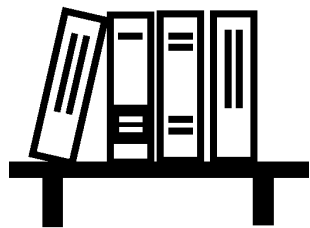
+5%
SBAC Scores
63% → 68%

Staffing



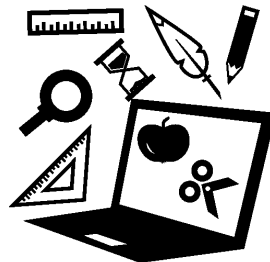
100%
Highly Qualified Staff

Textbooks



100%
Access to Instructional Materials

Standards Implementation



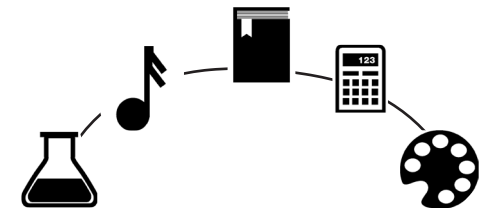
YES
Continue Implementation

Technology



Devices **+1136**
Chromebooks 990 Staff Devices 20
Printers 77 Projectors 49

Course Access



100%
Broad Course of Study

Goal #2



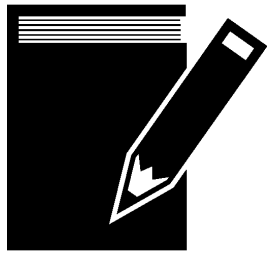
Special Populations

To support academic success in the **core program**, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure **equal access, engagement, and high levels of achievement.**

State Priority Area

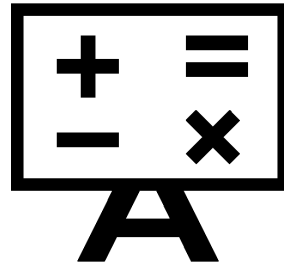
Student Achievement

English Learners



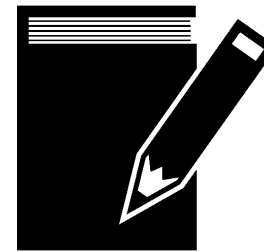
0%

ELA SBAC Scores
43% → 43%



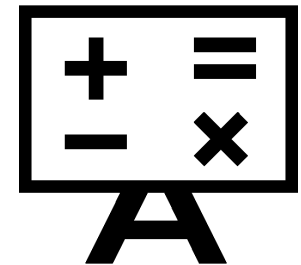
+4%

Math SBAC Scores
48% → 52%



+3%

ELA SBAC Scores
55% → 58%



+7%

Math SBAC Scores
47% → 54%

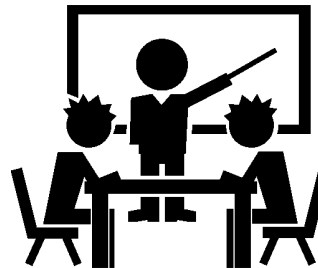
English Fluency



-6%

Improve English Skills
84% → 78%

English Proficiency



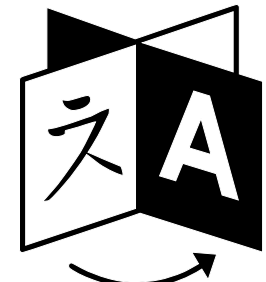
-6%

Reach English Proficiency in < 5 Years
58% → 52%

-2%

Reach English Proficiency in > 5 Years
83% → 81%

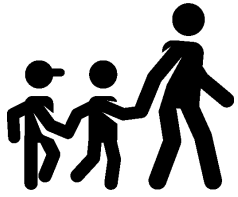
Reclassification



-4%

EL to RFEP
12% → 8%

Goal #3



Parent Involvement

To support academic success, all parents will be **engaged and** play an **active** role in the school community.

State Priority Area

Parent Involvement

Parent Leadership

Parent Involvement

Fall Parent Conferences

Parent Volunteers



175+

Opportunities Through ELAC, DELAC, SSC, DAC, PT Units, and SPC

150+

Family Events

85%

TK-5 Parent Participation

20+

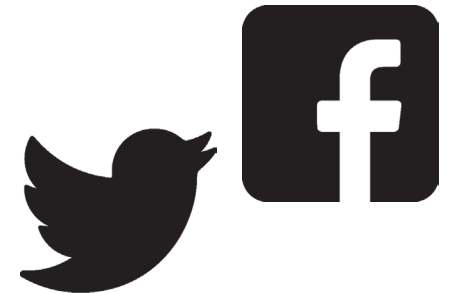
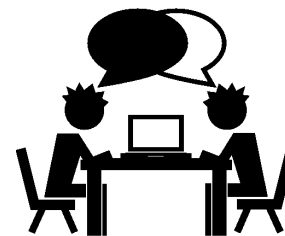
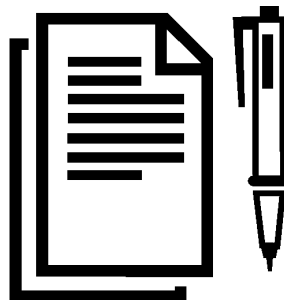
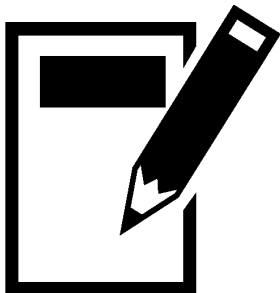
Daily at TK-5 Schools

LCAP Parent Survey

Written Translation

Oral Interpretation

Social Media



580

Responses
Jan. & May, 2017

165+

Documents
2015/16

130+

Scheduled Meetings with Parents
2015/16

1800+

Followers

Goal

#4



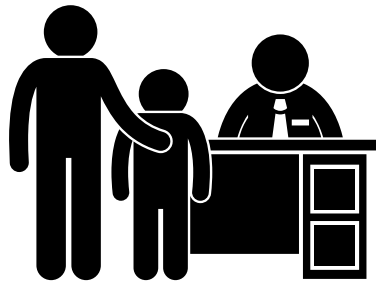
Climate & Engagement

To support academic success, students will have access to a **safe, supportive, and nurturing environment** that promotes engagement and school connectedness.

State Priority Area

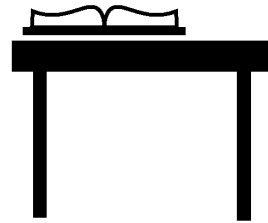
Student Engagement
School Climate

Suspension



-0.1%
1.2% → 1.1%

Expulsion



0%
0% → 0%

Attendance Rates



-0.1%
97.0% → 96.9%

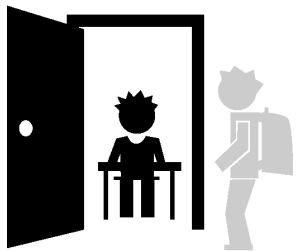
Chronic Absenteeism



+1%
Absent 10% or More
3.3% → 4.3%

Middle School Dropout

Climate Survey - California Healthy Kids Survey (CHKS)



0%
0% → 0%

+5%

School Connectedness
5th Graders
66% → 71%



+6%

School Connectedness
7th Graders
65% → 71%



+33%

School Perceived as Safe/Very Safe
5th Graders
53% → 82%

+7%

School Perceived as Safe/Very Safe
7th Graders
74% → 81%

Goal
#5



Facilities

To support academic success, school facilities will be **clean, safe, and** effectively support a 21st Century education.

State Priority Area
Basic Services

Facilities Master Plan

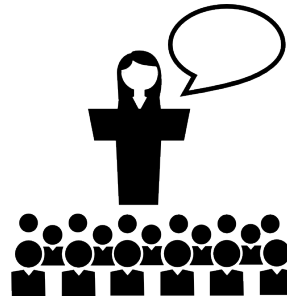
Stakeholder Involvement

General Obligation Bond



June 2016

Facilities Master Plan Completed



200+

Stakeholders Engaged in Creation of FMP



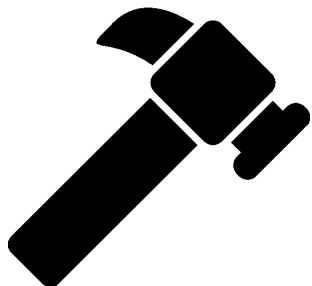
64.2% Voted YES

63 Million Dollar Measure Passed Nov. 2016

Well-Maintained Schools

Clean Schools

Infrastructure



100%

School Facility Inspection Tool



YES

Maintain Clean Facilities



+352

New Wi-Fi Access Points

LCAP Goals, Actions & Services

Fountain Valley School District 2017/18



Goal
#1



Student Achievement

To support academic success, students will participate in a **rigorous academic program** and demonstrate **continued growth in all content areas**, with an emphasis on collaboration, communication, critical thinking and problem solving.

State Priority Areas

Basic Services
Implementation of Academic Standards
Course Access
Student Achievement
Other Student Outcomes

Expected Annual Measurable Outcomes

English Language Arts / Literacy



Increase 1%
SBAC Scores
73% → 74%

3rd Grade Literacy



Baseline
Fountas & Pinnell
End of 3rd Grade or Higher

Mathematics



Increase 2%
SBAC Scores
68% → 70%

Staffing



Maintain 100%
Highly Qualified Staff

Textbooks



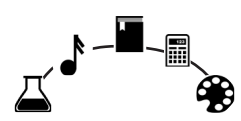
Maintain 100%
Access to Instructional Materials

Technology



Increase 5%
Daily / Almost Daily Use by Students
50% → 55%

Course Access



Maintain 100%
Broad Course of Study

Planned Actions/Services

Students Served

- | | | |
|------|---|------|
| 1.1 | Employ a highly qualified staff with multiple authorizations to ensure students have access to a broad course of study to better prepare them for college and career | All |
| 1.2 | Support new teachers in obtaining a clear credential through an induction program | All |
| 1.3 | Provide a one-time stipend for acquisition of additional District approved authorizations in order to standardize electives at all three middle schools | 6-8 |
| 1.4 | Utilize instructional materials and supplies aligned with the California State Standards, California English Language Development Standard, and Next Generation Science Standards | All |
| 1.5 | Provide certificated and classified staff with professional development and time to collaborate on content standards (California State Standards, California English Language Development Standard, and Next Generation Science Standards), District adopted instructional materials, District signature practices, technology, and ways to support student behavior | All |
| 1.6 | Provide and maintain classroom technology and student and staff devices to provide students the opportunity to utilize technology in the core program | All |
| 1.7 | Support and maintain infrastructure, classroom technology, and devices by providing District IT staff and Site Technology Coordinators | All |
| 1.8 | Incorporate student access to music instruction through the core staffing ratio | 6-8 |
| 1.9 | Utilize itinerant music teachers in elementary schools to provide teacher release time for administering assessments, analyzing data and instructional planning | TK-5 |
| 1.10 | Utilize supplemental resources to provide greater access to quality text | All |
| 1.11 | Provide a school library program to support teaching and learning | All |

Goal #2



Special Populations

To support academic success in the **core program**, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure **equal access, engagement, and high levels of achievement**.

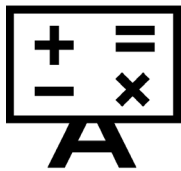
State Priority Areas
Student Achievement

Expected Annual Measurable Outcomes

English Learners



Higher Percent Scoring Levels 3 and 4 than Orange County and California
ELA SBAC

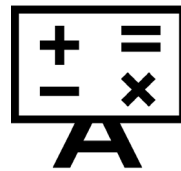


Math SBAC

Low Income Students

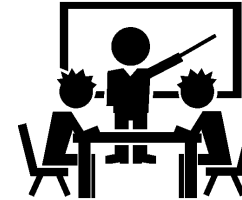


Higher Percent Scoring Levels 3 and 4 than Orange County and California
ELA SBAC



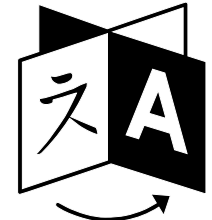
Math SBAC

English Proficiency



Higher Percent Proficient than Orange County and California
ELPAC Scores

Reclassification



Increase 2% EL to RFEP
8% → 10%

Planned Actions/Services

Students Served

- | | | |
|-----|---|-----------|
| 2.1 | Provide coordinated EL services at school sites that include newcomer and primary language supports | EL |
| 2.2 | Provide ongoing support for the Co-teaching service delivery model | SWD 6-8 |
| 2.3 | Utilize District common assessments that are aligned with the California State Standards and the Smarter Balanced assessment system to identify students for participation in supplemental services, including a system for staff to analyze and disaggregate student achievement data to ensure a timely instructional response | ALL |
| 2.4 | Provide intervention for identified students during and beyond the school day | EL LI SWD |
| 2.5 | Utilize Teacher(s) on Special Assignment (TOSAs) to support teachers in meeting the needs of special student populations | EL LI SWD |

Goal #3



Parent Involvement

To support academic success, all parents will be **engaged and** play an **active** role in the school community.

State Priority Areas
Parent Involvement

Expected Annual Measurable Outcomes

Parent Leadership	Parent Involvement	Parent Teacher Conferences	Parent Volunteers	LCAP Surveys	Written Translation	Oral Interpretation	Social Media
Maintain Above 175 Opportunities	Maintain Above 150 Family Events	Increase 10% 85% → 95%	Maintain 20 Daily TK-5 Schools	Increase Participation 580 → 600	Maintain Above 165 Documents	Maintain Above 130 Scheduled Meetings with Parents	Maintain Above 1800 Followers

Planned Actions/Services

Planned Actions/Services	Students Served
3.1 Continue to provide parent and volunteer training to support engagement, involvement, and student achievement at the school sites	All
3.2 Continue to utilize technology, social media, and newsletters to inform parents, promote involvement, and solicit input	All
3.3 Continue to provide a bilingual Community Liaison to support parent outreach	EL
3.4 Continue to provide opportunities to seek parent input from parents of unduplicated pupils including those with special needs (DAC, DELAC, and CAC)	EL LI SWD
3.5 Utilize school counselors to inform middle school parents about ways to support their students' secondary academic plans focused on college and career goals	6-8

LCAP Goals, Actions & Services

Fountain Valley School District 2017/18



Goal #4



Climate & Engagement

To support academic success, students will have access to a **safe, supportive, and nurturing** environment that promotes engagement and school connectedness.

State Priority Areas

Student Engagement
School Climate

Expected Annual Measurable Outcomes

Suspension

Expulsion

Attendance Rates

Chronic Absenteeism

Middle School Dropout

Climate Survey
(California Healthy Kids Survey Administered in Even Years)



Decrease 0.1%
1.1% → 1.0%



Maintain 0%
0% → 0%



Increase 0.1%
96.9% → 97%



Decrease 0.2%
4.3% → 4.1%



Maintain 0%
0% → 0%



Increase 1% in 2018
School Connectedness

5th Graders
71% → 72%

7th Graders
71% → 72%



Maintain Above 80% in 2018
School Perceived as Safe/Very Safe

5th Graders
82%

7th Graders
81%

Planned Actions/Services

Students Served

- | | | |
|-----|--|------|
| 4.1 | Continue to develop the leadership capacity within the District to successfully implement instructional initiatives and build a culture of continuous improvement | All |
| 4.2 | Inform parents of student absences and communicate the legal requirements of school attendance and implications of chronic absenteeism and when necessary, utilize the School Attendance Review Board (SARB) process to address student attendance concerns | All |
| 4.3 | Provide students with health services and education | All |
| 4.4 | Provide social-emotional support at the elementary level | TK-5 |
| 4.5 | Utilize middle school counselors to provide social-emotional support and help students create secondary academic plans focused on college and career goals | 6-8 |
| 4.6 | Implement a consistent district-wide approach for supporting student behavior , including alternatives to suspensions and expulsions, and communicate the plan to stakeholders | All |
| 4.7 | Promote student engagement and school connectedness | All |

Goal
#5



Facilities

To support academic success, school facilities will be **clean, safe, and support a 21st Century education.**

State Priority Areas

Basic Services

Expected Annual Measurable Outcome

Well-Maintained Schools



Maintain 100%
School Facility Inspection Tool

Planned Actions/Services

Students
Served

5.1	Provide appropriate custodial staffing and services to ensure District facilities are clean and well maintained	All
5.2	Implement the prioritized recommendations from the Facilities Master Plan , including but not limited to airflow in classrooms and facility infrastructure upgrades	All
5.3	Fund a deferred maintenance plan based on the priorities identified in the Facilities Master Plan	All
5.4	Provide and maintain the infrastructure to support instructional technology	All



Planning for LCAP 2016/17 Timeline

Date	Group	Purpose
Jan. 12-22, 2017	Elementary & Middle School Parents	Constant Contact Survey
Jan. 24, 2017	LCAP Leadership Work Team	<ul style="list-style-type: none"> ✓ Review LCFF/LCAP ✓ Review Annual Progress ✓ Input on Goals & Actions
Feb. 23, 2017	District Advisory Committee/District English Language Advisory Committee	<ul style="list-style-type: none"> ✓ Review Annual Progress ✓ Input on Goals & Actions
Feb. 28, 2017	LCAP Leadership Work Team	<ul style="list-style-type: none"> ✓ Review Annual Progress & Metrics ✓ Input Goals & Actions
March 6, 2017	EL Coordinator Meeting	<ul style="list-style-type: none"> ✓ Review Metrics ✓ Input Goals & Actions
March, 2017	Middle School	Student Input
Mar. 15, 2017	Superintendent's Parent Council	<ul style="list-style-type: none"> ✓ Input on Goals & Actions
Mar. 22, 2017	Community Forum	<ul style="list-style-type: none"> ✓ Share Progress ✓ Input on Goals & Actions
Mar. 28, 2017	Management Meeting	<ul style="list-style-type: none"> ✓ Share Progress ✓ Input on Goals & Actions
Mar. 28, 2017	LCAP Leadership Work Team	<ul style="list-style-type: none"> ✓ Review Draft LCAP
Mar. 30, 2017	Board of Trustees	<ul style="list-style-type: none"> ✓ Board Update/Discussion
April, 2017	Elementary & Middle School Students	School Climate & Culture Survey
Apr. 4, 2017	Community Forum	<ul style="list-style-type: none"> ✓ Share Progress ✓ Input on Goals & Actions
Apr. 5, 2017	Fulton School Site Council	<ul style="list-style-type: none"> ✓ Share Progress ✓ Input on Goals & Actions
Apr. 26, 2017	Masuda School Site Council	<ul style="list-style-type: none"> ✓ Share Progress ✓ Input on Goals & Actions
Apr. 26, 2017	Tamura School Site Council	<ul style="list-style-type: none"> ✓ Share Progress ✓ Input on Goals & Actions
Apr. 27, 2017	Cox School Site Council	<ul style="list-style-type: none"> ✓ Share Progress ✓ Input on Goals & Actions
May 2, 2017	Talbert School Site Council	<ul style="list-style-type: none"> ✓ Share Progress ✓ Input on Goals & Actions
May 3, 2017	Orange County Department of Education	<ul style="list-style-type: none"> ✓ Review Draft LCAP

Date	Group	Purpose
May 8, 2017	Courreges School Site Council	<ul style="list-style-type: none"> ✓ Share Progress ✓ Input on Goals & Actions
May 8, 2017	Oka School Site Council	<ul style="list-style-type: none"> ✓ Share Progress ✓ Input on Goals & Actions
May 9, 2017	LCAP Leadership Work Team	Review "Final" Draft LCAP
May 10, 2017	Gisler School Site Council	<ul style="list-style-type: none"> ✓ Share Progress ✓ Input on Goals & Actions
May 16, 2017	Plavan School Site Council	<ul style="list-style-type: none"> ✓ Share Progress ✓ Input on Goals & Actions
May 18 - 30, 2017	Draft LCAP posted to website	
May 19, 2017	District Advisory Committee/District English Language Advisory Committee	<ul style="list-style-type: none"> ✓ Review Draft LCAP ✓ Document Questions for Superintendent Response
May 22, 2017	Newland School Site Council	<ul style="list-style-type: none"> ✓ Share Progress ✓ Input on Goals & Actions
May 23, 2017	Management Meeting	Review "Final" Draft LCAP
June 15, 2017	Board of Trustees	Public Hearing
June 22, 2017	Board of Trustees	LCAP Approval



Fountain Valley School District
BUSINESS SERVICES DIVISION

M E M O R A N D U M

TO: Christine Fullerton, Assistant Superintendent Business Services
FROM: Isidro Guerra, Director, Fiscal Services
SUBJECT: **Approval of 2017-18 District Budget**
DATE: June 16, 2017

Background:

Education Code § 42103 requires the governing board of each school district to hold a public hearing on the proposed budget for their district. Additionally, Education Code § 42127(d)(2) states that a budget shall not be adopted before an LCAP for the budget year is approved. Finally, the budget must be approved at a regularly scheduled Board meeting occurring on a date subsequent to that of the public hearing.

A public hearing for the budget was held on June 15, 2017 at the regularly scheduled meeting of the Board of Trustees. The budget document represents the results of the Board's direction of maintaining the current high quality programs in a fiscally prudent manner. The budget was developed in connection with the Local Control Accountability Plan.

All required reserves are maintained; all funds will end with a positive ending balance and the budget meets State standards and criteria.

Pursuant to expected State Budget passage or within 45 days of the State Budget passing, our budget will be updated for any material changes. The budget is updated throughout the year and presented to the Board at first and second interim reporting periods.

Recommendation:

It is recommended that the Board of Trustees approve the budget for fiscal year 2017-18.



PLEASE NOTE:

A copy of the **2017-18 Budget**
for the Fountain Valley School District
is available for review at the District Office
and will be available on our website
subsequent to Board approval.

Please contact the Superintendent's office at 714.843.3255.



SO 2016-17/B17-59
Fountain Valley School District
Superintendent's Office

MEMORANDUM

TO: Board of Trustees
FROM: Mark Johnson, Ed.D., Superintendent
SUBJECT: **BOARD POLICY 5127 PROMOTION CEREMONIES AND
ACTIVITIES (SECOND READING AND ADOPTION)**
DATE: June 19, 2017

Background:

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

Board Policy 5127 Promotion Ceremonies and Activities was in place prior to the recent global adoption of the new Board Policies manual in January 2017. BP 5127 was brought back to the Board of Trustees for approval for first reading at the regular meeting on June 16, 2017. It is now brought to the Board for second reading and adoption.

Fiscal Impact:

There is no fiscal impact associated with the revision of BP 5127 Promotion Ceremonies and Activities.

Recommendation:

It is recommended that the Board of Trustees approves the revisions to Board Policy 5127 Promotion Ceremonies and Activities for second reading and adoption, with necessary changes as indicated by the Board of Trustees.

PROMOTION CEREMONIES AND ACTIVITIES

It is the policy of the Board of Trustees that standards be set for students' participation in eighth grade promotional activities. In addition, it is the policy of the Board to establish criteria for the promotion ceremony and the promotion party/dance.

It is the philosophy of the district that all promotion activities should be simple, student-centered and grade appropriate. It is the intent that these activities not resemble high school graduation activities. It is the intent that in order for students to participate in promotion activities or the promotion ceremony they demonstrate that they have met the minimum standards established by the Board. There shall be no formal promotional ceremonies except at eighth grade.

Standards for participation in promotional activities

In order to participate in the year-end promotional activities (eighth grade field trip and party/dance), students shall meet the following criteria:

1. Academic Standards: Students must receive a cumulative GPA of at least 2.0 during the eighth grade year. Students who are being retained shall not participate in any promotion activities.
2. Behavioral Standards: Students may not receive more than one suspension or any expulsions in their eighth grade year. Records from a previous school may be considered as part of the total.

Promotion ceremony

1. All students who are being promoted will participate in the promotion ceremony except those who have violated their SARB and/or administrative behavior contracts.
2. Students who are being retained shall not participate in promotion ceremonies.
3. All students participating in promotion ceremonies will wear gowns.
4. Students who receive a cumulative GPA of less than 2.0 will receive a Certificate of Attendance.
5. The location for the ceremony shall be determined by each school staff based on class size.
6. The ceremony should be held the last week of school prior to summer vacation and should be scheduled so that the hours do not conflict with the Huntington Beach Union High School District graduation ceremonies.

PROMOTION CEREMONIES AND ACTIVITIES (continued)

Components of the ceremony may include the following:

1. Music
2. Speaker(s) student or adult
3. Awards presentations
4. Presentation of promotion certificate
5. Other activities that are deemed appropriate by the site administrator

Promotion Party/Dance

Planning - The principal, school staff and parents/guardians shall plan the eighth grade party or dance cooperatively with final approval by the principal.

Chaperones/Security - The chaperones should include the principal, teachers (on a voluntary basis) and other adult chaperones. If the principal determines the need for security, it shall be provided by security officer(s) or authorized adult(s).

Dress - The principal shall determine the dress regulations for the party and these shall be communicated to students and parents/guardians.

Decorations - Decorating may occur during the school day but may not extend beyond the departure time of the night custodian. Major construction projects will not be allowed.

Hours - The promotion party/dance shall be held on school grounds between the hours of 4:30 p.m.-9:00 p.m. unless an exception is authorized by the superintendent or designee.

Public Record of Students Promoted

The district shall record within the minutes of a board meeting the legal names of all students being promoted to high school.

Legal Reference:

EDUCATION CODE

[38119](#) *Lease of personal property; caps and gowns*

[48904](#) *Liability of parent or guardian; withholding of grades, diplomas, transcripts*

[51225.5](#) *Honorary diplomas; foreign exchange students*

[51400-51403](#) *Elementary school diploma*

[51410-51412](#) *Diplomas*

COURT DECISIONS

Cole v. Oroville Union High School District, (2000, 9th Cir.) 228 F.3d 1092

Santa Fe Independent School District v. Doe, (2000) 530 U.S. 290

Lee v. Weisman, (1992) 112 S.Ct. 2649

PROMOTION CEREMONIES AND ACTIVITIES (continued)

Sands v. Morongo Unified School District, (1991) 53 Cal. 3d 863

Lemon v. Kurtzman, (1971) 403 U.S. 602

Management Resources:

CDE PROGRAM ADVISORIES

[0615.89](#) *Granting credit for passing GED, SPB:88/89-11*

WEB SITES

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



Fountain Valley School District
Curriculum and Instruction
Child Care Programs Department

MEMORANDUM

TO: Board of Trustees
FROM: Mona Green, Director
SUBJECT: **CHILDREN AND FAMILIES COMMISSION OF ORANGE
COUNTY CONTRACT AMENDMENT, RESOLUTION 2017-25
AUTHORIZING AMENDMENT AND SIGNATURE**
DATE: June 19, 2017

Background:

The Children and Families Commission of Orange County requires a resolution to approve the first amendment to the agreement between our two agencies. Attached is the first amendment in addition to Resolution 2017-25 approving the First Amendment to Agreement FCI-SD2-07 by and between Children and Families Commission of Orange County and Fountain Valley School District, and authorizing Mona Green to sign on behalf of the District.

Fiscal Impact:

The Commission has added \$146.00 for EDI expenses to the contract for a total of \$288,542.

Recommendation:

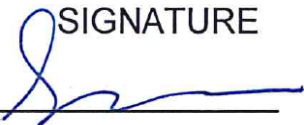
It is recommended that the Board of Trustees adopts Resolution 2017-25 approving the First Amendment to Agreement FCI-SD2-07 by and between Children and Families Commission of Orange County and Fountain Valley School District, and authorizing Mona Green to sign on behalf of the District.

Fountain Valley School District
Childcare and Development Services
CA State Preschool Program

This resolution must be adopted in order to certify the approval of the Governing Board of the amended contract between Children and Families Commission of Orange County and the Fountain Valley School District for the purpose of providing child care and development services, **and to authorize the designated personnel to sign contract documents for Fiscal Year 2017-18.**

RESOLUTION 2017-25

BE IT RESOLVED THAT the Governing Board of the Fountain Valley School District authorizes the First Amendment to Agreement by and between Children and Families Commission of Orange County and Fountain Valley School District, for the period July 1, 2014 through June 30, 2017 and the amount of \$281,325, awarded February 5, 2014; and the increase of \$146 in funding for additional EDI project services for the period July 1, 2016 through June 30, 2017; and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

<u>Name</u>	<u>Title</u>	<u>SIGNATURE</u>
Mastaneh (Mona) Green	Director, Child Care Program	

PASSED AND ADOPTED THIS 22nd day of June, 2017, by the governing Board of the Fountain Valley School District of Orange County, California.

I, Jim Cunneen, Clerk of the Governing Board of the Fountain Valley School District of Orange County, California, certify that the foregoing is a full, true and correct copy of a resolution adopted by said Board at a regular meeting therefore held at a regular public place of meeting and the resolution is on file in the office of said Board.

Board Clerk

Date

FIRST AMENDMENT TO AGREEMENT FCI-SD2-07

BY AND BETWEEN

CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY

AND

FOUNTAIN VALLEY SCHOOL DISTRICT

FOR THE PROVISION OF SERVICES

This **FIRST AMENDMENT TO AGREEMENT** (“First Amendment”) is entered into as of the 1st day of March, 2017 (“Date of Amendment”), which date is enumerated for the purpose of reference only, by and between the **CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY**, a public body and legal public entity (“COMMISSION”), and **FOUNTAIN VALLEY SCHOOL DISTRICT**, a California public school district organized and existing under the laws of the State of California (“CONTRACTOR”). The Original Agreement and this First Amendment are, and shall continue to be, administered by the Executive Director of COMMISSION or his/her authorized designee (“ADMINISTRATOR”).

RECITALS

A. The COMMISSION and CONTRACTOR previously entered into that certain Agreement for the Provision of Project Services dated February 5, 2014, under which the COMMISSION awarded funds for the “Project” described in Exhibits A, A-1 and B therein (“Original Agreement”).

B. Pursuant to the Original Agreement, COMMISSION awarded to CONTRACTOR funds to further the purposes of and implement COMMISSION’s Strategic Plan.

C. On February 5, 2014, COMMISSION awarded \$281,325 to CONTRACTOR (\$131,325 for three years of Early Learning Specialist Services and \$150,000 for three years of School Readiness Nurse Services) for the period July 1, 2014 through June 30, 2017.

D. On May 7, 2014, COMMISSION awarded \$7,071 to CONTRACTOR to provide services implementing the Early Development Index (EDI) project for the period July 1, 2014 through June 30, 2017.

E. COMMISSION granted general authority to its Executive Director or designee on June 2, 2004, to award additional funding to a grantee not to exceed ten percent (10%) up to a maximum amount of \$50,000 for increased or additional services.

F. COMMISSION’s Executive Director authorized an increase of \$146 in funding to CONTRACTOR for additional EDI project services for the period July 1, 2016 through June 30, 2017.

G. COMMISSION hereby enters into this First Amendment and awards the additional \$146 to CONTRACTOR, referenced in Recital F, in order to provide increased or additional Services for the EDI project for the period July 1, 2016 through June 30, 2017.

H. CONTRACTOR desires to accept the additional \$146 of funding in order to provide increased or additional services pursuant to the terms and conditions of the Original Agreement, as amended by this First Amendment. The Original Agreement and this First Amendment are referred to collectively as the “Agreement.”

I. The parties desire by this First Amendment to amend and restate COMMISSION’s Maximum Payment Obligation.

J. The parties desire by this First Amendment to amend and restate Exhibit B, Project Budget. This Amended and Restated Exhibit B shall replace the existing Exhibit B in the Original Agreement. A copy of the Amended and Restated Exhibit B is attached hereto and incorporated herein by reference.

K. Capitalized terms in this First Amendment are as set forth in the Original Agreement, or as specifically defined herein.

L. The parties desire by this First Amendment to set forth certain modifications, and clarifications to the terms and conditions of the Original Agreement.

NOW, THEREFORE, based upon the foregoing Recitals, which are hereby a substantive part of this First Amendment, and in consideration of the covenants contained herein, COMMISSION and CONTRACTOR hereby agree as follows:

1. Maximum Payment Obligation. Additional funding of \$146 is provided by COMMISSION to CONTRACTOR by this First Amendment for a cumulative total of Two Hundred Eighty Eight Thousand Five Hundred Forty Two Dollars (\$288,542). Paragraph 15 of the Original Agreement, Maximum Payment Obligation, with respect to CONTRACTOR is hereby amended to read as follows: “The ‘Maximum Payment Obligation’ of COMMISSION to CONTRACTOR under this Agreement shall be Two Hundred Eighty Eight Thousand Five Hundred Forty Two Dollars (\$288,542) or the actual reasonable cost incurred and paid for performance of the Services, whichever is *less*,” which amount is the sum of (a) the first allocation of \$281,325 on February 5, 2014, (b) the second allocation of \$7,071 on May 7, 2014, for EDI project services, and (b) this third allocation of \$146 under the Executive Director’s authority as authorized on June 2, 2004 for additional EDI project services, as specified in the Amended and Restated Exhibit B to the First Amendment to Agreement attached hereto and incorporated herein by this reference.

2. Section 15.1 Multi-Year Contracts is updated as follows:

“15.1 Multi-Year Contracts. For multi-year contracts, the Maximum Payment Obligation for each period shall be as follows:

15.1.1 The Maximum Payment Obligation of COMMISSION to CONTRACTOR for the Early Learning Specialist and School Readiness Nurse to be provided for the period July 1, 2014 through June 30, 2015 shall be \$93,775.

15.1.2 The Maximum Payment Obligation of COMMISSION to CONTRACTOR for the Early Learning Specialist and School Readiness Nurse to be provided for the period July 1, 2015 through June 30, 2016 shall be \$93,775.

15.1.3 The Maximum Payment Obligation of COMMISSION to CONTRACTOR for the Early Learning Specialist and School Readiness Nurse to be provided for the period July 1, 2016 through June 30, 2017 shall be \$93,775.

15.1.4 The Maximum Payment Obligation of COMMISSION to CONTRACTOR for EDI services to be provided for the period July 1, 2014 through June 30, 2017 shall be \$7,071 and \$146 for the period July 1, 2016 through June 30, 2017.”

3. Project Budget. The Amended and Restated Project Budget, Exhibit B, attached hereto and incorporated herein by this reference, is added to the Agreement and shall replace Exhibit B in the Original Agreement.

4. No Other Changes. Except as amended by this First Amendment, the terms of the Agreement, shall remain in full force and effect as written and entered into between COMMISSION and CONTRACTOR.

[Signature blocks for First Amendment start on next page.]

IN WITNESS WHEREOF, the COMMISSION and CONTRACTOR have caused this First Amendment to Agreement to be effective in the County of Orange, State of California on the date first above written.

CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY, a public body and legal public entity

Dated: _____ By: _____
Chair

SIGNED AND CERTIFIED THAT A COPY OF THIS DOCUMENT HAS BEEN DELIVERED TO THE CHAIR OF COMMISSION

By: _____
Robin Stieler
Clerk of COMMISSION

Dated: _____

APPROVED AS TO FORM:

WOODRUFF, SPRADLIN & SMART

By: _____
James M. Donich, Commission Counsel

[Signature block for CONTRACTOR on next page.]

[Signature block continued from previous page.]

FOUNTAIN VALLEY SCHOOL DISTRICT, a
California public school district, organized and
existing under the laws of the State of California

DATED: _____

By: _____
Dr. Mark Johnson, Superintendent

AMENDED AND RESTATED

EXHIBIT B

PROJECT BUDGET

Fountain Valley School District	Funds Due 7/1/14 – 6/30/15	Funds Due 7/1/15 – 6/30/16	Funds Due 7/1/16 – 6/30/17
Staffing	\$87,975	\$87,975	\$88,775
Direct Project Expenses	\$5,800	\$5,800	\$5,000
Capital Equipment	\$0	\$0	\$0
Indirect/Administrative	\$0	\$0	\$0
Subcontracts	\$0	\$0	\$0
TOTAL FUNDS DUE	\$93,775	\$93,775	\$93,775

Early Developmental Index	Funds Due 7/1/14 - 6/30/17
EDI Expenses*	\$7,071

* EDI budget may be expended at any time over the three year term in any incremental amounts subject to approval in writing by ADMINISTRATOR.

Early Developmental Index	Funds Due 7/1/16 - 6/30/17
EDI Expenses	\$146

MAXIMUM PAYMENT OBLIGATION: \$288,542



SO 2016-17/B17-60
Fountain Valley School District
Superintendent's Office

MEMORANDUM

TO: Board of Trustees
FROM: Mark Johnson, Ed.D., Superintendent
SUBJECT: **CONSULTING AGREEMENT APPROVAL: THE LEADER'S
INSTITUTE**
DATE: June 19, 2017

Background:

The Leader's Institute has been selected to provide consulting services in relation to activities with the Leadership team and the Leadership Advance which will include pre-workshop consulting, shipping and set up of materials, and additional items as described in the attached contract.

Fiscal Impact:

Compensation to The Leader's Institute as described is \$5,075.

Recommendation:

It is recommended that the Board of Trustees approves the consulting agreement with The Leader's Institute and authorizes the Superintendent or his designee to sign all documents.

CONSULTING AGREEMENT

THIS CONSULTING AGREEMENT (this "Agreement") dated June 9th, 2017

BETWEEN

Fountain Valley School District, 10055 Slater Ave, Fountain Valley, CA 92708
(the "Customer")

OF THE FIRST PART

- AND -

The Leader's Institute, LLC[®] of 6703 Coronation Ct., Arlington, TX 76017
(the "Consultant")

OF THE SECOND PART

BACKGROUND:

- The Consultant has the necessary qualifications, experience and abilities to provide services described in this Agreement.
- The Consultant is agreeable to providing such services to the Customer on the terms and conditions set out in this Agreement.

IN CONSIDERATION OF the matters described above and of the mutual benefits and obligations set forth in this Agreement, the receipt and sufficiency of which consideration is hereby acknowledged, the parties to this Agreement agree as follows:

Services Provided

1. The Customer hereby agrees to engage the Consultant to provide the Customer with a Build-a-Bike program on August 15th, 2017 to be held at 10055 Slater Ave, Fountain Valley, CA 92708 from approximately 3:00pm to 5:00pm (**Exact Time to be determined**) for up to (100-110) people. These services include pre-workshop consulting, shipping and set up of all materials, contacting and organizing the charity if necessary, and event take down (the "Services"). The Services do not include any storage, shipping acceptance fees, or security fees assessed by the Customer or by the hotel or convention center where the event will be held. The Consultant hereby agrees to provide such Services to the Customer.

Term of Agreement

2. The term of this Agreement will begin on the date of this Agreement and will remain in full force and effect until the completion of the Services, subject to earlier termination as provided in this Agreement, with the said term being capable of extension by mutual written Agreement of the parties.

Performance

3. The parties agree to do everything commercially reasonable to ensure that the terms of this Agreement take effect.

Compensation

4. For the Services rendered by the Consultant as required by this Agreement, the Customer will pay to the Consultant compensation of **\$5,075** plus normal, reasonable, and customary instructor travel fees if necessary. Consultant will assign local instructor(s) to deliver the Services whenever possible. Travel fees include any normal, reasonable, and customary coach airfare, overnight stay, ground transportation, and a \$50 per day fee for miscellaneous travel fees which caps the miscellaneous travel fees such as airline baggage fees, airport parking, per diem, hotel internet connections, and the like at \$50 per day including all travel days. Since travel fees can change dramatically, Consultant can not guarantee the actual travel until this Agreement is executed, as of the creation of this Agreement, instructor travel fee is a of total of \$0. **As any and all travel expenses are included in the above noted compensation of \$5,075.**

5. This compensation will be payable upon receipt of invoice while this Agreement is in force.

Travel and Expenses

6. The estimated travel fee/deposit quoted above is subject to change based on market prices. Actual travel over and above this estimate will be separately invoiced at the conclusion of Services. Any estimated travel and expense fees in excess of actual travel and expense costs will be returned to Customer within 14 days of completion of Services. **-Waived-**

Weekend and Evening Differential

7. The compensation for services rendered above does not include a weekend or evening differential of \$200 per instructor/facilitator per day for events conducted on Saturday or Sunday or events that take place after 5:00 PM and require the instructor(s)/facilitator(s) to remain at the location for an additional nights stay (the "Differential"). If the Differential is not included in the compensation above, then the necessity for the Differential does not exist at the time of this agreement, however, if the timing or date of the Services is altered, then the Differential will be assessed in the final invoice if necessary.

"Rush" Job

8. Signed agreements received later than 15 days prior to the Event Date will be assessed a "Rush Fee" of up to \$2500 to cover last minute shipping expenses, additional instructor travel fees, and instructor overtime, and additional expenses incurred because of last minute arrangements.

Cancellation of Agreement

9. This Agreement can be cancelled by Customer by providing written notice to Consultant at least 14 days before Services are scheduled to be completed with no penalty except for normal fees incurred by Consultant including, but not limited to, non-refundable deposits and travel expenses. This Agreement cannot be cancelled within 14 days before Services are scheduled to be completed, however, the Services can be rescheduled for a future date for a rescheduling fee of \$500 plus any non-refundable deposits, shipping, and travel fees.

Return of Property

10. Upon the expiry or termination of this Agreement, the Consultant will return to the Customer any property, documentation, records, or confidential information which is the property of the Customer.

Assignment

11. The Consultant will not voluntarily or by operation of law assign or otherwise transfer its obligations under this Agreement without the prior written consent of the Customer.

Capacity/Independent Contractor

12. It is expressly agreed that the Consultant is acting as an independent contractor and not as an employee in providing the Services under this Agreement. The Consultant and the Customer acknowledge that this Agreement does not create a partnership or joint venture between them, and is exclusively a contract for service.

Modification of Agreement

13. Any amendment or modification of this Agreement or additional obligation assumed by either party in connection with this Agreement will only be binding if evidenced in writing signed by each party or an authorized representative of each party.

Notice

14. All notices, requests, demands or other communications required or permitted by the terms of this Agreement will be given in writing and delivered to the parties of this Agreement as follows:

Fountain Valley School District
Mark Johnson
10055 Slater Ave
Fountain Valley, CA 92708
Phone: 714.843.3254
Email: johnsonm@fvsd.us

And

The Leader's Institute, LLC
Liam Apperley
6703 Coronation Ct., Arlington, TX 76017
Fax Number: 888.411.2635
Email: liam@leadersinstitute.com

or to such other address as to which any Party may from time to time notify the other.

Costs and Legal Expenses

15. In the event that legal action is brought to enforce or interpret any term of this Agreement, the prevailing party will be entitled to recover, in addition to any other damages or award, all reasonable legal costs and fees associated with the action.

Time of the Essence

6. Time is of the essence in this Agreement. No extension or variation of this Agreement will operate as a waiver of this provision.

Entire Agreement

17. It is agreed that there is no representation, warranty, collateral Agreement or condition affecting this Agreement except as expressly provided in this Agreement.

Limitation of Liability

18. It is understood and agreed that the Consultant will have no liability to the Customer or any other party for any loss or damage (whether direct, indirect, or consequential) which may arise from the provision of the Services.

Indemnification

19. The Consultant will indemnify and hold the Customer harmless from any claims against the Customer by any other party, arising directly or indirectly out of the provision of the Services by the Consultant.

Enurement

20. This Agreement will enure to the benefit of and be binding on the parties and their respective heirs, executors, administrators, successors and permitted assigns.

Currency

21. Except as otherwise provided in this Agreement, all monetary amounts referred to in this Agreement are in United States dollars.

Titles/Headings

22. Headings are inserted for the convenience of the parties only and are not to be considered when interpreting this Agreement.

Gender

23. Words in the singular mean and include the plural and vice versa. Words in the masculine mean and include the feminine and vice versa.

Dispute Resolution

24. In the event a dispute arises out of or in connection with this Agreement the parties will attempt to resolve the dispute through friendly consultation.

25. If the dispute is not resolved within a reasonable period then any or all outstanding issues may be submitted to mediation in accordance with any statutory rules of mediation. If mediation is not successful in resolving the entire dispute or is unavailable, any outstanding issues will be submitted to final and binding arbitration in accordance with state laws.

Severability

26. In the event that any of the provisions of this Agreement are held to be invalid or unenforceable in whole or in part, all other provisions will nevertheless continue to be valid and enforceable with the invalid or unenforceable parts severed from the remainder of this Agreement.

Waiver

27. The waiver by either party of a breach, default, delay or omission of any of the provisions of this Agreement by the other party will not be construed as a waiver of any subsequent breach of the same or other provisions.

WITNESS WHEREOF the parties have duly executed this Service Agreement on *June 9th, 2017*.

SIGNED, SEALED AND DELIVERED



Per: _____, *June 9th, 2017*

Doug Stanart, President & CEO, The Leader's Institute

Per: _____, _____

Chris Fullerton, Fountain Valley Unified School District

2016/2017

WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION
CONFIDENTIAL MEMO

To: FVSD Board Members

From: Rachel Rios, Fiscal Manager
West Orange County Consortium for Special Education

Date: June 13, 2017

Subject: **Non-Public Agency/School Contracts**

Board Meeting Date: June 22, 2017

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

Student's Name	Non-Public School/Agency	100% Contract	Effective Dates
	Scott Larson, Ph.D. W17216	\$3,500.00	May 23, 2017 to December 31, 2017

Approved by the FVSD Board of Trustees
June 22, 2017

Dr. Mark Johnson
Superintendent

Date:

INDEPENDENT CONTRACTOR AGREEMENT

THIS AGREEMENT is made and entered into this 22nd day of June, 2017, by and between Scott Larson, Ph.D. hereinafter referred to as "Independent Contractor" and Fountain Valley School District, hereinafter referred to as "DISTRICT".

WHEREAS, the DISTRICT is in need of special services and advice in educational, programmatic, financial, economic, accounting, engineering, or administrative matters; and

WHEREAS, such services and advice are not available at no cost from public agencies; and

WHEREAS, Independent Contractor is specially trained, experienced and competent to provide the special services and advice required; and

WHEREAS, such services are needed on a limited basis;

NOW, THEREFORE, the parties hereto agree as follows:

1. SERVICES TO BE PROVIDED BY Independent Contractor:

**To provide Independent Educational Psycho-Educational Evaluation services for student: xxxxxxxx, xxxxxx
SEISJD xxxxxxx birthdate xx/xx/xxxx.**

2. The Independent Contractor will commence providing services under this AGREEMENT on May 23, 2017 and will diligently perform as required and complete performance by December 31, 2017. The Independent Contractor will perform said services as an independent calling and not as an employee of the DISTRICT. Independent Contractor shall be under the control of the DISTRICT as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

3. The DISTRICT will prepare and furnish to the Independent Contractor upon request such information as is reasonably necessary to the performance of the Independent Contractor to this AGREEMENT.

4. The DISTRICT shall pay the Independent Contract _____

A total not to exceed \$3,500-- to include comprehensive assessment, written report, any related school visits and/or interviews, and IEP meeting attendance. See IEE guidelines, Appendix A & B.
for services pursuant to this AGREEMENT.

Independent Contractor shall submit an invoice to the SELPA (West Orange County Consortium for Special Education 5832 Bolsa Ave. Huntington Beach, CA 92649) 30 days in advance of each payment due date.

5. The DISTRICT may at any time for any reason terminate this AGREEMENT and compensate Independent Contractor only for services rendered to the date of termination. Written notice by the DISTRICT'S Superintendent shall be sufficient to stop further performance of services by Independent Contractor. The notice shall be deemed given when received or not later than three days after the day of mailing whichever is sooner.
6. Independent Contractor agrees to and shall hold harmless and indemnify the DISTRICT, its officers, agents, employees from every claim or demand and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of.
 - (a) Liability for damages for death or bodily injury to property, or any other loss, damage or expense sustained by the Independent Contractor or any person, firm or corporation employed by the Independent Contractor upon or in connection with the services called for in the AGREEMENT except for liability for damages referred to above which result from the sole negligence or willful misconduct of the DISTRICT, its officers, employees, or agents.

INDEPENDENT CONTRACTOR AGREEMENT

Page Two

- (b) Any injury to or death of persons or damage to property, sustained by any persons, firm or corporation, including the DISTRICT, arising out of, or in way connected with the services covered by this AGREEMENT, whether said injury or damage occurs either on or off school property, except for liability for damages which result from the sole negligence or willful misconduct for the DISTRICT, its officers, employees, or agents.

The Independent Contractor, at Independent Contractor's expense, cost, and risk, shall defend any and all actions, suits, or other proceeding that may be brought or instituted against the DISTRICT, its officers, agents, or employees on any such claim, demand or liability and shall pay or satisfy any judgement that may be rendered against the SELPA, its officers, agents or employees in any action, suit or other proceedings as a result thereof.

- 7. The AGREEMENT is not assignable without written consent of the parties hereto.
- 8. Independent Contractor shall comply with all applicable federal, state and local laws, rules, regulations, and ordinances including worker's compensation.
- 9. Independent Contractor, if any employee of another public agency, certifies that Independent Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this AGREEMENT.
- 10. Independent Educational Evaluators and related Evaluations must adhere to West Orange County Consortium for Special Education (WOCCSE) IEE Definitions and Procedures (Appendix A) and IEE Criteria (Appendix B), including provision to District of protocols (or copies thereof) and a written report.
- 11. The services completed herein must meet the approval of this District and shall be subject to the District's right of inspection to secure the satisfactory completion thereof. If any services performed by Contractor do not conform to specifications and requirements of this Agreement, District may require Contractor to re-preform the services until they conform to said specifications and requirements, at no additional cost, and District may withhold payment for such services until Contractor correctly performs them. When the services to be performed are of such a nature that Contractor cannot correct its performance, the District shall have the right to (1) require the Contractor to immediately take all necessary steps to ensure future performance of services conforms to the requirements of this Agreement, and (2) reduce the contract price to reflect the reduced value of the services received by the District. In the event Contractor fails to promptly re-perform the services or to take necessary steps to ensure that the future performance of the service conforms to the specifications and requirements of this Agreement, the District shall have the right to either (1) without terminating this Agreement, have the services performed by contract or otherwise, in conformance with the specifications of this Agreement and charge Contractor, and/or withhold from payment due to Contractor, any costs incurred by District that are directly related to the performance of such services, or (2) terminate this Agreement for default.

IN WITNESS WHEREOF, The parties hereto have caused this AGREEMENT to be executed.

INDEPENDENT CONTRACTOR

FOUNTAIN VALLEY SCHOOL DISTRICT

Signature

Signature

Scott Larson, Ph.D.

Dr. Mark Johnson
Superintendent

Printed Name

1151 Dove Street, Suite 240

10055 Slater Avenue
Fountain Valley, CA 92708

Address

Newport Beach, CA 92660

City, State, Zip

20-1294026

Federal ID for business/Social Security No. for individuals

Date

Date