



Fountain Valley School District

BOARD OF TRUSTEES  
REGULAR MEETING

**AGENDA**

Board Room  
10055 Slater Avenue  
Fountain Valley, CA

**June 21, 2018**

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

M \_\_\_\_\_  
 2<sup>nd</sup> \_\_\_\_\_  
 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.*

- PLEDGE OF ALLEGIANCE

**STAFF REPORTS AND PRESENTATIONS**

**1. ANNOUNCEMENT OF PUBLIC HEARING FOR PERSONNEL COMMISSION BUDGET (WRITTEN ONLY)**

The Board of Trustees has received notification of the upcoming Public Hearing on the Personnel Commission's proposed budget for 2018-19. The Public Hearing shall be held on June 28, 2018 at 4:30 pm. Public input will be welcomed.

**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*

*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.*

*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**

**2. APPROVAL OF THE 2018-19 LOCAL CONTROL ACCOUNTABILITY PLAN FOR PLAN FOR FOUNTAIN VALLEY SCHOOL DISTRICT**

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).

M \_\_\_\_\_  
2<sup>nd</sup> \_\_\_\_\_  
V \_\_\_\_\_

Superintendent’s Recommendation: It is recommended that the Board of Trustees approves the 2018-19 Local Control Accountability Plan for Fountain Valley School District.

**3. APPROVAL OF 2018-19 DISTRICT BUDGET**

The 2018-19 District budget represents the results of the Board’s direction of maintaining the current high quality programs in a fiscally prudent manner. 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 and revised in September and throughout the year as needed.

M \_\_\_\_\_  
2<sup>nd</sup> \_\_\_\_\_  
V \_\_\_\_\_

Superintendent’s Recommendation: It is recommended that the Board of Trustees approves the budget for fiscal year 2018-19.

**4. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS**

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.

M \_\_\_\_\_  
2<sup>nd</sup> \_\_\_\_\_  
V \_\_\_\_\_

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

**Routine Items of Business**

- 4-A. Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- 4-B. Resolution 2018-34: Payment to Galindo for Missed Meeting due to Illness

**Consent Items**

- 4-C. **APPROVE THE CONTRACT WITH PREFERRED MEAL SYSTEMS TO PURCHASE FOOD AND SUPPLIES FOR THE 2018-2019 SCHOOL YEAR**

Superintendent's Comments: It is recommended that the Board of Trustees approves the contract with Preferred Meal Systems to purchase food and supplies for the 2018-2019 school year.

- 4-D. **APPOINT MEMBERS OF CITIZEN'S BOND OVERSIGHT COMMITTEE**

Superintendent's Comments: It is recommended that the Board of Trustees appoints the additional quorum member listed in the attached memo to the Citizens' Bond Oversight Committee.

- 4-E. **RENEW AGREEMENT WITH TLC AUCTIONS FOR DISPOSAL OF DISTRICT SURPLUS PROPERTY FOR FISCAL YEAR 2018-19**

Superintendent's Comments: It is recommended that the Board of Trustees approves renewal of the annual agreement with TLC Auctions and authorizes the Superintendent or designee to sign all related documents.

- 4-F. **CONTRACT FOR LEGAL SERVICES IN 2018-19 SCHOOL YEAR WITH DANNIS, WOLIVER, KELLEY, ATTORNEYS AT LAW**

Superintendent's Comments: It is recommended that the Board of Trustees approves the contract for legal services in 2018-19 with the Dannis, Woliver, Kelley, Attorneys at Law.

- 4-G. **APPROVAL OF ORANGE COUNTY DEPARTMENT OF EDUCATION POWERSCHOOL CONTRACTS (FORMERLY KNOWN AS SUNGARD)**

Superintendent's Comments: It is recommended that the Board approves Agreement Number 42950 – Amendment #2, “Business-Plus System Support” and Agreement 46315 “Human Resources Application” with the Orange County Department of Education and authorizes the Superintendent or designee to sign all documents.

- 4-H. **ADOPTION OF RESOLUTION 2018-33 TEMPORARY INTER-FUND TRANSFERS FROM FUND 40**

Superintendent's Comments: It is recommended that the Board of Trustees adopts RESOLUTION 2018-33, the temporary inter-fund transfer of funds from Fund 40.

- 4-I. **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
Cornerstone Therapies	N/A	7/1/18-6/30/19
Del Sol School	N/A	7/1/18-6/30/19
Del Sol School	\$48,626.00	7/1/18-6/30/19
Del Sol School	\$57,816.00	7/1/18-6/30/19
Olive Crest Academy	N/A	7/1/18-6/30/19
Olive Crest Academy	\$50,537.53	7/1/18-6/30/19
Olive Crest Academy	\$48,142.00	7/1/18-6/30/19
Olive Crest Academy	\$50,537.53	7/1/18-6/30/19
Port View Preparatory, Inc.	N/A	7/1/18-6/30/19
Port View Preparatory, Inc.	\$114,950.00	7/1/18-6/30/19

**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**

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*  
Student expulsion(s) or disciplinary matters for violation of Board Policy 5144.1
- Negotiations: *Government Code 54957.6*  
Update and review of negotiations with the FVEA and CSEA Bargaining Units with the Board’s designated representative, Cathie Abdel.
- Conference with Labor Negotiator: *Government Code 54957.6*  
Board designated representative: President Jim Cunneen and President Pro Tem Ian Collins  
Unrepresented employee: Superintendent

- **APPROVAL TO ADJOURN**

**The next regular meeting of the Fountain Valley School District  
Board of Trustees is on Thursday, July 12, 2018 at 6:30pm.**

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

*Regular Board meeting proceedings are tape recorded.*

*Reasonable Accommodation for any Individual with a Disability: Any individual with a disability who requires reasonable accommodation to participate in a board meeting may request assistance by contacting the Superintendent's Office at 10055 Slater Avenue, Fountain Valley, CA 92708 or calling 714.843.3255 or faxing 714.841.0356.*

**ANNUAL BUDGET OF PERSONNEL COMMISSION**  
**FISCAL YEAR 2018-19**  
(Education Code Section 45253)

Fountain Valley School District, Orange County, California

**NOTICE OF PUBLIC HEARING BY THE PERSONNEL COMMISSION**

TO: The Governing Board and District Administration

The public hearing on this proposed budget will be held on June 28, 2018, 4:30pm  
at Fountain Valley School District, Board Room.

You are invited to attend and present your views.



Chairman or Director of Personnel Commission

5/22/18

Date

**ADOPTED ANNUAL BUDGET OF PERSONNEL COMMISSION**

TO: Dean West, CPA, Associate Superintendent, Business Services  
Orange County Department of Education

This proposed budget was adopted subsequent to a public hearing by the Personnel Commission of the district.

DATE OF MEETING: \_\_\_\_\_

**REVIEWED BY THE DISTRICT SUPERINTENDENT**

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairman or Director of Personnel Commission

\_\_\_\_\_  
Date

**APPROVAL OF ANNUAL BUDGET OF PERSONNEL COMMISSION**

TO: The Governing Board and Personnel Commission

This report has been examined and approved by the ORANGE COUNTY SUPERINTENDENT OF SCHOOLS.

Al Mijares, Ph.D.  
County Superintendent of Schools

\_\_\_\_\_, 2018

\_\_\_\_\_, Deputy

Dean West, CPA  
Associate Superintendent, Business Services



Fountain Valley School District  
Educational Services Department

MEMORANDUM

TO: Board of Trustees  
FROM: Julianne Hoefler, Director, Educational Services  
SUBJECT: **APPROVAL OF LOCAL CONTROL ACCOUNTABILITY PLAN**  
DATE: June 15, 2018

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**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 835 stakeholders during 23 meetings and two surveys guided 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 14, 2018 to solicit comments from members of the community regarding the specific actions and expenditures proposed in the LCAP. The Governing Board shall adopt the LCAP and the annual budget in a subsequent public meeting on or before June 30.

**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

[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](#): 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	Contact Name and Title	Email and Phone
Fountain Valley School District	Julianne Hoefler Director, Educational Services	hoeflerj@fvsd.us 714.843.3268

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

The Fountain Valley School District (FVSD), founded in 1898, is comprised of 10 (seven elementary and three 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 25% of students who live in economic poverty (low income) and 13% who are English learners (ELs). Most students served in FVSD are white-not Hispanic (37%), Asian (34%), Hispanic (17%), or Two or More Races (9%).

### LCAP Highlights

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

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 (LI), ELs, foster youth (FY), 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 LI, ELs, 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 (SBAC) with a 2% increase in English language arts/literacy (ELA) and mathematics for the All Students group. In ELA, 75% of All Students, 40% of ELs, and 63% 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 from 18-28%. Additionally, students demonstrated strong performance on the SBAC in mathematics with 70% of All Students, 51% of ELs, and 67% of LI students scoring levels 3 or 4 and exceeding OC and CA rates from 22-39%.

Climate and engagement is another area of strength in FVSD. Chronic absenteeism rate in FVSD was 3.6%, less than half of the OC rate (7.8%), and one third of the CA rate (10.8%). Additionally, suspension rates for the All Students group on the California School Dashboard was Low (1.3%) and Maintained. The EL group was Very Low (0.4%) and Declined and the LI group was Medium (1.6%) and Declined.

Academic achievement and social-emotional support for all students continues 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), academic intervention, elementary social emotional support, and middle school counselors. Services in 2018/19 that demonstrate an increase/improvement include expanded intervention and 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 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

The California School Dashboard is an online tool that shows how districts and schools are performing on the state and local indicators included in the LCAP. Of the 32 state indicators for which FVSD receives a performance rating, more than two-thirds (22) are at the target performance categories of “Green” or “Blue.” Of the remaining four indicators, the Suspension indicator has the greatest number of groups in the “Red” or “Orange” performance categories. The groups include Students with Disabilities, African American, Pacific Islander, Two or More Races, and White. Additionally, the Students with Disabilities group is “Orange” in ELA

and Mathematics. A closer analysis indicates there is a large discrepancy in the size of the groups. While the White group has 2,501 students, Students with Disability group 535 students, and Two or More Races group 306, there were only 52 students in the African American group and 37 in the Pacific Islander group district-wide.

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

Because students in the student groups identified are enrolled in each of the 10 schools, and for some groups small in number, services are delivered district-wide. Services to improve “Red” and “Orange” Suspension indicators include maintaining middle school counselors (Action 4.5), expanding social emotional support for elementary students (Action 4.4), and promoting engagement and connectedness through enhanced elective offerings and student activities (Action 4.7). To improve academic outcomes for Students with Disabilities, additional ELA resources will be purchased (Action 1.4), a mathematics program will be piloted (Action 1.4), professional development with embedded time to collaborate will be provided for staff (Action 1.5), and support of the Co-teaching delivery service model (Action 2.2) will continue.

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**

On the California School Dashboard, the FVSD All Students group is “Blue” for English Learner Progress, ELA, and Mathematics indicators and “Green” for the Suspension indicator. As a result, performance gaps exist for the same student groups identified in the Greatest Needs section along with two additional indicators, ELA and Mathematics, for the African American student group. Because the ELA and Mathematics indicators include only third through eighth grade students, the African American student group size is 32.

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

In addition to the services identified in the Greatest Needs section, services provided district-wide to address the academic achievement of the African American student group in ELA and Mathematics, include the use of District common assessments with a system to analyze results (Action 2.3), intervention during and beyond the school day (Action 2.4), and the continued support and coaching by TOSAs (Action 2.5).

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.

## **Increased or Improved services**

Given the pattern of District enrollment of unduplicated and other high needs students, increased and improved services are provided district-wide. For the 2018/19 school year, newly implemented services will support site safety through the maintenance of emergency supplies and staff training. Improved services include expanded technology and robotics at all levels, an enhanced library program, two additional 0.5 FTE TOSAs, increased elementary social emotional support, and enhanced elective offerings and student activities.

# Budget Summary

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

<b>DESCRIPTION</b>	<b>AMOUNT</b>
Total General Fund Budget Expenditures For LCAP Year	\$ 61,288,632
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 58,253,703

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 \$3 million of Total General Fund Budget Expenditures are not included in the LCAP. These expenditures are mainly for supplies and other operating expenses related to actions that are not in the LCAP.

<b>DESCRIPTION</b>	<b>AMOUNT</b>
Total Projected LCFF Revenues for LCAP Year	\$ 52,442,832

# Annual Update

LCAP Year Reviewed: 2017-18

## 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 Priorities: Basic Services, Implementation of Academic Standards, Pupil Achievement, Course Access, Pupil Outcomes

Local Priorities:

## Annual Measureable Outcomes

Expected	Actual
Qualified <b>Staffing</b> : Maintain 100%	Met: Maintain 100%
Access to <b>Textbooks</b> : Maintain 100%	Met: Maintain 100%
<b>ELA SBAC</b> Levels 3 and 4: Increase 1% to 74%	Exceeded: Increase 2% to 75%
<b>Math SBAC</b> Levels and 4: Increase 2% to 70%	Met: Increase 2% to 70%
<b>Broad Course of Study</b> : Maintain 100%	Met: Maintain 100%
<b>3<sup>rd</sup> Grade Literacy Screener</b> (Fountas & Pinnell): Set Baseline End of Year	Met: Set Baseline 54%
<b>Technology</b> Teacher Survey Results for Daily/Almost Daily Use of Technology by Students: Increase 5% to 55%	Met: Increase 5% to 55%

## Actions / Services

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 Employ a <b>highly qualified staff</b> with multiple authorizations to ensure students have access to a broad course of study to better prepare them for college and career</p>	<ul style="list-style-type: none"> <li>• All certificated staff are highly qualified where necessary and hold the appropriate credentials, including EL certification</li> <li>• Hired the following certificated staff for the 2017/18 school year:               <ul style="list-style-type: none"> <li>○ Six elementary and seven middle school general education positions</li> <li>○ Eight special education teachers</li> <li>○ Two counselors</li> <li>○ One speech and language pathologist</li> </ul> </li> </ul>	<p>\$44,870,000 Base</p>	<p>\$45,084,311 Base</p>
<p>1.2 <b>Support new teachers</b> in obtaining a clear credential through an induction program</p>	<ul style="list-style-type: none"> <li>• Ongoing partnership with Orange County Department of Education (OCDE) to provide State required Induction program for year 1 and year 2 teachers</li> <li>• Continue to cover the cost of Induction for Year 1 and 2 teachers</li> </ul>	<p>\$32,500 Teacher Effectiveness Grant</p>	<p>\$54,360 Teacher Effectiveness Grant</p>
<p>1.3 Provide a one-time stipend for acquisition of additional District approved authorizations in order to <b>standardize electives</b> at all three middle schools</p>	<p>Continued to offer stipend for interested teachers</p>	<p>\$1,500 Base</p>	<p>\$1,500 Base</p>
<p>1.4 Utilize <b>instructional materials and supplies</b> aligned with the California State Standards, California English Language Development Standards, and Next Generation Science Standards</p>	<ul style="list-style-type: none"> <li>• Existing instructional materials were replaced and/or repaired as needed</li> <li>• TK-5 balanced literacy supplies - classroom libraries and pilot</li> </ul>	<p>\$282,957 \$232,957 Base \$50,000 Lottery</p>	<p>\$283,840 \$233,840 Base \$50,000 Lottery</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	programs in guided reading and phonics <ul style="list-style-type: none"> <li>6-8 student novels for teacher-created standards-aligned ELA units</li> <li>6-8 math adoption three-year extension</li> </ul>		
1.5 Provide certificated and classified staff with <b>professional development and time to collaborate</b> 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	Teachers were provided professional development and dedicated release time to learn and implement evidence-based strategies in the following areas: <ul style="list-style-type: none"> <li>TK-5 Cognitively Guided Instruction – three days plus one optional evening training and numerous after-school planning sessions to create roadmaps</li> <li>TK-5 Reading – two days</li> <li>6-8 English – four days</li> <li>6-8 Science – three days</li> <li>6-8 History – three days</li> <li>6-8 Math – six days</li> <li>6-8 Physical Education – three days</li> <li>6-8 Choir - daily</li> <li>TK-8 Music – three days</li> </ul>	\$512,523 \$160,608 Base \$351,915 Supplemental	\$516,593 \$160,608 Base \$355,985 Supplemental
1.6 Provide and maintain classroom technology and student and staff devices in order to provide students the opportunity to <b>utilize technology in the core program</b>	<ul style="list-style-type: none"> <li>Replaced first generation 11" Chromebooks with new 14" Chromebooks at all sites</li> <li>Deployed new projectors to Tamura</li> <li>Deployed Wi-Fi printers at Fulton, Masuda, Talbert, and Oka</li> <li>Deployed additional Chromebooks and carts to school sites</li> <li>Deployed new MacBook Air and PC laptops to nurses</li> <li>Deployed outdoor rated Wi-Fi devices at Fulton for PE teachers</li> </ul>	\$208,214 \$180,000 Base \$28,214 Supplemental	\$208,214 \$180,000 Base \$28,214 Supplemental

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> <li>Supported deployment of instructional initiatives, including Turn it in, Math Expressions, and ConnectEd</li> <li>Developed connectivity between staff and student Google domains for seamless creation of Google Classroom</li> <li>Automated student e-mail creation through SIS for speed and efficiency</li> </ul>		
<b>1.7 Support and maintain infrastructure, classroom technology, and devices</b> by providing District IT staff and Site Technology Coordinators	In addition to the core IT staffing at the district and Site Technology Coordinators, the Application Specialist and Field Support Technician staffing were maintained to improve support for infrastructure, classroom technology, and student/staff devices	\$559,328 \$424,079 Base \$135,259 Supplemental	\$570,735 \$432,561 Base \$138,174 Supplemental
<b>1.8</b> Incorporate student access to <b>music instruction</b> through the core staffing ratio	Music teacher staffing was maintained at 3.0 FTE to provide music instruction at all middle schools	\$240,663 Base	\$245,476 Base
<b>1.9</b> Utilize itinerant music teachers in elementary schools to provide teacher <b>release time for administering assessments, analyzing data and instructional planning</b>	Music teacher staffing was maintained at 3.0 FTE in order to provide weekly release time for administering, scoring, and analyzing student achievement data	\$231,808 Supplemental	\$240,317 Supplemental
<b>1.10</b> Utilize <b>supplemental resources</b> to provide greater access to quality text	Schools were allocated \$7.87 per pupil to purchase resources to supplement existing materials	\$50,000 Supplemental	\$50,000 Supplemental
<b>1.11</b> Provide a <b>school library program</b> to support teaching and learning	Maintained additional hours for Library Media Technicians at each school site	\$207,161 \$144,326 Base \$62,835 Supplemental	\$199,806 \$134,352 Base \$65,454 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.

All metrics were met, except ELA SBAC achievement which exceeded the target.

To address the “Orange” ELA and Mathematics indicators on the California School Dashboard for Students with Disabilities, in 2018/19 additional ELA resources will be purchased and a mathematics program will be piloted (Action 1.4). Additionally to support Students with Disabilities and address the “Yellow” ELA and Mathematics California School Dashboard indicator for the African American student group professional development with embedded time to collaborate will continue to be provided for staff (Action 1.5).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted and estimated actual expenditures were not significant and are attributable to staffing changes and collectively bargained increases to salaries and 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.

## Expected Outcomes

SBAC ELA: Exceeded the target and adjusted outcomes for 2018-19 and 2019-20

3<sup>rd</sup> Grade Literacy Screener (Fountas & Pinnell): Updated 2018-19 and 2019-20 to reflect the baseline set in 2017-18

## Metric

3<sup>rd</sup> Grade Literacy Screener (Fountas & Pinnell): Moved administration from end of year to midyear due to conflict with the Public Hearing and approval by the Board of Trustees

## Actions and Services



Action 1.5: Language was edited to include Gifted and Talented Education (GATE)

Action 1.8: Deleted and incorporated into Action 1.1

## 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 Priorities: Pupil Achievement, Pupil Outcomes

Local Priorities:

### Annual Measureable Outcomes

Expected	Actual
<b>ELs: ELA SBAC</b> Higher Percent Scoring Levels 3 and 4 than OC and CA	Met: FVSD 40%, OC 15%, CA 12%
<b>ELs: Math SBAC</b> Higher Percent Scoring Levels 3 and 4 than OC and CA	Met: FVSD 51%, OC 16%, CA 12%
<b>LI: ELA SBAC</b> Higher Percent Scoring Levels 3 and 4 than OC and CA	Met: FVSD 63%, OC 39%, CA 36%
<b>LI: Math SBAC</b> Higher Percent Scoring Levels 3 and 4 than OC and CA	Met: FVSD 57%, OC 29%, CA 25%
<b>English Language Proficiency Assessments for California (ELPAC):</b> Higher Percent Scoring Levels 3 and 4 than OC and CA	To Be Determined: Results to Arrive in Fall, 2018
<b>Reclassification Rate:</b> Increase 2% to 10%	Exceeded: Increase 6.6% to 14.6%

## Actions / Services

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 Provide <b>coordinated EL services</b> at school sites that include newcomer and primary language supports</p>	<ul style="list-style-type: none"> <li>English proficiency testing organized and administered by the Bilingual Testing Technician and English Language Proficiency testing team</li> <li>Middle School Newcomer program at Masuda — certificated teacher (50%) and two bilingual instructional assistants (Arabic and Vietnamese/Chinese)</li> <li>Primary language support at elementary schools — Arabic, Korean, Spanish, Vietnamese</li> </ul>	<p>\$313,116 Supplemental</p>	<p>\$307,601 Supplemental</p>
<p>2.2 Provide ongoing support for the <b>Co-teaching service delivery model</b></p>	<ul style="list-style-type: none"> <li>Release time for resource specialist and general education teachers who deliver instruction through the Co-teaching service delivery model</li> <li>Maintain resource specialist staffing at two per middle school to support Co-teaching</li> <li>Program specialist on-site support to observe and support instructional models</li> </ul>	<p>\$143,963 Supplemental</p>	<p>\$149,532 Supplemental</p>
<p>2.3 Utilize <b>District common assessments</b> 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</p>	<ul style="list-style-type: none"> <li>Fountas &amp; Pinnell utilized as universal literacy screener for students in grades K-5</li> <li>Scholastic Reading Inventory (SRI) was utilized as the universal literacy screener for students in grades 5-8</li> <li>IABs were piloted in grades 3-8, once each trimester in ELA and math</li> </ul>	<p>\$97,985 \$78,489 Base \$19,496 Supplemental</p>	<p>\$92,952 \$73,456 Base \$19,496 Supplemental</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> <li>Approximately 550 students were tested for GATE, almost twice as many as the year before</li> <li>District common assessments assisted student study teams with analysis for the over 100 students referred</li> <li>Aeries, Illuminate, and School Loop assisted with analyzing and disaggregating student achievement data in order to provide timely intervention and close the achievement gap</li> </ul>		
2.4 Provide <b>intervention</b> for identified students during and beyond the school day	<ul style="list-style-type: none"> <li>Identified elementary ELs participated in an after-school writing intervention program</li> <li>Reading intervention was implemented at all elementary schools with more than 300 participants, principally in grades 1 and 2</li> <li>Identified middle school students participated in a variety of intervention classes during the school day (119 in ELA and 161 in math), including the .5 FTE math intervention program</li> </ul>	<p style="text-align: center;">\$687,433 \$482,500 Base \$204,933 Supplemental</p>	<p style="text-align: center;">\$609,258 \$427,534 Base \$181,724 Supplemental</p>
2.5 Utilize <b>Teacher(s) on Special Assignment (TOSAs)</b> to support teachers in meeting the needs of special student populations	<ul style="list-style-type: none"> <li>Led professional development focused on differentiated instructional practices (All TOSAs)</li> <li>Instructional support/coaching (All TOSAs)</li> <li>Explored reading assessments for more targeted interventions</li> </ul>	<p style="text-align: center;">\$486,371 Supplemental</p>	<p style="text-align: center;">\$493,189 Supplemental</p>

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

	<p>(TK-5 Reading TOSA)</p> <ul style="list-style-type: none"><li>• Led the development of CGI “Roadmaps” (TK-5 Math TOSA)</li><li>• Led the development of middle school novel units of study (6-8 ELA TOSA)</li><li>• Led the development of conceptual lessons for middle school math (6-8 Math TOSA)</li><li>• Participated in the District student study team process (TK-8 Instructional Support TOSA)</li><li>• Supported reading intervention programs district-wide (TK-8 Instructional Support TOSA)</li></ul>		
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# 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.

All metrics were met, except reclassification which exceeded the target.

To address the “Orange” ELA and Mathematics indicators on the California School Dashboard for Students with Disabilities, support of the Co-teaching delivery service model (Action 2.2) will continue. Additionally, to address the “Yellow” ELA and Mathematics California School Dashboard indicators for the African American student group, the use of District common assessments with a system to analyze results (Action 2.3), intervention during and beyond the school day (Action 2.4), and support and coaching by TOSAs (Action 2.5) will continue.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted and estimated actual expenditures are attributable to staffing changes and collectively bargained increases to salaries and benefits. For action 2.4 estimated actuals are lower than budgeted due to staffing that occurred after the beginning of the school year.

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.

## Expected Outcomes

English Language Proficiency Assessments for California (ELPAC): Higher Percent Scoring Levels 3 and 4 than OC and CA Baseline: Results will arrive after the completion of the LCAP and will be updated when available

Reclassification: Exceeded the target and adjusted outcomes for 2018-19 and 2019-20

# 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 Priorities: Parent Involvement

Local Priorities:

## Annual Measureable Outcomes

Expected	Actual
<b>Parent Leadership:</b> Maintain At or Above 175	Met: 190+ Opportunities
<b>Parent Involvement:</b> Maintain At or Above 150	Met: 277 Family Events
<b>Fall Parent Teacher Conferences (TK-5 &amp; Required 6-8):</b> Increase 10% to 95%	Met: TK-5 97% Unknown: 6-8 Due to Ineffective Collection Method
<b>Daily Volunteers</b> in TK-5: Maintain At or Above 20	Met: 21+ Daily Volunteers
<b>Written Translations:</b> Maintain At or Above 165 Documents	Exceeded: 314 Documents (500+ Pages)
<b>Oral Interpretation:</b> Maintain At or Above 130 Scheduled Meetings	Met: 130+ Scheduled Meetings
<b>Social Media:</b> Maintain At or Above 1800 Followers	Met: 3,000+ Followers

## Actions / Services

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1 Continue to provide <b>parent and volunteer training</b> to support engagement, involvement, and student achievement at the school sites</p>	<p>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>	<p>\$10,000 Supplemental</p>	<p>\$10,000 Supplemental</p>
<p>3.2 Continue to utilize technology, social media, and newsletters to <b>inform parents, promote involvement, and solicit input</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Principals regularly sent messages to families through Black Board/Parent Link (mass phone calls, emails, and text messages)</li> <li>• Peachjar was used to improve communication through eflyer distribution, greatly reducing the number of paper flyers sent home with students</li> <li>• Aeries, Illuminate, Report Card Maker, and School Loop were utilized to engage and inform parents about attendance (Aeries only) and grades</li> </ul>	<p>\$94,982 \$88,368 Base \$6,614 Supplemental</p>	<p>\$107,999 \$101,385 Base \$6,614 Supplemental</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Continue to provide a <b>bilingual Community Liaison</b> to support parent outreach	An 11-month, 40 hours/week Bilingual Translator (new job title for Community Liaison) provided parent support, including interpretation and translation in Vietnamese	\$66,811 Supplemental	\$60,026 Supplemental
3.4 Continue to provide opportunities to <b>seek parent input</b> from parents of unduplicated pupils including those with special needs (DAC, DELAC, and CAC)	<ul style="list-style-type: none"> <li>• All 10 schools have SSCs that 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</li> <li>• All schools have an ELAC that meets a minimum of three times per year; members of the ELAC select a representative for the DELAC</li> <li>• DAC and DELAC members provide input and suggestions on EL parent notification, the reclassification criteria, EL program, LCAP, and the Consolidated Application</li> <li>• Parents of ELs and Title I students provide input through annual surveys</li> <li>• Community Advisory Committee (CAC) members meet with others from WOCCE districts to provide input on the special education programs in the SELPA and FVSD</li> <li>• Annual IEP team meetings</li> <li>• Annual middle school parent education nights</li> </ul>	\$2,750 Supplemental	\$2,750 Supplemental
3.5 Utilize school counselors to <b>inform middle school parents about</b> ways to support their <b>students' secondary</b>	<ul style="list-style-type: none"> <li>• Parent training nights held regarding online predators, drug use, and college readiness</li> <li>• Counselors attend high school articulation meetings</li> </ul>	\$1,500 Supplemental	\$1,500 Supplemental

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

**academic plans** focused on college and career goals

- All middle school students received academic planning lessons presented by the counselors to help with developing high school four year plans

# 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.

All metrics were met, except translations which exceeded the target and fall parent teacher conference participation for grades 6-8 which will be modified beginning 2018-19 to better inform the Fall Parent Teacher Conferences metric.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted and estimated actual expenditures were not significant and are attributable to staffing changes, collectively bargained increases to salaries and benefits and higher than expected costs for software licenses.

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.

## **Expected Outcomes**

Parent Involvement: Exceeded the target and adjusted outcomes for 2018-19 and 2019-20

Fall Parent Teacher Conferences: Improvement in the collection of metric data for 6-8 will be the focus in 2018-19

Social Media: Exceeded the target and adjusted outcomes for 2018-19 and 2019-20

## **Actions and Services**

Action 3.3: Language was edited to reflect the updated job title from Community Liaison to Bilingual Translator

## 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 Priorities: Pupil Engagement, School Climate

Local Priorities:

### Annual Measureable Outcomes

Expected	Actual
<b>Suspension:</b> Decrease 0.1% to 1.0%	Met: Decrease 0.1% to 1.0%
<b>Expulsion:</b> Maintain 0%	Met: Maintain 0%
<b>Attendance Rate:</b> Increase 0.1% to 97.0%	Met: Increase 0.1% to 97.0%
<b>Chronic Absenteeism:</b> Decrease 0.2% to 4.1%	Exceeded: Decrease 0.7% to 3.6%
<b>Middle School Drop Out Rate:</b> Maintain 0%	Met: Maintain 0%
California Healthy Kids Survey (CHKS) <b>5<sup>th</sup> Grade School Connectedness:</b> Increase 1% to 72%	TBD: Results to Arrive in Summer, 2018
CHKS <b>7<sup>th</sup> Grade School Connectedness:</b> Increase 1% to 72%	TBD: Results to Arrive in Summer, 2018
CHKS <b>5<sup>th</sup> Grade Perceive School as Safe/Very Safe:</b> Maintain at or Above 80%	TBD: Results to Arrive in Summer, 2018
CHKS <b>5<sup>th</sup> Grade Perceive School as Safe/Very Safe:</b> Maintain at or Above 80%	TBD: Results to Arrive in Summer, 2018

## Actions / Services

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.1 Continue to <b>develop the leadership capacity</b> within the District to successfully implement instructional initiatives and build a culture of continuous improvement</p>	<ul style="list-style-type: none"> <li>Coordinated principal meetings focused on leadership development, site management, and data analysis</li> <li>6-8 English Department Chairs – one day</li> <li>Increased frequency of site level leadership team meetings for principal and grade level/content leads</li> </ul>	<p>\$10,000 Supplemental</p>	<p>\$10,000 Supplemental</p>
<p>4.2 <b>Inform parents of student absences</b> 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</p>	<ul style="list-style-type: none"> <li>School Attendance Review Team (SART) contracts utilized at school sites to reduce the need for referrals to SARB</li> <li>SARB utilized to address attendance concerns</li> <li>100% of students referred to SARB improved attendance after participation in the process</li> <li>Truancy court referrals utilized as needed and remained the same from the previous year</li> <li>Increase in the number of documented parent-teacher conferences addressing attendance concerns</li> </ul>	<p>\$0</p>	<p>\$0</p>
<p>4.3 Provide students with <b>health services and education</b></p>	<ul style="list-style-type: none"> <li>School nurses maintained at 3.5 FTE</li> <li>Increased staff CPR/First Aid training</li> <li>Maintained diabetes administration training</li> <li>Increased staff training in AED use</li> </ul>	<p>\$389,017 \$370,000 Base \$19,017 Supplemental</p>	<p>\$397,940 \$378,363 Base \$19,577 Supplemental</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> <li>• LVN hired to replace Health Clerk positions with a new technical job description created</li> </ul>		
4.4 Provide <b>social emotional support</b> at the elementary level	<ul style="list-style-type: none"> <li>• Four counseling interns placed at elementary schools for the 2017-2018 school year</li> <li>• One psychologist practicum student placed at Newland</li> </ul>	\$10,000 Supplemental	\$10,000 Supplemental
4.5 Utilize <b>middle school counselors</b> to provide social emotional support and help students create secondary academic plans focused on college and career goals	<ul style="list-style-type: none"> <li>• Counselors maintained at 3.0 FTE</li> <li>• Counseling in academic planning increased by 25% from previous year</li> <li>• Three parent nights provided for families in FVSD</li> </ul>	\$287,568 \$214,146 Base \$73,422 Supplemental	\$286,636 \$213,477 Base \$73,159 Supplemental
4.6 Implement a consistent district-wide approach for <b>supporting student behavior</b> , including alternatives to suspensions and expulsions, and communicate the plan to stakeholders	<ul style="list-style-type: none"> <li>• Brief intervention training provided for newly hired middle school counselors</li> <li>• Restorative Practices training provided for newly hired middle school counselors</li> <li>• Principals regularly discuss suspension and discipline data and interventions</li> </ul>	\$5,000 Base	\$5,000 Base
4.7 Promote <b>student engagement and school connectedness</b>	<ul style="list-style-type: none"> <li>• CHKS</li> <li>• PAL electives and student council/ ASB activities</li> <li>• Attendance Toolkit activities</li> </ul>	\$15,000 Supplemental	\$15,000 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.

All metrics were met, except chronic absenteeism which exceeded the target.

To address the “Red” and “Orange” Suspension indicators for Students with Disabilities, African American, Pacific Islander, Two or More Races, and White student groups, middle school counselors (Action 4.5) will be maintained, social emotional support for elementary students (Action 4.4) will be expanded, and promoting engagement and connectedness through enhanced elective offerings and student activities (Action 4.7) will be provided.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 4.4: Social emotional support at the elementary level was procured at no cost. Differences between budgeted and estimated actual expenditures were not significant and are attributable to staffing changes and collectively bargained increases to salaries and 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.

## **Expected Outcomes**

CHKS: Results will arrive after the completion of the LCAP and will be updated when available

## **Actions and Services**

Action 4.4: To address social emotional support at the elementary level, new services will be implemented at all seven elementary schools

Action 4.7: Language edited to include additional actions (enhanced elective offerings and student activities).

# 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 Priorities: Basic Services

Local Priorities:

## Annual Measureable Outcomes

Expected

Actual

Facilities Inspection Tool (FIT) Overall “Good” Status: Maintain 100%	Met: Maintain 100%
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## Actions / Services

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.1 Provide appropriate staffing and services to ensure District <b>facilities are clean and well-maintained</b>	<ul style="list-style-type: none"> <li>• Custodial staffing was maintained</li> <li>• All school facilities were evaluated with the FIT; “Good” repair status in all areas resulted in “Good” overall ratings at all schools</li> </ul>	\$5,646,160 Base	\$5,489,185 Base
5.2 <b>Implement the prioritized recommendations</b> from the <b>Facilities Master Plan</b> , including but not limited to airflow in classrooms and facility infrastructure upgrades	<ul style="list-style-type: none"> <li>• DSA approved plans for Masuda &amp; Courreges – construction to begin in summer, 2018</li> <li>• Begin design plans for Cox, Fulton, Newland &amp; Tamura</li> <li>• Contractor selected for Phase 1 – Masuda &amp; Courreges</li> </ul>	\$0 Measure O Bond	\$0 Measure O Bond



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.3 Fund a <b>deferred maintenance plan</b> based on the priorities identified in the Facilities Master Plan	Funds continue to be placed in the Deferred Maintenance fund in order to support work which will be done through Measure O and ensure that once completed, sites will be maintained	\$500,000 Base	\$500,000 Base
5.4 <b>Provide and maintain the infrastructure</b> to support instructional technology	<ul style="list-style-type: none"> <li>• Deployed Single Sign-On at six sites to make it easier and faster for students to access educational content</li> <li>• Standardized entire district on Microsoft Office 2016</li> <li>• Deployed new Mobile Device Management software (JAMF) to better manage Apple devices</li> <li>• Deployed Chromebook specialized apps to support instructional initiatives</li> <li>• Automated the process of user creation so new teachers can quickly access all available resources (HR 2.0 to AD)</li> </ul>	\$45,227 \$22,227 Base \$23,000 Supplemental	\$45,192 \$22,192 Base \$23,000 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.

Overall facilities are clean and well maintained. Implementation of Measure O is on track with construction at two schools scheduled to begin summer, 2018.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted and estimated actual expenditures were not significant and are attributable to staffing changes and collectively bargained increases to salaries and benefits. Estimated actuals for action 5.1 are lower than originally budgeted due to lower than expected total salaries and benefits 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.

## **Actions and Services**

Action 5.2: Language edited to better reflect Measure O progress

New Action 5.5: Created to address the work of the work of the Citizens Bond Oversight Committee

New Action 5.6: Created to address school safety

# Stakeholder Engagement

LCAP Year: 2018-19

## 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 for each of the five goals outlined in the LCAP. In January, the LCAP Leadership Team examined the evidence for the annual update, existing goals and actions/services, as well as, provided feedback. They also considered the updated language for Action 5.2 and new Action 5.5. In March, they reviewed input from more than 450 stakeholders and used it to identify and prioritize common themes. In May, the LCAP Leadership Team reviewed input from more than 300 additional stakeholders and the feedback from the Orange County Department of Education. They also were provided a draft of the LCAP with the modified actions and services based on their input. The LCAP Leadership Team includes certificated and classified bargaining unit representatives, parents, Fountain Valley School Foundation members, feeder high school district representative, principals/assistant principals, and district leadership.

Stakeholder input was sought from the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), site administrators, Superintendent's Parent Council (SPC), English Learner Coordinators, middle school students, School Site Councils, bilingual tutors and the public during the Community Forum. Additionally, input was sought from parents through the annual parent survey. (See Appendix C)

## Impact on LCAP and Annual Update

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

### **New**

Action 5.6: Support site safety through the maintenance of emergency supplies and staff training

### **Improved Existing Actions/Services**

Action 1.6: Enhanced technology and robotics at all levels

Action 4.4: Expanded elementary social emotional support

Action 4.7: Enhanced elective offerings and student activities

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Unchanged Goal

## Goal 1

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

### State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services, Implementation of Academic Standards, Pupil Achievement, Course Access, Pupil Outcomes

Local Priorities:

### Identified Need:

Student achievement in the District has historically been and continues to be above state and county averages for the percentage of students scoring levels 3 and 4 on SBAC assessments in ELA (FVSD 75%, OC 57%, CA 49%) and mathematics (FVSD 70%, OC 48%, CA 38%). On the California School Dashboard, achievement in ELA and Mathematics for the All Students group were “Green” and within the target performance category. However, two student groups who would benefit from academic support were identified (African American and Students with Disability). Improvement efforts continue to need to focus on these two groups, as well as, increased levels of academic achievement preparing all students for success in college and career.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Qualified Staffing</b>	100%	Maintain 100%	Maintain 100%	Maintain 100%
<b>Access to Textbooks</b>	100%	Maintain 100%	Maintain 100%	Maintain 100%
<b>ELA SBAC</b>	Levels 3 & 4 73%	Increase 1% 74% (Actual 75%)	Increase 2% 77%	Increase 2% 79%
<b>Math SBAC</b>	Levels 3 & 4 68%	Increase 2% 70%	Increase 2% 72%	Increase 2% 74%
<b>Broad Course of Study</b>	100%	Maintain 100%	Maintain 100%	Maintain 100%
<b>3<sup>rd</sup> Grade Literacy Screener</b> (Fountas & Pinnell End of Year Outcome Changed to Midyear in 2017-18)	Grade 3 or Higher 54%	Baseline 54%	Increase 1% 55%	Increase 1% 56%
<b>Technology Teacher Survey Results</b>	Daily/Almost Daily Use of Technology by Students 50%	Increase 5% 55%	Increase 2% 57%	Increase 3% 60%

# 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:**

**Location(s):**

All

All Schools

OR

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified  
Anticipated changes due to collectively bargained increases to salary and benefits

Modified  
Anticipated changes due to collectively bargained increases to salary and benefits

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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**

Year	2017-18	2018-19	2019-20
Amount	\$44,870,000	\$46,678,378	\$48,078,729
Source	Base	Base	Base
Budget Reference	Certificated/Classified Salaries & Benefits	Certificated/Classified Salaries & Benefits	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

**Location(s):**

All Schools

**OR**

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified  
Anticipated changes due to increased program costs

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$32,500	\$40,000	\$40,000
Source	Teacher Effectiveness Grant	Supplemental	Supplemental
Budget Reference	Services & Other Operating Expenses	Services & Other Operating Expenses	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:**

**Location(s):**

All

6-8 Grade Span

**OR**

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

**Actions/Services**



Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide a one-time stipend for acquisition of additional District approved authorizations in order to **standardize electives** at all three middle schools

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

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

**Location(s):**

All Schools

OR

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

Students to be Served:	Scope of Services:	Location(s):

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified Expenditure increase for TK-5 reading materials and Special Education reading and mathematics pilot	Modified Expenditure increase due to anticipated 6-8 social studies adoption

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Utilize <b>instructional materials and supplies</b> aligned with the California State Standards, California English Language Development Standards and Next Generation Science Standards		

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$282,957	\$498,367	\$825,000
Source	\$232,957 Base \$50,000 Lottery	\$75,000 Base \$423,367 Lottery	\$75,000 Base \$50,000 Lottery \$700,000 One Time Discretionary

Year	2017-18	2018-19	2019-20
Budget Reference	Books & Supplies	Books & Supplies	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

**Location(s):**

All Schools

OR

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified  
Includes GATE and District professional development, decreases over time

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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, **GATE**, technology, and ways to support student behavior

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$512,523	\$496,295	\$391,500
Source	\$160,000 Base \$351,915 Supplemental	Supplemental	Supplemental
Budget Reference	\$155,000 Certificated Salaries & Benefits \$59,821 Books & Supplies \$297,702 Services & Other Operating Expenses	\$296,477 Certificated Salaries & Benefits \$71,000 Books & Supplies \$128,818 Services & Other Operating Expenses	\$114,121 Certificated Salaries & Benefits \$79,618 Books & Supplies \$197,761 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:**

**Location(s):**

OR

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified  
Anticipated expansion of technology and robotics at all levels

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide and maintain classroom technology and student and staff devices in order to provide students the opportunity to **utilize technology in the core program**

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$208,214	\$304,000	\$209,000
Source	\$180,000 Base \$28,214 Supplemental	\$275,000 Base (\$100K One-Time) \$29,000 Supplemental	\$180,000 Base \$29,000 Supplemental
Budget Reference	Books & Supplies	Books & Supplies	Books & Supplies

**Action 1.7**

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

**Students to be Served:**

**Location(s):**

**OR**

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Anticipated changes due to collectively bargained increases to salary and benefits

Select from New, Modified, or Unchanged for 2019-20

Modified

Anticipated changes due to collectively bargained increases to salary and benefits

2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$559,328	\$572,924	\$586,400
Source	\$424,079 Base \$135,259 Supplemental	\$433,570 Base \$139,354 Supplemental	\$443,000 Base \$143,400 Supplemental
Budget Reference	Classified Salaries & Benefits	Classified Salaries & Benefits	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

**Location(s):**

6-8 Grade Span

**OR**

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Deleted

2017-18 Actions/Services

Incorporate student access to **music instruction** through the core staffing ratio

2018-19 Actions/Services

This action/service deleted and incorporated into Action 1.1

2019-20 Actions/Services

Deleted



**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$240,663		
Source	Base		
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:**

**Location(s):**

**OR**

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

English Learners, Foster Youth, and Low Income

LEA-wide

TK-5 Grade Span

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Anticipated changes due to collectively bargained increases to salary and benefits

Select from New, Modified, or Unchanged for 2019-20

Modified

Anticipated changes due to collectively bargained increases to salary and benefits

2017-18 Actions/Services

Utilize itinerant music teachers in elementary schools to provide teacher **release time for administering assessments, analyzing data and instructional planning**

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$231,808	\$254,192	\$265,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salaries & Benefits	Certificated Salaries & Benefits	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:**

**Location(s):**

OR

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

**Students to be Served:**

English Learners, Foster Youth, and Low Income

**Scope of Services:**

School-wide

**Location(s):**

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified  
Expenses transferred to Action 1.11

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Utilize **supplemental resources** to provide greater access to quality text

2018-19 Actions/Services

2019-20 Actions/Services

This Action/Service ends in 2018/19

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$40,000	\$0
Source	Supplemental	Supplemental	
Budget Reference	Books & Supplies	Books & Supplies	

**Action 1.11**

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

**Students to be Served:**

**Location(s):**

**OR**

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified Anticipate increase in expenditures due to increased hours for Library Media Technician at all middle schools	Modified Anticipated changes due to collectively bargained increases to salary and benefits
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide a <b>school library program</b> to support teaching and learning		

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$207,161	\$237,511	\$238,000
Source	\$144,326 Base \$62,835 Supplemental	\$165,813 Base \$71,698 Supplemental	\$122,000 Base \$116,000 Supplemental
Budget Reference	Classified Salaries & Benefits	\$220,211 Certificated Salaries & Benefits \$17,300 Books & Supplies	\$230,000 Certificated Salaries & Benefits \$8,000 Books & Supplies

Unchanged Goal

## Goal 2

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

### State and/or Local Priorities addressed by this goal:

State Priorities: Pupil Achievement, Pupil Outcomes

Local Priorities:

### Identified Need:

While ELs in FVSD continued to demonstrate higher percentages of levels 3 and 4 on SBAC assessments in ELA than OC and CA (FVSD 40%, OC 15%, CA 12%) they were the only significant subgroup who did not demonstrate growth over the past three years. Additionally, the California School Dashboard was used to help to identify two student groups (Students with Disability and African American) who would benefit from academic support.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>ELs: ELA SBAC</b>	Levels 3 & 4 43%	Higher Percent Scoring Levels 3 and 4 than OC and CA (40%)	Increase 2% 42%	Increase 3% 45%
<b>ELs: Math SBAC</b>	Levels 3 & 4 52%	Higher Percent Scoring Levels 3 and 4 than OC and CA (51%)	Increase 3% 54%	Increase 3% 57%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>LI: ELA SBAC</b>	Levels 3 & 4 58%	Higher Percent Scoring Levels 3 and 4 than OC and CA (63%)	Increase 2% 65%	Increase 3% 68%
<b>LI: Math SBAC</b>	Levels 3 & 4 54%	Higher Percent Scoring Levels 3 and 4 than OC and CA (57%)	Increase 3% 60%	Increase 3% 63%
<b>ELPAC</b>	Higher Percent Proficient than OC and CA	TBD	Increase 1% TBD	Increase 1% TBD
<b>Reclassification Rate</b>	8%	Increase 2% 10% (Actual 14.6%)	Increase 1% 15.6%	Increase 2% 17.6%

## 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:**

**Location(s):**



OR

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified  
Anticipated changes due to changes in staffing and associated salary expenses

Select from New, Modified, or Unchanged for 2019-20

Modified  
Anticipated changes due to collectively bargained increases to salary and benefits

2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$313,116	\$298,162	\$310,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	\$250,367 Certificated/ Classified Salaries & Benefits \$2,090 Books & Supplies \$2,281 Services & Other Operating Expenses	\$291,762 Certificated/Classified Salaries & Benefits \$2,500 Books & Supplies \$3,900 Services & Other Operating Expenses	\$303,500 Certificated/Classified Salaries & Benefits \$2,500 Books & Supplies \$4,000 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:**

Students with Disabilities

**Location(s):**

6-8 Grade Span

OR

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified  
Anticipated changes due to staffing changes and lower total costs

Select from New, Modified, or Unchanged for 2019-20

Modified  
Anticipated changes due to collectively bargained increases to salary and benefits

2017-18 Actions/Services

Provide ongoing support for the **Co-teaching service delivery model**

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$143,963	\$118,716	\$120,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salaries & Benefits	Certificated Salaries & Benefits	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:**

**Location(s):**

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**OR**

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

English Learners, Foster Youth, and Low Income	LEA-wide	All Schools
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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Modified Anticipated changes due to increases in licensing costs	Modified Anticipated changes due to increases in licensing costs
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2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$97,985	\$101,653	\$108,125
Source	\$78,489 Base \$19,496 Supplemental	\$82,500 Base \$19,153 Supplemental	\$86,625 Base \$21,500 Supplemental
Budget Reference	\$3,500 Certificated Salaries & Benefits \$13,700 Books & Supplies \$80,785 Services & Other Operating Expenses	\$4,000 Certificated Salaries & Benefits \$15,000 Books & Supplies \$82,653 Services & Other Operating Expenses	\$4,500 Certificated Salaries & Benefits \$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:**

**Location(s):**

OR

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

Students to be Served:	Scope of Services:	Location(s):
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified Reduction in expenditures due to instructional materials purchase in 2017-18	Modified Anticipated changes due to collectively bargained increases to salary and benefits

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide <b>intervention</b> for identified students during and beyond the school day		

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$687,433	\$549,986	\$539,900
Source	\$482,500 Base \$204,933 Supplemental	\$549,986 Supplemental	\$539,900 Supplemental
Budget Reference	\$498,483 Certificated Salaries & Benefits \$188,950 Books & Supplies	\$513,986 Certificated Salaries & Benefits \$36,000 Books & Supplies	\$517,900 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:**

**Location(s):**

OR

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Anticipated expenditure increase due to additional 1.0 FTE

Modified

Planned reduction of 1.0 FTE TOSA

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Utilize **Teacher(s) on Special Assignment (TOSAs)** to support teachers in meeting the needs of special student populations

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$486,371	\$559,344	\$450,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salaries & Benefits	Certificated Salaries & Benefits	Certificated Salaries & Benefits

Unchanged Goal

### 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 Priorities: Parent Involvement

Local Priorities:

#### 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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Parent Leadership</b>	Opportunities 175	Maintain At or Above 175	Maintain At or Above 175	Maintain At or Above 175
<b>Parent Involvement</b>	Family Events 150	Maintain At or Above 150 (Actual 277)	Maintain At or Above 250	Maintain At or Above 250
<b>Fall Parent Teacher Conferences</b>	TK-5 & Required 6-8 85% Participation	Increase 10% 95%	Increase 5% 100%	Maintain 100%
<b>Daily Volunteers</b>	TK-5 Schools 20	Maintain At or Above 20	Maintain At or Above 20	Maintain At or Above 20

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Written Translations</b>	Documents 165	Maintain At or Above 165 (Actual 314)	Maintain At or Above 165	Maintain At or Above 165
<b>Oral Interpretation</b>	Scheduled Meetings 130	Maintain At or Above 130	Maintain At or Above 130	Maintain At or Above 130
<b>Social Media</b>	Followers 1,800	Maintain At or Above 1,800 (Actual 3,000)	Maintain At or Above 3,000	Maintain At or Above 3,000

## Planned Actions / Services

### Action 3.1

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

**Students to be Served:**

**Location(s):**



OR

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools



**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Services & Other Operating Expenses	Services & Other Operating Expenses	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:**

**Location(s):**

OR

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

**Students to be Served:**

English Learners, Foster Youth, and Low Income

**Scope of Services:**

LEA-wide

**Location(s):**

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified  
Anticipated changes due to collectively bargained increases to salary and benefits

Select from New, Modified, or Unchanged for 2019-20

Modified  
Anticipated changes due to collectively bargained increases to salary and benefits

2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$94,982	\$107,071	\$111,480
Source	\$88,368 Base \$6,614 Supplemental	\$103,111 Base \$3,960 Supplemental	\$107,330 Base \$4,150 Supplemental
Budget Reference	\$88,368 Classified Salaries & Benefits \$6,614 Services & Other Operating Expenses	\$91,231 Classified Salaries & Benefits \$15,840 Services & Other Operating Expenses	\$94,880 Classified Salaries & Benefits \$16,600 Services & Other Operating Expenses

## Action 3.3

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

**Students to be Served:**

**Location(s):**



OR

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

English Learners

LEA-wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

Anticipated reduction in expenditure due to change in staffing

Anticipated changes due to collectively bargained increases to salary and benefits

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide a **bilingual Community Liaison** to support parent outreach

Continue to provide a **Bilingual Translator** to support parent outreach

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$66,811	\$62,830	\$64,242
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Classified Salaries & Benefits	Classified Salaries & Benefits	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:**

**Location(s):**



OR

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,750	\$2,890	\$3,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Services & Other Operating Expenses	Services & Other Operating Expenses	Services & Other Operating Expenses

**Action 3.5**

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

**Students to be Served:**

**Location(s):**

OR

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

English Learners, Foster Youth, and Low Income

Schoolwide

6-8 Grade Span

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$1,500	\$1,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Services & Other Operating Expenses	Services & Other Operating Expenses	Services & Other Operating Expenses

Unchanged Goal

## 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 Priorities: Pupil Engagement, School Climate

Local Priorities:

Identified Need:

Climate and engagement is an area of strength in FVSD. Chronic absenteeism remained low and according to the California School Dashboard suspension rates for the All Students group was Low and Maintained. However, the Students with Disabilities, African American, Pacific Islander, Two or More Races, and White student groups were in the “Red” or “Orange” performance categories and would benefit from additional supports and services.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Suspension</b>	1.1%	Decrease 0.1% 1.0%	Maintain At or Below 1.0%	Maintain At or Below 1.0%
<b>Expulsion</b>	0%	Maintain 0%	Maintain 0%	Maintain 0%
<b>Attendance Rate</b>	96.9%	Increase 0.1% 97%	Maintain At or Above 97%	Maintain At or Above 97%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Chronic Absenteeism</b>	4.3%	Decrease 0.2% 4.1% (Actual 3.2%)	Maintain At or Below 3.5%	Maintain At or Below 3.5%
<b>Middle School Dropout Rate</b>	0%	Maintain 0%	Maintain 0%	Maintain 0%
<b>Climate Survey California Healthy Kids Survey (CHKS)</b>	5 <sup>th</sup> Grade School Connectedness 71%	Increase 1% 72%	N/A Administered in Even Years	Increase 1% 73%
<b>Climate Survey CHKS</b>	7 <sup>th</sup> Grade School Connectedness 71%	Increase 1% 72%	N/A Administered in Even Years	Increase 1% 73%
<b>Climate Survey CHKS</b>	5th Grade Perceive School as Safe/Very Safe 82%	Maintain At or Above 80%	N/A Administered in Even Years	Maintain At or Above 80%
<b>Climate Survey CHKS</b>	7th Grade Perceive School as Safe/Very Safe 81%	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:

**Students to be Served:**

**Location(s):**



OR



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

Students to be Served:	Scope of Services:	Location(s):
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to <b>develop the leadership capacity</b> within the District to successfully implement instructional initiatives and build a culture of continuous improvement		

**Budgeted Expenditures**

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

**Location(s):**

All

All Schools

OR

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**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

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	Expense Captured in Actions 2.3 and 3.2	Expense Captured in Actions 2.3 and 3.2	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:**

**Location(s):**

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OR

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

English Learners, Foster Youth, and Low Income	LEA-wide	All Schools
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### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified Anticipated changes due to collectively bargained increases to salary and benefits	Modified Anticipated changes due to collectively bargained increases to salary and benefits
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide students with **health services and education**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$389,017	\$406,452	\$416,724
Source	\$370,000 Base \$19,017 Supplemental	\$384,802 Base \$21,650 Supplemental	\$396,346 Base \$20,378 Supplemental
Budget Reference	\$378,368 Certificated Salaries & Benefits \$7,144 Books & Services \$3,487 Services & Other Operating Expenses	\$395,503 Certificated Salaries & Benefits \$7,358 Books & Services \$3,591 Services & Other Operating Expenses	\$405,445 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:**

**Location(s):**

**OR**

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

**Students to be Served:**

English Learners, Foster Youth, and Low Income

**Scope of Services:**

LEA-wide

**Location(s):**

TK-5 Grade Span

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified  
New program implemented

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide **social emotional support** at the elementary level

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$100,000	\$100,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salaries & Benefits	\$15,000 Certificated Salaries & Benefits \$85,000 Services & Other Operating Expenses	\$15,000 Certificated Salaries & Benefits \$85,000 Services & Other Operating Expenses

## Action 4.5

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

**Students to be Served:**

**Location(s):**

OR

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

English Learners, Foster Youth, and Low Income

LEA-wide

6-8 Grade Span

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

Anticipated changes due to collectively bargained increases to salary and benefits

Anticipated changes due to collectively bargained increases to salary and benefits

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Utilize **middle school counselors** to provide social emotional support and help students create secondary academic plans focused on college and career goals

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$287,568	\$299,489	\$310,673
Source	\$214,146 Base \$73,422 Supplemental	\$224,617 Base \$74,872 Supplemental	\$233,005 Base \$77,668 Supplemental
Budget Reference	Certificated Salaries & Benefits	Certificated Salaries & Benefits	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:**

**Location(s):**

All

All Schools

OR

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**




### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Implement a consistent district-wide approach for **supporting student behavior**, including alternatives to suspensions and expulsions, and communicate the plan to stakeholders

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

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

**Location(s):**

**OR**

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

**Students to be Served:**

English Learners, Foster Youth, and Low Income

**Scope of Services:**

LEA-wide

**Location(s):**

All Schools



**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified Anticipated expenditure increase due to program enhancements	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Promote <b>student engagement and school connectedness</b>	Promote <b>engagement and school connectedness through enhanced elective offerings and student activities</b>	

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$80,000	\$80,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Services & Other Operating Expenses	\$72,500 Certificated Salaries & Benefits \$7,500 Services & Other Operating Expenses	\$72,500 Certificated Salaries & Benefits \$7,500 Services & Other Operating Expenses

Unchanged Goal

## 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 Priorities: Basic Services

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

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

**Location(s):**

All

All Schools

OR

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Anticipated changes due to collectively bargained increases to salary and benefits

Select from New, Modified, or Unchanged for 2019-20

Modified

Anticipated changes due to collectively bargained increases to salary and benefits

2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,646,130	\$5,800,917	\$6,005,000
Source	Base	Base	Base

Year	2017-18	2018-19	2019-20
Budget Reference	\$3,562,901 Classified Salaries & Benefits \$386,391 Books & Supplies \$1,579,240 Services & Other Operating Expenses \$117,628 Capital Outlay	\$3,527,877 Classified Salaries & Benefits \$358,950 Books & Supplies \$1,851,090 Services & Other Operating Expenses \$63,000 Capital Outlay	\$3,670,000 Classified Salaries & Benefits \$370,000 Books & Supplies \$1,900,000 Services & Other Operating Expenses \$65,000 Capital Outlay

## Action 5.2

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

**Students to be Served:**

**Location(s):**

All

All Schools

OR

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**




### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

**Implement the prioritized recommendations** from the **Facilities Master Plan**, including but not limited to airflow in classrooms and facility infrastructure upgrades

2018-19 Actions/Services

**Proceed with construction of Phases 1 and 2 of Measure O projects and begin design Phases 2-5**

2019-20 Actions/Services

**Budgeted Expenditures**

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

**Location(s):**

All Schools

**OR**

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$500,000	\$500,000	\$500,000
Source	Base	Base	Base
Budget Reference	LCFF Transfer to Fund 14	LCFF Transfer to Fund 14	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:**

**Location(s):**

OR

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

Students to be Served:	Scope of Services:	Location(s):
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified Anticipated increase in licensing costs	Modified Anticipated increase in licensing costs

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<b>Provide and maintain the infrastructure to support instructional technology</b>		

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$45,227	\$50,000	\$55,000
Source	\$22,227 Base \$23,000 Supplemental	\$27,000 Base \$23,000 Supplemental	\$32,000 Base \$23,000 Supplemental
Budget Reference	Capital Outlay	Capital Outlay	Capital Outlay

# Action 5.5

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

**Students to be Served:**

All

**Location(s):**

All Schools

OR

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

**Continue to engage the community in the Citizens Bond Oversight Committee (CBOC) work**

2019-20 Actions/Services

## Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

\$0

\$0



Year	2017-18	2018-19	2019-20
Source			
Budget Reference			

## Action 5.6

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

**Students to be Served:**

**Location(s):**

OR

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<b>Support site safety through the maintenance of emergency supplies and staff training</b>	
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$90,870	\$24,500
Source		\$20,000 Base (One-Time) \$70,870 Supplemental	\$24,500 Supplemental
Budget Reference		\$80,000 Books & Supplies \$10,870 Services & Other Operating Expenses	\$20,000 Books & Supplies \$4,500 Services & Other Operating Expenses

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$2,331,168

5.04%

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).

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 LI, EL, FY, 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 allocate 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 LI, EL, FY 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 ELs, LI, FY, 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 ELs, LI, FY, students with disabilities, and other high-needs students, the District will direct supplemental services in the following areas:

**Coordinated EL services:** "Research shows that effective academic programs for ELs eliminate achievement gaps by providing cohesive, sustained systems of support (Valentino & Reardon, 2014; Baker et al, 2014; Calderon, Slavin & Sanchez, 2011)." English Learner Tool Kit (Rev.ed.). U.S. Department of Education, Office of English Language Acquisition, 2016

**Teachers on Special Assignment (TOSAs)** support teachers: "Program-provided or required professional development is not 'one size fits all' ... Professional development extends beyond the traditional notion of an

'event,' such as a workshop or in-service or institute, and includes coaching, opportunities to observe other teachers and collaborative inquiry." 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.

**Supplemental resources** to provide greater access to quality text: "All teachers, particularly those early in their career, deserve access to well-organized, high-quality resources they can adapt to the daily needs of their class...A growing and compelling research base suggests that high-quality instructional materials can yield improvements in student learning outcomes equal to or greater than many interventions that are often more costly." How High-Quality Instructional Materials Can Drive Teacher Growth. Bill & Melinda Gates Foundation.

**Extended learning opportunities** to support the development of English language proficiency and achievement in ELA 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.

**Student engagement and connectedness:** "Students who feel connected to school (independent of how these students are faring academically) are less likely to use substances, exhibit emotional distress, demonstrate violent or deviant behavior, experience suicidal thoughts or attempt suicide, and become pregnant (Lonczak, Abbott, Hawkins, Kosterman, & Catalano, 2002; Samdal, Nutbeam, Wold & Kannas, 1998)." A Case for School Connectedness. Robert Blum, Educational Leadership, April, 2005.

**Assessment and data analysis** in English language proficiency, ELA, 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.

**Leadership capacity development:** “Leadership in education cannot be limited to the ways in which formal roles in the bureaucracy were designed a century ago. Many of the conventional ways of leading schools and districts must be rethought if high levels of excellence and adaptations to meet the needs of all students are to occur. This will require a new vision for how schools are regulated, designed and led by policymakers, administrators and teachers – all of whom will have new leadership roles to play. We must embody the state’s innovative tradition by creating an educational system that builds capacity for success and inspires motivated and talented teachers and administrators to lead schools with a sense of urgency and unrelenting focus on student success.” 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.

**School safety – emergency supplies and staff training:** “Disasters come in many forms, can occur anywhere at any time and run the gamut from natural causes such as earthquakes, fires, floods, and severe storms to man-made causes such as an active shooter and chemical spills. Knowing how to react and respond in a time of crisis can go a long way to keeping you and your students out of harm’s way.” School Emergency Planning & Safety California Governor’s Office of Emergency Services.

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.

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$2,363,580

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).

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 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 LI, FY, 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 ELA 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.

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**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, ELA, 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.

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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.



## 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 are 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: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

### **Plan Summary**

The LCAP is intended to reflect an 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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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.

An 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 by 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; in addition, list the state and/or local priorities addressed by the planned goals. 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 is 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. An 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, enter 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, enter 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 group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an 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

List the state and/or local priorities addressed by the goal. 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 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 an 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as 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 entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, 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 identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “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 entering “Specific Schools” and identifying 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 identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

**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 enter “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 entering “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:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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, an LEA may enter “Unchanged Action” 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 from 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### **Estimated Supplemental and Concentration Grant Funds**

Identify the amount 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 for 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 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 schooldays 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 dropout 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?

*Prepared by the California Department of Education, October 2016*

Appendix C  
LCAP 2017/18 Timeline

<u>Date</u>	<u>Group</u>	<u>Purpose</u>
January 23, 2018	LCAP Leadership Work Team	Review LCFF/LCAP Review Annual Progress
February 20, 2018	Management Meeting	Share Progress Input on Goals & Actions
February-March, 2018	Elementary & Middle School Parents	Constant Contact Survey
March, 2018	Middle School	Student Input
March 5, 2018	EL Coordinator Meeting	Share Progress Input on Goals & Actions
March 8, 2018	Board of Trustees	Board Update/Discussion
March 21, 2018	Superintendent's Parent Council	Share Progress Input on Goals & Actions
March 22, 2018	District Advisory Committee/District English Language Advisory Committee	Share Progress Input on Goals & Actions
March 14, 2018	Fulton School Site Council	Share Progress Input on Goals & Actions
March 26, 2018	Courreges School Site Council	Share Progress Input on Goals & Actions
March 26, 2018	Oka School Site Council	Share Progress Input on Goals & Actions
March 27, 2018	Masuda School Site Council	Share Progress Input on Goals & Actions
March 27, 2018	LCAP Leadership Work Team	Input Goals & Actions Review Stakeholder Feedback
March 28, 2018	Newland School Site Council	Share Progress Input on Goals & Actions
April 10, 2018	Community Forum	Share Progress Input on Goals & Actions
April 11, 2018	Tamura School Site Council	Share Progress Input on Goals & Actions



April 12, 2018	Talbert School Site Council	Share Progress Input on Goals & Actions
April 18, 2018	Plavan School Site Council	Share Progress Input on Goals & Actions
April 19, 2018	Cox School Site Council	Share Progress Input on Goals & Actions
April 19, 2018	Gisler School Site Council	Share Progress Input on Goals & Actions
April 19, 2018	Bilingual Tutors	Input on Goal 2 & Goal 3
May 1, 2018	Orange County Department of Education	Review Draft LCAP
May 3, 2018	District Advisory Committee/District English Language Advisory Committee	Review Draft LCAP Document Questions for Superintendent Response
May 15 – 29, 2018	Draft LCAP posted to website	
June 14, 2018	Board of Trustees	Public Hearing
June 21, 2018	Board of Trustees	LCAP Approval



Fountain Valley School District  
**BUSINESS SERVICES DIVISION**

MEMORANDUM

TO: Board of Trustees  
FROM: Christine Fullerton, Assistant Superintendent Business Services  
Isidro Guerra, Director, Fiscal Services  
SUBJECT: **Approval of 2018-19 District Budget**  
DATE: June 15, 2018

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**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 14, 2018 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 2018-19.



PLEASE NOTE:

A copy of the **2018-19 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.

**FOUNTAIN VALLEY SCHOOL DISTRICT  
PERSONNEL ITEMS FOR APPROVAL  
June 21, 2018**

**1.0 EMPLOYMENT FUNCTIONS**

1.1 ASSISTANT SUPERINTENDENT, PERSONNEL HAS ACCEPTED THE RESIGNATION OF THE FOLLOWING CLASSIFIED EMPLOYEES:

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
1.1.1	Chin, Sandra	Courreges	ESP Instructor	06/21/2018
1.1.2	Gogley, Timothy	District Office	Field Service Help Desk Technician	06/29/2018

1.2 ASSISTANT SUPERINTENDENT, PERSONNEL HAS ACCEPTED THE FOLLOWING CLASSIFIED LEAVES OF ABSENCE:

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>REASON</u>	<u>EFFECTIVE</u>
1.2.1	Chin, Sandra	Cox	Instructional Assistant	Medical	05/31/2018
1.2.2	Faith, Randy	Maintenance	Maintenance Worker III	Parental Leave	06/11/2018

1.3 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE PROMOTION OF CLASSIFIED EMPLOYEE, KATHRYN BARAN OFFICE ASSISTANT AT PLAVAN TO SCHOOL OFFICE MANAGER AT PLAVAN, EFFECTIVE 08/16/2018.

1.4 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING LIMITED TERM 2018 EXTENDED SCHOOL YEAR PROGRAM CLASSIFIED EMPLOYEES AT PLAVAN SCHOOL, FROM 6/25/18-7/26/18:

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>
1.4.1	Ivans-Aaron, Lynn	School Office Manager
1.4.2	Pires, Mary	IA Moderate/Severe
1.4.3	Goris, Yolanda	IA Moderate/Severe
1.4.4	Garrison, Rachel	IA Moderate/Severe
1.4.5	Castaneda, Traci	IA Moderate/Severe
1.4.6	Doan, Lan	IA Moderate/Severe
1.4.7	Cowper, Matthew	IA Moderate/Severe
1.4.8	You, Rathana	IA Moderate/Severe
1.4.9	Clouthier, David	IA Moderate/Severe
1.4.10	Armijo, Desiree	IA Moderate/Severe
1.4.11	Grohmann, Melodie	IA Moderate/Severe
1.4.12	Castro, Kathy	IA Moderate/Severe
1.4.13	Vinatieri, Kristine	Behavior Intervention Assistant
1.4.14	Nasab, Erica	Behavior Intervention Assistant
1.4.15	Dean Lozano, Irene	Certified Occupational Therapy Assistant

1.4.16	Fujiwara-Winge, Julie	Speech/Language Pathology Assistant
1.4.17	Larson-Coe, Patricia	Speech/Language Pathology Assistant
1.4.18	Burbage, Heather	Licensed Vocational Nurse
1.4.19	Musacchio, Kathleen	IA-Applied Behavior Analysis
1.4.20	Garcia, Deborah	IA-Applied Behavior Analysis
1.4.21	Nasab, Betty	IA-Applied Behavior Analysis
1.4.22	Sugden-Davis, Jane	IA-Applied Behavior Analysis
1.4.23	Talley, Jeremy	IA-Applied Behavior Analysis
1.4.24	Curoso, Sheree	IA-Applied Behavior Analysis
1.4.25	Plemons, Lori	IA-Applied Behavior Analysis
1.4.26	Valdez, Taylor	IA-Applied Behavior Analysis
1.4.27	DiCorpo, Louise	IA-Applied Behavior Analysis
1.4.28	Alt, Kathleen	IA-Applied Behavior Analysis
1.4.29	Linares, Lisa	IA-Applied Behavior Analysis
1.4.30	Texeira, Danielle	IA-Applied Behavior Analysis
1.4.31	Birch, Beth	IA-Applied Behavior Analysis
1.4.32	Nielsen, Candace	IA-Applied Behavior Analysis
1.4.33	Skaar, Betsy	IA-Applied Behavior Analysis

1.5 ASSISTANT SUPERINTENDANT, PERSONNEL REQUEST APPROVAL OF THE FOLLOWING 2018 ASSISTANT RECREATION COORDINATORS:

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>TERM</u>
1.5.1	Silva, Catherine	Gisler	6/25 – 8/24
1.5.2	Larios, Vanessa	Cox	6/25 – 8/24
1.5.3	Covington, Tiffany	Plavan	6/25 – 8/24

1.6 ASSISTANT SUPERINTENDANT, PERSONNEL REQUEST APPROVAL OF THE FOLLOWING 2018 CAMP CLASSIFIED EMPLOYEES TO WORK AS RECREATION LEADERS:

	<u>EMPLOYEE</u>	<u>TERM</u>
1.6.1	Loustanau, Lori	6/25-8/24
1.6.2	Short, Chelsea	6/25-8/24
1.6.3	Courtemanche, Katie	6/25-8/24
1.6.4	Rodriguez, Gaby	6/25-8/24
1.6.5	Sy, Kristel	6/25-8/24
1.6.6	Hughes, Mechele	6/25-8/24
1.6.7	Alonso, Alejandra	6/25-8/24
1.6.8	Vasquez, Sonia	6/25-8/24
1.6.9	Gutierrez, Crystal	6/25-8/24

1.6.10	Seppa, Lindsay	6/25-8/24
1.6.11	Burza, Amber	6/25-8/24
1.6.12	Lamm, Carolyn	6/25-8/24
1.6.13	Stinsman, Kristy	6/25-8/24
1.6.14	Geertson, Danna	6/25-8/24
1.6.15	Hopkins, Deborah	6/25-8/24
1.6.16	Perez, Natalie	6/25-8/24
1.6.17	Rodriguez, Lydia	6/25-8/24
1.6.18	Kiesel, Jan	6/25-8/24
1.6.19	Ruvalcaba, Cassandra	6/25-8/24
1.6.20	Hewlett, Mara	6/25-8/24
1.6.21	Lammers, Amy	6/25-8/24
1.6.22	Grohmann, Melodie	6/25-8/24
1.6.23	Tomita, Alice	6/25-8/24
1.6.24	Fields, Lauren	6/25-8/24
1.6.25	Burns, Megan	6/25-8/24
1.6.26	Freeman, Sharai	6/25-8/24
1.6.27	Hickmon, Ronald	6/25-8/24
1.6.28	Sanchez, Carissa	6/25-8/24





Fountain Valley School District  
Business Service Division

MEMORANDUM

TO: Board of Trustees  
FROM: Christine Fullerton, Assistant Superintendent Business Services  
Diane Sharpe, Food Service Director  
SUBJECT: **APPROVE THE CONTRACT WITH PREFERRED MEAL SYSTEMS TO PURCHASE FOOD AND SUPPLIES FOR THE 2018-2019 SCHOOL YEAR**  
DATE: June 15, 2018

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**Background:**

The Food Service Program currently purchases frozen, refrigerated and dry food and supplies from Goldstar Foods for all school site kitchens. The produce, bread, dairy and fresh pizza are purchased from other vendors. This year, the Food Service Program plans to purchase vended meals for the elementary schools. Preferred Meals Systems provides these products and services for a unit price per meal. The quality of food products have been tested and well received by the elementary students. The components include an entrée, fruit, vegetable, grain, condiment, spork and tray.

**Fiscal Impact:**

The use of the Preferred Meals contract allows the District to purchase high quality meals at a competitive price of \$2.20 per meal, with consistent delivery and a more versatile product availability.

**Recommendation:**

It is recommended that the Board of Trustees approves the contract with Preferred Meal Systems to purchase food and supplies for the 2018-2019 school year.



## CONTRACT FOR MEAL SERVICES

This Agreement effective May 25, 2018 is made between **Preferred Meal Systems, Inc. 5240 St. Charles Road, Berkeley IL 60163** ("Preferred") and **Fountain Valley School District, 10055 Slater Avenue, Fountain Valley, CA 92708** ("Customer") for the purpose of a food service program. Preferred agrees to provide and Customer agrees to pay for the management and supply of all packaged frozen food product, consumables and supplies (herein called "Items") as follows:

1. The term of this Agreement shall begin August 1, 2018 and end June 30, 2019.
2. Meal types and prices per meal for the current term are:

Meal Type	Pricing
Lunch	\$2.20

3. Meals will be delivered to the following locations:

Site Name	Site Location
Isojiro Oka Elementary School	9800 Yorktown Ave. Huntington Beach, CA 92646
Robert Gisler Elementary School	18720 Las Flores Street Fountain Valley, CA 92708
William T. Newland Elementary School	8787 Dolphin Street Huntington Beach, CA 92646
Roch Courreges Elementary School	18313 Santa Carlotta Street Fountain Valley, CA 92708
James H. Cox Elementary School	17615 Los Jardines East Fountain Valley, CA 92708
Urbain H. Plavan Elementary School	9675 Warner Avenue Fountain Valley, CA 92708
Hisamatsu Tamura Elementary School	17340 Santa Suzanne Street Fountain Valley, CA 92708

Sites may be added or deleted as mutually agreed upon by the parties and shall be evidenced by an executed amendment to this contract.

4. The Agreement is renewable on terms and prices mutually agreed upon by the parties and as allowed by the USDA.
5. Preferred will use its best efforts to provide complete satisfaction with its services hereunder.
6. Preferred shall invoice based upon delivery. Payment terms are net 30 days from delivery date. Payment not received within ten (10) days of the due date will result in a finance charge of 1.0% per month. If collection proceedings are required to collect, whether legal proceedings are commenced or not, Customer shall pay all costs of collection including court costs, attorneys' fees, bank and/or collection agency fees.

## PREFERRED MEAL SYSTEMS, INC. STANDARD TERMS & CONDITIONS

1. **PREFERRED'S WARRANTIES:** Preferred warrants to the Customer that the food service systems equipment supplied by Preferred and all of the food products, supplies and services hereunder shall be in accordance with the terms and conditions of this Agreement, all governmental health and safety requirements, sufficient to contribute to the requirements for the National School Lunch Act as enacted as of the date of this agreement. There is no warranty of merchantability and no further warranties, express or implied, have been made or shall be made unless made by an authorized officer of Preferred in writing, dated and delivered to the Customer.
2. **PREFERRED'S INDEMNIFICATION:** During the term of this Agreement, Preferred agrees to indemnify the Customer against any liability, loss, or damage (including attorney's fees and other costs of litigation) caused solely by the negligent acts or omissions of Preferred, its officers, or employees.
3. **TERMINATION:** Either party may terminate this Agreement upon thirty (30) days prior written notice via certified mail, return receipt.
4. **INSURANCE:** Preferred maintains Comprehensive General Liability Insurance with limits of \$2,000,000 per occurrence and in the aggregate; Excess Liability in the amount of \$25,000,000; Workers Compensation Coverage as dictated by statute. Upon request, Preferred agrees to provide the Customer Certificates of Insurance evidencing the existence of the above coverage and naming the Customer as additional insured.
5. **DELIVERY OF FOODS AND CONSUMABLES:** Delivery of all products shall be within normal business hours. The Customer agrees to execute written receipts for Items received ("Delivery Receipt").
6. **CONFIDENTIAL DISCLOSURES AND USE:** The Customer acknowledges and agrees that all information concerning the products and services supplied by Preferred is confidential and proprietary. This includes, but is not limited to, product labels, product ingredients, product formulations, nutritional information, suppliers and Preferred's operational plans included in Preferred's bid response or supplied during the contract period. The Customer agrees that such information will not be divulged to any third party without the express written approval of Preferred except as may be required by law or pursuant to court order.
7. **COMPENSATION FOR SERVICES:** The Customer agrees to pay Preferred within the invoice terms specified.
8. **LIMITATION OF LIABILITY:** Neither party shall be liable for delay or default in performance resulting from or caused by circumstances beyond the reasonable control of the party involved; including but not limited to, acts of God, fire, flood, war, riot, government action, accident, labor trouble, strikes, or shortages, inability to obtain material or equipment or contingencies of transportation.
9. **COMPLIANCE WITH LAWS:** The parties agree to comply with all federal, state and local laws and regulations.
10. **CUSTOMER INDEMNIFICATION:** During the term of this Agreement, the Customer agrees to indemnify and save harmless Preferred against any liability, loss or damage (including attorney's fees and other costs of litigation) caused by the criminal or negligent acts or omissions of the Customer, its officers, agents employees, students, or third parties.
11. **GOVERNING LAW:** This Agreement shall be construed, interpreted and enforced in accordance with the laws of the State of Illinois.
12. **NOTICES:** Any Notices required or desired to be given under this Agreement shall be in writing directed to the person named below, or such other designee as may from time to time be named by the party affected, by mailing, postage prepaid, certified mail return addressee receipt to said designee at the address:

Fountain Valley School District 10055 Slater Avenue Fountain Valley, CA 92708	Preferred Meal Systems, Inc. 5240 St. Charles Road Berkeley IL 60163
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13. **ASSIGNMENT:** This Agreement and all of the provisions hereof shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns, but neither this Agreement nor any of the rights, interests or obligations hereunder shall be assigned by Customer without the prior written consent of Preferred.
14. **TITLE TO HARDWARE AND EQUIPMENT- RIGHT OF REMOVAL:** Title to all hardware and equipment furnished by Preferred shall remain vested at all times in Preferred or its assigns and the Customer agrees that its rights to use and possession of any such hardware and equipment shall be subject to any liens, encumbrances and security interest thereon or other rights in and to the hardware and equipment as may be created by or through Preferred, its predecessors in title or assigns. The Customer agrees that any hardware and equipment shall at all times be and remain personal property whether or not attached or affixed to any of the buildings or structures and the Customer consents and agrees for the benefit of any person or interest thereon to permit such person or its agents to have access at reasonable times to the premises in which such hardware and equipment may be located for the purposes of inspecting the same and further to permit the holder of any security interest upon any of the hardware and equipment to enter by itself or its agents any premises where the equipment is located and to remove the same in accordance with the agreement creating its interest thereon, at any reasonable time without liability to the Customer, except that physical damage to structures resulting directly from such removal shall be repaired at the expense of the party removing the same, but there shall be no liability for any diminution in the value of the buildings caused by the absence of the hardware and equipment or the necessity for replacing the same or acquiring substitutes therefore, or for any consequential damages or inconvenience resulting from the absence thereof.
15. **ENTIRE AGREEMENT:** This Agreement contains the entire understanding of the parties hereto with respect to the subject matter contained herein. There are no restrictions, promises, warranties, covenants, or undertakings other than those expressly set forth herein. This Agreement supersedes all prior agreements and understandings between the parties with respect to the subject matter. In the event the parties desire to add a Participating School or meal service, an Addendum shall be executed by the parties, which Addendum shall thereafter form a part of this Agreement.

Initial 

7. Customer shall give Preferred 48 hour written notice of any changes to order quantity. If proper notification is not given, Customer shall remain responsible for payment as per scheduled delivery.
8. Preferred will issue to the Customer credits for valid claims for damaged or short meals and meal components. However, the Customer must provide written notice of claims within 10 days from receipt of the delivery which gave rise to the claim or shortage. The notice must include a detailed listing of the items, original date of receipt or shortage, site name and the reason for the claim. Notices of claims are to be sent to [credit@preferredmealsystems.com](mailto:credit@preferredmealsystems.com) or faxed to 708-493-2691 Attention Credit Dept. Failure to give timely notice shall waive Customer's right to file a claim.
9. Delivery of meals will be once a week.
10. Equipment to be provided will be as mutually agreed upon.
11. The attached terms and conditions are made a part of this Agreement.

IN WITNESS WHEREOF, THE PARTIES HAVE EXECUTED THIS AGREEMENT  
EFFECTIVE THE DAY AND YEAR FIRST ABOVE WRITTEN.

**PREFERRED MEAL SYSTEMS INC.**

By: 

Printed: Patrice Tillman

Title: VP of Finance - Controller

Date: May 25, 2018

**FOUNTAIN VALLEY SCHOOL DISTRICT**

By: 

Printed: Diane Sharpe

Title: Food Service Director

Date: May 25, 2018



Fountain Valley School District  
Business Service Division

MEMORANDUM

TO: Board of Trustees  
FROM: Christine Fullerton, Assistant Superintendent Business Services  
SUBJECT: **APPOINT QUORUM MEMBER OF CITIZEN'S BOND  
OVERSIGHT COMMITTEE**  
DATE: June 15, 2018

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**Background Information**

The following community member has volunteered to serve on the Citizen's Bond Oversight Committee for Measure O:

- The community member Steve Brown, approved by the Board in March 2017, will no longer be able to serve as quorum member of the Fountain Valley School District CBOC. The following community member will serve in his place:
  - Judy Edwards                      Active in a senior citizen organization

**Fiscal Impact:**

The District must provide administrative support to assist the Committee in fulfilling its duties to the public. Such costs may not be paid from the bond proceeds but are anticipated to be minor.

**Recommendation:**

It is recommended that the Board of Trustees appoints the additional quorum member listed above to the Citizens' Bond Oversight Committee.



Fountain Valley School District  
**BUSINESS SERVICES DIVISION**

MEMORANDUM

TO: Board of Trustees  
FROM: Christine Fullerton, Assistant Superintendent Business Services  
Isidro Guerra, Director, Fiscal Services  
SUBJECT: **Renew Agreement with TLC Auctions for Disposal of District Surplus Property for Fiscal Year 2018-19**  
DATE: June 15, 2018

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**Background:**

The District has been working with TLC Auctions for the past two years to efficiently dispose of surplus property (equipment, furniture, technology, etc.). This helps the District generate additional funds as well as helps maintain clean and organized facilities. TLC Auctions is a full-service surplus management company that provides removal and liquidation of all school surplus property. They are the largest auction company in Southern California specializing in school surplus property.

TLC Auctions charges a sellers fee of 45% of gross sales upon the successful sale of any surplus property.

**Recommendation:**

It is recommended that the Board of Trustees approves renewal of the annual agreement with TLC Auctions and authorizes the Superintendent or designee to sign all related documents.



**10012-10022 CITRUS AVENUE  
FONTANA, CA 92335  
909-823-3428  
www.tlcauctions.com**

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## AGREEMENT

This agreement dated the 1<sup>st</sup> day of September, 2018 in the County of San Bernardino, State of California, between **Fountain Valley School District** hereinafter referred to as SELLER, and **TLC Auctions** hereinafter referred to as AUCTIONEER.

This Agreement is to conduct an unreserved auction for the sale of all board approved surplus property to the SELLER'S needs either through offsite auctions, online at TLCAuctions.com or at eBay.com

1. For all the services, which AUCTIONEER is obligated to perform under the terms of this Agreement, the SELLER shall pay to the AUCTIONEER a standard Seller's Fee of 45 percent of gross sales. AUCTIONEER shall provide a check made payable **Fountain Valley School District** for net proceeds of auction. The check shall be delivered to SELLER no later than forty-five (45) business days after the sale and removal of sold items.
2. The duty of the AUCTIONEER shall be to serve as AUCTIONEER and to provide the necessary additional team members to solicit and receive bids on property offered for sale and to award said property to the highest qualified bidder. AUCTIONEER has a security bond (#62307468) on file with the State of California. AUCTIONEER is also licensed by the State of California Cal Recycle Program for the collection of electronic waste (#116172). AUCTIONEER shall perform all other duties in regards to such sales, including but not limited to transportation of surplus items, tagging, inventorying, set-up, advertising, telemarketing, clerking, cashiering, DMV paperwork (if applicable), bookkeeping and all other related functions.
3. AUCTIONEER shall be an independent contractor retained by the SELLER for the aforementioned purpose. Employees of the AUCTIONEER will not be considered for any reason to be employees of the SELLER.
4. It shall be the responsibility of the AUCTIONEER to obtain, at the AUCTIONEER'S expense, all required licenses and permits necessary to perform under this Agreement. SELLER warrants that they are the owner of and have merchantable title to the items of surplus property offered for sale as set forth in this agreement, and grants to the AUCTIONEER the right to convey a merchantable title to that property to the successful buyer at the auction. SELLER shall offer all

board approved surplus property to AUCTIONEER. In the event SELLER provides a listing of surplus items, said list will be made an integral part of this Agreement as Addendum "A". No items shall be removed from Addendum "A" less than four days prior to the scheduled auction date.

5. Each Party shall indemnify, defend and hold harmless the other Party, its officers, agents, volunteers, contractors, and employees from any and all liability, loss, expense (including reasonable attorneys' fees and other defense costs), or claims imposed for damages of any nature whatsoever, including but not limited to, bodily injury, death, personal injury, or property damage arising out of willful misconduct or gross negligent acts or omissions on the part of the Party's own officers, agents, contractors, or employees under or in connection with any obligation under this Agreement.

6. AUCTIONEER shall comply with all Federal, State, and County safety, environmental, and sanitation laws and regulations.

7. In the case of dispute, the laws of the State of California and the County of Los Angeles shall apply.

8. Non-discrimination in the performance of the terms of this Agreement: AUCTIONEER agrees that he will not engage in or permit subcontractors where applicable, as he may employ, from engaging in discrimination in employment of persons because of race, color, sex, religion, ancestry or national origin.

9. AUCTIONEER shall provide SELLER with the selling price for each lot sold.

10. With this signed agreement SELLER hereby appoints AUCTIONEER as their attorney in fact, to complete all necessary DMV documents as needed, to transfer ownership as required by law of the items sold pursuant to this agreement.

11. The term of this agreement shall be for a period of 1 year and will end on the 30<sup>th</sup> day of June, 2019. The SELLER or AUCTIONEER have the right to terminate this agreement at any time after thirty (30) days prior written notice specifying the desired date of termination. The provisions of this Section Shall survive the expiration or sooner termination of this Agreement with respect to any such matters arising in connection with any event occurring prior to such expiration or termination.

The parties hereto have executed this Agreement on the 1<sup>st</sup> day of September, 2018

By: \_\_\_\_\_

By: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

TLC Auctions

**Fountain Valley School District**

SO 2017-18/B18-46  
Fountain Valley School District  
Superintendent's Office

MEMORANDUM

TO: Board of Trustees  
FROM: Mark Johnson  
SUBJECT: **Contract for Legal Services in 2018-19 School Year with Dannis,  
Woliver, Kelley, Attorneys at Law**  
DATE: June 15, 2018

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**Background:**

Dannis, Woliver, Kelley, Attorneys at Law (DWK), will be retained for the purpose of representing, advising and counseling the District from July 1, 2018 through and including June 30, 2019, and continuing thereafter as approved. DWK agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues.

**Recommendation:**

It is recommended that the Board of Trustees approves the contract for legal services in 2018-19 with the Dannis, Woliver, Kelley, Attorneys at Law.

/rl



## **AGREEMENT FOR PROFESSIONAL SERVICES**

This Agreement is made and entered into on May 9, 2018, by and between the Fountain Valley Unified School District, hereinafter referred to as District, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

In consideration of the promises and the mutual agreements hereinafter contained, District and Attorney agree as follows:

**SCOPE OF SERVICES.** District appoints Attorney to represent, advise, and counsel it from July 1, 2018, through and including June 30, 2019, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of Board action approving this Agreement are hereby ratified by said Board approval. Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice.

**CLIENT DUTIES.** District shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

**FEES AND BILLING PRACTICES.** Except as hereinafter provided, District agrees to pay Attorney two hundred twenty-five dollars (\$225) to three hundred thirty-five dollars (\$335) per hour for shareholders, special counsel and of counsel; one hundred eighty-five dollars (\$185) to two hundred thirty-five dollars (\$235) per hour for associates; and one hundred thirty dollars (\$130) to one hundred fifty dollars (\$150) per hour for paralegals and law clerks. Rates for individual attorneys may vary within the above ranges depending on the level of experience and qualifications and the nature of the legal services provided. Substantive communications advice (telephone, voice-mail, e-mail) is billed in a minimum increment of one-tenth (.1) of an hour, except for the first such advice in any business day, which is charged in a minimum of three-tenths (.3) of an hour. In the course of travel it may be necessary for Attorney to work for and bill other clients while in transit. If, during the course of representation of District, an insurance or other entity assumes responsibility for payment of all or partial fees of Attorney on a particular case or matter, District shall remain responsible for the difference between fees paid by the other entity and Attorney's hourly rates as specified in this Agreement unless otherwise agreed by the parties.

Agreements for legal fees at other than the hourly rate set forth above may be made by mutual agreement for special projects or particular scopes of work.

**OTHER CHARGES.** District further agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services, including support services such as copying costs, express postage, and facsimile transmittals. District agrees that such actual and necessary expenses may vary according to special circumstances necessitated by request of District or emergency conditions which occasionally arise.

District further agrees to pay third parties, directly or indirectly through Attorney, for major costs and expenses including, but not limited to, costs of serving pleadings, filing fees and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. Upon mutual consent of District and Attorney, District may either advance or reimburse Attorney for such costs and expenses.

Occasionally Attorney may provide District officials and/or employees with food or meals at Attorney-sponsored trainings or when working with District officials and/or employees. Attorney may provide such food or meals without additional charge in exchange for the consideration provided by the District under this Agreement.

**BILLING STATEMENT.** Attorney shall send District a statement for fees and costs incurred every calendar month. Attorney's statements shall clearly state the basis thereof, including the amount, rate and basis for calculations or other methods of determination of Attorney's fees. District shall pay Attorney's statements within thirty (30) days after each statement's date. Upon District office's request for additional statement information, Attorney shall provide a bill to District no later than ten (10) days following the request. District is entitled to make subsequent requests for bills at intervals of no less than thirty (30) days following the initial request.

**INDEPENDENT CONTRACTOR.** It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District.

**CONFLICT OF INTEREST.** Because Attorney represents many school and community college districts, county offices of education, joint powers authorities, SELPAs and other educational entities, conflicts of interest may arise in the course of Attorney's representation. If Attorney becomes aware of any potential or actual conflicts of interest, Attorney will inform the District of the conflict and comply with the legal and ethical requirements to fulfill its duties of loyalty and confidentiality to District. If District has any question about whether Attorney has a conflict of interest in its representation of District in any matter, it may contact Attorney or other legal counsel for clarification.

**TERMINATION OF CONTRACT.** District or Attorney may terminate this Agreement by giving thirty (30) days written notice of termination to the other party.


IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.

FOUNTAIN VALLEY UNIFIED SCHOOL DISTRICT

\_\_\_\_\_  
Mark Johnson, Ed.D.  
Superintendent

\_\_\_\_\_  
Date

DANNIS WOLIVER KELLEY

\_\_\_\_\_  
  
Janet L. Mueller  
Attorney at Law

\_\_\_\_\_  
5-10-18  
Date

At its public meeting of \_\_\_\_\_, 2018, the Board approved this Agreement and authorized the Board President, Superintendent or Designee to execute this Agreement.



Fountain Valley School District  
**BUSINESS SERVICES DIVISION**

MEMORANDUM

TO: Board of Trustees  
FROM: Christine Fullerton, Assistant Superintendent Business Services  
Isidro Guerra, Director, Fiscal Services  
SUBJECT: **Approval of Orange County Department of Education PowerSchool  
Contracts (formerly known as SunGard)**  
DATE: June 15, 2018

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**Background:**

***Business-Plus System Support Agreement #42950 Amendment #2***

The Orange County Department of Education (OCDE) provides professional services for the operation of the PowerSchool (formerly known as SunGard) Business-PLUS system, including on-going training, support services and software enhancements. Services include basic financial /budget, school site finance, stores inventory and fixed assets systems. The cost of this agreement for the 2018-19 school year is \$54,357, a 5% increase over the prior year.

***Human Resources Application Agreement #46315***

The Orange County Department of Education (OCDE) provides system as well as software support for the District's PowerSchool (formerly known as SunGard) Human Resources System package. This contract is renewed annually. The cost for the 2018-19 school year is \$27,674, unchanged from 2017-18.

**Recommendation**

It is recommended that the Board approves Agreement Number 42950 – Amendment #2, “Business-Plus System Support” and Agreement 46315 “Human Resources Application” with the Orange County Department of Education and authorizes the Superintendent or designee to sign all documents.

FOUNTAIN VALLEY SCHOOL DISTRICT  
HUMAN RESOURCES APPLICATION  
IMPLEMENTATION AND SOFTWARE SUPPORT SERVICE AGREEMENT

This AGREEMENT is hereby made and entered into this 1st day of July, 2018, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92628, hereinafter referred to as SUPERINTENDENT, and Fountain Valley School District, 10055 Slater Avenue, Fountain Valley, California 92708, hereinafter referred to as DISTRICT. SUPERINTENDENT and DISTRICT shall be collectively referred to as the Parties.

NOW, THEREFORE, the Parties hereto mutually agree as follows:

1.0 BASIS OF AGREEMENT. SUPERINTENDENT will provide professional services to DISTRICT for the operation of the SUPERINTENDENT'S Human Resources Application, including on-going training services for present and future employees, future software enhancements, and support services.

2.0 NETWORK INFRASTRUCTURE. The network standard protocol is TCP/IP. Each DISTRICT site that uses SUPERINTENDENT'S Human Resources Application must have a Local Area Network (LAN) connected via the DISTRICT office. DISTRICT should review its LAN design with SUPERINTENDENT'S Information Technology Division during the Technical Information phase of the project. DISTRICT will, at DISTRICT'S expense, connect to SUPERINTENDENT'S county-wide computer network via high speed data circuit and data communication devices for the services set forth in this AGREEMENT. DISTRICT costs associated with connectivity will be invoiced separately according to the terms of

1 the DISTRICT'S Intranet Network Support Service Agreement with  
2 SUPERINTENDENT. Computer processing will be performed on Windows  
3 servers at SUPERINTENDENT'S offices. DISTRICT will access  
4 SUPERINTENDENT'S Human Resources Application from DISTRICT personal  
5 computers through the DISTRICT'S Local Area Network.

6 3.0 SOFTWARE SUPPORT SERVICES

7 A. SUPERINTENDENT will provide DISTRICT access to  
8 SUPERINTENDENT'S Human Resources Application via a leased high speed  
9 data circuit to SUPERINTENDENT'S Windows based servers located at 200  
10 Kalmus Drive, Costa Mesa. DISTRICT will be responsible for the  
11 recurring cost of the leased high speed data circuit. DISTRICT shall  
12 have the ability to use the Human Resources Application (in Standard  
13 Mode).

14 B. SUPERINTENDENT will provide DISTRICT ongoing software  
15 support and assistance during normal business hours, provided  
16 however, that the availability or performance of this software  
17 support service shall not be construed as altering or affecting  
18 SUPERINTENDENT'S obligations as set forth in this AGREEMENT.  
19 SUPERINTENDENT'S technical support via telephone shall be provided to  
20 DISTRICT without charge Monday through Friday from 8:00 A.M. - 5:00  
21 P.M., excluding SUPERINTENDENT'S holidays.

22 C. SUPERINTENDENT may, upon mutual agreement of the parties,  
23 provide other services to DISTRICT which may include, but not be  
24 limited to, special reporting and other software assistance.  
25 DISTRICT shall pay SUPERINTENDENT for such additional services at a  
rate mutually agreed between the parties.

1 4.0 TERM. The term of this AGREEMENT shall be for one (1) year  
2 commencing July 1, 2018 and ending June 30, 2019. This AGREEMENT  
3 shall automatically be renewed annually, unless DISTRICT gives  
4 written notice to SUPERINTENDENT six (6) months prior to the end of  
5 each one (1) year renewal period. In no event shall this AGREEMENT  
6 exceed a five (5) year period, and shall terminate by its own terms  
7 on June 30, 2023.

8 5.0 PAYMENT. DISTRICT agrees to pay SUPERINTENDENT the sum of  
9 Twenty-seven thousand six hundred seventy-four dollars (\$27,674.00)  
10 for SUPERINTENDENT'S Human Resources Application annual software  
11 support service fees for fiscal year 2018-2019. Annual software  
12 support service fees due for each fiscal year shall be paid by  
13 DISTRICT on or before August 1st of that fiscal year upon receipt of  
14 an itemized invoice from SUPERINTENDENT. Annual Human Resources  
15 Application software support service fees will be evaluated annually  
16 for possible upward or downward adjustments. SUPERINTENDENT will  
17 provide DISTRICT written notice of the annual Human Resources  
18 Application software support service fees due for the renewal period  
19 ninety (90) days prior to the end of each renewal period. Renewal  
20 fees shall be based on the actual costs incurred by SUPERINTENDENT to  
21 support the Human Resources Application software.

22 6.0 EQUIPMENT/SOFTWARE REQUIREMENTS. The Human Resources Application  
23 supports the use of computers running Windows 7 or higher. All  
24 printing requirements for the Human Resources Application will take  
25 place at the DISTRICT.

1 7.0 DATA ROLLOVERS. If DISTRICT desires any data rollovers from its  
2 present system into SUPERINTENDENT'S Human Resources Application it  
3 will be necessary for DISTRICT to submit this data to SUPERINTENDENT  
4 in a flat file format according to specifications provided by  
5 SUPERINTENDENT'S Information Technology Division. Coordination  
6 meetings between DISTRICT and SUPERINTENDENT'S staff will be  
7 necessary to work out the rollover details. In the event that it  
8 proves impractical to successfully accomplish any part of the  
9 rollovers, it may be necessary for the DISTRICT'S staff to enter in  
10 test and/or production data to complete the conversion to  
11 SUPERINTENDENT'S Human Resources Application.

12 8.0 TRAINING. SUPERINTENDENT will provide on-going training  
13 services for present and future employees as determined by  
14 SUPERINTENDENT and DISTRICT to assist DISTRICT personnel in the use  
15 and operation of the software to enable DISTRICT to make optimum use  
16 of SUPERINTENDENT'S Human Resources Application. Training will be  
17 provided at SUPERINTENDENT'S training lab between the hours of 8:30  
18 A.M. and 4:30 P.M. Monday through Friday, excluding SUPERINTENDENT'S  
19 holidays.

20 9.0 FUTURE MODULES/OPTIONS. SUPERINTENDENT expects to offer  
21 additional features and optional services to its customers in the  
22 future. Each new capacity may have an additional charge.

23 10.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT is and at all times shall  
24 be an independent contractor and shall be wholly responsible for the  
25 manner in which the services required by the terms of this AGREEMENT  
are performed. Nothing herein contained shall be construed as

1 creating the relationship of employer and employee, or principal and  
2 agent, between SUPERINTENDENT and DISTRICT. SUPERINTENDENT assumes  
3 the responsibility for the acts of its employees or agents as they  
4 relate to the services to be provided. SUPERINTENDENT, its officers,  
5 agents, and employees, shall not be entitled to any rights, and/or  
6 privileges of DISTRICT'S employees and shall not be considered in any  
7 manner to be DISTRICT'S employees.

8 11.0 HOLD HARMLESS.

9 A. SUPERINTENDENT hereby agrees to indemnify, defend, and  
10 hold harmless DISTRICT, its Governing Board, officers, agents, and  
11 employees from liability and claims of liability for bodily injury,  
12 personal injury, sickness, disease, or death of any person or  
13 persons, or damage to any property, real personal, tangible or  
14 intangible, arising out of the negligent acts or omissions of  
15 employees, agents or officers of SUPERINTENDENT or the Orange County  
16 Board of Education during the period of this AGREEMENT.

17 B. DISTRICT hereby agrees to indemnify, defend, and hold  
18 harmless SUPERINTENDENT, the Orange County Board of Education, and  
19 its officers, agents, and employees from liability and claims of  
20 liability for bodily injury, personal injury, sickness, disease, or  
21 death of any person or persons, or damage to any property, real,  
22 personal, tangible or intangible, arising out of the negligent acts  
23 or omissions of employees, agents or officers of DISTRICT during the  
24 period of this AGREEMENT.



1 12.0 NON-DISCRIMINATION. SUPERINTENDENT and DISTRICT agree that they  
2 will not engage in unlawful discrimination because of race, color,  
3 religious creed, national origin, ancestry, physical handicap,  
4 medical condition, marital status, or sex of such persons.

5 13.0 APPLICABLE LAW. SUPERINTENDENT and DISTRICT agree to comply with  
6 all federal, state and local laws, rules and regulations and  
7 ordinances that are now or may in the future become applicable to  
8 SUPERINTENDENT or DISTRICT'S business, equipment and personnel  
9 engaged in operations covered by this AGREEMENT or occurring out of  
10 the performance of such operations.

11 14.0 ASSIGNMENT. SUPERINTENDENT or DISTRICT shall not subcontract or  
12 assign the performance of any of the services in this AGREEMENT  
13 without prior written approval of the other party.

14 15.0 TOBACCO USE POLICY. In the interest of public health, the  
15 SUPERINTENDENT provides a tobacco-free environment. Smoking or the  
16 use of any tobacco products are prohibited in buildings and vehicles,  
17 and on any property owned, leased or contracted for by the  
18 SUPERINTENDENT pursuant to SUPERINTENDENT Policy 400.15. Failure to  
19 abide with conditions of this policy could result in the termination  
20 of this AGREEMENT.

21 16.0 TERMINATION. SUPERINTENDENT or DISTRICT may terminate this  
22 AGREEMENT with or without cause upon the giving of six (6) months  
23 prior written notice to the other party. Notification must be given  
24 six (6) months prior to the end of each renewal period.

25 17.0 NOTICES. All notices or demands to be given under this AGREEMENT  
by either party to the other shall be in writing and given by: i)

1 Personal service, or ii) U.S. Mail, mailed either by registered or  
2 certified mail, return receipt requested, with postage prepaid.  
3 Service shall be considered given when received if personally served  
4 or, if mailed, on the third (3rd) day after deposit in any U.S. Post  
5 Office. The address to which notices or demands may be given by  
6 either party may be changed by written notice given in accordance  
7 with the notice provisions of this section. As of the date of this  
8 AGREEMENT the addresses of the parties are as follows:

9           DISTRICT:       Fountain Valley School District  
                          10055 Slater Avenue  
10                           Fountain Valley, California 92708  
                          Attn: \_\_\_\_\_

11           SUPERINTENDENT:   Orange County Superintendent of Schools  
12                           200 Kalmus Drive  
                          Costa Mesa, California 92626  
13                           Attn: Patricia McCaughey

14 18.0 SEVERABILITY. If any term, condition or provision of this  
15 AGREEMENT is held by a court of competent jurisdiction to be invalid,  
16 void or unenforceable, the remaining provisions will nevertheless  
17 continue in full force and effect and shall not be affected, impaired  
18 or invalidated in any way.

19 19.0 GOVERNING LAW. The terms and conditions of this AGREEMENT shall  
20 be governed by the laws of the State of California, with venue in  
21 Orange County, California.

22 20.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits  
23 attached hereto constitute the entire agreement between  
24 SUPERINTENDENT and DISTRICT regarding the services and any agreement  
25 made shall be ineffective to modify this AGREEMENT in whole or in  
part unless such agreement is embodied in an Amendment to this


1 AGREEMENT which has been signed by both Parties. This AGREEMENT  
2 supersedes all prior negotiations, understandings, representations  
3 and agreements.

4 IN WITNESS WHEREOF, the Parties hereto have caused this  
5 AGREEMENT to be executed.

6 DISTRICT: FOUNTAIN VALLEY SCHOOL  
7 DISTRICT

ORANGE COUNTY SUPERINTENDENT  
OF SCHOOLS

8 BY: \_\_\_\_\_  
Authorized Signature

BY:  \_\_\_\_\_  
Authorized Signature

9 PRINT NAME: \_\_\_\_\_

PRINT NAME: Patricia McCaughey

10 TITLE: \_\_\_\_\_

TITLE: Administrator

11 DATE: \_\_\_\_\_

DATE: June 4, 2018

12 FVSD-HumanResourcesApplication-(46315) 2018-2023  
13 ZIP 6

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AMENDMENT #2  
FOUNTAIN VALLEY SCHOOL DISTRICT  
BUSINESS-PLUS SYSTEM SUPPORT  
IMPLEMENTATION AND SOFTWARE SUPPORT SERVICE AGREEMENT

The AGREEMENT entered into April 27, 2016, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626, hereinafter referred to as SUPERINTENDENT, and Fountain Valley School District, 10055 Slater Avenue, Fountain Valley, California 92708, hereinafter referred to as DISTRICT, is hereby further amended as follows:

1.0 Section 5.0 PAYMENT shall be amended to read: DISTRICT agrees to pay SUPERINTENDENT the sum of Fifty-four thousand three hundred fifty-seven dollars (\$54,357.00) for annual software support service fees for fiscal year 2018-2019. Annual software support service fees due for each fiscal year shall be paid by DISTRICT on or before August 1st of that fiscal year upon receipt of an itemized invoice from SUPERINTENDENT. SUPERINTENDENT shall evaluate software support service charges annually, for possible upward or downward adjustments, based on SUPERINTENDENT'S actual costs to support Bi-Tech software. SUPERINTENDENT will provide DISTRICT written notice of the annual software support service fees due for the renewal period ninety (90) days prior to the end of each renewal period.

2018 - 2019 Annual Software Support Service Fees

Basic Financial/Budget	\$ 39,311.00
School Site Finance	\$ 5,786.00
Stores Inventory	\$ 4,630.00

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Fixed Assets \$ 4,630.00

\$ 54,357.00

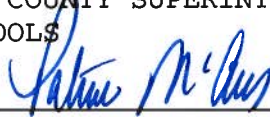
2.0 Except as expressly herein amended, including any amendments thereto, said AGREEMENT of April 27, 2016, shall in all respects be and remain in full force and effect.

IN WITNESS WHEREOF, the Parties hereto set their hands.

DISTRICT: FOUNTAIN VALLEY SCHOOL DISTRICT

ORANGE COUNTY SUPERINTENDENT OF SCHOOLS

BY: \_\_\_\_\_  
Authorized Signature

BY:  \_\_\_\_\_  
Authorized Signature

PRINT NAME: \_\_\_\_\_

PRINT NAME: Patricia McCaughey

TITLE: \_\_\_\_\_

TITLE: Administrator

DATE: \_\_\_\_\_

DATE: June 4, 2018

FVSD-Amendment-Bus Plus (42950)2018-19  
ZIP 6



Fountain Valley School District  
**BUSINESS SERVICES DIVISION**

**M E M O R A N D U M**

TO: Board of Trustees  
FROM: Christine Fullerton, Assistant Superintendent Business Services  
Isidro Guerra, Director, Fiscal Services  
SUBJECT: **Adoption of Resolution 2018-33 Temporary Inter-Fund Transfers from Fund 40**  
DATE: June 15, 2018

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**Background:**

Due to the timing of when State Apportionments are received throughout the 2018-19 school year, it may be necessary for cash flow purposes that the District completes a temporary transfer from Fund 40 into any fund with a negative balance. The amount of this borrowing is not to exceed \$4,000,000. In accordance with Education Code 42603, any transfer shall be repaid by the close of the fiscal year or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year end.

**Recommendation:**

It is recommended that the Board of Trustees adopts **RESOLUTION 2018-33**, the temporary inter-fund transfer of funds from Fund 40.

**RESOLUTION NO. 2018-33**  
**of the**  
**BOARD OF TRUSTEES**  
**FOUNTAIN VALLEY SCHOOL DISTRICT**

**RESOLUTION TO ESTABLISH TEMPORARY INTERFUND TRANSFERS OF  
SPECIAL OR RESTRICTED FUND MONIES**

WHEREAS, the governing board of any school may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by education code section 42603; and

WHEREAS, the transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account; and

WHEREAS, no more than 75 percent of the maximum of monies held in any fund or account during a current fiscal year may be transferred; and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year;

NOW THEREFORE, BE IT RESOLVED, that the Governing Board of the Fountain Valley School District, in accordance with the provisions of Education Code Section 42603 authorizes the Administration to make temporary transfers to cover payment of obligations from any fund or account.

PASSED AND ADOPTED this 21<sup>st</sup> day of June, 2018.

Ayes: \_\_\_\_\_  
Noes: \_\_\_\_\_  
Absent: \_\_\_\_\_  
Abstain: \_\_\_\_\_

\_\_\_\_\_  
Clerk of the Board of Trustees  
Fountain Valley School District

2018/2019

**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 6, 2018  
Subject: **Non-Public Agency/School Contracts**

Board Meeting Date: June 21, 2018

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
N/A	Cornerstone Therapies W19014	N/A	July 1, 2018 to June 30, 2019
N/A	Del Sol School W19015	N/A	July 1, 2018 to June 30, 2019
	Del Sol School W19016	\$48,626.00	July 1, 2018 to June 30, 2019
	Del Sol School W19017	\$57,816.00	July 1, 2018 to June 30, 2019
N/A	Olive Crest Academy W19018	N/A	July 1, 2018 to June 30, 2019
	Olive Crest Academy W19019	\$50,537.53	July 1, 2018 to June 30, 2019
	Olive Crest Academy W19020	\$48,142.00	July 1, 2018 to June 30, 2019
	Olive Crest Academy W19021	\$50,537.53	July 1, 2018 to June 30, 2019
N/A	Port View Preparatory, Inc. W19022	N/A	July 1, 2018 to June 30, 2019
	Port View Preparatory, Inc. W19023	\$114,950.00	July 1, 2018 to June 30, 2019

Approved by the FVSD Board of Trustees  
June 21, 2018

Dr. Mark Johnson  
Superintendent

Date:



*NONPUBLIC, NONSECTARIAN  
SCHOOL/AGENCY SERVICES*

*MASTER CONTRACT*

***W19014***

*CORNERSTONE THERAPIES*

*FOUNTAIN VALLEY SCHOOL DISTRICT*

***2018-2019***



**EXHIBIT A: RATES**

**CONTRACTOR** Cornerstone Therapies  
**(NONPUBLIC SCHOOL OR AGENCY)**

**CONTRACTOR NUMBER** W19014 2018-2019  
**(CONTRACT YEAR)**

**Per CDE Certification, total enrollment may not exceed** \_\_\_\_\_

**If blank, the number shall be as determine by CDE Certification.**

**Rate Schedule.** This rate schedule limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Special education and/or related services offered by CONTRACTOR, and the charges for such educational and/or related services during the term of this contract shall be as follows:

Payment under this contract may not exceed \_\_\_\_\_  
 Total LEA enrollment may not exceed \_\_\_\_\_

**A. Basic Education Program/Special Education Instruction**  
Basic Education Program/Dual Enrollment

Rate	Period
_____	_____
_____	_____

Per diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally.

**B. Related Services**

(1)	a. Language and Speech Therapy – Clinic	\$ 88.05	Per Hour
	b. Language and Speech Therapy – School/Home (Off Site)	\$ 103.59	Per Hour
	c. Language and Speech Therapy – Group	_____	_____
	d. Language and Speech Therapy – Per diem	_____	_____
	e. Language and Speech – Consultation Rate (Off Site)	\$ 103.59	Per Hour
(2)	a. Occupational Therapy – Clinic	\$ 88.05	Per Hour
	b. Occupational Therapy – School/Home (Off Site)	\$ 102.08	Per Hour
	c. Occupational Therapy – Group	_____	_____
	d. Occupational Therapy – Per diem	_____	_____
	e. Occupational Therapy – Consultation Rate (Off Site)	\$ 102.08	Per Hour
(3)	a. Physical Therapy – Clinic	\$ 88.05	Per Hour
	b. Physical Therapy – School/Home (Off Site)	\$ 102.08	Per Hour
	c. Physical Therapy – Group	_____	_____
	d. Physical Therapy – Per diem	_____	_____
	e. Physical Therapy – Consultation Rate (Off Site)	\$ 102.08	Per Hour
(4)	a. ABA – 1:1 IBI Master – Clinic	\$ 75.00	Per Hour
	b. ABA – 1:1 IBI Master – School/Home (Off Site)	\$ 85.00	Per Hour
	c. ABA – 1:1 BCBA Board Certified – Clinic	\$ 50.00	Per Hour
	d. ABA – 1:1 BCBA Board Certified – School/Home (Off Site)	\$ 70.00	Per Hour
	e. ABA – 1:1 BA Level RBT Certified – Clinic	\$ 50.00	Per Hour
	f. ABA – 1:1 BA Level RBT Certified – School/Home (Off Site)	\$ 65.00	Per Hour
	g. ABA – 1:1 H.S. Diploma RBT Certified – Clinic	\$ 50.00	Per Hour
	h. ABA – 1:1 H.S. Diploma RBT Certified – School/Home (Off Site)	\$ 60.00	Per Hour
(5)	IEP Meeting	\$ 102.08	Per Hour
(6)	Evaluations – Clinic	\$ 228.56	Per Hour up to 2hrs
		\$ 88.05	Additional hour

*NONPUBLIC, NONSECTARIAN  
SCHOOL/AGENCY SERVICES*

*MASTER CONTRACT*

**W19015**

*DEL SOL SCHOOL*

*FOUNTAIN VALLEY SCHOOL DISTRICT*

**2018-2019**

**63. DEBARMENT CERTIFICATION**

By signing this agreement, CONTRACTOR certifies that:

- (a) CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Has/have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the 1<sup>st</sup> day of July 2018 and terminates at 5:00 P.M. on June 30, 2019, unless sooner terminated as provide herein.

CONTRACTOR,  
Del Sol School  
 Nonpublic School/Agency

LEA,  
Fountain Valley School District

By: \_\_\_\_\_  
 Signature Date  
 \_\_\_\_\_  
 Name and Title of Authorized Representative

By: \_\_\_\_\_  
 Signature Date  
Dr. Mark Johnson, Superintendent  
 Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

\_\_\_\_\_  
 Name  
Del Sol School  
 Nonpublic School/Agency/Related Service Provider

\_\_\_\_\_  
Address

\_\_\_\_\_  
 City State Zip

\_\_\_\_\_  
 Phone Fax

\_\_\_\_\_  
Email

Notices to LEA shall be addressed to the designees as set forth on Exhibit C

**EXHIBIT A: RATES**

**CONTRACTOR** Del Sol School  
**(NONPUBLIC SCHOOL OR AGENCY)**

**CONTRACTOR NUMBER** WI9015 2018-2019  
**(CONTRACT YEAR)**

**Per CDE Certification, total enrollment may not exceed** \_\_\_\_\_

**If blank, the number shall be as determine by CDE Certification.**

**Rate Schedule.** This rate schedule limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Special education and/or related services offered by CONTRACTOR, and the charges for such educational and/or related services during the term of this contract shall be as follows:

Payment under this contract may not exceed \_\_\_\_\_  
 Total LEA enrollment may not exceed \_\_\_\_\_

**A. Basic Education Program/Special Education Instruction**  
 Basic Education Program/Dual Enrollment

Rate	Period
\$ 234.00	Per Diem

Per diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally.

**B. Related Services**

(1) a. Transportation – Round Trip	_____	_____
b. Transportation – One Way	_____	_____
c. Public Transportation	_____	_____
d. Parent*	_____	_____
(2) a. Educational Counseling – Individual	\$ 48.00	Per Hour
b. Educational Counseling – Group of _____	_____	_____
c. Counseling – Parent	_____	_____
(3) a. Adapted Physical Education – Individual	_____	_____
b. Adapted Physical Education – Group of _____	_____	_____
c. Adapted Physical Education – Group of _____	_____	_____
(4) a. Language and Speech Therapy – Individual	\$ 110.00	Per Hour
b. Language and Speech Therapy – Group of 2	\$ 110.00	Per Hour
c. Language and Speech Therapy – Group of 3	_____	_____
d. Language and Speech Therapy – Per diem	_____	_____
e. Language and Speech – Consultation Rate	_____	_____
(5) a. Additional Classroom Aide – Individual (must be authorized on IEP)	_____	_____
b. Additional Instructional Assistant – Group of 2	_____	_____
c. Additional Instructional Assistant – Group of 3	_____	_____
(6) Intensive Special Education Instruction**	_____	_____
(7) a. Occupational Therapy – Individual	_____	_____
b. Occupational Therapy – Group of 2	_____	_____
c. Occupational Therapy – Group of 3	_____	_____
d. Occupational Therapy – Group of 4 - 7	_____	_____
e. Occupational Therapy – Consultation Rate	_____	_____
(8) Physical Therapy	_____	_____
(9) a. Behavior Intervention (BID)	\$ 90.00	Per Hour
b. Behavior Intervention and Implementation (BII) – 1:1	\$ 48.00	Per Hour
c. Behavior Intervention and Implementation (BII/2) – 1:2 ratio	_____	_____
d. Behavior Intervention – Supervision	_____	_____
Provided by: _____	_____	_____
(10) Psychological Services / Mental Health / School Psychology Assessment	\$ 90.00	Per Hour

\*Parent transportation reimbursement rates are to be determined by the LEA.

\*\*By credentialed Special Education Teacher.

2018/2019

HBUHSD Contract # W19016

Please refer to this number on correspondence, invoices, etc.

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

This agreement is effective on July 1, 2018 or the date student begins attending a nonpublic school or begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2019, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency (LEA)	FOUNTAIN VALLEY SCHOOL DISTRICT			Nonpublic School/Agency	DEL SOL SCHOOL		
Address	10055 SLATER AVENUE			Address	5340 MYRA AVENUE, SUITE A		
City, State Zip	FOUNTAIN VALLEY, CA 92708			City, State, Zip	CYPRESS, CA 90630		
LEA Case Manager	JENNY MC CANN			Phone	714-828-6409	Fax	714-828-3400
				E-Mail	DRKIM@DELSOLSCHOOL.COM		
Student Last Name	Student First Name			Program Contact Name	DR. KIM B. HUYNEN		
D.O.B.	I.D. #			Phone	714-828-6409	Fax	714-828-3400
				E-Mail	WWW.DELSOLSCHOOL.COM		
Grade Level	Sex (M or F)	Education Schedule – Regular School Year					
Parent/Guardian Last Name	Parent/Guardian First Name	Number of Days	189	Number of Weeks	40		
Address				Education Schedule – Extended School Year			
City, State Zip				Number of Days	N/A	Number of Weeks	N/A
				Contract Begins	07/01/18	Ends	06/30/19
Home Phone	Business/Mobile Phone	Master Contract Approved by the Governing Board on:				06/21/18	

**DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES:**

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per dy/wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER (Specify)			Reg School Year	ESY	
A. BASIC EDUCATION		X			\$ 234.00	PER DIEM	189		\$ 44,226.00
B. RELATED SERVICES									
1. Transportation									
a. Paid to NPS/A									
b. Reimburse Parent									
2. Counseling									
a. Group									
b. Individual									
c. Family									
3. Adapted P.E.									
4. Speech/Language									
a. Therapy - Group		X			\$110.00/hr	2x30min/wk	40		\$ 4,400.00
b. Consultation									
5. Occupational Therapy									
a. Therapy									
b. Consultation									

Please refer to this number on correspondence, invoices, etc.

B. RELATED SERVICES (cont'd)	PROVIDER				Cost and Duration of Session	Number of Sessions per dy/wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER (Specify)			Reg School Year	ESY	
6. Physical Therapy									
a. Therapy									
b. Consultation									
7. ABA - Behavior Intervention									
a. Consult									
b. Direct									
c. Supervision									
d. Assessment									
8. One-to-One Aide									
9. Other									
10. Residential Services									
a. Board and Care									
b. Mental Health Services									
c. Transportation Public Carrier									
						A + B TOTAL COST		\$ 48,626.00	

ESTIMATED MAXIMUM RELATED SERVICES COST (B) \$ 4,400.00

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/RELATED SERVICES COSTS (A+B) \$ 48,626.00

Other Provisions/Attachments:

Progress Reporting Requirements: \_\_\_\_\_ Quarterly \_\_\_\_\_ Monthly X Trimester \_\_\_\_\_ Other (Specify)

APPROVED BY THE GOVERNING BOARD OF 06/21/18

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA-

DEL SOL SCHOOL  
(Name of Nonpublic School/Agency)

FOUNTAIN VALLEY SCHOOL DISTRICT  
(Name of School District)

\_\_\_\_\_  
(Contracting Officer's Signature) (Date)

\_\_\_\_\_  
(Signature) (Date)

\_\_\_\_\_  
(Name and Title)

DR. MARK JOHNSON, SUPERINTENDENT  
(Name of Superintendent or Authorized Designee)



2018/2019

HBUHSD Contract # W19017

Please refer to this number on correspondence, invoices, etc.

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

This agreement is effective on July 1, 2018 or the date student begins attending a nonpublic school or begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2019, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency (LEA)	FOUNTAIN VALLEY SCHOOL DISTRICT		Nonpublic School/Agency	DEL SOL SCHOOL	
Address City, State Zip	10055 SLATER AVENUE FOUNTAIN VALLEY, CA 92708		Address City, State, Zip	5340 MYRA AVENUE, SUITE A CYPRESS, CA 90630	
LEA Case Manager	GAYLE PARRA		Phone	714-828-6409	Fax 714-828-3400
			E-Mail	DRKIM@DELSOLSCHOOL.COM	
Student Last Name	Student First Name	Program Contact Name		DR. KIM B. HUYNEN	
D.O.B.	I.D. #	Phone	714-828-6409	Fax	714-828-3400
		E-Mail	WWW.DEELSOLSCHOOL.COM		
Grade Level	Sex (M or F)	Education Schedule – Regular School Year			
Parent/Guardian Last Name	Parent/Guardian First Name	Number of Days	189	Number of Weeks	40
Address City, State Zip	(Foster Family Home)		Education Schedule – Extended School Year		
		Number of Days	20	Number of Weeks	5
		Contract Begins	07/01/18	Ends	06/30/19
Home Phone	Business/Mobile Phone	Master Contract Approved by the Governing Board on:			06/21/18

**DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES:**

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per dy/wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER (Specify)			Reg School Year	ESY	
A. BASIC EDUCATION		X			\$ 234.00	PER DIEM	189	20	\$ 48,906.00
B. RELATED SERVICES									
1. Transportation									
a. Paid to NPS/A									
b. Reimburse Parent									
2. Counseling									
a. Group									
b. Individual									
c. Family									
3. Adapted P.E.									
4. Speech/Language									
a. Therapy - Individual		X			\$110.00/hr	1x30min/wk	40		\$ 2,200.00
b. Therapy - Individual - ESY Only		X			\$110.00/hr	2x30min/wk		5	\$ 550.00
c. Therapy - Group		X			\$110.00/hr	1x30min/wk	40		\$ 2,200.00
d. Therapy - Group - ESY Only									
e. Consultation									

Please refer to this number on correspondence, invoices, etc.

B. RELATED SERVICES (cont'd)	PROVIDER				Cost and Duration of Session	Number of Sessions per dy/wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER (Specify)			Reg School Year	ESY	
6. Physical Therapy									
a. Therapy									
b. Consultation									
7. ABA - Behavior Intervention		X			\$90.00/hr	1x240min/mo	10	1	\$ 3,960.00
a. Consult									
b. Direct									
c. Supervision									
d. Assessment									
8. One-to-One Aide									
9. Other									
10. Residential Services									
a. Board and Care									
b. Mental Health Services									
c. Transportation Public Carrier									
						A + B TOTAL COST		\$ 57,816.00	

ESTIMATED MAXIMUM RELATED SERVICES COST (B) \$ 8,910.00

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/RELATED SERVICES COSTS (A+B) \$ 57,816.00

Other Provisions/Attachments:

Progress Reporting Requirements: \_\_\_\_\_ Quarterly \_\_\_\_\_ Monthly X Trimester \_\_\_\_\_ Other (Specify)

APPROVED BY THE GOVERNING BOARD ON 06/21/18

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA-

DEL SOL SCHOOL  
(Name of Nonpublic School/Agency)

FOUNTAIN VALLEY SCHOOL DISTRICT  
(Name of School District)

\_\_\_\_\_  
(Contracting Officer's Signature) (Date)

\_\_\_\_\_  
(Signature) (Date)

\_\_\_\_\_  
(Name and Title)

DR. MARK JOHNSON, SUPERINTENDENT  
(Name of Superintendent or Authorized Designee)

*NONPUBLIC, NONSECTARIAN  
SCHOOL/AGENCY SERVICES*

*MASTER CONTRACT*

**W19018**

*OLIVE CREST ACADEMY*

*FOUNTAIN VALLEY SCHOOL DISTRICT*

**2018-2019**

**63. DEBARMENT CERTIFICATION**

By signing this agreement, CONTRACTOR certifies that:

- (a) CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Has/have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the 1<sup>st</sup> day of July 2018 and terminates at 5:00 P.M. on June 30, 2019, unless sooner terminated as provide herein.

CONTRACTOR,  
Olive Crest Academy  
 Nonpublic School/Agency

LEA,  
Fountain Valley School District

By: \_\_\_\_\_  
 Signature Date  
 \_\_\_\_\_  
 Name and Title of Authorized Representative

By: \_\_\_\_\_  
 Signature Date  
Dr. Mark Johnson, Superintendent  
 Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

\_\_\_\_\_  
 Name  
Olive Crest Academy  
 Nonpublic School/Agency/Related Service Provider

\_\_\_\_\_  
 Address

\_\_\_\_\_  
 City State Zip

\_\_\_\_\_  
 Phone Fax

\_\_\_\_\_  
 Email

Notices to LEA shall be addressed to the designees as set forth on Exhibit C

**EXHIBIT A: RATES**

**CONTRACTOR** Olive Crest Academy **CONTRACTOR NUMBER** W19018 **2018-2019**  
**(NONPUBLIC SCHOOL OR AGENCY)** (CONTRACT YEAR)

**Per CDE Certification, total enrollment may not exceed** \_\_\_\_\_ **If blank, the number shall be as determine by CDE Certification.**

**Rate Schedule.** This rate schedule limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Special education and/or related services offered by CONTRACTOR, and the charges for such educational and/or related services during the term of this contract shall be as follows:

Payment under this contract may not exceed \_\_\_\_\_  
 Total LEA enrollment may not exceed \_\_\_\_\_

	Rate	Period
<b>A. Basic Education Program/Special Education Instruction</b>	\$ 184.75	Per Diem
Basic Education Program/Dual Enrollment		

Per diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally.

<b>B. Related Services</b>		
(1) a. Transportation – Round Trip	45.46 / 55.96 / 66.56	Per Day
b. Transportation – One Way		
c. Public Transportation		
d. Parent*		
(2) a. Educational Counseling – Individual	Inclusive	30-min Session
b. Educational Counseling – Group of _____	Inclusive	30-min Session
c. Counseling – Parent	\$ 109.22	Per Hour
(3) a. Adapted Physical Education – Individual		
b. Adapted Physical Education – Group of _____		
(4) a. Language and Speech Therapy – Individual	\$ 55.71	30-min Session
b. Language and Speech Therapy – Group of 2	\$ 55.71	30-min Session
c. Language and Speech Therapy – Group of 3		
d. Language and Speech – Assessment	\$ 127.58	Per Hour
e. Language and Speech – Consultation Rate		
(5) a. Additional Classroom Aide – Individual (must be authorized on IEP)		
b. Additional Instructional Assistant – Group of 2		
c. Additional Instructional Assistant – Group of 3		
(6) Intensive Special Education Instruction**		
(7) Physical Therapy		
(8) a. Behavior Intervention and Development (BID)	Inclusive	Per Hour
b. Behavior Intervention and Implementation (BII)	Inclusive	Per Hour
c. Behavior Intervention – Supervision		
Provided by: _____		
d. Behavior Support Services (outside of school hours)	\$ 109.22	Per Hour
(9) a. Behavioral Assistant – 1:1 Classroom	\$ 122.08	Per Day
b. Behavioral Assistant – During Transit	\$ 63.70	Per Day
(10) Translation Services	\$ 75.00	Per IEP
(11) Nursing Services	\$ 95.00	Per Day
(12) Re-Connect Program		
a. In-home Assessment and Plan Development (up to 4 hours)	\$ 125.00	Per Hour
b. Student Counseling	\$ 125.00	Per Hour
c. Parent Counseling	\$ 125.00	Per Hour

\*Parent transportation reimbursement rates are to be determined by the LEA.  
 \*\*By credentialed Special Education Teacher.

2018/2019

HBUHSD Contract # W19019  
 Please refer to this number on correspondence, invoices, etc.

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

This agreement is effective on July 1, 2018 or the date student begins attending a nonpublic school or begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2019, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency (LEA)	FOUNTAIN VALLEY SCHOOL DISTRICT		Nonpublic School/Agency	OLIVE CREST ACADEMY	
Address	10055 SLATER AVENUE		Address	2190 N. CANAL STREET	
City, State Zip	FOUNTAIN VALLEY, CA 92708		City, State, Zip	ORANGE, CA 92865	
LEA Case Manager	BILLY WILSON		Phone	714-998-6571	Fax
			E-Mail		
Student Last Name	Student First Name	Program Contact Name			
D.O.B.	I.D. #	Phone		Fax	
		E-Mail			
Grade Level	Sex (M or F)	Education Schedule – Regular School Year			
Parent/Guardian Last Name	Parent/Guardian First Name	Number of Days	180	Number of Weeks	38
Address	Education Schedule – Extended School Year				
City, State Zip	Number of Days		20	Number of Weeks	
				5	
	Contract Begins		07/01/18	Ends	06/30/19
Home Phone	Business/Mobile Phone	Master Contract Approved by the Governing Board on:			06/21/18

**DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES:**

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per dy/wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER (Specify)			Reg School Year	ESY	
A. BASIC EDUCATION		X			\$ 184.75	PER DIEM	180	20	\$ 36,950.00
B. RELATED SERVICES									
1. Transportation						Zone 2			
a. Paid to NPS/A		X			\$ 55.96/day	1 RT/Daily	180	20	\$ 11,192.00
b. Reimburse Parent									
2. Counseling									
a. Group		X			INCLUSIVE	1x30min/wk	38	5	\$ -
b. Individual		X			INCLUSIVE	1x30min/wk	38	5	\$ -
c. Family									
3. Adapted P.E.									
4. Speech/Language									
a. Therapy		X			\$55.71/30min	1x30min/wk	38	5	\$ 2,395.53
b. Consultation									
5. Occupational Therapy									
a. Therapy									
b. Consultation									

Please refer to this number on correspondence, invoices, etc.

B. RELATED SERVICES (cont'd)	PROVIDER				Cost and Duration of Session	Number of Sessions per dy/wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER (Specify)			Reg School Year	ESY	
6. Physical Therapy									
a. Therapy									
b. Consultation									
7. ABA - Behavior Intervention									
a. BII - Implementation		X			INCLUSIVE	5x60min/wk	38	5	\$ -
b. BID - Development		X			INCLUSIVE	1x60min/mo	11	1	\$ -
c. Supervision									
d. Assessment									
8. One-to-One Aide									
9. Other									
10. Residential Services									
a. Board and Care									
b. Mental Health Services									
c. Transportation Public Carrier									
							<b>A + B TOTAL COST</b>		<b>\$ 50,537.53</b>

ESTIMATED MAXIMUM RELATED SERVICES COST (B) \$ 13,587.53

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/RELATED SERVICES COSTS (A+B) \$ 50,537.53

Other Provisions/Attachments:

Progress Reporting Requirements: Quarterly Monthly X Trimester Other (Specify)

APPROVED BY THE GOVERNING BOARD ON: 06/21/18

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA-

OLIVE CREST ACADEMY  
(Name of Nonpublic School/Agency)

FOUNTAIN VALLEY SCHOOL DISTRICT  
(Name of School District)

\_\_\_\_\_  
(Contracting Officer's Signature) (Date)

\_\_\_\_\_  
(Signature) (Date)

\_\_\_\_\_  
(Name and Title)

DR. MARK JOHNSON, SUPERINTENDENT  
(Name of Superintendent or Authorized Designee)

2018/2019

HBUHSD Contract # W19020  
 Please refer to this number on correspondence, invoices, etc.

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

This agreement is effective on July 1, 2018 or the date student begins attending a nonpublic school or begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2019, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency (LEA)	FOUNTAIN VALLEY SCHOOL DISTRICT		Nonpublic School/Agency	OLIVE CREST ACADEMY	
Address	10055 SLATER AVENUE		Address	2190 N. CANAL STREET	
City, State, Zip	FOUNTAIN VALLEY, CA 92708		City, State, Zip	ORANGE, CA 92865	
LEA Cnse Manager	IRENE TURNER		Phone	714-998-6571	Fax
			E-Mail		
Student Last Name	Student First Name	Program Contact Name			
D.O.B.	I.D. #	Phone		Fax	
		E-Mail			
Grade Level	Sex (M or F)	Education Schedule – Regular School Year			
Parent/Guardian Last Name	Parent/Guardian First Name	Number of Days	180	Number of Weeks	38
Address	Education Schedule – Extended School Year				
City, State, Zip	Number of Days		20	Number of Weeks	5
	Contract Begins		07/01/18	Ends	06/30/19
Home Phone	Business/Mobile Phone	Master Contract Approved by the Governing Board on:			06/21/18

**DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES:**

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per dy/wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER (Specify)			Reg School Year	ESY	
A. BASIC EDUCATION		X			\$ 184.75	PER DIEM	180	20	\$ 36,950.00
B. RELATED SERVICES									
1. Transportation						Zone 2			
a. Paid to NPS/A		X			\$ 55.96/day	1 RT/Daily	180	20	\$ 11,192.00
b. Reimburse Parent									
2. Counseling									
a. Group		X			INCLUSIVE	1x30min/wk	38	5	\$ -
b. Individual		X			INCLUSIVE	1x30min/wk	38	5	\$ -
c. Family									
3. Adapted P.E.									
4. Speech/Language									
a. Therapy									
b. Consultation									
5. Occupational Therapy									
a. Therapy									
b. Consultation									



Please refer to this number on correspondence, invoices, etc.

B. RELATED SERVICES (cont'd)	PROVIDER				Cost and Duration of Session	Number of Sessions per dy/wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER (Specify)			Reg School Year	ESY	
6. Physical Therapy									
a. Therapy									
b. Consultation									
7. ABA - Behavior Intervention									
a. Consult									
b. Direct									
c. Supervision									
d. Assessment									
8. One-to-One Aide									
9. Other									
10. Residential Services									
a. Board and Care									
b. Mental Health Services									
c. Transportation Public Carrier									
						A + B TOTAL COST		\$ 48,142.00	

ESTIMATED MAXIMUM RELATED SERVICES COST (B) \$ 11,192.00

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/RELATED SERVICES COSTS (A+B) \$ 48,142.00

Other Provisions/Attachments:

Progress Reporting Requirements: Quarterly Monthly X Trimester Other (Specify)

APPROVED BY THE GOVERNING BOARD ON: 06/21/18

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA-

OLIVE CREST ACADEMY  
(Name of Nonpublic School/Agency)

FOUNTAIN VALLEY SCHOOL DISTRICT  
(Name of School District)

\_\_\_\_\_  
(Contracting Officer's Signature) (Date)

\_\_\_\_\_  
(Signature) (Date)

\_\_\_\_\_  
(Name and Title)

DR. MARK JOHNSON, SUPERINTENDENT  
(Name of Superintendent or Authorized Designee)

2018/2019

HBUHSD Contract # W19021

Please refer to this number on correspondence, invoices, etc.

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

This agreement is effective on July 1, 2018 or the date student begins attending a nonpublic school or begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2019, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency (LEA)	FOUNTAIN VALLEY SCHOOL DISTRICT		Nonpublic School/Agency	OLIVE CREST ACADEMY	
Address	10055 SLATER AVENUE		Address	2190 N. CANAL STREET	
City, State Zip	FOUNTAIN VALLEY, CA 92708		City, State, Zip	ORANGE, CA 92865	
LEA Case Manager	JENNY McCANN		Phone	714-998-6571	Fax
			E-Mail		
Student Last Name	Student First Name	Program Contact Name			
D.O.B.	I.D.#	Phone		Fax	
		E-Mail			
Grade Level	Sex (M or F)	Education Schedule – Regular School Year			
Parent/Guardian Last Name	Parent/Guardian First Name	Number of Days	180	Number of Weeks	38
Address	Education Schedule – Extended School Year				
City, State Zip	Number of Days	20	Number of Weeks	5	
	Contract Begins	07/01/18	Ends	06/30/19	
Home Phone	Business/Mobile Phone	Master Contract Approved by the Governing Board on:		06/21/18	

**DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES:**

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per dy/wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER (Specify)			Reg School Year	ESY	
A. BASIC EDUCATION		X			\$ 184.75	PER DIEM	180	20	\$ 36,950.00
B. RELATED SERVICES									
1. Transportation						Zone 2			
a. Paid to NPS/A		X			\$ 55.96/day	1 RT/Daily	180	20	\$ 11,192.00
b. Reimburse Parent									
2. Counseling									
a. Group		X			INCLUSIVE	1x30min/wk	38	5	\$ -
b. Individual		X			INCLUSIVE	1x30min/wk	38	5	\$ -
c. Family									
3. Adapted P.E.									
4. Speech/Language									
a. Therapy		X			\$55.71/30min	1x30min/wk	38	5	\$ 2,395.53
b. Consultation									
5. Occupational Therapy									
a. Therapy									
b. Consultation									

Please refer to this number on correspondence, invoices, etc.

B. RELATED SERVICES (cont'd)	PROVIDER				Cost and Duration of Session	Number of Sessions per dy/wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER (Specify)			Reg School Year	ESY	
6. Physical Therapy									
a. Therapy									
b. Consultation									
7. ABA - Behavior Intervention									
a. BII - Implementation		X			INCLUSIVE	5x60min/wk	38	5	\$ -
b. BID - Development		X			INCLUSIVE	1x60min/mo	11	1	\$ -
c. Supervision									
d. Assessment									
8. One-to-One Aide									
9. Other									
10. Residential Services									
a. Board and Care									
b. Mental Health Services									
c. Transportation Public Carrier									
<b>A + B TOTAL COST</b>									<b>\$ 50,537.53</b>

ESTIMATED MAXIMUM RELATED SERVICES COST (B) \$ 13,587.53

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/RELATED SERVICES COSTS (A+B) \$ 50,537.53

Other Provisions/Attachments:

Progress Reporting Requirements: Quarterly Monthly X Trimester Other (Specify)

APPROVED BY THE GOVERNING BOARD ON: 06/21/18

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA-

OLIVE CREST ACADEMY  
(Name of Nonpublic School/Agency)

FOUNTAIN VALLEY SCHOOL DISTRICT  
(Name of School District)

\_\_\_\_\_  
(Contracting Officer's Signature) (Date)

\_\_\_\_\_  
(Signature) (Date)

\_\_\_\_\_  
(Name and Title)

DR. MARK JOHNSON, SUPERINTENDENT  
(Name of Superintendent or Authorized Designee)

*NONPUBLIC, NONSECTARIAN  
SCHOOL/AGENCY SERVICES*

*MASTER CONTRACT*

**W19022**

*PORT VIEW PREPARATORY SCHOOL, INC.*

*FOUNTAIN VALLEY SCHOOL DISTRICT*

**2018-2019**

**63. DEBARMENT CERTIFICATION**

By signing this agreement, CONTRACTOR certifies that:

- (a) CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Has/have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the 1<sup>st</sup> day of July 2018 and terminates at 5:00 P.M. on June 30, 2019, unless sooner terminated as provide herein.

CONTRACTOR,  
Port View Preparatory School, Inc.  
 Nonpublic School/Agency

LEA,  
Fountain Valley School District

By: \_\_\_\_\_  
 Signature Date  
 \_\_\_\_\_  
 Name and Title of Authorized Representative

By: \_\_\_\_\_  
 Signature Date  
Dr. Mark Johnson, Superintendent  
 Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

\_\_\_\_\_  
 Name  
Port View Preparatory School, Inc.  
 Nonpublic School/Agency/Related Service Provider

\_\_\_\_\_  
Address

\_\_\_\_\_  
 City State Zip

\_\_\_\_\_  
 Phone Fax

\_\_\_\_\_  
Email

Notices to LEA shall be addressed to the designees as set forth on Exhibit C

**EXHIBIT A: RATES**

**CONTRACTOR** Port View Preparatory School **CONTRACTOR NUMBER** W19022 **2018-2019**  
**(NONPUBLIC SCHOOL OR AGENCY)** (CONTRACT YEAR)

**Per CDE Certification, total enrollment may not exceed** \_\_\_\_\_ **If blank, the number shall be as determine by CDE Certification.**

**Rate Schedule.** This rate schedule limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Special education and/or related services offered by CONTRACTOR, and the charges for such educational and/or related services during the term of this contract shall be as follows:

Payment under this contract may not exceed \_\_\_\_\_  
 Total LEA enrollment may not exceed \_\_\_\_\_

	Rate	Period
A. <u>Basic Education Program/Special Education Instruction</u>	\$ 185.00	Per Diem
Basic Education Program/Dual Enrollment		

Per diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally.

**B. Related Services**

	Rate based on P/U & D/O Location	Per Day
(1) a. Transportation – Round Trip		
b. Transportation – One Way		
c. Public Transportation		
d. Parent*		
(2) a. Counseling – Individual		
b. Counseling – Group	\$ 150.00	Per Hour
c. Counseling – Consultation Rate		
(3) a. Parent Counseling & Training – Individual	\$ 100.00	Per Hour
b. Parent Counseling & Training – Group	\$ 45.00	Per Hour
c. Parent Counseling & Training – Consultation Rate	\$ 100.00	Per Hour
(4) a. Behavior Intervention – Classroom Support Provider (must be authorized on IEP)	\$35.00 - \$45.00	Per Hour
b. Behavior Intervention – Classroom Support Specialist (authorization required)	\$ 50.00	Per Hour
c. Behavior Intervention – Transportation Support Provider (authorization req'd)	\$ 35.00	Per Hour
(5) a. Language and Speech Therapy – Individual	\$ 120.00	Per Hour
b. Language and Speech Therapy – Group	\$ 80.00	Per Hour
c. Language and Speech – Assessment		
d. Language and Speech – Consultation Rate	\$ 120.00	Per Hour
(6) a. Occupational Therapy	\$ 100.00	31-60 Minutes
b. Occupational Therapy	\$ 85.00	1-30 Minutes
c. Occupational Therapy – Consultation Rate	\$ 135.00	Per Hour
(7) a. Physical Therapy – Individual	\$ 100.00	Per Hour
b. Physical Therapy – Group	\$ 85.00	Per Hour
c. Physical Therapy – Consultation Rate	\$ 135.00	Per Hour
(8) a. Assistive Technology Services – Individual	\$ 110.00	Per Hour
b. Assistive Technology Services – Group	\$ 80.00	Per Hour
c. Assistive Technology Services – Consultation Rate	\$ 110.00	Per Hour

\*Parent transportation reimbursement rates are to be determined by the LEA.

2018/2019

HBUHSD Contract # W19023

Please refer to this number on correspondence, invoices, etc.

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

This agreement is effective on July 1, 2018 or the date student begins attending a nonpublic school or begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2019, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency (LEA)	FOUNTAIN VALLEY SCHOOL DISTRICT		Nonpublic School/Agency	PORT VIEW PREPARATORY SCHOOL, INC.	
Address City, State Zip	10055 SLATER AVENUE FOUNTAIN VALLEY, CA 92708		Address City, State, Zip	23705 VIA DEL RIO YORBA LINDA, CA 92887	
LEA Case Manager	CARA ROBINSON		Phone	714-463-6391	Fax 714-998-6573
			E-Mail		
Student Last Name	Student First Name	Program Contact Name			
D.O.B.	I.D. #	Phone		Fax	
			E-Mail		
Grade Level	Sex (M or F)	Education Schedule – Regular School Year			
Parent/Guardian Last Name	Parent/Guardian First Name	Number of Days	185	Number of Weeks	38
Address City, State Zip			Education Schedule – Extended School Year		
		Number of Days	35	Number of Weeks	7
		Contract Begins	07/01/18	Ends	06/30/19
Home Phone	Business/ Mobile Phone	Master Contract Approved by the Governing Board on:		06/21/18	

**DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES:**

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per dy/wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER (Specify)			Reg School Year	ESY	
A. BASIC EDUCATION		X			\$ 185.00	PER DIEM	185	35	\$ 40,700.00
B. RELATED SERVICES									
1. Transportation									
a. Paid to NPS/A									
b. Reimburse Parent									
2. Counseling									
a. Group									
b. Individual									
3. Adapted P.E.									
4. Speech/Language									
a. Therapy - Individual		X			\$ 120.00/hour	4x15min/wk	38	7	\$ 5,400.00
b. Therapy - Group		X			\$ 80.00/hour	1x30min/wk	38	7	\$ 1,800.00
c. Consultation									
5. Occupational Therapy									
a. Therapy		X			\$ 85.00/30min	2x30min/wk	38	7	\$ 7,650.00
b. Consultation									

Please refer to this number on correspondence, invoices, etc.

B. RELATED SERVICES (cont'd)	PROVIDER				Cost and Duration of Session	Number of Sessions per dy/wt/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER (Specify)			Reg School Year	ESY	
6. Physical Therapy									
a. Therapy									
b. Consultation									
7. ABA - Behavior Intervention									
a. Consult									
b. Direct									
c. Supervision									
d. Assessment									
8. One-to-One Aide - Classroom Support (ABA Trained)		X			\$ 45.00/hour	1x360min/day	185	35	\$ 59,400.00
9. Other:									
10. Residential Services									
a. Board and Care									
b. Mental Health Services									
c. Transportation Public Carrier									
							<b>A + B TOTAL COST</b>		<b>\$ 114,950.00</b>

ESTIMATED MAXIMUM RELATED SERVICES COST (B) \$ \$ 74,250.00

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/RELATED SERVICES COSTS (A+B) \$ \$ 114,950.00

Other Provisions/Attachments:

Progress Reporting Requirements: \_\_\_\_\_ Quarterly \_\_\_\_\_ Monthly X Trimester \_\_\_\_\_ Other (Specify) \_\_\_\_\_

APPROVED BY THE GOVERNING BOARD ON 06/21/18

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA-

PORT VIEW PREPARATORY SCHOOL, INC.  
(Name of Nonpublic School/Agency)

FOUNTAIN VALLEY SCHOOL DISTRICT  
(Name of School District)

\_\_\_\_\_  
(Contracting Officer's Signature) (Date)

\_\_\_\_\_  
(Signature) (Date)

\_\_\_\_\_  
(Name and Title)

DR. MARK JOHNSON, SUPERINTENDENT  
(Name of Superintendent or Authorized Designee)