



Fountain Valley School District

BOARD OF TRUSTEES  
REGULAR MEETING

**A G E N D A**

Board Room  
10055 Slater Avenue  
Fountain Valley, CA

**March 12, 2020**

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

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

**BOARD WORKSHOPS**

**1. CURRICULUM MATERIAL ADOPTION UPDATE**

Assistant Superintendent, Educational Services, Dr. Steve McLaughlin will update the Board of Trustees on curriculum material adoptions currently underway in the areas of elementary and middle school science, middle school history, and elementary tier III reading intervention for special education.

- PUBLIC COMMENTS

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

- CLOSED SESSION

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

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

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

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

- Public Employee Performance Evaluation: *Government Code Section 54957 & 54957.1*

The Board will meet in closed session to discuss the annual performance evaluation of the superintendent.

- OPEN SESSION: 6:30PM
- PLEDGE OF ALLEGIANCE led by Girl Scout Troop 7405.

### **SPECIAL PRESENTATIONS**

#### **2. RECOGNITION OF PLAVAN PARENT VOLUNTEERS**

It is an interest of the Board of Trustees to recognize outstanding parent volunteers who give generously of their time and talents to our schools. From Plavan School, the Board shall recognize and thank Myra Tuiolosega and Tara Yager.

#### **3. RECOGNITION OF COX SCHOOL PARENT VOLUNTEERS**

It is an interest of the Board of Trustees to recognize outstanding parent volunteers who give generously of their time and talents to our schools. From Cox School, the Board shall recognize and thank Stacy Joiner and Kelly Bradshaw.

#### **4. RECOGNITION OF PLAVAN SCHOOL STUDENTS**

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

#### **5. RECOGNITION OF COX SCHOOL STUDENTS**

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

- RECESS

### **STAFF REPORTS AND PRESENTATIONS**

#### **6. SECOND INTERIM REPORT PRESENTATION (WRITTEN AND ORAL)**

Assistant Superintendent, Business, Chris Fullerton and Director, Fiscal Services, Isidro Guerra will present and review with the Board of Trustees the Second Interim Report for the Fountain Valley School District.

## BOARD REPORTS AND COMMUNICATIONS

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

### PUBLIC HEARINGS

#### 7. PUBLIC HEARING ON INITIAL CONTRACT PROPOSALS BETWEEN FOUNTAIN VALLEY SCHOOL DISTRICT AND FOUNTAIN VALLEY EDUCATION ASSOCIATION

A public hearing shall be held for the purpose of receiving public comment on the initial contract proposals between the Fountain Valley School District and the Fountain Valley Education Association. Public input is welcome.

### PUBLIC COMMENTS

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

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

### LEGISLATIVE SESSION

#### 8. APPROVAL OF 2019-20 SECOND INTERIM REPORT

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

School districts are required to complete two interim financial reports during a fiscal year, the first as of October 31 and second as of January 31. The Interim Reports are filed with the County Department of Education and the State Controller's Office. School districts must conduct a review of their interim reports in accordance with state-adopted Criteria and Standards.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves the 2019-20 Second Interim Report.

#### 9. RESOLUTION 2020-08: APPROVAL OF GUARANTEED MAXIMUM PRICE FOR THE LEASE-LEASEBACK AGREEMENT WITH WEST COAST AIR CONDITIONING, INC. FOR THE MEASURE O

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

### **MODERNIZATION AND HVAC PROJECT AT GISLER ELEMENTARY SCHOOL**

On April 19, 2018, West Coast Air Conditioning, Inc. was awarded the preconstruction and lease-leaseback agreement for the remaining phases of the Measure O Modernization and HVAC Project. The preconstruction services have been completed and West Coast Air has solicited bids and selected subcontractors, and a Guaranteed Maximum Price (“GMP”) of \$6,554,589 has been negotiated. The GMP includes a contractor contingency of \$300,000. Outside of the GMP, the Project has a District Contingency of \$650,000 for unforeseen conditions and owner changes. The Division of State Architect has approved the plans and specifications for the Project on February 19, 2020.

Superintendent’s Recommendation: It is recommended that the Board of Trustees adopts Resolution 2020-08 approving the Guaranteed Maximum Price (GMP), contingencies, and DSA plans and specifications for the Measure O Modernization and HVAC Project at Gisler Elementary School.

### **10. RESOLUTION 2020-09: APPROVAL OF GUARANTEED MAXIMUM PRICE FOR THE LEASE-LEASEBACK AGREEMENT WITH WEST COAST AIR CONDITIONING, INC. FOR THE MEASURE O MODERNIZATION AND HVAC PROJECT AT TALBERT MIDDLE SCHOOL**

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2<sup>nd</sup> \_\_\_\_\_  
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On April 19, 2018, West Coast Air Conditioning, Inc. was awarded the preconstruction and lease-leaseback agreement for the remaining phases of the Measure O Modernization and HVAC Project. The preconstruction services have been completed and West Coast Air has solicited bids and selected subcontractors, and a Guaranteed Maximum Price (“GMP”) of \$7,657,760 has been negotiated. The GMP includes a contractor contingency of \$300,000. Outside of the GMP, the Project has a District Contingency of \$765,000 for unforeseen conditions and owner changes. The Division of State Architect has approved the plans and specifications for the Project on February 11, 2020.

Superintendent’s Recommendation: It is recommended that the Board of Trustees adopts Resolution 2020-09 approving the Guaranteed Maximum Price (GMP), contingencies, and DSA plans and specifications for the Measure O Modernization and HVAC Project at Talbert Middle School.

### **11. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS**

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

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

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

**Routine Items of Business**

- 11-A.** Board Meeting Minutes from February 13<sup>th</sup> regular meeting
- 11-B.** Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- 11-C.** Donations
- 11-D.** Warrants
- 11-E.** Purchase Order Listing
- 11-F.** Budget Transfers and Adjustments

**Consent Items**

**11-G. BOARD POLICY 5131.2 BULLYING (SECOND READING)**

Superintendent's Comments: It is recommended that the Board of Trustees approves Board Policy 5131.2 Bullying for second reading and adoption with necessary changes as indicated by the Board.

**11-H. APPROVAL OF SPECIAL EDUCATION EXTENDED SCHOOL YEAR PROGRAM**

Superintendent's Comments: It is recommended that the Board of Trustees approves the Extended School Year Program at Plavan Elementary School.

**11-I. SINGLE PLANS FOR STUDENT ACHIEVEMENT**

Superintendent's Comments: It is recommended that the Board of Trustees approves the School Plans for Student Achievement for Courreges, Cox, Fulton, Gisler, and Masuda Schools. The remaining School Plans for Student Achievement will be included on the March 26, 2020 Board of Trustees meeting agenda.

**11-J. RECEIPT OF FOUNTAIN VALLEY EDUCATION ASSOCIATION'S INITIAL PROPOSAL FOR 2020-21**

Superintendent's Comments: It is recommended that the Board of Trustees receives the 2020-21 initial contract proposals of the Fountain Valley Education Association.

**11-K. PRESENTATION OF FOUNTAIN VALLEY SCHOOL DISTRICT'S INITIAL PROPOSAL TO FOUNTAIN VALLEY EDUCATION ASSOCIATION JULY 1, 2020 – JUNE 30, 2023**

Superintendent's Comments: It is recommended that the Board of Trustees approves the 2020-21 initial contract proposals of the Fountain Valley School District to the Fountain Valley Education Association.

**11-L. APPROVAL OF CONTRACT BETWEEN FOUNTAIN VALLEY SCHOOL DISTRICT AND PROJECT LEAD THE WAY (PLTW) TO PROVIDE ACCESS TO THE PLTW PROGRAM TO MASUDA MIDDLE SCHOOL**

Superintendent's Comments: It is recommended that the Board of Trustees approves the contract between Masuda Middle School and PROJECT LEAD THE WAY to enable the school to continue with the elective program.

**SUPERINTENDENT'S COMMENTS/NEW ITEMS OF BUSINESS**

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

- CLOSED SESSION
- APPROVAL TO ADJOURN

**The next regular meeting of the Fountain Valley School District Board of Trustees is on Thursday, April 30, 2020 at 6:30pm**

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

*Regular Board meeting proceedings are tape recorded.*

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

Board meeting of March 12, 2020



Fountain Valley School District  
Educational Services

M E M O R A N D U M

TO: Board of Trustees  
FROM: Mark Johnson, Ed.D., Superintendent  
**SUBJECT: Curriculum Material Adoption Update**  
DATE: March 12, 2020

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**Background:**

Assistant Superintendent, Educational Services, Dr. Steve McLaughlin will update the Board of Trustees on curriculum material adoptions currently underway in the areas of elementary and middle school science, middle school history, and elementary tier III reading intervention for special education.



SO 2019-20/B20-27  
Fountain Valley School District  
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees  
FROM: Mark Johnson, Ed.D., Superintendent  
SUBJECT: **RECOGNITION OF PARENT VOLUNTEERS: PLAVAN SCHOOL**  
DATE: March 6, 2020

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**Background:**

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

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

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

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

**Plavan School**

♥ Myra Tuiolosega  
♥ Tara Yager





SO 2019-20/B20-28  
Fountain Valley School District  
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees  
FROM: Mark Johnson, Ed.D., Superintendent  
SUBJECT: **RECOGNITION OF PARENT VOLUNTEERS: COX SCHOOL**  
DATE: March 6, 2020

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**Background:**

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

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

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

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

**Cox School**

♥ Stacy Joiner  
♥ Kelly Bradshaw



Fountain Valley School District  
Educational Services

M E M O R A N D U M

TO: Board of Trustees  
FROM: Steve McLaughlin, Ed.D., Assistant Superintendent, Educational Services  
SUBJECT: **STUDENT RECOGNITION PROGRAM: PLAVAN**  
DATE: March 12, 2020

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**Background:**

One of the interests of the Board of Trustees is to broaden their recognition program to include students demonstrating improvement in a variety of areas and levels. Each elementary school will recognize one student per grade level and each middle school two students per grade level. Students will be selected by their principal and teachers based on the following criteria:

- extraordinary effort
- achievement
- improvement

At the Board Meeting on March 12, 2020, the following students from **Plavan School** will be recognized:

**Plavan School**

Transitional K	Alyssa Lim
Kindergarten	Ariana Cortes
First Grade	Trenton Morton
Second Grade	Aria Stambuck
Third Grade	Rija Rajput
Fourth Grade	Charlotte Bui
Fifth Grade	Chloe Ngo



Fountain Valley School District  
Educational Services

M E M O R A N D U M

TO: Board of Trustees  
FROM: Steve McLaughlin, Ed.D., Assistant Superintendent, Educational Services  
SUBJECT: **STUDENT RECOGNITION PROGRAM: COX**  
DATE: March 12, 2020

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**Background:**

One of the interests of the Board of Trustees is to broaden their recognition program to include students demonstrating improvement in a variety of areas and levels. Each elementary school will recognize one student per grade level and each middle school two students per grade level. Students will be selected by their principal and teachers based on the following criteria:

- extraordinary effort
- achievement
- improvement

At the Board Meeting on March 12, 2020, the following students from **Cox School** will be recognized:

**Cox School**

Kindergarten	Jace Reck
First Grade	Michelle Nguyen
Second Grade	Logan Nguyen
Third Grade	Elyh Barrueta
Fourth Grade	Makayla Pham
Fifth Grade	Mia Barba

Board meeting of March 12, 2020



SO 18-19/B19-29  
Fountain Valley School District  
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees  
FROM: Mark Johnson, Ed.D., Superintendent  
SUBJECT: **SECOND INTERIM REPORT PRESENTATION (WRITTEN AND ORAL)**  
DATE: March 6, 2020

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**Background:**

Assistant Superintendent, Business, Chris Fullerton and Director, Fiscal Services, Isidro Guerra will present and review with the Board of Trustees the Second Interim Report for the Fountain Valley School District.

**NOTICE OF PUBLIC HEARING**  
**FOUNTAIN VALLEY SCHOOL DISTRICT**

**INITIAL CONTRACT PROPOSALS BETWEEN**  
**FOUNTAIN VALLEY SCHOOL DISTRICT**  
**AND**  
**FOUNTAIN VALLEY EDUCATION ASSOCIATION**

Notice is hereby given that the Board of Trustees of the Fountain Valley School District, at its meeting to be held on March 12, 2020 at 6:30 p.m. in the Board Room located at 10055 Slater Avenue, Fountain Valley, CA, will conduct a public hearing on the initial contract proposal between Fountain Valley School District (FVSD) and Fountain Valley Education Association (FVEA).

**FOUNTAIN VALLEY SCHOOL DISTRICT**

BY:

Mark Johnson, Ed.D., Superintendent



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: **Approval of 2019-20 Second Interim Report**  
DATE: March 4, 2020

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**Background:**

School districts are required to complete two interim financial reports during a fiscal year; one as of October 31 and one as of January 31. The Interim Reports are filed with the County Department of Education and the State Controller's Office. School districts must conduct a review of their interim reports in accordance with state-adopted Criteria and Standards. Two critical areas are cash balance and fund balance. The second part of the summary review includes specified additional information intended to assist governing boards and county offices in better understanding the status of the District budget. This supplemental information includes the status of negotiations, reserves, and any multi-year commitments that have occurred since the budget was adopted.

**Fiscal Impact:**

**Beginning Balance**

The 2018-19 audit is complete with a General Fund beginning balance on July 1, 2019 of \$19.0 million.

**Revenue Assumptions**

*Local Control Funding Formula Revenue*

The 2019-20 budget has been updated as of the second interim report to reflect all state level changes to the Local Control Funding Formula (LCFF). The LCFF was calculated using a total District average daily attendance (ADA) of 6,146, and a cost of living adjustment of 3.26%.

The methodology used for enrollment projections is based on the population and births in conjunction with historical enrollment and an analysis of District trends. The District also uses Decision Insite to assist in enrollment projections. As of the second interim report, the projected ADA was increased by 27 from budgeted ADA to reflect a more

accurate trend experienced over the past three years. The trend, while still showing a decline in enrollment and ADA, is not as severe as originally estimated at budget adoption. Projected enrollment and ADA increases from the return of students currently on interdistrict transfer to the Huntington Beach City School District have been included in enrollment and ADA figures in the multi-year projection beginning in 2020-21. The District currently projects that 150 students will return to FVSD in the 2020-21 school year.

The projected total LCFF revenue for 2019-20 is \$53.5 million, unchanged since first interim.

#### *Federal Revenue*

The second interim budget includes the latest estimated federal apportionment information for 2019-20 as well as unearned revenue from 2018-19. Federal revenue is projected to be \$2.0 million, unchanged from first interim.

#### *Other State Revenue*

There have been no changes to other state revenue as of second interim, which includes one-time funds for the Special Education Early Intervention Preschool Grant of \$595,000 as well as \$163,000 for 2018-19's Low-Performing Students Block Grant. The remaining balance is comprised of Lottery, Mandate Block Grant, Mental Health and STRS-on-behalf pension contribution revenue.

Unrestricted Lottery revenue is projected at \$153 per annual ADA. The restricted portion of Lottery funding is estimated at \$54 per annual ADA. The Mandate Block Grant is expected to be funded at a rate of \$32.18 per ADA.

All State program revenues have been adjusted for carry-over revenues and the latest 2019-20 proposed funding information. Other state revenue is projected to be \$5.3 million, unchanged from first interim.

#### *Other Local Revenue*

Other local revenue is derived from various sources: lease income, special education transfer of apportionment, donations, contract fees, restricted community redevelopment funds and other miscellaneous income. Lease income is used to partially fund the Routine Maintenance program.

Other local revenue is projected to be \$5.5 million, an increase of \$293,528 since first interim, due to the requirement to record restricted community redevelopment funds as local revenue, as well as increase in donation funding, which occur throughout the year.

### **Expenditure Assumptions**

#### *Salaries & Benefits*

### Salaries

Step, column and longevity increases for certificated, classified, confidential and management employees are reflected in the second interim report. All salary negotiations for the current year have been settled and reflected in this report.

General fund Salaries expense for all employees is projected to be \$40.4 million, unchanged from first interim.

### Benefits

Employee statutory benefit rates for 2019-20 are as follows:

- STRS 17.10%
- PERS 19.721%
- Social Security 6.20%
- PARS 1.30%
- Medicare 1.45%
- Unemployment Insurance 0.05%
- Workers' Compensation 2.19%.

Employee Benefits expense reflects the requirement to record STRS on-behalf pension contributions as an employee benefit expense. An equal offsetting entry in Other State Revenue makes the net impact to the District \$0.

Health and Welfare costs are allocated at \$9,750 per full-time employee prorated by the percentage of hours worked and \$4,625 for employees working part-time. For the 2019-20 fiscal year, these costs reflect a half year of the 2018-19 negotiated increase to the health and welfare cap of \$500 since health and welfare benefits are provided on a calendar year basis. Cost increases above the cap amount are borne by employees through payroll deductions.

Employee Benefits expense is projected to be \$16.2 million, unchanged from first interim due.

### Retiree Benefits

The District covers the cost of health and welfare for retired employees until age 65. The cost does not exceed the cap at the time of the employee's retirement.

Salaries and benefits for all staff make up approximately 85.8% of total expenditures as of January 31, 2020.

### *Other Expenditures*

Books and Supplies (Object 4000) expense is projected to be \$2.9 million, a decrease of \$889,029 from first interim due to changes in the timing for planned textbook adoptions, which will now happen in 2020-21, in addition to increases in budgeted expenditures for technology replacement as well as increases in donation and grant revenues received and budgeted since first interim.



Services and Other Operating Expenditures (Object 5000) expense is projected to be \$5.3 million, a decrease of \$312,026 from first interim due to the overall impact of planned expenditures that will not occur in the current year.

Capital Outlay (Object 6000) expense is projected to be \$464,801, an increase of \$161,145 from first interim due to expenditures for school library furniture, installation of interactive monitors at school sites and new copiers in the Publications department.

### **Ending Balance**

The projected ending balance for June 30, 2020, is \$19.3 million. The projected ending fund balance is comprised of: Restricted Balance of \$2.2 million, Assigned Balance of \$5.4 million, Stores Balance of \$100,000, Revolving Cash of \$45,000, Unassigned Balance of \$9.6 million and a Reserve for Economic Uncertainties amount of \$2.0 million, which meets the state requirement for reserves equal to 3% of expenditures.

All other funds are projected to end the year with a positive fund and cash flow balance.

### **Recommendation:**

It is recommended that the Board of Trustees approves the Second Interim Report for fiscal year 2019-20.



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  
SUBJECT: **RESOLUTION 2020-08 APPROVAL OF GUARANTEED  
MAXIMUM PRICE FOR THE LEASE-LEASEBACK  
AGREEMENT WITH WEST COAST AIR CONDITIONING, INC.  
FOR THE MEASURE O MODERNIZATION AND HVAC  
PROJECT AT GISLER ELEMENTARY SCHOOL**  
DATE: March 6, 2020

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**Background:**

On April 19, 2018, West Coast Air Conditioning, Inc. was awarded the preconstruction and lease-leaseback agreement for the remaining phases of the Measure O Modernization and HVAC Project. The preconstruction services have been completed and West Coast Air has solicited bids and selected subcontractors, and a Guaranteed Maximum Price (“GMP”) of \$6,554,589 has been negotiated.

The GMP includes a contractor contingency of \$300,000.

Outside of the GMP, the Project has a District Contingency of \$650,000 for unforeseen conditions and owner changes.

The Division of State Architect has approved the plans and specifications for the Project on February 19, 2020.

**Fiscal Impact:**

The Guaranteed Maximum Price (GMP) is funded through the proceeds from the sale of Measure O bonds.

**Recommendation:**

It is recommended that the Board of Trustees adopts Resolution 2020-08, approving the Guaranteed Maximum Price (GMP), contingencies, and DSA plans and specifications for the Measure O Modernization and HVAC Project at Gisler School.

**RESOLUTION NO. 2020-08**

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE FOUNTAIN VALLEY  
SCHOOL DISTRICT APPROVING THE GUARANTEED MAXIMUM PRICE AND  
LEASE-LEASEBACK AGREEMENT FOR THE MEASURE O MODERNIZATION  
AND HVAC PROJECT AT GISLER ELEMENTARY SCHOOL**

**WHEREAS**, the Fountain Valley School District (“District”) plans to construct the Measure O Modernization and HVAC Project (“Project”) utilizing the lease-leaseback construction delivery method, whereby the District will lease a site that it owns to a contractor who will construct improvements thereon and lease the project and the underlying site back to the District; and

**WHEREAS**, Education Code Section 17406 authorizes the governing board of a school district to let to any person, firm or corporation any real property belonging to the District if the instrument by which the property is let requires the lessee therein to construct on the demised premises, or provide for the construction thereon of, a building or buildings for the use of the school district during the term of the lease, and provides that title to that building shall vest in the school district at the expiration of that term; and

**WHEREAS**, the award of any lease-leaseback contract pursuant to Education Code section 17406 is to be based on a competitive solicitation process to the proposer providing the “best value” to the school district, taking into consideration the proposer’s demonstrated competence and professional qualifications necessary for the satisfactory performance of the services required; and

**WHEREAS**, pursuant to Education Code section 17406(b)(1), “best value” means a competitive procurement process whereby the selected proposer is selected on the basis of objective criteria for evaluating the qualifications of proposers with the resulting selection representing the best combination of price and qualifications; and

**WHEREAS**, the Proposal Evaluation Committee evaluated the qualifications in the proposals based upon the criteria and evaluation methodology set forth in the Request for Proposals, assigned scores to each proposal, and once the evaluation process was complete, the District determined that West Coast Air Conditioning Company, Inc. had the highest best value score; and

**WHEREAS**, on April 19, 2018 the District’s Board of Trustees approved the award, as the highest best value score, for the preconstruction and lease-leaseback constructions services for the Project to West Coast Air Conditioning Company, Inc.; and

**WHEREAS**, the preconstruction services have been completed and the Division of State Architect approved the plans and specifications for the Project on February 19, 2020, and

**WHEREAS**, in order to construct the Project using the lease-leaseback delivery method, it is necessary that the District enter into a site lease, in which the site will be leased to the Contractor; a sublease which provides for the sublease of the site and the lease of the project by the Contractor back to the District; and a construction services agreement that contains construction provisions with which Contractor shall comply with respect to the construction of the Project.

**NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE FOUNTAIN VALLEY SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE, AND ORDER AS FOLLOWS:**

**Section 1.**     Recitals. All of the recitals herein contained are true and correct.

**Section 2.**     Approval of Plans and Specifications. The Board hereby approves the DSA-approved Plans and Specifications for the Project.

**Section 3.**     Guaranteed Maximum Price. West Coast Air Conditioning Co., Inc. has completed the preconstruction services, and selected subcontractors for the Project, and the Guaranteed Maximum Price and contingencies have been negotiated as follows:

Guaranteed Maximum Price: \$6,554,589

Construction Contingency (included in GMP): \$150,000

Errors & Omissions Contingency (included in the GMP): \$150,000

District's Contingency (outside of the GMP): \$525,000

Unforeseen Conditions Contingency (outside of the GMP): \$125,000

**Section 4.**     Other Acts; Delegation. The District's Board of Trustees hereby approves a delegation of authority and appoints its Superintendent, or the designee of the Superintendent, who is/are hereby authorized and directed to carry out the intent of this Resolution and to further make minor changes, if needed, to the lease-leaseback agreement. Said delegation shall be valid until otherwise rescinded by the Board.

**Section 5.**     Effective Date. This Resolution shall take effect upon adoption.

APPROVED, PASSED AND ADOPTED by the Board of Trustees of the Fountain Valley School District this 12<sup>th</sup> day of March 2020, by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

ABSTAINED: \_\_\_\_\_

I, Jeanne Galindo, President of the Fountain Valley School District Board of Trustees, do hereby certify that the foregoing is a full, true, and correct copy of the resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which resolution is on file in office of said Board.

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President of the Board of Trustees  
Fountain Valley School District

I, Lisa Schultz, Clerk of the Board of Trustees of the Fountain Valley School District, do hereby certify that the foregoing Resolution was introduced and adopted by the Board of Trustees of the Fountain Valley School District at a regular meeting thereof held on the 12<sup>th</sup> day of March, 2020, by the following forgoing vote.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the official seal of the Fountain Valley School District this 12<sup>th</sup> day of March, 2020.

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Clerk of the Board of Trustees  
Fountain Valley School District



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  
SUBJECT: **RESOLUTION 2020-09 APPROVAL OF GUARANTEED  
MAXIMUM PRICE FOR THE LEASE-LEASEBACK  
AGREEMENT WITH WEST COAST AIR CONDITIONING, INC.  
FOR THE MEASURE O MODERNIZATION AND HVAC  
PROJECT AT TALBERT MIDDLE SCHOOL**  
DATE: March 6, 2020

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**Background:**

On April 19, 2018, West Coast Air Conditioning, Inc. was awarded the preconstruction and lease-leaseback agreement for the remaining phases of the Measure O Modernization and HVAC Project. The preconstruction services have been completed and West Coast Air has solicited bids and selected subcontractors, and a Guaranteed Maximum Price (“GMP”) of \$7,657,760 has been negotiated.

The GMP includes a contractor contingency of \$300,000.

Outside of the GMP, the Project has a District Contingency of \$765,000 for unforeseen conditions and owner changes.

The Division of State Architect has approved the plans and specifications for the Project on February 11, 2020.

**Fiscal Impact:**

The Guaranteed Maximum Price (GMP) is funded through the proceeds from the sale of Measure O bonds.

**Recommendation:**

It is recommended that the Board of Trustees adopts Resolution 2020-09, approving the Guaranteed Maximum Price (GMP), contingencies, and DSA plans and specifications for the Measure O Modernization and HVAC Project at Talbert Middle School.

**RESOLUTION NO. 2020-09**

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE FOUNTAIN VALLEY  
SCHOOL DISTRICT APPROVING THE GUARANTEED MAXIMUM PRICE AND  
LEASE-LEASEBACK AGREEMENT FOR THE MEASURE O MODERNIZATION  
AND HVAC PROJECT AT TALBERT MIDDLE SCHOOL**

**WHEREAS**, the Fountain Valley School District (“District”) plans to construct the Measure O Modernization and HVAC Project (“Project”) utilizing the lease-leaseback construction delivery method, whereby the District will lease a site that it owns to a contractor who will construct improvements thereon and lease the project and the underlying site back to the District; and

**WHEREAS**, Education Code Section 17406 authorizes the governing board of a school district to let to any person, firm or corporation any real property belonging to the District if the instrument by which the property is let requires the lessee therein to construct on the demised premises, or provide for the construction thereon of, a building or buildings for the use of the school district during the term of the lease, and provides that title to that building shall vest in the school district at the expiration of that term; and

**WHEREAS**, the award of any lease-leaseback contract pursuant to Education Code section 17406 is to be based on a competitive solicitation process to the proposer providing the “best value” to the school district, taking into consideration the proposer’s demonstrated competence and professional qualifications necessary for the satisfactory performance of the services required; and

**WHEREAS**, pursuant to Education Code section 17406(b)(1), “best value” means a competitive procurement process whereby the selected proposer is selected on the basis of objective criteria for evaluating the qualifications of proposers with the resulting selection representing the best combination of price and qualifications; and

**WHEREAS**, the Proposal Evaluation Committee evaluated the qualifications in the proposals based upon the criteria and evaluation methodology set forth in the Request for Proposals, assigned scores to each proposal, and once the evaluation process was complete, the District determined that West Coast Air Conditioning Company, Inc. had the highest best value score; and

**WHEREAS**, on April 19, 2018 the District’s Board of Trustees approved the award, as the highest best value score, for the preconstruction and lease-leaseback constructions services for the Project to West Coast Air Conditioning Company, Inc.; and

**WHEREAS**, the preconstruction services have been completed and the Division of State Architect approved the plans and specifications for the Project on February 11, 2020, and

**WHEREAS**, in order to construct the Project using the lease-leaseback delivery method, it is necessary that the District enter into a site lease, in which the site will be leased to the Contractor; a sublease which provides for the sublease of the site and the lease of the project by the Contractor back to the District; and a construction services agreement that contains construction provisions with which Contractor shall comply with respect to the construction of the Project.

**NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE FOUNTAIN VALLEY SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE, AND ORDER AS FOLLOWS:**

**Section 1.**     Recitals. All of the recitals herein contained are true and correct.

**Section 2.**     Approval of Plans and Specifications. The Board hereby approves the DSA-approved Plans and Specifications for the Project.

**Section 3.**     Guaranteed Maximum Price. West Coast Air Conditioning Co., Inc. has completed the preconstruction services, and selected subcontractors for the Project, and the Guaranteed Maximum Price and contingencies have been negotiated as follows:

Guaranteed Maximum Price: \$7,657,760

Construction Contingency (included in GMP): \$150,000

Errors & Omissions Contingency (included in the GMP): \$150,000

District's Contingency (outside of the GMP): \$640,000

Unforeseen Conditions Contingency (outside of the GMP): \$125,000

**Section 4.**     Other Acts; Delegation. The District's Board of Trustees hereby approves a delegation of authority and appoints its Superintendent, or the designee of the Superintendent, who is/are hereby authorized and directed to carry out the intent of this Resolution and to further make minor changes, if needed, to the lease-leaseback agreement. Said delegation shall be valid until otherwise rescinded by the Board.

**Section 5.**     Effective Date. This Resolution shall take effect upon adoption.

APPROVED, PASSED AND ADOPTED by the Board of Trustees of the Fountain Valley School District this 12<sup>th</sup> day of March 2020, by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

ABSTAINED: \_\_\_\_\_



I, Jeanne Galindo, President of the Fountain Valley School District Board of Trustees, do hereby certify that the foregoing is a full, true, and correct copy of the resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which resolution is on file in office of said Board.

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President of the Board of Trustees  
Fountain Valley School District

I, Lisa Schultz, Clerk of the Board of Trustees of the Fountain Valley School District, do hereby certify that the foregoing Resolution was introduced and adopted by the Board of Trustees of the Fountain Valley School District at a regular meeting thereof held on the 12<sup>th</sup> day of March, 2020, by the following forgoing vote.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the official seal of the Fountain Valley School District this 12<sup>th</sup> day of March, 2020.

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Clerk of the Board of Trustees  
Fountain Valley School District

**Fountain Valley School District  
Superintendent's Office**

**REGULAR MEETING OF THE BOARD OF TRUSTEES**

10055 Slater Avenue  
Fountain Valley, CA 92708

**February 13, 2020**

**MINUTES**

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

CALL TO ORDER

The following board members were present:

ROLL CALL

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

**Motion:** Mr. Collins moved to approve the meeting agenda.

AGENDA APPROVAL

Second: Mr. Cunneen

Vote: 5-0

**BOARD WORKSHOPS**

Assistant Superintendent, Business Services Christine Fullerton and Director, Maintenance and Facilities Joe Hastie provided an update for the Board regarding Measure O HVAC and Modernization Project including updates regarding our three Phase 2 schools, Cox Elementary, Fulton Middle and Tamura Elementary Schools, and our Phase 3 schools, Gisler Elementary and Talbert Middle Schools. Mrs. Fullerton also provided brief updates to status for our Phase 4 schools, Newland and Oka Elementary Schools and Phase 5 school, Plavan Elementary School, along with updates regarding the science buildings Fulton Middle School.

MEASURE O PROJECT  
UPDATE

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

PUBLIC COMMENTS

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

CLOSED SESSION

- Personnel Matters: *Government Code 54957 and 54957.1*  
Appointment/Assignment/Promotion of employees; employee discipline/dismissal/release; evaluation of employee performance; complaints/charges against an employee; other personnel matters.
- Pupil Personnel: *Education Code 35146*  
Student expulsion(s) or disciplinary matters for violation of Board Policy 5144.1.
- Negotiations: *Government Code 54957.6*  
Update and review of negotiations with the FVEA and CSEA Bargaining Units with the Board's designated representative, Cathie Abdel.

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

#### PLEDGE OF ALLEGIANCE

Boy Scout Troop 1226 led the Pledge of Allegiance.

### SPECIAL PRESENTATIONS

It is an interest of the Board of Trustees to recognize outstanding parent volunteers who give generously of their time and talents to our schools. From Talbert Middle School, the Board recognized and thanked Rebecca Wheeler and Sandi Woest. From Masuda Middle School, the Board recognized and thanked Chris Hay and Mike Nomura. And from Fulton Middle School, the Board recognized and thanked Veronica Tran and Alina Jimenez-Newton. The Board was joined by our middle school staff, students and community in thanking these individuals for their amazing contributions.

#### RECOGNITION OF MIDDLE SCHOOL PARENT VOLUNTEERS

It is an interest of the Board of Trustees to recognize students who display high achievement, improvement or extraordinary effort. The Board recognized six outstanding students from Talbert School including: Golda Miller (6<sup>th</sup>), Shalimar Aaron (6<sup>th</sup>), Falon Johnson (7<sup>th</sup>), Madeline Anguiano (7<sup>th</sup>), Ella Marbut (8<sup>th</sup>) and Brooklynn Peters (8<sup>th</sup>). From Fulton Middle School, the Board celebrated Katelyn Tran (6<sup>th</sup>), Audrey Thompson (6<sup>th</sup>), Ruth Chen (7<sup>th</sup>), Katie Lam (7<sup>th</sup>), Andrew Hathaway (8<sup>th</sup>) and Charles Hernandez (8<sup>th</sup>). And from Masuda Middle School, the Board highlighted Sophie Hsieh (6<sup>th</sup>), Thomas Tran (6<sup>th</sup>), Gina Ambrosio (7<sup>th</sup>), Grayson Yager (7<sup>th</sup>), Beth Arshagouni (8<sup>th</sup>) and Dat Bguten (8<sup>th</sup>). The Board joined families, staff and members of the

#### RECOGNITION OF MIDDLE SCHOOL STUDENTS

community in celebrating these students for their outstanding accomplishments.

The Board took a brief recess.

## **BOARD REPORTS AND COMMUNICATIONS**

Mr. Cunneen's activities since the last meeting included: State of Our Schools breakfast and the ACSA/OCSBA Joint Dinner.

Mrs. Schultz' activities since the last meeting included: ACSA/OCSBA Joint Dinner.

Mrs. Crandall congratulated the District on its recent award from Kennan for low incidents of property and liability claims, highlighting the District's commitment to a strong set of systems and processes that keep things running effectively. Her activities since the last meeting included: State of Our Schools breakfast, tours of Masuda and Plavan and ACSA/OCSBA Joint Dinner.

Mr. Collins' activities since the last meeting included: SPC meeting, noting the upcoming Sacramento Safari, ACSA/OCSBA Joint Dinner, State of Our Schools breakfast, FVSF meeting, CSBA meeting, Assistance League Board, and tour of Masuda, noting the great pride amongst the students for their campus.

Mrs. Galindo's service since the last meeting included: State of Our Schools breakfast, SPC meeting, and ACSA/OCSBA Joint Dinner. She thanked her fellow trustees for their service this month.

## **PUBLIC COMMENTS**

There were two requests to address the Board of Trustees. Two members of the community addressed the Board regarding Proposition 13.

## **PUBLIC COMMENTS**

## **LEGISLATIVE SESSION**

Motion: Mrs. Crandall moved to approve the slate of delegates selected by the Board for the 2020 CSBA Delegate Assembly Election – Region 15.

Second: Mrs. Schultz

Vote: 5-0

2020 CSBA  
DELEGATE  
ASSEMBLY  
ELECTION –  
REGION 15

Motion:	Mr. Cunneen moved to approve Board Policy 5131.2 Bullying for first reading.	BOARD POLICY 5131.2 BULLYING (FIRST READING)
Second:	Mr. Collins	
Vote:	5-0	
Motion:	Mr. Collins moved to approve the Consent Calendar.	CONSENT CALENDAR
Second:	Mrs. Crandall	
Vote:	5-0	

The Consent Calendar included:

- Board Meeting Minutes from January 9, 2020 regular meeting
- Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- Donations
- Warrants
- Purchase Order Listing
- Special Education Settlement Agreement
- Board Policy 4033 Lactation Accommodation (Second Reading and Adoption)
- Memorandum of Understanding with Orange County Department of Education (OCDE) Teacher Induction Program
- Approve the Contract with Craig Warren, Inc. Dba Sandalwood Construction for The Sitework Associated with The Masuda Science Buildings Complete and Authorize Staff to File the Appropriate Notices of Completion
- School Accountability Report Cards (SARCs)
- Consolidated Application – Winter Release 2019
- Approve Revised Change Order #2r2 For the Tamura Elementary School Measure O HVAC and Modernization Project
- Accept and Award RFO #50 to Borderlan Inc. In the Amount Of \$117,859.69 To Supply and Install A Firewall

#### **SUPERINTENDENT'S COMMENTS/NEW ITEMS OF BUSINESS**

Dr. Johnson      Noted that this Tuesday, February 18<sup>th</sup> is Go Gold Day in our District in support of Pediatric Cancer Day. He noted the importance of this day as we

highlight awareness for pediatric cancer and raise funds for the Irvine-based Pediatric Cancer Foundation. In addition, on February 29<sup>th</sup>, we will be hosting open houses at both Masuda Middle School and Courreges Elementary School, our Phase 1 schools of Measure O. He looks forward to the opportunity to show the community the work completed at these campuses. Moreover, he highlighted the SARC's included in the agenda this evening, noting the consistency amongst these documents, per the Board's request and commended Dr. Gargus for this effort. He also thanked and commended Mrs. Fullerton and Mr. Hastie for both their presentation this evening, and more so, for their tremendous efforts in facilities. In closing, he commended and thanked Mrs. Abdel who has been leading two divisions with the retirement of Mr. Hessler, overseeing both certificated and classified personnel. He celebrated her efforts.

## ADJOURNMENT

**Motion:** Mrs. Schultz moved to adjourn the meeting at 8:29PM.

**Second:** Mr. Cunneen

**Vote:** 5-0

/rl

**FOUNTAIN VALLEY SCHOOL DISTRICT**  
**March 12, 2020**

**1.0 EMPLOYMENT FUNCTIONS:**

1.1 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING  
 CERTIFICATED CHANGE OF STATUS, EFFECTIVE THE FIRST DAY OF THEIR WORK YEAR  
 2019-20 SCHOOL YEAR.

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>FROM</u>	<u>TO</u>	<u>EFFECTIVE</u>
1.1.1	Ayalde, Samantha	Math	Masuda	Temporary	Prob II	08/29/2019
1.1.2	Belle, Margo	SDC/6-8	Fulton	Prob I	Prob II	08/29/2019
1.1.3	Boer, Sara	3 <sup>rd</sup> Grade	Courreges	Temporary	Prob II	08/29/2019
1.1.4	Brady, Deanna	2 <sup>nd</sup> Grade	Courreges	Temporary	Prob II	08/29/2019
1.1.5	Brucato, Desirae	SDC	Fulton	Temporary	Prob II	08/29/2019
1.1.6	Carlson, Marissa	Kindergarten	Oka	Temporary	Prob II	08/29/2019
1.1.7	Covello, Alixandra	4 <sup>th</sup> Grade	Gisler	Temporary	Prob II	08/29/2019
1.1.8	Cron, Karen	Science	Talbert	Temporary	Prob I	08/29/2019
1.1.9	Dickson, Angelique	Resource Specialist	Fulton	Temporary	Prob II	08/29/2019
1.1.10	Dinh, Julie	TK	Newland	Temporary	Prob II	08/29/2019
1.1.11	Grudt, Julie	SDC/Pre-School	Cox	Prob I	Prob II	08/29/2019
1.1.12	Hom, Rebecca	5 <sup>th</sup> Grade	Tamura	Temporary	Prob II	08/29/2019
1.1.13	Manfre, Elise	Speech & Language	Tamura	Prob I	Prob II	08/29/2019
1.1.14	Margala, Michal	Speech & Language	Talbert	Prob I	Prob II	08/29/2019
1.1.15	Mercado, Dawn	SDC/MS	Newland	Prob I	Prob II	08/29/2019
1.1.16	Merlos, Zobeida	Science	Masuda	Prob I	Prob II	08/29/2019
1.1.17	Priest, Ariana	4 <sup>th</sup> Grade	Gisler	Temporary	Prob II	08/29/2019
1.1.18	Reza, Stephanie	5 <sup>th</sup> Grade	Plavan	Temporary	Prob II	08/29/2019
1.1.19	Sanderson, Angela	SDC/K-2	Tamura	Prob I	Prob II	08/29/2019
1.1.20	Skitco, Kaelin	Speech & Language	Newland	Temporary	Prob I	08/29/2019
1.1.21	Vivar, Rolando	Math	Fulton	Temporary	Prob I	08/29/2019
1.1.22	Zambanini, Rebecca	ELA/SS	Fulton	Temporary	Prob I	08/29/2019

1.2 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE SCHOOL CALENDAR FOR 2020-2021 SCHOOL YEAR (see attachment).

1.3 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING NEW CERTIFICATED EMPLOYEE ON TEMPORARY CONTRACT FOR THE 2019-2020 SCHOOL YEAR:

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>EFFECTIVE</u>
1.3.1	Locke, Laura	Resource Specialist	Talbert Middle School	02/27/2020

**2.0 INDEPENDENT CONTRACTOR/CONSULTANT AGREEMENT**

2.1 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF CLINICAL AFFILIATION SCHOOL NURSE AGREEMENT WITH CSUF, EFFECTIVE JULY 1, 2020-JUNE 30, 2023.



**FOUNTAIN VALLEY SCHOOL DISTRICT  
PERSONNEL ITEMS FOR APPROVAL  
March 12, 2020**

**3.0 EMPLOYMENT FUNCTIONS**

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

	<b><u>EMPLOYEE</u></b>	<b><u>LOCATION</u></b>	<b><u>ASSIGNMENT</u></b>	<b><u>EFFECTIVE</u></b>
3.1.1	Fellows, Yvette	Courreges	ESP Assistant	02/11/2020
3.1.2	Ortiz, Santa	Various	FSW	02/26/2020
3.1.3	Beaman, Deanna	Talbert	Noon Duty Aide	03/04/2020
3.1.4	Soderberg, Lindsey	Oka	Noon Duty Aide	03/04/2020

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

	<b><u>EMPLOYEE</u></b>	<b><u>LOCATION</u></b>	<b><u>ASSIGNMENT</u></b>	<b><u>REASON</u></b>	<b><u>EFFECTIVE</u></b>
3.2.1	Ramos, Sheri	Oka/Gisler	FSW/ESP Assistant	Sick leave	02/15/2020
3.2.2	Spivey, Erin	District Office	Library/Media Technician	Parental leave	02/24/2020
3.2.3	Rodriguez, Gabriela	Tamura	Instructional Assistant	Maternity	02/26/2020
3.3.3	Silva, Catherine	Plavan	ESP Coordinator	Parental leave	03/30/2020

**3.3 ASSISTANT SUPERINTENDENT, PERSONNEL HAS ACCEPTED THE RETIREMENT OF THE FOLLOWING CLASSIFIED EMPLOYEE:**

	<b><u>EMPLOYEE</u></b>	<b><u>LOCATION</u></b>	<b><u>ASSIGNMENT</u></b>	<b><u>EFFECTIVE</u></b>
3.3.1	Garcia, Ernest	Newland	Head Custodian	02/28/2020

**3.4 ASSISTANT SUPERINTENDENT, PERSONNEL HAS ACCEPTED THE RESIGNATION OF THE FOLLOWING CLASSIFIED EMPLOYEE:**

	<b><u>EMPLOYEE</u></b>	<b><u>LOCATION</u></b>	<b><u>ASSIGNMENT</u></b>	<b><u>EFFECTIVE</u></b>
3.4.1	Larios, Vanessa	Newland	ESP Coordinator	03/10/2020

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

March 12, 2020

<b><i>EDUCATIONAL SERVICES</i></b>
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**4.0      APPROVAL OF ADDITIONAL DUTY REQUESTS**

	<u>NAME</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>BUDGET</u>	<u>DATE</u>
4.1	VIVAR, Rolando (Fulton)	Sports Coach Basketball Boys	\$250 stipend	01-023-2989-1115	2019/2020 school year
4.2	ELMI, Adam (Fulton)	Sports Coach Basketball Girls	\$250 stipend	01-023-2989-1115	2019/2020 school year

**5.0      CONFERENCE/WORKSHOP ATTENDANCE**

	<u>NAME</u>	<u>ATTENDING</u>	<u>LOCATION</u>	<u>COST</u>	<u>BUDGET</u>	<u>DATE</u>
5.1	SNA-ANC 2020 Conference	SHARPE, Diane (District Office)	Nashville, TN	Actual & necessary	13-320-7380-5210	July 12-14, 2020

<b>FOUNTAIN VALLEY SCHOOL DISTRICT</b> <b>2020-2021 SCHOOL YEAR CALENDAR</b>
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AUGUST	17-31	1 DAY TEACHER PRE-SERVICE
SEPTEMBER	3-Thursday 7- Monday 8- Tuesday <b>9- Wednesday</b> 17-Thursday 24-Thursday	STAFF DEVELOPMENT #1 LABOR DAY HOLIDAY TEACHER PRE-SERVICE <b>FIRST DAY OF SCHOOL</b> BACK TO SCHOOL NIGHT TK-5 BACK TO SCHOOL NIGHT 6-8
OCTOBER	16-Friday 26-30	MID TRIMESTER PARENT CONFERENCES (Modified Days)
NOVEMBER	6-Friday 11-Wednesday 23-27	STAFF DEVELOPMENT #2 VETERANS DAY OBSERVED THANKSGIVING RECESS
<b>END OF FIRST TRIMESTER 56 DAYS-DECEMBER 4</b>		
DECEMBER	21-31	WINTER RECESS
JANUARY	1-Friday 4-Monday 18-Monday 29-Friday	WINTER RECESS RETURN TO SCHOOL MARTIN LUTHER KING BIRTHDAY HOLIDAY MID TRIMESTER
FEBRUARY	8-Monday 15-Monday 17-19	LINCOLN'S BIRTHDAY HOLIDAY PRESIDENTS' DAY HOLIDAY PARENT CONFERENCES (Modified Days)
MARCH	5- Friday 25-Thursday	STAFF DEVELOPMENT #3 6-8 OPEN HOUSE
<b>END OF SECOND TRIMESTER 61 DAYS- MARCH 19</b>		
APRIL	1-Thursday 5-9	TK-5 OPEN HOUSE SPRING RECESS
MAY	7-Friday 31- Monday	MID TRIMESTER MEMORIAL DAY HOLIDAY
JUNE	1-Tuesday 22-24 24-Thursday	FVEA CONTRACTURAL OBLIGATION (Modified day) MODIFIED DAYS LAST DAY OF SCHOOL

**END OF THIRD TRIMESTER 63 DAYS-JUNE 24**

**DAYS OF INSTRUCTION – 180**

NOTE: Every Thursday school is in session is a modified day.

**Board Approved:**

# FOUNTAIN VALLEY SCHOOL DISTRICT DONATIONS

**BOARD APPROVAL DATE: March 12, 2020**

SCHOOL	DONOR	AMOUNT	DESCRIPTION / INTENDED USE
<b>FULTON</b>			
	Network for Good	\$50.00	Principal's Discretion
	Boeing	\$300.00	Principal's Discretion
<b>PLAVAN</b>			
	Plavan PTO	\$928.00	5th Gr. Field Trip Transportation - Santiago Canyon
	Plavan PTO	\$1,460.50	5th gr. Field Trip Transportation - Griffith Observatory
<b>TALBERT</b>			
	Talbert PTO	\$5,470.00	Socer Tournament Release time, school clubs, homework help
	Assistance League (Tchr - Megan Lokken)	\$500.00	STEM program
	6th gr. Parents	\$124.00	6th gr. STEAM field trip
<b>TAMURA</b>			
	Your Cause - Educational Matching Gifts	\$14.00	Principal's Discretion
	Your Cause - Educational Matching Gifts	\$10.00	Principal's Discretion

**FOUNTAIN VALLEY SCHOOL DISTRICT  
BOARD MEETING MARCH 12, 2020**

To: Christine Fullerton

From: Thuong Nguyen

Subject: Warrant Listing and ACH Payments

Warrant Numbers: 87344 - 87680

Dates: 2/5/2020 - 3/3/2020

Fund 01	General Fund	481,152.56
Fund 12	Child Development	15,826.42
Fund 13	Cafeteria	82,811.11
Fund 14	Deferred Maintenance	324,623.27
Fund 21	GOB 2016 Election	66,789.42
Fund 22	GOB 2016 Election	1,699,382.48
Fund 25	Capital Facilities	-
Fund 40	Special Reserves	179,383.76
Fund 68	Worker Comp	101,115.46
Fund 69	Insurance	69,812.14
<b>TOTAL</b>		<b>\$ 3,020,896.62</b>

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT BY FUND**  
**BOARD OF TRUSTEES MEETING 03/12/2020**

FROM 02/01/2020 TO 02/29/2020

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
N20M4149	CUMMINS CAL PACIFIC	100.00	100.00	016919395 4349	7240 Special Ed Transportation / Transportation Supplies (on
N20M4254	INTERLINE BRANDS INC	207.82	207.82	012869390 4345	Maintenance / Maintenance Supplies
N20M4255	HUNTINGTON BEACH GLASS & MIRRO	669.03	669.03	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
N20M4256	KIMBALL MIDWEST	475.00	475.00	012869390 4345	Maintenance / Maintenance Supplies
N20M4258	TIME AND ALARM SYSTEMS INC.	3,623.22	2,348.33	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
			1,274.89	014869390 5645	STAR Building DO-Routine Maint / Outside Srvs-Repairs &
N20M4282	WEST COAST AIR CONDITIONING CO	24,350.00	24,350.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
N20M4283	VERKADA INC	1,098.00	1,098.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
N20M4284	CONNELL CHEVROLET	300.00	300.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
N20M4285	SOUTHWEST SCHOOL AND OFFICE SU	25.00	25.00	012869390 4325	Maintenance / Office Supplies
N20R1241	ARIEL SUPPLY INC.	108.64	108.64	010011616 4310	Sch Site Instr - Newland / Instructional Supplies
N20R1261	SOUTHWEST SCHOOL AND OFFICE SU	92.44	92.44	010011616 4310	Sch Site Instr - Newland / Instructional Supplies
N20R1262	SOUTHWEST SCHOOL AND OFFICE SU	17.40	17.40	010011616 4310	Sch Site Instr - Newland / Instructional Supplies
N20R1267	LEVEL 27 MEDIA	65.25	65.25	012721616 4325	Sch Site Admin - Newland / Office Supplies
N20R1273	SOUTHWEST SCHOOL AND OFFICE SU	60.00	60.00	010011616 4310	Sch Site Instr - Newland / Instructional Supplies
N20R1277	LAKESHORE EQUIPMENT COMPANY	50.00	50.00	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
N20R1296	SURPLUS TWO WAY RADIOS	182.15	182.15	010143838 4310	Sch Site Instr - Talbert / Instructional Supplies
N20R1305	LAKESHORE EQUIPMENT COMPANY	358.83	358.83	015514760 4310	Special Ed. - Courreges RSP / Instructional Supplies
N20R1306	LAKESHORE EQUIPMENT COMPANY	232.65	232.65	015104760 4310	Special Ed. - Courreges SDC / Instructional Supplies
N20R1308	LAKESHORE EQUIPMENT COMPANY	154.00	154.00	015101660 4310	Special Ed. - Newland SDC / Instructional Supplies
N20R1309	BARNES AND NOBLE	200.00	200.00	015609860 4310	Special Ed. - Psychologists / Instructional Supplies
N20R1310	ETS	144.27	144.27	010028055 4322	Intervention-Instruction / Testing Supplies
N20R1311	ETS	6,334.40	6,334.40	012395098 4322	7395 Sch/Libr Imp Instr-DO / Testing Supplies
N20R1315	CSHA	320.00	320.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
N20R1317	SOUTHWEST SCHOOL AND OFFICE SU	25.99	25.99	012059385 4330	Publications / Printing/Xerox Supplies
N20R1318	AMAZON.COM LLC	47.14	47.14	012059385 4330	Publications / Printing/Xerox Supplies
N20R1319	BARNES AND NOBLE	601.39	601.39	010055275 4310	State Standards-ELA / Instructional Supplies
N20R1320	LAKESHORE EQUIPMENT COMPANY	352.00	352.00	015104960 4310	Special Ed. - Masuda SDC / Instructional Supplies
N20R1321	GUITAR CENTER INC.	635.20	635.20	010062975 4310	Course Access-Music Fulton / Instructional Supplies
N20R1323	AMAZON.COM LLC	260.98	260.98	010014747 4310	Sch Site Instr - Courreges / Instructional Supplies
N20R1325	LAKESHORE EQUIPMENT COMPANY	88.00	88.00	015103760 4310	Special Ed. - Oka SDC / Instructional Supplies
N20R1326	SUPER DUPER INC	29.86	29.86	015644060 4310	Special Ed. - Plavan S&L / Instructional Supplies

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N20R1330	BOOKSOURCE	593.78	287.31	015003755 4310	EL Library-Oka / Instructional Supplies
			306.47	015103755 4310	Gifted&Talented-Library Oka / Instructional Supplies
N20R1331	GOPHER SPORTS EQUIPMENT	392.85	392.85	010142988 5899	ASB Donations Instr - Fulton / Other Operating Expenses
N20R1332	STAPLES	85.00	85.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
N20R1333	JONES SCHOOL SUPPLY	136.50	136.50	012723737 4310	Sch Site Admin - Oka / Instructional Supplies
N20R1334	HEINEMANN	233.27	233.27	015513260 4310	Special Ed. - Cox RSP / Instructional Supplies
N20R1335	LAKESHORE EQUIPMENT COMPANY	139.20	139.20	015513260 4310	Special Ed. - Cox RSP / Instructional Supplies
N20R1336	SEHI COMPUTER PRODUCTS	294.75	294.75	012109078 4347	Tech/Media Office Operation / Repair & Upkeep Equip Supplies
N20R1339	CDWG	41,983.13	31,700.63	012109078 4410	Tech/Media Office Operation / Fixed Assets \$500-\$5000
			10,282.50	012109078 6410	Tech/Media Office Operation / Equipment-Furniture/Computers
N20R1342	CDWG	8,101.88	8,101.88	012109078 4410	Tech/Media Office Operation / Fixed Assets \$500-\$5000
N20R1343	APPLE COMPUTER ORDER DEPARTMEN	140.29	140.29	015514960 4310	Special Ed. - Masuda RSP / Instructional Supplies
N20R1344	MYBINDING.COM	402.54	402.54	012059385 4399	Publications / Equipment Under \$500
N20R1345	BOOKSOURCE	252.97	252.97	015514060 4310	Special Ed. - Plavan RSP / Instructional Supplies
N20R1346	STAPLES	46.75	46.75	012109078 6410	Tech/Media Office Operation / Equipment-Furniture/Computers
N20R1347	AWARDS & TROPHIES	45.68	45.68	010142989 5899	Donations - Fulton / Other Operating Expenses
N20R1348	THE CERAMIC SHOP LLC	70.57	70.57	010019380 4399	School Equipment / Equipment Under \$500
N20R1349	SCHOOL SPECIALTY	90.66	90.66	012539961 4310	Tobacco-Use-OCDE Administrative / Instructional Supplies
N20R1350	THE GUIDANCE GROUP INC	156.38	156.38	015609860 4310	Special Ed. - Psychologists / Instructional Supplies
N20R1351	PEARSON CLINICAL ASSESSMENT	690.56	168.56	010019961 4322	Medi-Cal Billing-Instructional / Testing Supplies
			522.00	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
N20R1352	FOLLETT SCHOOL SOLUTIONS INC.	1,749.34	310.00	015002955 4210	EL Library-Fulton / Library Books
			1,439.34	015102955 4210	Gifted&Talented-Library Fulton / Library Books
N20R1354	TEACHER SYNERGY LLC	204.41	204.41	015103860 4310	Special Ed. - Talbert SDC / Instructional Supplies
N20R1356	CDWG	28.76	28.76	012109078 4320	Tech/Media Office Operation / Computer Supplies
N20R1357	MACKIN LIBRARY MEDIA	923.45	923.45	015102955 4210	Gifted&Talented-Library Fulton / Library Books
N20R1358	FOLLETT SCHOOL SOLUTIONS INC.	93.05	93.05	015102955 4210	Gifted&Talented-Library Fulton / Library Books
N20R1359	J W PEPPER	174.01	174.01	010143889 4311	Donations - Talbert / Elective Supplies
N20R1360	HORIZON FUEL CELL AMERICAS INC	72.86	72.86	010143889 4310	Donations - Talbert / Instructional Supplies
N20R1363	ARROWHEAD RANCH OUTDOOR EDUCAT	1,060.31	1,060.31	010143287 4310	Other Donations - Cox / Instructional Supplies
N20R1364	ARROWHEAD RANCH OUTDOOR EDUCAT	31,870.28	31,870.28	010143287 5812	Other Donations - Cox / Admission Costs
N20R1365	BARNES AND NOBLE	27.19	27.19	015103255 4210	Gifted&Talented-Library Cox / Library Books
N20R1368	FORUM MUSIC FESTIVAL	2,137.50	2,137.50	010143889 4311	Donations - Talbert / Elective Supplies

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N20R1369	PRO-ED INC.	73.00	73.00	012299963 5826	Medi-Cal Billing-Psychologists / Licensing/Software,Maint/Su
N20R1370	ANAHEIM BAND INSTRUMENTS	893.70	893.70	010063875 4310	Course Access-Music Talbert / Instructional Supplies
N20R1371	FOLLETT SCHOOL SOLUTIONS INC.	1,445.00	260.00	015003855 4230	EL Library-Talbert / Lost Books Rebate
			1,185.00	015103855 4230	Gifted&Talented-Library Talber / Lost Books Rebate
N20R1373	FOLLETT SCHOOL SOLUTIONS INC.	953.12	953.12	011404055 4310	Library Services - Plavan / Instructional Supplies
N20R1374	INTEGRITY COMPUTER CONCEPTS	450.00	450.00	011251075 4310	Parent Involvement-Tamura / Instructional Supplies
N20R1377	SAMS CLUB	200.00	200.00	012819771 5828	Personnel Commission / Staff Recognition
N20R1378	STAPLES	225.00	225.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
N20R1379	CERTIFIED TRANSPORTATION BUS C	992.96	992.96	016929395 5811	7230 Home-to-Sc Transportation / Transportation Outside Ager
N20R1380	CERTIFIED TRANSPORTATION BUS C	992.96	992.96	016929395 5811	7230 Home-to-Sc Transportation / Transportation Outside Ager
N20R1381	CERTIFIED TRANSPORTATION BUS C	992.96	992.96	016929395 5811	7230 Home-to-Sc Transportation / Transportation Outside Ager
N20R1382	JFK TRANSPORTATION CO INC.	970.00	970.00	016929395 5811	7230 Home-to-Sc Transportation / Transportation Outside Ager
N20R1383	JFK TRANSPORTATION CO INC.	485.00	485.00	016929395 5811	7230 Home-to-Sc Transportation / Transportation Outside Ager
N20R1385	PERSONNEL COMMISSIONERS ASSOC	100.00	100.00	012819771 5390	Personnel Commission / Dues and Membership Non Taxabl
N20R1386	LENOVO (UNITED STATES) INC.	728.63	728.63	012109078 4410	Tech/Media Office Operation / Fixed Assets \$500-\$5000
N20R1388	AWARDS & TROPHIES	45.68	45.68	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
N20R1389	OFFICE DEPOT	500.00	500.00	010142929 4310	Sch Site Instr - Fulton / Instructional Supplies
N20R1390	PEARSON	535.02	535.02	016158155 4322	7140 Gifted & Talented - Instr / Testing Supplies
N20R1391	LEVEL 27 MEDIA	649.25	215.33	010028055 4322	Intervention-Instruction / Testing Supplies
			433.92	012658155 4322	Assessment and Accountability / Testing Supplies
N20R1392	GENE CLARKE	425.00	425.00	015999860 5894	Special Ed - Administration / Regionalized Services (X-Pot)
N20R1393	LAVI INSTITUTE	124.00	124.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
N20R1394	CDWG	15,333.75	15,333.75	012109078 6410	Tech/Media Office Operation / Equipment-Furniture/Computers
N20R1396	BORDERLAN INC	2,900.00	2,900.00	012109078 5826	Tech/Media Office Operation / Licensing/Software,Maint/Supp
N20R1399	SPIEART INC.	340.00	340.00	012109078 5826	Tech/Media Office Operation / Licensing/Software,Maint/Supp
N20R1400	HEINEMANN	117.65	117.65	010014747 4310	Sch Site Instr - Courreges / Instructional Supplies
N20R1403	SOUTHWEST SCHOOL AND OFFICE SU	100.00	100.00	010014789 4310	PTA Donations - Courreges / Instructional Supplies
N20R1404	PACIFIC COACHWAYS	960.00	960.00	016929395 5811	7230 Home-to-Sc Transportation / Transportation Outside Ager
N20R1405	PACIFIC COACHWAYS	960.00	960.00	016929395 5811	7230 Home-to-Sc Transportation / Transportation Outside Ager
N20R1406	CDWG	31,760.63	31,700.63	012109078 4410	Tech/Media Office Operation / Fixed Assets \$500-\$5000
			60.00	012109078 6410	Tech/Media Office Operation / Equipment-Furniture/Computers
N20R1407	CDWG	8,101.88	8,101.88	012109078 4410	Tech/Media Office Operation / Fixed Assets \$500-\$5000
N20R1408	RESEARCH PRESS COMPANY	181.09	181.09	011233175 4310	Reading Support-Gisler / Instructional Supplies



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N20R1409	SOCIAL THINKING PUBLISHING	551.61	551.61	011233175 4310	Reading Support-Gisler / Instructional Supplies
N20R1410	SCHOOL SPECIALTY	58.93	58.93	012732929 4327	Health Supplies - Fulton / Health Supplies
N20R1419	ARIEL SUPPLY INC.	89.88	89.88	012719275 4325	Educational Services Admin / Office Supplies
N20R1420	CDWG	25.72	25.72	012109078 4320	Tech/Media Office Operation / Computer Supplies
N20R1423	WILSON LANGUAGE TRAINING CORPO	1,752.66	1,752.66	010014089 4310	Donations - Plavan / Instructional Supplies
N20R1424	AMAZON.COM LLC	34.78	34.78	010785575 4310	Intervention - ES Reading / Instructional Supplies
N20R1425	LAKESHORE EQUIPMENT COMPANY	76.09	76.09	010055775 4310	State Standards-CGI / Instructional Supplies
N20R1426	VIRCO MANUFACTURING	669.97	669.97	010019380 6410	School Equipment / Equipment-Furniture/Computers
N20R1427	JOAN MARIE CASE	10,500.00	10,500.00	011535775 5813	Cotsen Foundation- 3-5 CGI / Consultant
N20R1428	SCHOOL SPECIALTY	358.46	358.46	010054275 4310	State Standards-Phys Ed / Instructional Supplies
N20R1430	PLANK ROAD PUBLISHING	261.14	261.14	010064775 4310	Course Access-Music Courreges / Instructional Supplies
N20R1431	WEST MUSIC	175.54	175.54	010064775 4310	Course Access-Music Courreges / Instructional Supplies
N20R1434	AMAZON.COM LLC	149.75	149.75	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
N20R1435	BARNES AND NOBLE	39.13	39.13	010064775 4310	Course Access-Music Courreges / Instructional Supplies
N20S8047	UNITED HEALTH SUPPLIES	304.39	304.39	011000000 9320	Revenue Limit - State Revenues / STORES
N20S8048	ADVANTAGE WEST INVESTMENT ENTE	298.71	298.71	011000000 9320	Revenue Limit - State Revenues / STORES
N20S8049	LIBERTY FLAGS	984.84	984.84	011000000 9320	Revenue Limit - State Revenues / STORES
N20S8050	SOUTHWEST SCHOOL AND OFFICE SU	2,710.05	2,710.05	011000000 9320	Revenue Limit - State Revenues / STORES
N20S8051	ADVANTAGE WEST INVESTMENT ENTE	5,119.39	5,119.39	011000000 9320	Revenue Limit - State Revenues / STORES
N20S8052	ADVANTAGE WEST INVESTMENT ENTE	6,847.40	6,847.40	011000000 9320	Revenue Limit - State Revenues / STORES
N20S8053	GRAINGER INC.	42.15	42.15	011000000 9320	Revenue Limit - State Revenues / STORES
N20S8054	INDUSTRIAL FORMULATORS INC.	698.28	698.28	011000000 9320	Revenue Limit - State Revenues / STORES
N20S8055	UNITED HEALTH SUPPLIES	162.25	162.25	011000000 9320	Revenue Limit - State Revenues / STORES
<b>Fund 01 Total:</b>		<b>237,853.98</b>	<b>237,853.98</b>		

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N20R1355	SOFTERWARE	407.81	407.81	120016098 4310	Extended School Instructional / Instructional Supplies
N20R1361	LAKESHORE EQUIPMENT COMPANY	1,087.50	543.75	120016198 4310	State Preschool Instructional / Instructional Supplies
			543.75	120017598 4310	Child Dev Cntr Preschool Instr / Instructional Supplies
N20R1372	JUMP O'RAMA INFLATABLES INC	728.00	728.00	120016098 5610	Extended School Instructional / Outside Services - Rentals
N20R1411	MOTION PICTURE LICENSING	978.91	978.91	120016098 5899	Extended School Instructional / Other Operating Expenses
N20R1414	SEHI COMPUTER PRODUCTS	552.46	552.46	120016098 4310	Extended School Instructional / Instructional Supplies
	Fund 12 Total:	3,754.68	3,754.68		

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N20M4257	HERITAGE FOOD SERVICE GROUP IN	259.78	259.78	133207380 4399	Cafeteria Fund / Equipment Under \$500
N20R1316	LEVEL 27 MEDIA	130.52	130.52	133207380 5870	Cafeteria Fund / Printing & Repro Outside Agency
N20R1353	LEVEL 27 MEDIA	147.66	147.66	133207380 5870	Cafeteria Fund / Printing & Repro Outside Agency
N20R1387	NUTRI-LINK TECHNOLOGIES INC	900.00	900.00	133207380 5826	Cafeteria Fund / Licensing/Software,Maint/Supp
N20R1417	E-CONTROL SYSTEMS INC.	1,500.00	1,500.00	133207380 5826	Cafeteria Fund / Licensing/Software,Maint/Supp
	Fund 13 Total:	2,937.96	2,937.96		

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N20M4196	SMITH-EMERY LABORATORIES	1,000.00	1,000.00	213014780 6222	GOB, ELECTION 2016-Courreges / Inspection Svcs Bldg
	Fund 21 Total:	1,000.00	1,000.00		

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N20M4148	NINYO & MOORE	30,300.00	16,500.00	223013180 6222	GOB, ELECTION 2016-Gisler / Inspection Svcs Bldg Improve
			13,800.00	223013880 6222	GOB, ELECTION 2016-Talbert / Inspection Svcs Bldg Improv
N20M4192	CLASS LEASING LLC	52,248.00	52,248.00	223013280 6299	GOB, ELECTION 2016-Cox / Other Building & Improvement
N20M4193	COR-O-VAN MOVING AND STORAGE I	500.00	500.00	223013280 6299	GOB, ELECTION 2016-Cox / Other Building & Improvement
N20M4194	SMITH-EMERY LABORATORIES	6,000.00	6,000.00	223012980 6222	GOB, ELECTION 2016-Fulton / Inspection Svcs Bldg Improve
N20M4195	SMITH-EMERY LABORATORIES	6,000.00	6,000.00	223011080 6222	GOB, ELECTION 2016-Tamura / Inspection Svcs Bldg Improv
	<b>Fund 22 Total:</b>	<b>95,048.00</b>	<b>95,048.00</b>		

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N20M4191	AESCO	4,032.50	4,032.50	403002980 6220	MS Science Bldg - Fulton / Architect/Engineer Fees-Bldg
N20M4278	MOBILE MODULAR	23,956.30	23,956.30	402864990 6299	Modernization - Masuda / Other Building & Improvement
Fund 40 Total:		27,988.80	27,988.80		

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N20R1384	KEENAN & ASSOCIATES	23,223.00	23,223.00	682719470 5899	Workers Comp Admin / Other Operating Expenses
N20R1429	OCCUPATIONAL HEALTH CENTERS OF	3,000.00	3,000.00	682719470 5820	Workers Comp Admin / Physical Exam, Drug testing
	Fund 68 Total:	26,223.00	26,223.00		

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Total Account Amount:			394,806.42		



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N20M4012	EWING IRRIGATION PRODUCTS	10,000.00	+3,000.00	012899390 4343	Gardening / Gardening Supplies
N20M4019	NAPA AUTO PARTS	10,500.00	+1,000.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
N20R0196	SAMS CLUB	1,470.00	+600.00	012719275 4325	Educational Services Admin / Office Supplies
N20R0273	FEDERAL EXPRESS CORP.	1,150.00	+225.00	012849380 5930	Fiscal Services / Postage, Parcel, & Delivery
N20R0330	BARBARA J. PLIHA	9,647.50	+680.00	015999860 5894	Special Ed - Administration / Regionalized Services (X-Pot)
N20R0374	NASCO	1,330.00	+280.00	010142989 4311	Donations - Fulton / Elective Supplies
N20R0498	SOUTHWEST SCHOOL AND OFFICE SU	330.00	+130.00	015103860 4310	Special Ed. - Talbert SDC / Instructional Supplies
N20R0604	HP COMPUTING & PRINTING INC	9,200.00	+70.00	012869390 4330	Maintenance / Printing/Xerox Supplies
			+60.00	016919395 4330	7240 Special Ed Transportation / Printing/Xerox Supplies
N20R0648	HOME DEPOT	2,200.00	+600.00	010144989 4311	Donations - Masuda / Elective Supplies
N20R1206	SCHOOL HEALTH CORPORATION	67.31	+7.52	015644060 4310	Special Ed. - Plavan S&L / Instructional Supplies
<b>Fund 01    Total:</b>			<b>+6,652.52</b>		

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M20M4271	WEST COAST AIR CONDITIONING CO	7,104,815.00	+587,087.00	142863289 6200	Def Maint-Cox / BUILDINGS & IMPROV OF BUILD
M20M4272	WEST COAST AIR CONDITIONING CO	7,710,243.00	+434,085.00	142862989 6200	Def Maint-Fulton / BUILDINGS & IMPROV OF BUILD
M20M4273	WEST COAST AIR CONDITIONING CO	6,994,287.00	+579,401.00	142861089 6200	Def Maint-Tamura / BUILDINGS & IMPROV OF BUILD
N20M4178	PRIEST CONSTRUCTION SERVICES I	40,000.00	+2,000.00	142861089 6222	Def Maint-Tamura / Inspection Svcs Bldg Improve
			+2,000.00	142862989 6222	Def Maint-Fulton / Inspection Svcs Bldg Improve
			+2,000.00	142863289 6222	Def Maint-Cox / Inspection Svcs Bldg Improve
<b>Fund 14   Total:</b>			<b>+1,606,573.00</b>		

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FRO 02/01/2020 TO 02/29/2020

<u>PO NUMBE</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>CHANGE AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
M20R0444	RACHLIN PARTNERS INC	397,378.16	+15,809.25	223012980 6220	GOB, ELECTION 2016-Fulton / Architect/Engineer Fees-Bldg
Fund 22 Total:			+15,809.25		

# FOUNTAIN VALLEY SD

## PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

BOARD OF TRUSTEES

03/12/2020

FRO 02/01/2020 TO 02/29/2020

<u>PO NUMBE</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>CHANGE AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
N20M4178	PRIEST CONSTRUCTION SERVICES I	40,000.00	+4,000.00	403004980 6222	MS Science Bldg - Masuda / Inspection Svcs Bldg Improve
N20M4179	SANDALWOOD CONSTRUCTION	1,542,000.00	+203,000.00	403004980 6299	MS Science Bldg - Masuda / Other Building & Improvement
Fund 40 Total:			+207,000.00		

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND**  
**BOARD OF TRUSTEES**                      **03/12/2020**

**FRO   02/01/2020   TO 02/29/2020**

<b><u>PO</u></b> <b><u>NUMBE</u></b>	<b><u>VENDOR</u></b>	<b><u>PO</u></b> <b><u>TOTAL</u></b>	<b><u>CHANGE</u></b> <b><u>AMOUNT</u></b>	<b><u>ACCOUNT</u></b> <b><u>NUMBER</u></b>	<b><u>PSEUDO / OBJECT DESCRIPTION</u></b>
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<b>Total Account Amount:</b>			<b>+1,836,034.77</b>		
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# FOUNTAIN VALLEY SD

Reference #:

2020 7

## Transfer of Funds

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

### **Fund: 0101 GENERAL FUND**

Object	Description	FROM	TO
1100	TEACHERS' SALARIES	8,101.00	14,309.00
2100	INSTRUCTIONAL AIDES' SALARIES		379.00
2400	CLERICAL & OFFICE SALARIES		102.00
3101	STRS-CERTIFICATED POSITIONS	50.00	1,034.00
3202	PERS-CLASSIFIED		51.00
3313	MEDICARE-CERTIFICATED		92.00
3314	MEDICARE-CLASSIFIED		7.00
3353	ARP-CERTIFICATED		1.00
3354	ALTERNATIVE RETIRE-CLASSIFIED		90.00
3356	OASDI-CLASSIFIED		16.00
3401	HEALTH & WELFARE-CERTIFICATED		2,500.00
3402	HEALTH & WELFARE-CLASSIFIED	2,500.00	
3501	SUI-CERTIFICATED		3.00
3601	WORKERS'COMP-CERTIFICATED	2.00	147.00
3602	WORKERS'COMP-CLASSIFIED		11.00
4200	BOOKS OTHER THAN TEXTBOOKS		14,783.00
4300	MATERIALS & SUPPLIES	54,164.00	28,637.00
4400	NONCAPITALIZATION EQUIPMENT		22,604.00
4700	FOOD		462.00
5200	TRAVEL & CONFERENCES	222.00	15,417.00
5600	RENTAL,LEASE,REPAIR & NON CAP	5,486.00	194.00
5752	Direct Cost - Postage	223.00	
5800	PROF/CONS SERV & OPER EXPENSE	63,030.00	30,595.00
5900	COMMUNICATIONS	16,384.00	16,092.00
9780	OTHER ASSIGNMENTS		53.00
9790	UNASSIGNED/UNAPPROPRIATED		2,583.00
<b>Subfund Total:</b>		<b>150,162.00</b>	<b>150,162.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, 03/12/2020.

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Secretary, Board of Trustees

The above transfer was approved on the \_\_\_\_\_ day of \_\_\_\_\_, 200\_\_\_\_.

APPROVED: Superintendent of Schools, County of Orange: \_\_\_\_\_  
Deputy

# FOUNTAIN VALLEY SD

Reference #:

## Transfer of Funds

2020 8

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

### **Fund: 1212 CHILD DEVELOPMENT**

<b>Object</b>	<b>Description</b>	<b>FROM</b>	<b>TO</b>
4300	MATERIALS & SUPPLIES	403.00	7,909.00
4400	NONCAPITALIZATION EQUIPMENT	6,197.00	
5200	TRAVEL & CONFERENCES		403.00
5600	RENTAL,LEASE,REPAIR & NON CAP		728.00
5800	PROF/CONS SERV & OPER EXPENSE	2,440.00	
<b>Subfund Total:</b>		<b>9,040.00</b>	<b>9,040.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, 03/12/2020.

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Secretary, Board of Trustees

The above transfer was approved on the \_\_\_\_\_ day of \_\_\_\_\_, 200\_\_\_\_.

APPROVED: Superintendent of Schools, County of Orange: \_\_\_\_\_  
Deputy

# FOUNTAIN VALLEY SD

Reference #:

## Transfer of Funds

2020 9

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

### **Fund: 1313 CAFETERIA FUND**

Object	Description	FROM	TO
4400	NONCAPITALIZATION EQUIPMENT	382.00	
4700	FOOD		95.00
5200	TRAVEL & CONFERENCES		19.00
5752	Direct Cost - Postage		223.00
5800	PROF/CONS SERV & OPER EXPENSE		45.00
<b>Subfund Total:</b>		<b>382.00</b>	<b>382.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, 03/12/2020.

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Secretary, Board of Trustees

The above transfer was approved on the \_\_\_\_\_ day of \_\_\_\_\_, 200\_\_\_\_.

APPROVED: Superintendent of Schools, County of Orange: \_\_\_\_\_  
Deputy



# FOUNTAIN VALLEY SD

Reference #:

2020 10

## Transfer of Funds

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

### **Fund: 1414 DEFERRED MAINTENANCE**

Object	Description	FROM	TO
5800	PROF/CONS SERV & OPER EXPENSE	2,000.00	
6200	BUILDING AND IMPROVE OF BLDGS	2,511,864.00	2,513,864.00
<b>Subfund Total:</b>		<b>2,513,864.00</b>	<b>2,513,864.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, 03/12/2020.

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Secretary, Board of Trustees

The above transfer was approved on the \_\_\_\_\_ day of \_\_\_\_\_, 200\_\_\_\_.

APPROVED: Superintendent of Schools, County of Orange: \_\_\_\_\_  
Deputy

# FOUNTAIN VALLEY SD

Reference #:

2020 20

## Adjustment of Funds

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

### **Fund: 0101 GENERAL FUND**

<b>Object</b>	<b>Description</b>	<b>FROM</b>	<b>TO</b>
1100	TEACHERS' SALARIES	211.00	19,165.00
2300	SUPERVISION AND ADMINSTRATOR		15,326.00
2900	OTHER CLASSIFIED SALARIES	124,031.00	8,103.00
3101	STRS-CERTIFICATED POSITIONS	36.00	971.00
3202	PERS-CLASSIFIED	7,463.00	1,598.00
3313	MEDICARE-CERTIFICATED		195.00
3314	MEDICARE-CLASSIFIED	1,798.00	118.00
3353	ARP-CERTIFICATED		123.00
3354	ALTERNATIVE RETIRE-CLASSIFIED	982.00	14.00
3356	OASDI-CLASSIFIED	2,325.00	502.00
3402	HEALTH & WELFARE-CLASSIFIED	558.00	
3501	SUI-CERTIFICATED		8.00
3502	SUI-CLASSIFIED	63.00	4.00
3601	WORKERS'COMP-CERTIFICATED	5.00	328.00
3602	WORKERS'COMP-CLASSIFIED	2,727.00	179.00
4100	TEXTBOOKS	1,000,000.00	
4200	BOOKS OTHER THAN TEXTBOOKS		289.00
4300	MATERIALS & SUPPLIES	178,445.00	73,955.00
4400	NONCAPITALIZATION EQUIPMENT		218,815.00
5200	TRAVEL & CONFERENCES		1,612.00
5400	INSURANCE		11,026.00
5500	OPERATIONS & HOUSEKEEPNG SVCS		2,127.00
5600	RENTAL,LEASE,REPAIR & NON CAP		10,552.00
5800	PROF/CONS SERV & OPER EXPENSE	199,284.00	118,057.00
6100	SITES AND IMPROVEMENT OF SITES		7,992.00
6400	EQUIPMENT		153,153.00
8000	REVENUE LIMIT SOURCES	252.00	12,268.00
8200	FEDERAL INCOME	35.00	3,122.00
8600	LOCAL INCOME	720.00	294,248.00
8900	INCOMING TRANSFERS	459,597.00	47,367.00
9740	RESTRICTED BALANCE	2,714.00	240,446.00
9780	OTHER ASSIGNMENTS	285,977.00	1,606,259.00
9790	UNASSIGNED/UNAPPROPRIATED	824,030.00	36,133.00

# FOUNTAIN VALLEY SD

Reference #:

2020 20

## Adjustment of Funds

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

### Fund: 0101 GENERAL FUND

Object	Description	FROM	TO
Subfund Total:		3,091,253.00	2,884,055.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, 03/12/2020.

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Secretary, Board of Trustees

The above adjustment was approved on the \_\_\_\_\_ day of \_\_\_\_\_, 200\_\_\_\_.

APPROVED: Superintendent of Schools, County of Orange: \_\_\_\_\_  
Deputy

# FOUNTAIN VALLEY SD

Reference #:

2020 21

## Adjustment of Funds

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

### **Fund: 1212 CHILD DEVELOPMENT**

<b>Object</b>	<b>Description</b>	<b>FROM</b>	<b>TO</b>
8900	INCOMING TRANSFERS	13,960.00	
9740	RESTRICTED BALANCE	13,960.00	
<b>Subfund Total:</b>		<b>27,920.00</b>	<b>0.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, 03/12/2020.

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Secretary, Board of Trustees

The above adjustment was approved on the \_\_\_\_\_ day of \_\_\_\_\_, 200\_\_\_\_.

APPROVED: Superintendent of Schools, County of Orange: \_\_\_\_\_  
Deputy

# FOUNTAIN VALLEY SD

Reference #:

2020 22

## Adjustment of Funds

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

### **Fund: 1313 CAFETERIA FUND**

Object	Description	FROM	TO
8900	INCOMING TRANSFERS	3,310.00	
9740	RESTRICTED BALANCE	3,310.00	
<b>Subfund Total:</b>		<b>6,620.00</b>	<b>0.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, 03/12/2020.

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Secretary, Board of Trustees

The above adjustment was approved on the \_\_\_\_\_ day of \_\_\_\_\_, 200\_\_\_\_.

APPROVED: Superintendent of Schools, County of Orange: \_\_\_\_\_  
Deputy

# FOUNTAIN VALLEY SD

Reference #:

2020 23

## Adjustment of Funds

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

### **Fund: 1414 DEFERRED MAINTENANCE**

Object	Description	FROM	TO
5600	RENTAL,LEASE,REPAIR & NON CAP		7,178.00
5800	PROF/CONS SERV & OPER EXPENSE	481,564.00	
6200	BUILDING AND IMPROVE OF BLDGS	1,339,265.00	2,325,276.00
9780	OTHER ASSIGNMENTS	511,625.00	
<b>Subfund Total:</b>		<b>2,332,454.00</b>	<b>2,332,454.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, 03/12/2020.

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Secretary, Board of Trustees

The above adjustment was approved on the \_\_\_\_\_ day of \_\_\_\_\_, 200\_\_\_\_.

APPROVED: Superintendent of Schools, County of Orange: \_\_\_\_\_  
Deputy

# FOUNTAIN VALLEY SD

Reference #:

2020 24

## Adjustment of Funds

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

### **Fund: 2121 GOB ELE 2016 SERIES 2017**

Object	Description	FROM	TO
8600	LOCAL INCOME		3,601.00
9740	RESTRICTED BALANCE		3,601.00
<b>Subfund Total:</b>		<b>0.00</b>	<b>7,202.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, 03/12/2020.

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Secretary, Board of Trustees

The above adjustment was approved on the \_\_\_\_\_ day of \_\_\_\_\_, 200\_\_\_\_.

APPROVED: Superintendent of Schools, County of Orange: \_\_\_\_\_  
Deputy

# FOUNTAIN VALLEY SD

Reference #:

2020 25

## Adjustment of Funds

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

### **Fund: 2122 GOB EL 2016 SRS 2019**

<b>Object</b>	<b>Description</b>	<b>FROM</b>	<b>TO</b>
5500	OPERATIONS & HOUSEKEEPNG SVCS		2,669.00
5800	PROF/CONS SERV & OPER EXPENSE		22,800.00
6200	BUILDING AND IMPROVE OF BLDGS		101,300.00
8600	LOCAL INCOME		95,007.00
9740	RESTRICTED BALANCE	126,769.00	95,007.00
<b>Subfund Total:</b>		<b>126,769.00</b>	<b>316,783.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, 03/12/2020.

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Secretary, Board of Trustees

The above adjustment was approved on the \_\_\_\_\_ day of \_\_\_\_\_, 200\_\_\_\_.

APPROVED: Superintendent of Schools, County of Orange: \_\_\_\_\_  
Deputy



# FOUNTAIN VALLEY SD

Reference #:

2020 26

## Adjustment of Funds

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

### **Fund: 2525 CAPITAL FACILITIES**

<b>Object</b>	<b>Description</b>	<b>FROM</b>	<b>TO</b>
5800	PROF/CONS SERV & OPER EXPENSE		741.00
8600	LOCAL INCOME		8,299.00
9780	OTHER ASSIGNMENTS		7,558.00
<b>Subfund Total:</b>		<b>0.00</b>	<b>16,598.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, 03/12/2020.

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Secretary, Board of Trustees

The above adjustment was approved on the \_\_\_\_\_ day of \_\_\_\_\_, 200\_\_\_\_.

APPROVED: Superintendent of Schools, County of Orange: \_\_\_\_\_  
Deputy

# FOUNTAIN VALLEY SD

Reference #:

2020 27

## Adjustment of Funds

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

### **Fund: 4040 SPECIAL RESERVE/C.O.P.**

Object	Description	FROM	TO
6200	BUILDING AND IMPROVE OF BLDGS		190,566.00
8900	INCOMING TRANSFERS		3,315,100.00
9780	OTHER ASSIGNMENTS	190,566.00	3,315,100.00
<b>Subfund Total:</b>		<b>190,566.00</b>	<b>6,820,766.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, 03/12/2020.

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Secretary, Board of Trustees

The above adjustment was approved on the \_\_\_\_\_ day of \_\_\_\_\_, 200\_\_\_\_.

APPROVED: Superintendent of Schools, County of Orange: \_\_\_\_\_  
Deputy

# FOUNTAIN VALLEY SD

Reference #:

2020 28

## Adjustment of Funds

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

### **Fund: 6768 INSURANCE-WCI**

Object	Description	FROM	TO
5800	PROF/CONS SERV & OPER EXPENSE		29,023.00
8600	LOCAL INCOME		469.00
8900	INCOMING TRANSFERS	500.00	
9790	UNASSIGNED/UNAPPROPRIATED	29,523.00	469.00
<b>Subfund Total:</b>		<b>30,023.00</b>	<b>29,961.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, 03/12/2020.

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Secretary, Board of Trustees

The above adjustment was approved on the \_\_\_\_\_ day of \_\_\_\_\_, 200\_\_\_\_.

APPROVED: Superintendent of Schools, County of Orange: \_\_\_\_\_  
Deputy

# FOUNTAIN VALLEY SD

Reference #:

2020 29

## Adjustment of Funds

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

### **Fund: 6769 INSURANCE HEALTH/WELFARE**

Object	Description	FROM	TO
7619	IFT-TRFS OUT ALL OTHER IFTs	430,000.00	
8600	LOCAL INCOME		3,970.00
9790	UNASSIGNED/UNAPPROPRIATED		433,970.00
<b>Subfund Total:</b>		<b>430,000.00</b>	<b>437,940.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, 03/12/2020.

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Secretary, Board of Trustees

The above adjustment was approved on the \_\_\_\_\_ day of \_\_\_\_\_, 200\_\_\_\_.

APPROVED: Superintendent of Schools, County of Orange: \_\_\_\_\_  
Deputy



Fountain Valley School District  
Educational Services

M E M O R A N D U M

TO: Board of Trustees  
FROM: Kate Smith, Director, Support Services  
SUBJECT: **BOARD POLICY 5131.2 BULLYING (SECOND READING AND ADOPTION)**  
DATE: March 6, 2020

---

**Background:**

In the continued effort to maintain a set of current board policies, it is necessary to bring policies to the Board of Trustees for approval when there are changes in Education Code or adoption of new laws and/or statutes. The California School Boards Association or the Orange County Department of Education informs the District of mandated changes through alerts.

Policy updated to reflect NEW LAW (AB 1127) which requires a district to approve an intradistrict transfer request for a victim of bullying and, if the district does not have another school with the same grade level, allows a victim of bullying to transfer out of the district. Regulation updated to reflect NEW LAW (AB 34) which requires districts to make specified information on bullying and harassment prevention readily accessible on their web sites beginning in the 2020-21 school year.

Board Policy 5131.2 Bullying was approved by the Board of Trustees for first reading at the regular meeting on February 13, 2020.

**Fiscal Impact:**

There are no known fiscal impacts associated with the Board Policy 5131.2 Bullying.

**Recommendation:**

It is recommended that the Board of Trustees approves Board Policy 5131.2 for second reading and adoption, with necessary changes as indicated by the Board.

**BULLYING**

The Board of Trustees recognizes the harmful effects of bullying on student well-being, student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

*(cf. 5131 Conduct)*

*(cf. 5136 - Gangs)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 6020 - Parent Involvement)*

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

*(cf. 1312.3 - Uniform Complaint Procedures)*

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

*(cf. 5116.1 - Intradistrict Open Enrollment)*

*(cf. 5117 - Interdistrict Attendance)*

Students

BP 5131.2 (b)

**BULLYING** (continued)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*  
*(cf. 4119.21/4219.21/4319.21 - Professional Standards)*  
*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*



Fountain Valley School District  
Support Services

M E M O R A N D U M

**TO:** Steve McLaughlin, Assistant Superintendent, Ed Services  
**FROM:** Kate Smith, Director Support Services  
**SUBJECT:** Approval of the 2020 Special Education Extended School Year Program  
**DATE:** March 3, 2020

---

**BACKGROUND**

The Extended School Year provides students eligible for special education services with educational services for the following reason:

- A child suffers an inordinate or disproportionate degree of regression during the portion of the year in which the customary 180 day school year is not session; and
- It takes an inordinate or unacceptable length of time for a child to recoup those lost skills (academic, emotional, or behavioral) upon returning to school

The following is the 2020 Fountain Valley School District Extended School Year plan:

June 18 <sup>th</sup> (Thursday)	Last day of 2019-2020 School Year for students
June 22 <sup>nd</sup> (Monday)	Optional Unpaid Preparation Day for ESY teachers
June 23 <sup>rd</sup> -July 23 <sup>rd</sup>	Extended School Year Program for Special Education students at Plavan Elementary School. <b><u>First week RUNS TUE-FRI 6/23-6/26</u></b> <b><u>Last four weeks RUN MON-THUR</u></b>

Staffing of Credentialed and Classified Employees for classes taught from Preschool to Grade 7.

Additional Support Staff:  
Speech and Language Pathologists (2)  
APE Specialist  
School Psychologist  
District Nurse

**FISCAL IMPACT**

The fiscal impact is roughly \$30,000.00.



**RECOMMENDATION**

It is recommended that the Board of Trustees approve the Extended School Year Program at Plavan Elementary School.



Fountain Valley School District  
Educational Services

M E M O R A N D U M

TO: Board of Trustees  
FROM: Jerry Gargus, Director, Educational Services  
SUBJECT: **Single Plans for Student Achievement**  
DATE: March 4, 2020

---

**Background:**

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

**Fiscal Impact:**

There is no fiscal impact involved in the approval process.

**Recommendation:**

It is recommended that the Board of Trustees approves the School Plans for Student Achievement for Courreges, Cox, Fulton, Gisler, and Masuda. The remaining School Plans for Student Achievement will be included on the March 26, 2020 Board of Trustees meeting agenda.

# The School Plan for Student Achievement

**School:** Roch Courreges Elementary School  
**CDS Code:** 30-66498-6094635  
**District:** Fountain Valley School District  
**Principal:** Chris Christensen  
**Revision Date:**

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

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

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**The District Governing Board approved this revision of the SPSA on March 12, 2020.**

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## **School Vision and Mission**

### **Roch Courreges Elementary School's Vision and Mission Statements**

#### **Mission Statement**

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

#### **Vision Statement**

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

## **School Profile**

Roch Courreges Elementary School serves approximately 654 students in Kindergarten through 5th grade. Courreges School is located in the Fountain Valley School District in Orange County and is home to a diverse population of students. It has a middle class population of students from a predominately professional community. Strong parent involvement is evident and supports the vital partnership between the home and school. In terms of ethnicity, 37% of students identify as White, 33% of students identify as Asian, 13% of students identify as Hispanic, and 12% of students identify as Multi-Ethnic. English Learners constitute 11% of Courreges' enrollment, 12% of Courreges' students qualify for free- or reduced-lunch (socio-economically disadvantaged), and 9% of Courreges' students receive special education services.

Courreges has received numerous awards, including 2018 California Distinguished School, 2016 Gold Ribbon School, and 2014 California Distinguished School awards. We are fortunate to have a staff of 27 teachers who are dedicated to the education of our students, many of whom hold advanced degrees in Education or their content area(s) of expertise. Staff members participate in rigorous professional development designed to equip teachers with high-impact, research-based teaching strategies to bring out the best in students.

Beyond the classroom, Courreges provides students with a wide range of extracurricular activities including instrumental music, an after school Science/STEM program, and an after school chess program.

Courreges Elementary School is also proud to have a very active Parent Teacher Association (PTA) that supports the school in many ways including fundraising, providing parent volunteers for instructional support, campus events/activities, supplementing technology resources, funding assemblies/field trips, and contributing to the development of the a connected, positive learning environment for students. Parents play an instrumental role in helping Courreges realize its goals by serving on School Site Council, English Learner Advisory Council, and various sub-committees of the Courreges PTA. While Courreges Elementary enjoys high levels of student achievement, the staff, parents and administration are all committed to working together for continuous improvement and ways to maximize student learning and overall achievement.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>CATEGORY/PRIORITY AREA(S): Student Achievement</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
LCAP 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.
<b>SCHOOL GOAL #1:</b>
To support student achievement, Courreges Elementary School will incorporate professional development, technology integration, and when available, new California State Standards aligned instructional materials.
<b>Annual Update:</b>
<ul style="list-style-type: none"><li>• SBAC ELA Results: Improved 3% school-wide from 76% Met/Exceeded Standards (2017-18) to 79% Met/Exceeded Standards (2018-19).</li><li>• SBAC Math Results: Improved 1% school-wide from 81% Met/Exceeded Standards (2017-18) to 82% Met/Exceeded Standards (2018-19).</li><li>• All students (K-5) were assessed in reading using the Fountas &amp; Pinnell (F&amp;P) reading assessment.</li><li>• Technology: The school is now at a 1:1 Student/Chromebook ratio for all students 3-5th grade, plus a computer lab for K-2, a Chromebook cart for 1st/2nd grade, and 8-10 iPads per room in K-2.</li><li>• Balanced Literacy Professional Development (PD): Courreges teachers and administration received extensive PD in the area of Reading Workshop (now a school-wide focus), by trainers from Momentum in Teaching.</li></ul>
<b>Expected Annual Outcomes</b>
<ul style="list-style-type: none"><li>• SBAC ELA: Increase the total % of students scoring Standard Exceeded and Standard Met in ELA by 3% on the 2019-20 SBAC ELA.</li><li>• SBAC Math: Increase the total % of students scoring Standard Exceeded and Standard Met in math by 3% on the 2019-20 SBAC Math.</li><li>• 100% of students (K-5) will be assessed in F &amp; P and scores will be input by teachers into the district-wide assessment tracking system (IlluminateED).</li><li>• Technology: Begin using Chromebooks in 1st/2nd grade for uses other than ST Math. (i.e., Lexia Core-5, writing/research projects, etc.)</li></ul>

**Findings from the Analysis of this Data:**

Description of possible barriers related to goal: Student Achievement

- Continue to identify and procure instructional materials for reading instruction.
- Need to develop a consistent writing program (school- and district-wide).
- Need for effective data analysis to guide instruction.
- Increased professional development (PD) in Balanced Literacy (i.e. Reading Workshop) is beginning to have a positive impact on ELA achievement and testing outcomes.
- Scores in math continue to be an area of strength for Courreges, yet this year's growth in math was only +1%.
- 3rd grade had significant growth in ELA and math; up 9% in both areas. (ELA- 81% / Math - 91%)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplement and support the school reading program and improve reading achievement for all students through the Lexia Core 5 online reading program.	2019-20 school year	Principal, Leadership Team, and Teachers	Licensing and training for the Lexia Core 5 online reading program	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	6,000
				5000-5999: Services And Other Operating Expenditures	LCFF - Base	5,000
Support district-wide focus in mathematics and CGI implementation through coaching, observation, planning and collaboration.	2019-20 school year	Principal, Leadership Team, and Teachers	Substitutes for release day(s) for teacher observation, coaching, planning and/or collaboration days.	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,600
Support school/district-wide focus in Balanced Literacy and reading instruction by expanding instructional materials, resources, leveled readers, and mentor texts in each classroom.	2019-20 school year	Leadership Team and Teachers	Reading books and materials	4000-4999: Books And Supplies	LCFF - Supplemental	19,000
Begin exploring, piloting, and implementing a robotics program during the instructional day to support the school/district-wide focus on STEAM education.	2019-20 school year	Principal, Leadership Team, and Teachers	Classroom set of Ozobots and 150 supplemental lessons	4000-4999: Books And Supplies	LCFF - Supplemental	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support school/district-wide focus in reading & Balanced Literacy by expanding and updating the school library program.	2019-20 school year	Library Media Technician	Update and expand access to library books.	4000-4999: Books And Supplies	LCFF - Supplemental	1,500
Support the school's general music program with instructional materials and resources.	2019-20 school year	General Music Teacher	Instructional materials and resources for general music.	4000-4999: Books And Supplies	LCFF - Supplemental	500
Leadership Capacity Development: Increase the effectiveness and input of the school leadership team to support all aspects of the school instructional program.	2019-20 school year	Principal and Leadership Team	Release time for Leadership Team Development.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000



## Planned Improvements in Student Performance

### School Goal #2

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

<b>CATEGORY/PRIORITY AREA(S): Special Populations</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
LCAP 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.
<b>SCHOOL GOAL #2:</b>
All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math thereby addressing the achievement gap.
<b>Annual Update:</b>
<p>2018-19 SBAC English Language Arts Assessment results for significant subgroups (English Learners, Low-Income Students, and Students with Disabilities) are as follows:</p> <ul style="list-style-type: none"> <li>* The percentage of English learners that Met/Exceeded Standards on SBAC ELA increased 30%, from 42% (2017-18) to 72% (2018-19).</li> <li>* The percentage of Low Income Students that Met/Exceeded Standards on SBAC ELA decreased 8% from 73% (2017-18) to 65% (2018-19).</li> <li>* The percentage of Students with Disabilities that Met/Exceeded Standards on SBAC ELA decreased 7% from 36% (2017-18) to 29% (2018-19).</li> </ul> <p>2018-19 SBAC Math Assessments results for significant student groups (English Learners, Low-income Students, and Students with Disabilities) are as follows: .</p> <ul style="list-style-type: none"> <li>* The percentage of English Learners that Met/Exceeded Standards on SBAC Math increased 6% from 70% (2017-18) to 76% (2018-19).</li> <li>* The percentage of Low Income Students that Met/Exceeded Standards on SBAC Math decreased 15% from 75% (2017-18) to 60% (2018-19).</li> <li>* The percentage of Students with Disabilities that Met/Exceeded Standards on SBAC Math decreased 19% from 52% (2017-18) to 33% (2018-19).</li> </ul>
<b>Expected Annual Outcomes</b>
Students from significant subgroups will decrease achievement gap on the Smarter Balanced assessments by 3% in ELA and math.
<b>Findings from the Analysis of this Data:</b>
<p>Description of possible barriers related to goal: Student Achievement of Special Populations</p> <ul style="list-style-type: none"> <li>• Motivation needed for students who struggle and reach plateaus in ST Math and/or Reading.</li> <li>• Additional professional development for classroom teachers related to Balanced Literacy</li> <li>• Achievement for student sub-groups</li> </ul>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support school/district-wide focus in Balanced Literacy & Reading Workshop to support struggling readers through ongoing PD provided by Momentum in Teaching.	2019-20	Principal, Leadership Team, and Teachers	Momentum trainers via COTSEN	5800: Professional/Consulting Services And Operating Expenditures	Other	8,000
			Substitutes for release day(s) for teacher observation, coaching, planning and/or collaboration days.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	7,200
Expand library materials to provide resources targeted to support English Learners	2019-20	Principal and Library Media Technician	Procure additional books for library to expand selections that connect with English Learners from diverse cultural backgrounds	4000-4999: Books And Supplies	LCFF - Supplemental	750
Provide incentives for English learners, Low-income students, and Students with Special Needs to complete ST Math and monitor their reading progress in Lexia	2019-20	Principal	Procure incentives such as certificates of recognition for students	4000-4999: Books And Supplies	LCFF - Supplemental	250

## Planned Improvements in Student Performance

### School Goal #3

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

<b>CATEGORY/PRIORITY AREA(S): Parent Involvement</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
LCAP Goal 3: To support academic success, all parents will be engaged and play an active role in the school community.
<b>SCHOOL GOAL #3:</b>
Increase parent involvement to include a broader representation of parents on school decision-making groups (i.e. parent ed nights, participation in PTA, SSC, and school activities, and conferences).
<b>Annual Update:</b>
PTA membership for 2018-19 was at 550 members. School held 18 parent events for the 2018-19 school year. Percentage of parents who attended parent conferences- 99%
<b>Expected Annual Outcomes</b>
<ul style="list-style-type: none"> <li>* Provide parent education opportunities related to academic and/or social-emotional development of students at Courreges or via shared offerings throughout FVSD.</li> <li>* Meet or exceed PTA membership goal of 500 members. (Already met @ 550)</li> <li>* Increase social media outreach via Twitter, Facebook, Instagram, website, and Peachjar news updates.</li> </ul>
<b>Findings from the Analysis of this Data:</b>
Description of possible barriers related to Parent Involvement goal: <ul style="list-style-type: none"> <li>* Parents are reluctant to join PTA or serve in volunteer positions (usually in K-2).</li> <li>* Parents of older students tend to join the PTA board in 3-5th grade, rather than K-2.</li> <li>* Additional support for parents of English Learners to improve access to programming by providing primary language support.</li> </ul>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Education Night(s)	2019-20	Principal & Staff	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improve communication channels with parents using various technology resources	2019-20	Principal	Utilize technology, website, social media, eflyers, and newsletters to communicate with parents, promote involvement, and solicit input.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500
Promotional activities to support PTA Membership Drive	2019-20	Principal and PTA Executive Board	Procure resources to support the work of increasing PTA membership through incentives and promotional materials	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	250

## Planned Improvements in Student Performance

### School Goal #4

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

<b>CATEGORY/PRIORITY AREA(S): Student Engagement and School Climate</b>						
<b>LEA Local Control and Accountability (LCAP) Goal:</b>						
Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.						
<b>SCHOOL GOAL #4:</b>						
Create a learning environment and school climate which improves students' attendance, connection, and overall involvement in all aspects of their education.						
<b>Annual Update:</b>						
<p>The Attendance Rate for Courreges Elementary School during the 2018-19 school year was 96.7%.</p> <p>The Chronic Absenteeism Rate for Courreges Elementary School during the 2018-19 school year was 4.4% based on the CA Dashboard (Green Indicator Level).</p> <p>The Suspension Rate for Courreges Elementary School during the 2018-19 school year was 1.8% based on the CA Dashboard (Yellow Indicator Level).</p> <p>The School Climate Survey administered with 3rd-5th grade students during the 2018-19 school year showed that:</p> <ul style="list-style-type: none"> <li>* 81% of students responded positively to the statement, "Teachers care about me."</li> <li>* 77% of students responded positively when presented with the survey question, "Do you feel safe at school?"</li> <li>* 77% of students responded positively when asked "Are you happy to be at this school?"</li> </ul>						
<b>Expected Annual Outcomes</b>						
<ul style="list-style-type: none"> <li>* The attendance rate for Courreges will increase to 97% or greater for the current school year.</li> <li>* Courreges will reduce the percentage of students who are suspended in a school year by 0.5% or more (target of 1.3% or lower).</li> <li>* Reduce the number of students identified with chronic absenteeism by 50% or more (target of 2.2% or lower).</li> <li>* Courreges will increase the percentage of students who share a positive response to the targeted questions on the School Climate Survey by 5%.</li> </ul>						
<b>Findings from the Analysis of this Data:</b>						
<p>Description of possible barriers related to goal: Student Engagement and School Climate</p> <ul style="list-style-type: none"> <li>* Support needed from parents to refrain from taking vacations during school time and allow students to miss school except when sick.</li> </ul>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Leadership development with school leadership team.	2019-20	Principal and Teachers	Personnel (Additional Duty)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PAL program (5th grade)	2019-20	Principal and PAL teacher	Personnel (Additional Duty)	1000-1999: Certificated Personnel Salaries	Donations	500
Ongoing promotion and support of Health and Wellness Policy. Wellness Wednesday	2019-20	Principal/PTA	Incentives	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	500
Provide ongoing parent education related to the negative effects (educationally and financially) of chronic absenteeism.	2019-20	Principal	Incentives	4000-4999: Books And Supplies	LCFF - Supplemental	250
Provide incentives for excellent attendance (i.e. Perfect Attendance Brag Tags)	2019-20	Principal/PTA	Incentives	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	500
Student Engagement/Connectedness:  Friday Flag Salute - Weekly gathering to promote patriotism, unity, and recognition of special events.	2019-20	Principal	Incentives	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	500
School Conduct: PBIS incentives	2019-20	Principal	Incentives	4000-4999: Books And Supplies	LCFF - Supplemental	250

### District-Wide Services

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

<b>CATEGORY/PRIORITY AREA(S): State Priority Areas 1 through 7</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
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. 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. Goal 3: To support academic success, all parents will be engaged and play an active role in the school community. Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness. Goal 5: To support academic success, school facilities will be clean, safe, and effectively support a 21st Century education.
Actions are applicable to School Goals 1 through 4.
<b>Annual Update:</b>
The purpose of this section of the Single School Plan for Student Achievement is to identify supports and services articulated in the Local Control Accountability Plan that benefit students at all FVSD Elementary Schools. These supports and services are provided by FVSD through the LCAP and do not require approval from individual School Site Councils, as the actions have already been identified through community input processes and approved by the Fountain Valley School District Board of Trustees.
<b>Expected Annual Outcomes</b>
Fountain Valley School District will achieve "Standards Met" status for all LCAP Local Indicators including Priority Area 1: Basic Services, Priority Area 2: Implementation of Academic Standards, Priority Area 3: Parent Involvement, Priority Area 6: School Climate, and Priority Area 7: Access to a Broad Course of Study. In addition, Fountain Valley School District will achieve "Green" or "Blue" levels on LCAP State Indicators including Priority Area 4: Student Achievement, and Priority Area 5: Student Engagement.
<b>Findings from the Analysis of this Data:</b>
For the 2018-19 School Year, Fountain Valley School District achieved "Standards Met" status for each of the LCAP Local Indicators through the self-reflection and reporting process. FVSD received positive results for the LCAP State Indicators of Student Achievement (Priority Area 4) and Student Engagement (Priority Area 5) on the 2019 CA Dashboard: * On the CA Dashboard Academic Indicator for English Language Arts, FVSD and Courreges Elementary School both achieved that the highest level (Blue). * On the CA Dashboard Academic Indicator for English Language Arts, FVSD and Courreges Elementary School both achieved the highest level (Blue) * On the CA Dashboard Academic Engagement Indicator (Chronic Absenteeism), FVSD and Courreges Elementary School both achieved at the second highest level (Green) * On the CA Dashboard Conditions & Climate Indicator (Suspension Rate), FVSD and Courreges Elementary School both achieved at the mid-level (Yellow)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize Teachers on Special Assignment to provide professional development and instructional support for TK-5th grade teachers related to ELA and Math instruction.	September 2019 through June 2020	District Staff, Elementary Principal, and Teachers on Special Assignment	Professional development and instructional coaching	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	38,362
Intervention support for students in need of additional academic support related to English-Language Arts in grades K-3 and English-Language Arts or Mathematics in grades 4-5.	September 2019 through June 2020	District Staff, Principal, Intervention Teachers, Classroom Teachers	Targeted intervention for students in need of additional support in order to meet grade level expectations	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	80,000
			Targeted intervention for students in need of additional support in order to meet grade level expectations	1000-1999: Certificated Personnel Salaries	Other	11,428
Music program supported by itinerant music teachers to provide students with weekly instruction in the arts.	September 2019 through June 2020	District Staff, Principal, and Itinerant Music Teacher(s)	Weekly music instruction for students in elementary grade levels	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	38,256
Bi-lingual Classroom Aide support for English learners with "emerging/novice" level English literacy skills.	September 2019 through June 2020	District Staff, Principal, Teacher, Bi-lingual Classroom Aide	English language acquisition support	2000-2999: Classified Personnel Salaries	Title III	15,771
Library Media Technician support to provide expanded access for students and library management services.	September 2019 through June 2020	District Staff, Elementary Principal, and Library Media Technician	Library resource management and facilitated access to library resources for students	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	13,495
			Library resource management and facilitated access to library resources for students	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	4,498
Senior Library Media Technician to support the work of school site Library Media Technicians	September 2019 through June 2020	District Staff, Elementary Principal, Senior Library Media Technician	Program support for Library Media Technician assigned to school site	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	474



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Small group and individual support for students in grades TK-5 in need of social-emotional counseling.	September 2019 through June 2020	District Staff, Elementary Principal, Classroom Teachers	Social-emotional counseling services	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	12,071
District nursing staff to provide medical support for students in grades TK-5 and work with families of high-needs students	September 2019 through June 2020	District Staff, Elementary Principal, District Nurses	Health-related services	1000-1999: Certificated Personnel Salaries	LCFF - Base	45,960
			Health-related services	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,712
Release days for district-level teacher professional development.	September 2019 through June 2020	District Staff, Principals	Training and instructional coaching	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	15,650
Utilize Teacher on Special Assignment to assist with the implementation of primary grade intervention programs - including professional development for intervention teachers.	September 2019 through June 2020	District Staff, Principal, and Teacher on Special Assignment	Program support for site, professional development, and instructional coaching	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,923
District translator to provide written and verbal language support at school site functions, parent involvement activities, and parent-teacher meetings throughout the school year.	September 2019 through June 2020	District Staff and Elementary Principal	Written and Verbal language support for stakeholders with limited English proficiency skills	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	6,738
Support for teacher(s) to attend Teacher's College Training related to Balanced Literacy Instruction at Columbia University in New York.	August 2019	District Staff and Elementary Principal	Conference Registration and Attendance Support	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,250
Summer Academy Learning Program for primary grade students in need of additional learning opportunities.	July 2020	District Staff, Principals, and Classroom Teachers	Targeted intervention for students in need of additional support in order to meet grade level expectations	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,464

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Donations	500.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	49,560.00
5000-5999: Services And Other Operating	LCFF - Base	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	197,567.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	25,205.00
4000-4999: Books And Supplies	LCFF - Supplemental	27,500.00
5000-5999: Services And Other Operating	LCFF - Supplemental	7,750.00
5800: Professional/Consulting Services	LCFF - Supplemental	12,071.00
1000-1999: Certificated Personnel Salaries	Other	11,428.00
5800: Professional/Consulting Services	Other	8,000.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1,750.00
2000-2999: Classified Personnel Salaries	Title III	15,771.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,600.00
Goal 2	16,200.00
Goal 3	1,750.00
Goal 4	3,500.00
Goal 5	299,052.00

## Home/School Compact

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

### Student Pledge:

#### THE STUDENT PLEDGE:

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

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

### Parents Pledge:

#### THE PARENT PLEDGE:

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

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

### Staff Pledge:

#### THE TEACHER PLEDGE:

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

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

#### Everyone Will...

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

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Chris Christensen	X				
Kerrie Kendzierski		X			
Sue Gauldin		X			
Sara Boer		X			
Amanda Varrone		X			
Sandy O'Toole			X		
Annie Tran				X	
Gaby Monahan				X	
Jill Tanner				X	
Marcus Lee				X	
John Tran				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>5</b>	

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on January 8, 2020.

Attested:

Chris Christensen

Typed Name of School Principal

Signature of School Principal

Date

Chris Christensen

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

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State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

\_\_\_\_\_  
Signature  
*Mary G. 220*  
\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

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Attested:

Chris Christensen

Typed Name of School Principal

*Chris Christensen*

Signature of School Principal

1/8/20

Date

Chris Christensen

Typed Name of SSC Chairperson

*Chris Christensen*

Signature of SSC Chairperson

1/8/20

Date

# The School Plan for Student Achievement

**School:** James H. Cox Elementary School

**CDS Code:** 30-66498-6066922

**District:** Fountain Valley School District

**Principal:** Patrick Ham, Ed.D.

**Revision Date:**

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

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

**Contact Person:** Patrick Ham, Ed.D.

**Position:** Principal

**Phone Number:** (714) 378-4240

**Address:** 17615 Los Jardines East  
Fountain Valley, CA 92708

**E-mail Address:** HamP@fvsd.us

**The District Governing Board approved this revision of the SPSA on March 12, 2020.**



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## School Vision and Mission

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

The mission of Cox School is to provide a safe, respectful, and rigorous learning environment for our students. It is our expectation that through professional & community collaboration and data analysis, students will meet or exceed grade level standards in core subjects areas and become life-long learners and quality citizens. With collaboration between our staff and community, the mission of James H. Cox Elementary School is: "Cox School provides a comprehensive, rigorous, and consistent education, focusing on high academic achievement. We are a collaborative community of respectful and responsible learners."

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

## School Profile

### SCHOOL HISTORY & DEMOGRAPHICS:

James Cox Elementary School has a proud tradition of providing instructional excellence since March 1970. Currently, James H. Cox Elementary School serves approximately 710 students from Pre-K through 5th grade. Cox Elementary School, located in Fountain Valley, California is part of the Fountain Valley School District (FVSD). We are home to a diverse population of students in the FVSD. In terms of ethnicity, 38% of students identify as Asian, 24% of students identify as White, 23% of students identify as Hispanic, and 9% of students identify as Multi-Ethnic. English Learners constitute 20% of Cox's enrollment, 29% of Cox students qualify for free- or reduced-lunch (socio-economically disadvantaged), and 5% of students attending Cox Elementary receive special education services. Thanks to Measure O funding approved by the Fountain Valley community in 2016, the Cox campus is currently undergoing significant renovations that will improve infrastructure and update amenities in continue serving our students.

Teachers, staff, and administrators continue to act on the believe that students come first. The educational programs at Cox are tailored to meet the needs of an ever-changing school population. The Cox School community is dedicated to ensuring the academic success of all students, providing a comprehensive educational experience that is the foundation of future endeavors. Parents, teachers, administrators and support staff work as an educational team for the betterment of all students.

### SCHOOL DESCRIPTION:

James H. Cox Elementary School is a Gold Ribbon Award winning school, one of ten schools in the (FVSD). Our high quality instructional program is designed to meet the varied needs of the student population that we serve. All students receive core curriculum instruction in accordance with the FVSD and the California State Standards. Students experience rigor through instruction that is re-mediated and enriched according to each student's individual needs.

### STAFFING:

James H. Cox School houses self-contained general education classrooms, a Resource Specialist Program (RSP), Speech and Language Program (SLP), Special Day Class Preschool (SDC), Library Media Center, Computer Lab, and an Extended Day Care facility (ESP). The full-time staff at Cox includes credentialed classroom teachers, an office manager, head custodian, RSP teacher, and principal. The part-time staff includes a Reading Specialists, School Psychologist, SLP teacher, SLP Assistant, library-media technician, office clerk, health assistant, night custodians, bilingual tutors, kindergarten aides, ESP lead instructor, ESP aides, food service assistant, and noon supervisors.

The staff works together to ensure the smooth running of the activities at Cox School. The certificated staff meets regularly throughout the year to provide input and make decisions related to the students and school. They also serve on various district committees to represent Cox. In addition, teachers and staff serve on the School Site Council (SSC), Parent Teacher Association (PTA), Student Study Team (SST), 504 Accommodation Team, School Solution Action Team (SSAT), Beginning Teacher Support and Assessment Program (BTSA), and the Leadership Team. Every Cox staff member is highly qualified. Classified staff provides formal and informal input for school decisions.

Students at Cox Elementary benefit from the following...

#### Professional Development & Assessments

- Balanced Literacy (B.L.)
- Cognitively Guided Instruction (CGI)
- Thinking Maps: Write from the Beginning and Beyond
- Smarter Balance (SBAC) Assessments
- Literacy F&P Assessments
- Thinking Maps Baseline & Post Writing Assessments (Common Assessment Rubric)
- CGI Common Assessments (Common Assessment Rubric)
- Scholastic Reading Inventory (SRI-5th Grade Only)
- Teacher created assessments-Formative assessments
- Curriculum based measures
- Illuminate (management database) for Data Analysis

#### Release Time/Grade Grade Collaboration

- Grade level horizontal collaboration-Thursdays Mornings & Afternoons
- Multiple grade level(s) vertical collaboration-selected Thursday afternoons.
- Professional development in reading-Growing Educators
- Site visitations/Grade level classroom walkthroughs
- B.L., CGI, & Thinking Maps: training and collaboration
- Technology training and collaboration-ViewSonic Touch Screens
- Illuminate training
- District trainings-Instruction, Curriculum (Science), Data

#### Intervention

- Best practices in the classroom
- Differentiation in small groups
- Flight School-Reading Intervention based on Fountas & Pinnell Reading Assessments
- (Title I & EL) Intervention with Certificated Teachers
- Kindergarten and RSP Aides
- Bilingual Tutors
- Purple Folder Tutors
- Moby Max (Multiple Content Online Curriculum Program)
- ST Math Fluency (Support Math Facts)

#### Instructional Supplies

- Quality Text & resources to support B.L.
- Informational text allocation
- Duplication materials – ink and masters
- Informational text allocation
- Lamination
- Fosnot units and materials
- Thinking Maps materials
- Intervention materials
- Professional literature

#### Technology

- ViewSonic Touch Screens for ALL renovated classrooms.
- Light Speed Sound Systems for ALL renovated classrooms
- Moby Max Reading, Language Conventions, Social Studies, Science Program
- ST Math & ST Math Fluency site license
- Computer software licenses
- ELMOs and LCD Projectors for classrooms

- Chromebooks and/or iPads for ALL classrooms
- SmartTables for all Kindergarten classrooms
- School wide wireless internet access
- Hardware

All teachers work with English Learners (ELs) and make instruction comprehensible through ELD and SDAIE strategies. All EL students are tested yearly until they are re-designated as Fluent English Proficient. Results are communicated to parents annually along with information regarding their child's educational program at Cox School. ELs are expected to advance toward English proficiency each year. Bilingual tutors work with students at the Emerging level. There is active parent participation on the English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC).

Special Education and Gifted and Talented Education (GATE) students receive specialized instruction delivered by qualified teachers. Their identification follows established guidelines created by the FVSD. Parents must give their consent before testing and are informed of procedures, identification criteria, and program goals. Teachers differentiate instruction according to assessment results in order to meet the needs of all learners.

Most academic interventions occur during the school day; however, students also participate receive additional support "beyond the bell" in some instances. In the classroom whole group instruction is made more comprehensible through the use of visual support such as Thinking Maps, Discovery United Streaming, Brain Pop, Pages/Powerpoint, internet based websites, etc. Technology (ELMO, laptop, and ViewSonic Displays) helps facilitate visual support in every classroom. In addition to support provided during whole group instruction, small group differentiation occurs on a regular basis. Title I funds are utilized to support our intervention programs. K-3rd benefit from "Flight School," our reading intervention program which is implemented by four credentialed teachers trained and led by FVSD's Teacher on Special Assignment (TOSA). 4th and 5th grade classrooms will benefit from our "Support Teacher" program where classroom teachers will serve as the intervention teacher while the credentialed "Support Teacher" will provide "whole group" instruction. To ensure teachers are well prepared to provide intervention, Title I funds are used for professional development fees, substitutes, and stipends in order to give teachers the opportunity to participate in trainings and meet in grade level horizontal and vertical teams.

Another important piece of the vision is to ensure that Cox School is an orderly place where all students feel safe and secure. The classrooms are well lit, comfortable, clean, and equipped with appropriate furniture and technology. Every student has access to the well-stocked library and computer lab. Title IV legislation provides guidelines for keeping students, staff, and visitors safe and secure while on campus. There is a School Safety Plan in place, and monthly drills are conducted to ensure students and staff understand the procedures to follow in case of emergencies. Curriculum promoting drug prevention and character education is used to help Cox students develop skills to help them deal successfully with real life situations.

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

## Planned Improvements in Student Performance

### School Goal #1

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

<b>CATEGORY/PRIORITY AREA(S): Student Achievement</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
LCAP 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.
<b>SCHOOL GOAL #1:</b>
To support student achievement, James H. Cox Elementary School will incorporate professional development, technology integration, and when available new California State Standards aligned instructional materials, and school and District signature practices.
<b>Annual Update:</b>
<p>SBAC ELA Results: In 2017-2018, 71% of all students assessed met or exceeded standards in ELA. In 2018-2019, 67% of all students assessed met or exceeded standards in ELA. Since 2014-2015, there is an increase of 3% in our ELA percent meeting or exceeding standards.</p> <p>SBAC Math Goal. In 2017-2018, 74% of all students assessed met or exceeded standards in Math. In 2018-2019, 72% of all students assessed met or exceeded standards in Math. Since 2014-2015, there is an increase of 16% in our Math percent meeting or exceeding standards.</p> <p>The Cox team continues to work on building common assessments for our Signature Practices for all students, K-5. The data from the common assessments will be utilized by teachers to plan and implement targeted instruction. Assessments include:</p> <ol style="list-style-type: none"><li>1. Fountas &amp; Pinnell</li><li>2. Thinking Maps Writing Baseline and Post utilizing common rubric.</li><li>3. Implement CGI Benchmark Assessments utilizing common rubric</li></ol>
<b>Expected Annual Outcomes</b>
<p>Student Achievement:</p> <p>SBAC ELA: The percentage of students achieving Met/Exceeded Standards will increase by 2% in all grades</p> <p>SBAC Math: The percentage of students achieving Met/Exceeded Standards will increase by 2% in all grades</p> <p>Cox Staff will utilize Common Assessments in our Signature Practices to (1) demonstrate strong increases from baseline scores and (2) inform the team's decision making processes in the following three areas:</p> <ol style="list-style-type: none"><li>1. Fountas &amp; Pinnell</li><li>2. Thinking Maps Writing Pre- and Post-assessments utilizing common rubric</li><li>3. Build CGI Benchmark Assessments utilizing common rubric</li></ol>

**Findings from the Analysis of this Data:**

- \* SBAC ELA decreased by 4% Standard Exceeded and Standard Met in all grades.
- \* SBAC Math decreased by 2% Standard Exceeded and Standard Met in all grades.
- \* 100% of students assessed in Fountas and Pinnell by end of the school year. Data entered into illuminate.
- \* Utilize Thinking Maps Writing Pre- and Post-writing scores on Narrative & Opinion Writing to plan and implement writing curriculum.
- \* Increase the 2:1 student to device ratio with 2:1 classroom to Chromebook cart ratio

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Installation, training, and implementation of ViewSonic Touch Screens for 32 classrooms.	2019-2020	District Staff, Principal, Intervention Teachers, Classroom Teachers	Purchased 32 ViewSonic Touch Screens for each classroom as Construction Phases are completed for each building. \$1500 per device.	5000-5999: Services And Other Operating Expenditures	Title I	88,197
				5000-5999: Services And Other Operating Expenditures	General Fund	25,000
Chromebooks	2019-2020	District Staff, Principal, Classroom Teachers	Two Chromebook classroom sets with carts-Increase student to device ratio. Greater flexibility for instructional intervention support to provide "ELA double dose."	4000-4999: Books And Supplies	Title I	20,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
K-3rd Reading Intervention-"Flight School"	2019-2010	Intervention Teachers	Two additional "Flight School" instructors were allocated out of our Title I funds (Four Instructors Total). Up to four intervention groups can be serviced at one instructional time block giving classroom teachers flexibility to offer instructional "Double Dose" in reading.	1000-1999: Certificated Personnel Salaries	Title I	39,393
Instructional Licenses	2019-2020	District Staff, Principal, Intervention Teachers, Classroom Teachers	Moby Max-Purchased the whole school license for ALL students to access Mobly Max. Targets instructional gaps for every student	5000-5999: Services And Other Operating Expenditures	Title I	4,000
			BrainPop - instructional support	5000-5999: Services And Other Operating Expenditures	Title I	2,800
Professional Development - Growing Educators staff training on Reader's Workshop-Balanced Literacy.	2019-2020	Principal, Intervention Teachers, Classroom Teachers	Professional Development tied to instructional goal of Unit Planning: 4-5 Teaching Points mini lessons per week.	5000-5999: Services And Other Operating Expenditures	General Fund	3,200
PLC-Collaboration Support	2019-2020	Classified Staff	Classified Staff supports our grade level collaboration and articulation efforts by supervising 700+ students every Thursday morning.	2000-2999: Classified Personnel Salaries	General Fund	2,000



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reading Resources to support Balanced Literacy	2019-2020	District Staff, Principal, Intervention Teachers, Classroom Teachers	Certificated Staff through grade level collaboration and individual meetings with Principal purchased reading resources to support the implementation of Balanced Literacy.	4000-4999: Books And Supplies	LCFF - Supplemental	25,000
			Nonfiction Text-Weekly Readers Scholastic	4000-4999: Books And Supplies	Title I	4,500
Robotics-5th grade	2019-2020	Principal, Classroom Teachers, Content Area Specialist	Partnership with CodeNinja to implement Robotics Boot Camp for 120 5th grade students. 15 Thursday sessions scheduled	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000
			32 Robotics Tool Kit Boxes	4000-4999: Books And Supplies	Other	1,920
Music Teachers Site Budget	2019-2020	Music Teacher	Music resources and materials	4000-4999: Books And Supplies	LCFF - Supplemental	500
Library Support	2019-2020	Library Media Technician	Additional hours for Library Media Technician - Read Aloud for primary classrooms & extra library time for students.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,500
					LCFF - Supplemental	880
Leadership Capacity Development	2019-2020	Leadership Team Members	Two Full Day Planning for six Grade Level Leads	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000
					Title I	1,000



## Planned Improvements in Student Performance

### School Goal #2

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

<b>CATEGORY/PRIORITY AREA(S): Special Populations</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
LCAP 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.
<b>SCHOOL GOAL #2:</b>
All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math, while reducing the achievement gap between subgroups.
<b>Annual Update:</b>
<p>FINDINGS FROM THE ANALYSIS OF THIS DATA Spring 2019. Based on the SBAC data from last Spring, our students from our special populations demonstrated the following:</p> <ul style="list-style-type: none"><li>* Low Income: ELA 56% Met/Exceeded Standards; 4% decrease from Spring 2018 to Spring 2019. Over the 5-year period of SBAC implementation (2015-2019), the percentage of Low-income students that Met/Exceeded Standards in ELA has increased by 3%.</li><li>* Low Income: Math 64% Met/Exceeded Standards; 0% increase from Spring 2018 to Spring 2019. Over the 5-year period of SBAC implementation (2015-2019), the percentage of Low-income students that Met/Exceeded Standards in Math has increased by 17%.</li><li>* 31% of the 385 students tested during the 2018-19 school year were identified as "Low Income."</li><li>* English Learner: ELA 32% at standard or exceeding; 16% decrease from Spring 2018 to Spring 2019. Over the 5-year period of SBAC implementation (2015-2019), the percentage of English Learners that Met/Exceeded Standards in ELA has decreased by 10%.</li><li>* English Learner: Math 58% at standard or exceeding; 2% increase from Spring 2018 to Spring 2019. Over the 5-year period of SBAC implementation (2015-2019), the percentage of English Learners Met/Exceeded Standards in Math has increased by 20%.</li><li>* 17% of the 385 students tested during the 2018-19 school year were identified as English Learners.</li><li>* Special Education: ELA 10% at standard or exceeding; 5% decrease from Spring 2018 to Spring 2019. Over the 5-year period of SBAC implementation (2015-2019), the percentage of Students with Disabilities that Met/Exceeded Standards in ELA has decreased 15%.</li><li>* Special Education: Math 33% at standard or exceeding; 2% decrease from Spring 2018 to Spring 2019. Over the 5-year period of SBAC implementation (2015-2019), the percentage of Students with Disabilities that Met/Exceeded Standards in Math has increased 14%.</li><li>* 5% of the 385 students tested are identified as Students with Disabilities.</li></ul>

**Expected Annual Outcomes**

The overall goal for our EL and LI subgroups is to approach and match the overall grade level percentages and/or increase % of "at standard or exceeding" by 2% annually. The raw number of students in each subgroup data needs to be taken into consideration with viewing the percentage increase or decrease data.

**Findings from the Analysis of this Data:**

EXPECTED ANNUAL MEASURABLE OUTCOMES: "Goal Setting"

\* The achievement gaps for our significant subgroups will decrease by 4% for both ELA & Math and/or the percentage of students that Meet/Exceed Standards will increase by 2%.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Outreach Counseling - Additional Support	2019-2020	Principal, District Staff, Consultants	Two additional days for Outreach Counselors	5000-5999: Services And Other Operating Expenditures	Title I	8,900
Collaboration Meetings-"Flight School" Instructors & General Education Teachers	2019-2020	Intervention Teachers, Classroom Teachers	Two Full Collaboration Days with Roving Subs. Progress and Goals for our target students.	1000-1999: Certificated Personnel Salaries	Title I	600
Social Emotional Support Groups	2019-2020	Classified Staff, Classroom Teachers	20-28 weeks of Social Emotional Lunch Time Play Groups to model and promote positive social interaction.	2000-2999: Classified Personnel Salaries	Title I	2,500
Behavior Incentives	2019-2020	Classified Staff, Principal, Classroom Teachers	Positive Behavior Incentives to support targeted students	4000-4999: Books And Supplies	LCFF - Supplemental	500

## Planned Improvements in Student Performance

### School Goal #3

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

<b>CATEGORY/PRIORITY AREA(S): Parent Involvement</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
LCAP Goal 3: To support academic success, all parents will be engaged and play an active role in the school community.
<b>SCHOOL GOAL #3:</b>
Increase parent involvement to include a broader representation of parents on school decision-making groups, reflective of all student demographics (parent ed nights, participation in PTO, SSC, school activities, conferences).
<b>Annual Update:</b>
ANNUAL UPDATE: <ul style="list-style-type: none"><li>* Back to School Night and Open House Attendance data analyzed.</li><li>* Cox Twitter page made available to Cox Community with multiple posts added weekly.</li><li>* Utilized Peachjar &amp; Blackboard for weekly and monthly communication.</li><li>* Daily classroom volunteer sign in sheets made available. Data can be utilized to track average number of daily volunteers on campus.</li><li>* Encourage PTA membership and attendance to general association meetings.</li><li>* Constant Contact-"Eagle's Nest" Email Newsletter: 10 issues during the school year.</li><li>* Monthly calendars sent home using Weekly Wednesday Envelopes.</li></ul>
<b>Expected Annual Outcomes</b>
FINDINGS FROM THE ANALYSIS OF THIS DATA: Based on the Parent Involvement data, the expected annual outcomes for 2019-20 include: <ul style="list-style-type: none"><li>* Increased Cox Twitter membership.</li><li>* Continued to utilize Peachjar.</li><li>* Maintained average daily classroom volunteer sign in at or above 20 volunteers.</li><li>* Increased Parent Conference participation to greater than 80%.</li><li>* Conducted a comprehensive Parent PTA membership drive.</li><li>* Promoted Eagle's Nest Views through collaborative teamwork with PTA President.</li><li>* Shared School Governance by meeting parent participation requirements for School Site Council and English Learner Advisory Council.</li></ul>

**Findings from the Analysis of this Data:****EXPECTED ANNUAL MEASURABLE OUTCOMES:**

- \* Increase Cox Twitter membership.
- \* Continue to utilize Peachjar and blackboard communication (Sent out regular school and/or PTA flyers).
- \* Average daily classroom volunteer sign in number  $\geq 20$ .
- \* Parent Conference attendance numbers  $> 80\%$ .
- \* Parent PTA membership incentives.
- \* Host two Family Nights (Reading/Balanced Literacy Night & CGI/Math Night).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Education Night-Reading & Math (Balanced Literacy & CGI)	2019-2020	Principal, Classroom Teachers, Consultants	November 14 & March 19th. Reading and Math Parent Education and Family Nights- Timecard, incentives, prizes.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000
				5000-5999: Services And Other Operating Expenditures	Title I	1,000
Communication - Eagle's Nest	2019-2020	Principal, Classroom Teachers, District Staff	Subscriptions	5900: Communications	General Fund	500
Staff Team Building	2019-2020	Principal, Classroom Teachers, Grade Level Leads	Team Building activities & events Professional Developments	5000-5999: Services And Other Operating Expenditures	Donations	750

## Planned Improvements in Student Performance

### School Goal #4

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

<b>CATEGORY/PRIORITY AREA(S): Student Engagement &amp; School Climate</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
LCAP Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.
<b>SCHOOL GOAL #4:</b>
Create a learning and school climate that improves students' attendance, connection, and overall involvement in all aspects of their education.
<b>Annual Update:</b>
<p>ANNUAL UPDATE:</p> <ul style="list-style-type: none"><li>* Average daily attendance for Cox School was 96.9% matching our district's average and exceeding the county average.</li><li>* The Chronic Absenteeism Rate for Cox Elementary based on the 2019 CA Dashboard was 3.4% for the 2018-19 school year.</li><li>* The Suspension Rate for Cox Elementary based on the 2019 CA Dashboard was 0.8% for the 2018-19 school year</li></ul> <p>The School Climate Survey administered with 3rd-5th grade students during the 2018-19 school year showed that:</p> <ul style="list-style-type: none"><li>* 82% of students responded positively to the survey question, "Do you feel safe at school?"</li><li>* 83% of students responded positively to the survey question, "Are you happy to be at this school?"</li><li>* 85% of students responded positively to the statement, "Teachers care about me."</li></ul>
<b>Expected Annual Outcomes</b>
<ul style="list-style-type: none"><li>* Daily attendance will be at or above the district average.</li><li>* Chronic absenteeism will stay constant or reduce in quantity (25).</li><li>* Suspension rates will stay constant or reduce in quantity with alternative incentives and/or consequences established.</li><li>* Based on the Climate Survey, the goal is for 100% of our students report that they feel safe at school.</li></ul>
<b>Findings from the Analysis of this Data:</b>
<p>EXPECTED ANNUAL MEASURABLE OUTCOME:</p> <ul style="list-style-type: none"><li>* Daily attendance will be at or above the district average.</li><li>* Chronic absenteeism will be reduced by 0.5% from 3.4% to 2.9%.</li><li>* Suspension rates will maintain below 1.0%</li><li>* Increase the percentage of students responding positively to School Climate Survey Questions to greater than 85%</li><li>* Parent Conference Enrollment Numbers: 727 total enrollment of this 710 attended parent conferences in person and 6 had phone conferences in the Fall of 2018.</li></ul>



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Positive Incentives & Awards	2019-2020	Principal, Classroom Teachers	Student Awards & Incentives - End of the Year	5000-5999: Services And Other Operating Expenditures	General Fund	2,500
			Student Awards & Incentives - Student of the Month	5000-5999: Services And Other Operating Expenditures	General Fund	500
Classroom Incentives	2019-2020	Principal, Classroom Teachers, Classified Staff	Incentives to promote positive school climate & culture	5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA)	250

### District-Wide Services

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

<b>CATEGORY/PRIORITY AREA(S): State Priority Areas 1 through 7</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
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. 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. Goal 3: To support academic success, all parents will be engaged and play an active role in the school community. Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness. Goal 5: To support academic success, school facilities will be clean, safe, and effectively support a 21st Century education.
Actions are applicable to School Goals 1 through 4.
<b>Annual Update:</b>
The purpose of this section of the Single School Plan for Student Achievement is to identify supports and services articulated in the Local Control Accountability Plan that benefit students at all FVSD Middle Schools. These supports and services are provided by FVSD through the LCAP and do not require approval from individual School Site Councils, as the actions have already been identified through community input processes and approved by the Fountain Valley School District Board of Trustees.
<b>Expected Annual Outcomes</b>
Fountain Valley School District will achieve "Standards Met" status for all LCAP Local Indicators including Priority Area 1: Basic Services, Priority Area 2: Implementation of Academic Standards, Priority Area 3: Parent Involvement, Priority Area 6: School Climate, and Priority Area 7: Access to a Broad Course of Study. In addition, Fountain Valley School District will achieve "Green" or "Blue" levels on LCAP State Indicators including Priority Area 4: Student Achievement, and Priority Area 5: Student Engagement.
<b>Findings from the Analysis of this Data:</b>
For the 2018-19 School Year, Fountain Valley School District achieved "Standards Met" status for each of the LCAP Local Indicators through the self-reflection and reporting process. FVSD received positive results for the LCAP State Indicators of Student Achievement (Priority Area 4) and Student Engagement (Priority Area 5) on the 2019 CA Dashboard: * On the CA Dashboard Academic Indicator for English Language Arts, FVSD achieved that the highest level (Blue) and Cox Elementary School achieved at the second highest level (Green). * On the CA Dashboard Academic Indicator for English Language Arts, FVSD and Cox Elementary School both achieved the highest level (Blue) * On the CA Dashboard Academic Engagement Indicator (Chronic Absenteeism), FVSD at the second highest level (Green) and Cox Elementary School achieved at the mid-level (Yellow). * On the CA Dashboard Conditions & Climate Indicator (Suspension Rate), FVSD and Cox Elementary School both achieved at the mid-level (Yellow)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize Teachers on Special Assignment to provide professional development and instructional support for TK-5th grade teachers related to ELA and Math instruction.	September 2019 through June 2020	District Staff, Elementary Principal, and Teachers on Special Assignment	Professional development and instructional coaching	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	38,362
Intervention support for students in need of additional academic support related to English-Language Arts in grades K-3 and English-Language Arts or Mathematics in grades 4-5.	September 2019 through June 2020	District Staff, Principal, Intervention Teachers, Classroom Teachers	Targeted intervention for students in need of additional support in order to meet grade level expectations	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	80,000
			Targeted intervention for students in need of additional support in order to meet grade level expectations	1000-1999: Certificated Personnel Salaries	Other	11,428
Music program supported by itinerant music teachers to provide students with weekly instruction in the arts.	September 2019 through June 2020	District Staff, Principal, and Itinerant Music Teacher(s)	Weekly music instruction for students in elementary grade levels	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	38,256
Bi-lingual Classroom Aide support for English learners with "emerging/novice" level English literacy skills.	September 2019 through June 2020	District Staff, Principal, Teacher, Bi-lingual Classroom Aide	English language acquisition support	2000-2999: Classified Personnel Salaries	Title III	15,771
Library Media Technician support to provide expanded access for students and library management services.	September 2019 through June 2020	District Staff, Elementary Principal, and Library Media Technician	Library resource management and facilitated access to library resources for students	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	13,495
			Library resource management and facilitated access to library resources for students	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	4,498
Senior Library Media Technician to support the work of school site Library Media Technicians	September 2019 through June 2020	District Staff, Elementary Principal, Senior Library Media Technician	Program support for Library Media Technician assigned to school site	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	474



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Small group and individual support for students in grades TK-5 in need of social-emotional counseling.	September 2019 through June 2020	District Staff, Elementary Principal, Classroom Teachers	Social-emotional counseling services	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	12,071
District nursing staff to provide medical support for students in grades TK-5 and work with families of high-needs students	September 2019 through June 2020	District Staff, Elementary Principal, District Nurses	Health-related services	1000-1999: Certificated Personnel Salaries	LCFF - Base	45,960
			Health-related services	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,712
Release days for district-level teacher professional development.	September 2019 through June 2020	District Staff, Principals	Training and instructional coaching	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	15,650
Utilize Teacher on Special Assignment to assist with the implementation of primary grade intervention programs - including professional development for intervention teachers.	September 2019 through June 2020	District Staff, Principal, and Teacher on Special Assignment	Program support for site, professional development, and instructional coaching	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,923
District translator to provide written and verbal language support at school site functions, parent involvement activities, and parent-teacher meetings throughout the school year.	September 2019 through June 2020	District Staff and Elementary Principal	Written and Verbal language support for stakeholders with limited English proficiency skills	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	6,738
Support for teacher(s) to attend Teacher's College Training related to Balanced Literacy Instruction at Columbia University in New York.	August 2019	District Staff and Elementary Principal	Conference Registration and Attendance Support	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,250
Summer Academy Learning Program for primary grade students in need of additional learning opportunities.	July 2020	District Staff, Principals, and Classroom Teachers	Targeted intervention for students in need of additional support in order to meet grade level expectations	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,464

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	Donations	750.00
2000-2999: Classified Personnel Salaries	General Fund	2,000.00
5000-5999: Services And Other Operating	General Fund	31,200.00
5900: Communications	General Fund	500.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	45,960.00
	LCFF - Supplemental	880.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	189,367.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	26,705.00
4000-4999: Books And Supplies	LCFF - Supplemental	26,000.00
5000-5999: Services And Other Operating	LCFF - Supplemental	6,250.00
5800: Professional/Consulting Services	LCFF - Supplemental	12,071.00
1000-1999: Certificated Personnel Salaries	Other	11,428.00
4000-4999: Books And Supplies	Other	1,920.00
5000-5999: Services And Other Operating	Parent-Teacher Association (PTA)	250.00
	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	39,993.00
2000-2999: Classified Personnel Salaries	Title I	2,500.00
4000-4999: Books And Supplies	Title I	24,500.00
5000-5999: Services And Other Operating	Title I	104,897.00
2000-2999: Classified Personnel Salaries	Title III	15,771.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	225,890.00
Goal 2	12,500.00
Goal 3	3,250.00
Goal 4	3,250.00
Goal 5	299,052.00

## Home/School Compact

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

### **Student Pledge:**

#### THE STUDENT PLEDGE:

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

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

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

### **Parents Pledge:**

#### THE PARENT PLEDGE:

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

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

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_

### **Staff Pledge:**

#### THE TEACHER PLEDGE:

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

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

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

#### Everyone Will...

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

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Patrick Ham, Ed.D.	X				
Jill Richards		X			
Jessica O'Malley		X			
Emily Harvest		X			
Kelly Lopez			X		
Christopher Nguyen (Year 2)				X	
Yeimmy Majano (Year 2)				X	
Nhan Huynh (Year 2)				X	
Ahmed Elahwal (Year 1)				X	
Qiu Xia Chen (Year 1)				X	
Marian Barsom (Year 1) Alternate				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>6</b>	

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

Signature  
*Christine Canessa*  
Signature

Signature

Signature

Signature

Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on December 10, 2019.

Attested:

Patrick Ham, Ed.D.

Typed Name of School Principal

*Patrick Ham*  
Signature of School Principal

12-10-19

Date

Jill Richards

Typed Name of SSC Chairperson

*Jill Richards*  
Signature of SSC Chairperson

12-10-19

Date

# The School Plan for Student Achievement

**School:** Harry C. Fulton Middle School  
**CDS Code:** 30-66498-6027916  
**District:** Fountain Valley School District  
**Principal:** Erin Bains  
**Revision Date:**

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

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

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

**The District Governing Board approved this revision of the SPSA on March 12, 2020.**

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## **School Vision and Mission**

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

#### **School Mission**

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.

#### **School Vision Statement**

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

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

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

## **School Profile**

Harry C. Fulton Middle School has a proud tradition of providing a world-class education for students in the Fountain Valley community since 1967. Thanks to Measure O funding approved by the Fountain Valley community in 2016, the Fulton campus is undergoing significant renovations that will improve infrastructure and update amenities in classrooms to continue serving students. Fulton is home to a diverse population of approximately 759 students. In terms of ethnicity, 46% of students identify as Asian, 26% of students identify as White, 16% of students identify as Hispanic, and 9% of students identify as Multi-Ethnic. English Learners constitute 4% of Fulton's enrollment, 15% of Fulton students qualify for free- or reduced-lunch (socio-economically disadvantaged), and 9% of students attending Fulton Middle School receive special education services. Unique to Fulton Middle School is that many of the students are the second or third generation to live in the neighborhood and attend Fulton, which accounts for the closeness of the community.

Fulton has received numerous awards, including California Distinguished School awards (2009, 2013, and 2019), and a California Gold Ribbon School Award in 2015. We are fortunate to have a staff of 30+ teachers who are dedicated to the education of our students - many of whom hold advanced degrees in Education or their content area of expertise. Staff members participate in rigorous professional development designed to equip teachers with high-impact, research-based teaching strategies to bring out the best in students. Fulton's number one goal is to focus on increasing student achievement through an academic, standards-based instructional program, while at the same time, providing a highly enriched educational and social environment for our middle school students resulting in high levels of student-indicated school connectedness. Fulton students benefit from outstanding classroom instruction in all areas, and a dedicated team of educational specialists, including a Resource Specialist, three Special Day Class teachers, a Speech and Language Pathologist and School Psychologist, provide the support needed to help students with special needs achieve to their full potential.

Fulton Middle School is proud to provide students with access to a broad course of study through a dynamic electives program that includes leadership classes, yearbook, Peer Assistance League, vocal and instrumental music classes, and STEM-related courses including Robotics. In addition, Fulton is dedicated to supporting students with needs across the full continuum of achievement including intervention support classes, co-teaching classes that provide full-inclusion opportunities for students with special needs, and honors courses - all with the goal of making sure that every student is fully prepared for success in high school and to pursue all of their college and career aspirations.

Beyond the classroom, Fulton provides students with a wide range of extracurricular activities including dances, clubs, sports teams and cheerleading, classroom competitions, pep rallies, and student council. In addition, Fulton hosts Spirit Days, noon sports leagues, participates in interscholastic sports competitions with the other FVSD middle schools, and hosts "Rockin' Lunches" for students.

Fulton is constantly striving to provide opportunities for students to be connected to the school, as research shows that school-connectedness continues to have a significant positive impact on the academic achievement of students.

Fulton Middle School is also proud to have a very active Parent Teacher Association who supports our school in many ways including fundraising, providing parent volunteers for campus events and activities, supplementing district-provided technology resources, funding assemblies, and generally contributing to the development of a connected, positive learning environment for students. Parents play an instrumental role in helping Fulton realize its goals by serving on School Site Council, English Learner Advisory Council, and various sub-committees of the Fulton PTA. Parental involvement and support are key ingredients to making Fulton Middle School one of the finest schools in Orange County. While Fulton Middle School enjoys high levels of student achievement, the staff, parents, and administration are all committed to working together for continuous improvement and ways to maximize student learning and development.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>CATEGORY/PRIORITY AREA(S): Student Achievement</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
LCAP Goal 1: To support academic success, students will participate in a rigorous academic program and demonstrated continued growth in all content areas, with an emphasis on collaboration, communication, critical thinking, and problem solving.
<b>SCHOOL GOAL #1:</b>
The student achievement goal for Fulton Middle School is be one of the highest performing middle schools in all of Orange County. To achieve this goal, our focus will be improving proficiency rates on CA State Testing for ELA and Math by 2% or more on an annual basis. By leveraging FVSD District signature practices, technology, and ongoing teacher professional development the Fulton staff is confident that mastery of the CA State Standards is achievable by all students.
<b>Annual Update:</b>
SBAC ELA: 84% of students Met/Exceeded Standards in ELA, an increase of 1% from the prior year (2017-18), and an overall increase of 3% since the implementation of SBAC testing in 2014-15. SBAC Math: 78% of students Met/Exceeded Standards in Math, an increase of 2% from the prior year (2017-18), and an overall increase of 7% since the implementation of SBAC testing in 2014-15.  In addition to CA State testing, Fulton teachers rely heavily on common formative assessments such as the Scholastic Reading Inventory (SRI), Interim Assessment Blocks (IABs), and Math Unit Assessments to monitor the progress of students throughout the school year. These assessments leverage technology to help prepare students for high stakes CA State Assessments and Fulton's comprehensive 1:1 Chrome Book initiative has helped ensure students have constant access to appropriate educational technology.

**Expected Annual Outcomes**

This year, Fulton staff will continue with professional development in multiple areas. The math department will continue to develop resources to support units developed in conjunction with the Irvine Math Project and Edulastic. Both the History and Science Departments will be piloting new textbooks based on CCSS. Our PE department continues to work with Special Olympics to run a Unified Sports program as well as attend Physical Fitness conferences. ELA grade level teams will continue their work with novel studies and units. Also, the entire staff will be receiving Viewsonic Interactive video boards and professional development through modernization.

Goals for the 2019-20 school year include:

- \* SBAC ELA Goal: Increase the percentage of students Meeting/Exceeding Standards on the 2019-20 SBAC ELA by 5% from 84% to 89%.
- \* SBAC Math Goal: Increase the percentage of students Meeting/Exceeding Standards on the 2019-20 SBAC Math by 5% from 78% to 83%.
- \* ELA teachers will fully implement TurnItIn.com and FeedbackStudio to all students at least once per trimester
- \* SRI Reading Assessments will have school-wide administration, three times per student annually and monthly for students identified for intervention/support classes thus increasing the usage of data to drive instructional practice on campus.
- \* ELA & Math teachers will administer three common Interim Assessments each.
- \* Math teachers will continue to develop units collaboratively with grade-level teachers throughout the district and revise previously developed units from the Irvine Math Project and will implement the first phase of Edulastic that will consist of all unit assessments.
- \* All content areas will begin to use Edulastic to develop assessments that monitor student learning.

Designated data meetings will be held to analyze the data of progress monitoring assessments to drive instruction. Regular intervention meetings will also be held to support extra support in reading and math. The integration of ViewSonic Touch Screens for all classrooms will also offer new and targeted instruction allowing for engaging and dynamic lessons in all content areas.

**Findings from the Analysis of this Data:**

Fulton has a need for ongoing data analysis in all content areas - with a focus on expanding data resources in non-core areas where there is insufficient data. Dedicated time needs to be scheduled for collaboration and discussions regarding progress monitoring and instruction. There is also a need for additional professional growth and development in technology utilization/implementation across content areas and support for previous professional development. Fulton needs on-going professional development with regard to California State Standards and for additional instructional materials, especially with upcoming textbook/materials adoption.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase, installation, and training for staff on the use of ViewSonic Touch Screens for 32 classrooms. Cost factored over multiple years - expenditure reflects initial year of 3-year investment.	December 2019 - June 2020	Principal, IT Support, Maintenance Department	Purchase of Viewsonic Touch Screens and training for teachers	5000-5999: Services And Other Operating Expenditures	LCFF - Base	10,000
			Purchase of Viewsonic Touch Screens and training for teachers	5000-5999: Services And Other Operating Expenditures	Donations	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Release days for teachers to review student achievement data and plan instructional next-steps.	September 2019 - June 2020	Administrative Team, Classroom teachers	Substitute teacher costs	1000-1999: Certificated Personnel Salaries	LCFF - Base	20,000
			Materials & Supplies	4000-4999: Books And Supplies	LCFF - Base	1,000
Purchase Chrome Books to ensure access to 1:1 computing capability for all students.	September 2019 - December 2019	Administrative Team	Purchase and deploy Chrome Books	4000-4999: Books And Supplies	LCFF - Base	2,000



## Planned Improvements in Student Performance

### School Goal #2

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

<b>CATEGORY/PRIORITY AREA(S): Special Populations</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
LCAP 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.
<b>SCHOOL GOAL #2:</b>
Student achievement scores on CA State Testing will improve by 4% or more for students identified as English Learners, Low-Income, and Students with Disabilities. In addition, school-wide efforts will be made to improve achievement for students identified as Homeless, Foster Youth, or At-Promise (which are not statistically significant student groups for CAASPP reporting).
<b>Annual Update:</b>
<p>Student achievement for Fulton Middle School English Learners increased significantly in both ELA and Math last year, realizing an 8% increase in the percentage of students Meeting/Exceeding Standards in English Language Arts and 11% increase in the percentage of students Meeting/Exceeding Standards in Math. An achievement gap continues to exist between English Learners in both ELA and Math when compared to the "All Students" achievement scores (84% to 32% in ELA; 78% to 36% in Math). However, former English Learners that have reclassified to Fluent English Proficient status continue to be one of the highest achieving student groups on campus with 93% of students Meeting/Exceeding Standards in ELA and 88% of students Meeting/Exceeding Standards in Math.</p> <p>Student achievement for Fulton Middle School Low-Income students increased significantly in both ELA and Math last year, realizing a 5% increase in the percentage of students Meeting/Exceeding Standards in English Language Arts and 8% increase in the percentage of students Meeting/Exceeding Standards in Math. An achievement gap continues to exist between English Learners in both ELA and Math when compared to the "All Students" achievement scores (84% to 77% in ELA; 78% to 71% in Math). Over the past five years we have seen a 6% growth in ELA and a 13% growth in math for Low-Income students.</p> <p>Student achievement for Fulton Middle School Students with Disabilities increased significantly in both ELA and Math last year, realizing a 3% increase in the percentage of students Meeting/Exceeding Standards in English Language Arts and 3% increase in the percentage of students Meeting/Exceeding Standards in Math. An achievement gap continues to exist between English Learners in both ELA and Math when compared to the "All Students" achievement scores (84% to 38% in ELA; 78% to 26% in Math). Over the past five years we have seen a 4% growth in ELA and a 2% growth in math for Low-Income students.</p>

**Expected Annual Outcomes**

Fulton Middle School is committed to providing math and reading intervention support classes for students struggling to achieve proficiency. We expect to continually close the achievement gaps with for learners in our targeted student groups. Progress monitoring using Interim Assessment Blocks (IABs), SRI Reading assessments, and Unit Assessments takes place throughout the school year and results are analyzed by teachers individually, as well as in grade level and content area teams. We will continue with co-teaching in ELA and Math as well as implementing the Language Live! with our students with moderate/severe special needs.

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

**Findings from the Analysis of this Data:**

- \* Intervention classes in ELA and Math are needed to target students not making adequate yearly progress.
- \* EL students are provided an intensive ELA/Reading class in addition to being assigned to clusters throughout their core content areas.
- \* There continues to be a need for additional professional development on strategies to support Special Populations in the California State Standards.
- \* There continues to be a need for the development of targeted benchmark assessments to support students and teachers in preparing for SBAC assessments.
- \* There continues to be a need for California State Standards-aligned materials in areas outside of math.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create a robust Robotics program to engage subgroups in a non-traditional format	September 2019-June 2020	Administrative Team, teachers, staff	Purchase new materials for multiple levels of robotics	4000-4999: Books And Supplies	LCFF - Supplemental	20,000
Use the math program ALKS, a computer based program focusing on skills for students in support classes	September 2019-June 2020	Administrative Team, teachers, staff	Purchase subscription to ALKS	4000-4999: Books And Supplies	LCFF - Base	3,000
				4000-4999: Books And Supplies	Donations	2,000
Purchase library books in various levels allowing access for all students.	September 2019-June 2020	Administrative Team, teachers, librarian, staff	Purchase books	4000-4999: Books And Supplies	LCFF - Supplemental	1,500

## Planned Improvements in Student Performance

### School Goal #3

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

<b>CATEGORY/PRIORITY AREA(S): Parent Involvement</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
LCAP Goal 3: To support academic success, all parents will be engaged and play an active role in the school community.
<b>SCHOOL GOAL #3:</b>
Fulton will increase involvement of parents in regard to school activities and home-to-school communication. We will have a 10% increase in PTA memberships and increase community/parent opportunities by 8%.
<b>Annual Update:</b>
<p>Fulton offers many ways to involve parents in their student's education through volunteer and educational opportunities as well as community events. Our School Site Council has active participation by all categories of members including parents/students/classified/certificated staff.</p> <p>Nearly 40% of all parents belong to the Fulton PTA which holds monthly meetings and sends out a weekly email updating families on the programs it supports as well as assemblies and fundraising. PeachJar is utilized for electronic message distribution in addition to direct texts, emails, and all-call phone messages. All campus visitors/parents are required to sign-in and out electronically on campus and during the 2018-19 school year logged nearly 18,000 volunteer hours. Fulton's counselor works with the two other middle schools to provide parent education nights.</p>
<b>Expected Annual Outcomes</b>
Working with PTA our membership will increase through incentives and educating our community on all that PTA provides for our school. We will continue to offer parent education nights facilitated by school counselors. We will increase participation on our ELAC committee.
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"><li>* Broader-based parent involvement continues to be an areas of concern parent involvement and PTA membership tends to decrease from elementary school to middle school</li><li>* Increasing outreach to parents of English Learners could positively impact achievement and engagement for this student group</li><li>* Continued expansion of electronic access/messaging on behalf of both Fulton and the Fulton PTA has already proven to be highly beneficial, and will continue to expand.</li></ul>



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create two parent education nights focusing on the social and emotional well being of students.	September 2019-2020	Administrative Team, counselors	Planning time and speakers for educational evenings	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental LCFF - Supplemental	200 800
Create incentives for parents to join the PTA.	September 2019-2020	Administrative Team, teachers, staff, PTA	Purchase prizes to encourage more participation	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1,000

## Planned Improvements in Student Performance

### School Goal #4

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

<b>CATEGORY/PRIORITY AREA(S): Student Engagement and School Climate</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
LCAP Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.
<b>SCHOOL GOAL #4:</b>
Reduce chronic absenteeism from 1.7% to 1.0% and suspension rates from 1.9% to 1.5% and continue to foster a learning environment/school climate which improves student engagement/involvement in all aspects of their education.
<b>Annual Update:</b>
<p>Fulton Middle School works hard at involving students in school activities and make meaningful connections. The attendance rate has remained steady and in 2018-2019 was 97.7% which was an increase of .13%. Based on the CA Dashboard, the suspension rate increased from 1.4% to 2.4%. Restorative circles and practices are run by the Assistant Principal and school counselor when incidents occur and counseling services are offered to all students.</p> <p>A Climate Survey was given to 7th-grade students and 74% reported responded positively to the statement "I feel safe at school" (an 2% from the 2017-18 survey). In addition, 67% of students responded positively to the statement "Teachers care about me" (a 7% increase from the 2017-18 survey). Finally, 96% of Fulton students reported having "meaningful participation" in school which was 37% higher than the district average. Fulton works hard to create opportunities for students to connect with their peers and have positive experiences in many areas.</p>
<b>Expected Annual Outcomes</b>
<p>Daily attendance rates will continue to increase by 0.3 %. This is due in part to monthly tracking of attendance and outreach to parents regarding chronic absenteeism and the importance of day-to-day attendance. The use of SART contracts will also help to keep our attendance rate above the district average.</p> <p>Suspension rates will decrease by the increased alternative disciplinary measures including restorative practices and access to our school counselor. Fulton will also maintain or increase our 96% of school connectedness through PAL, ASB, student recognition as well as teacher run clubs during lunch and after school.</p>
<b>Findings from the Analysis of this Data:</b>
While Fulton continues to enjoy higher-than-average student engagement and school climate ratings, there continues to be a need for the development of additional, consistent student recognition programs. Additional student recognition programs have been solidified such as Student Recognition Breakfast, Spirit Wars, and Falcon-of-the-Month. During the 2019-20 school year, additional during and after school activities and clubs will be offered to increase opportunities for school-connectedness. The general approach to managing behaviors that do not meet established expectations has shifted to a Restorative Justice model and this has significantly reduced the school's suspension rate.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Host Student Recognition Breakfast events twice during the 2019-20 school.	December 2019 - June 2020	Administrative Team, Teachers	Student Awards and Refreshments	4000-4999: Books And Supplies	LCFF - Supplemental	500
Provide opportunities for students to participate in school activities and clubs at lunch.	September 2019- June 2020	Administrative Team, Counselor, Teachers	School Connectedness	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000
			School Connectedness	1000-1999: Certificated Personnel Salaries	Donations	500
SOAR program offering incentives and monthly drawings to recognize positive behavior.	September 2019- June 2020	Administrative Team, Counselor, Teachers	School Climate-student behavior	4000-4999: Books And Supplies	LCFF - Supplemental	500
Provide resources to support music classes such as rock band, guitar, orchestra, and band	September 2019- June 2020	Administrative Team, Teachers	Instructional resources for music program	4000-4999: Books And Supplies	LCFF - Supplemental	1,000
Utilize the School Leadership Team to continue to build school culture.	September 2019- June 2020	Administrative Team, Staff, Teachers	Release time for leadership team	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000
			Additional pay for after contractional time meetings	1000-1999: Certificated Personnel Salaries	Donations	1,500
Provide support for our counseling services through cessation and other programs	September 2019- June 2020	Site Administrators, Counselor, Teachers	Purchase programs to support counseling services	4000-4999: Books And Supplies	LCFF - Supplemental	500
Analyze discipline and suspensions to identify patterns and continue to explore alternatives to suspensions.	September 2019- June 2020	Site Administrators, Counselor, Teachers	School Connectedness	None Specified	None Specified	

### District-Wide Services

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

<b>CATEGORY/PRIORITY AREA(S): State Priority Areas 1 through 7</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
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. 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. Goal 3: To support academic success, all parents will be engaged and play an active role in the school community. Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness. Goal 5: To support academic success, school facilities will be clean, safe, and effectively support a 21st Century education.
<b>SCHOOL GOAL:</b>
Actions are applicable to School Goals 1 through 4.
<b>Annual Update:</b>
The purpose of this section of the Single School Plan for Student Achievement is to identify supports and services articulated in the Local Control Accountability Plan that benefit students at all FVSD Middle Schools. These supports and services are provided by FVSD through the LCAP and do not require approval from individual School Site Councils, as the actions have already been identified through community input processes and approved by the Fountain Valley School District Board of Trustees.
<b>Expected Annual Outcomes</b>
Fountain Valley School District will achieve "Standards Met" status for all LCAP Local Indicators including Priority Area 1: Basic Services, Priority Area 2: Implementation of Academic Standards, Priority Area 3: Parent Involvement, Priority Area 6: School Climate, and Priority Area 7: Access to a Broad Course of Study. In addition, Fountain Valley School District will achieve "Green" or "Blue" levels on LCAP State Indicators including Priority Area 4: Student Achievement, and Priority Area 5: Student Engagement.
<b>Findings from the Analysis of this Data:</b>
For the 2018-19 School Year, Fountain Valley School District achieved "Standards Met" status for each of the LCAP Local Indicators through the self-reflection and reporting process. FVSD received positive results for the LCAP State Indicators of Student Achievement (Priority Area 4) and Student Engagement (Priority Area 5) on the 2019 CA Dashboard: * On the CA Dashboard Academic Indicator for English Language Arts, FVSD and Fulton Middle School both achieved that the highest level (Blue). * On the CA Dashboard Academic Indicator for English Language Arts, FVSD and Fulton Middle School both achieved the highest level (Blue). * On the CA Dashboard Academic Engagement Indicator (Chronic Absenteeism), FVSD achieved at the second highest level (Green) and Fulton Middle School achieved at the highest level (Blue). * On the CA Dashboard Conditions & Climate Indicator (Suspension Rate), FVSD achieved at the mid-level (Yellow), and Fulton Middle School achieved one level below the District (Orange)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize Teachers on Special Assignment to provide professional development and instructional support for middle school ELA and Mathematics teachers.	September 2019 through June 2020	District staff, Middle School Principal, and Teachers on Special Assignment	Training and Instructional Coaching	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	43,271
Additional sections in the master schedule to support academic intervention for ELA and Mathematics.	September 2019 through June 2020	District staff, Middle School Principal	Resources to reduce staffing ratio and enable schools to build additional sections into the master schedule	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	57,500
Choral Music program launched at each middle school to complement existing music programming and expand access to "broad course of study."	September 2019 through June 2020	District staff, Middle School Principal, Itinerant Choral Music Teacher	Classroom instruction in choral music	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	21,824
District translator to provide written and oral language support at school site functions, parent involvement activities, and parent-teacher meetings throughout the school year.	September 2019 through June 2020	District Staff, Middle School Principal, Middle School Assistant Principal	Written and Oral language support for non-English speaking families	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	22,807
Library Media Assistant support to provide expanded access for students and library management services.	September 2019 through June 2020	District Staff, Middle School Principal, Library Media Assistant	Library resource management and facilitated access to library resources for students	2000-2999: Classified Personnel Salaries	LCFF - Base	18,995
			Library resource management and facilitated access to library resources for students	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	6,331
Middle School Counselor to provide emotional support and help students create secondary academic plans focused on college and career goals.	September 2019 through June 2020	District Staff, Middle School Principal, School Counselor	Academic and Social-emotional counseling services	1000-1999: Certificated Personnel Salaries	LCFF - Base	75,817
			Academic and Social-emotional counseling services	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	25,271



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District nursing staff to provide medical support for students	September 2019 through June 2020	District Staff, Middle School Principal, District Nurses	Health-related services	2000-2999: Classified Personnel Salaries	LCFF - Base	45,960
			Health-related services	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2,712
Mental Health Services support for students, staff, and families through partnership with CareSolace	September 2019 through June 2020	District Staff, Principals, School Counselors	Health-related services	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1,550
Release days and/or external training costs associated with district-level professional development	September 2019 through June 2020	District Staff, Principals	Training and Instructional Coaching	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20,650
Stipend for Site Technology Coordinator	September 2019 through June 2020	District Staff, Principal	Technology Support	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,750
Data management systems to support common assessment and data analysis	September 2019 through June 2020	District Staf	Instructional technology and data systems	5000-5999: Services And Other Operating Expenditures	LCFF - Base	5,805
			Instructional technology and data systems	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	14,935

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Donations	2,000.00
4000-4999: Books And Supplies	Donations	2,000.00
5000-5999: Services And Other Operating	Donations	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	97,567.00
2000-2999: Classified Personnel Salaries	LCFF - Base	64,955.00
4000-4999: Books And Supplies	LCFF - Base	6,000.00
5000-5999: Services And Other Operating	LCFF - Base	15,805.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	170,716.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	31,850.00
4000-4999: Books And Supplies	LCFF - Supplemental	24,000.00
5000-5999: Services And Other Operating	LCFF - Supplemental	15,735.00
5800: Professional/Consulting Services	LCFF - Supplemental	1,550.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	38,000.00
Goal 2	26,500.00
Goal 3	2,000.00
Goal 4	6,500.00
Goal 5	365,178.00



## Home/School Compact

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

### Student Pledge:

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

\_\_\_\_\_ I will return completed homework on time.

\_\_\_\_\_ When I am absent, it is my responsibility to communicate with my teachers or follow their absent procedures to ensure I make up missed assignments.

\_\_\_\_\_ I will communicate my academic progress with my parents through the use of School Loop and/or return corrected work and tests.

\_\_\_\_\_ I will follow the Fulton Honor Code policy and always do my own work.

\_\_\_\_\_ I will arrive at school on time every day unless I am ill.

\_\_\_\_\_ I will be responsible for my own behavior and show respect to all people and objects.

\_\_\_\_\_ I will be a cooperative learner by participating in class and following directions

\_\_\_\_\_ I will be kind and respectful to others.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

### Parents Pledge:

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

\_\_\_\_\_ I will provide a quiet time and place for my child to study.

\_\_\_\_\_ I will encourage my child to complete his/her homework.

\_\_\_\_\_ I will make sure my child gets an adequate night's sleep.

\_\_\_\_\_ I will see to it that my child arrives at school on time every day (between 7:50 and 8:05)

\_\_\_\_\_ I will stay informed about my child's progress through the use of School Loop or another means of communication.

\_\_\_\_\_ I will attend Back to School Night, Parent Conferences, and Open House.

\_\_\_\_\_ I will support the school/district policies on homework, discipline and attendance.

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_

### Staff Pledge:

We understand the importance of the school experience to every child and our role as teachers and models. Therefore, we agree to carry out the following responsibilities to the best of our ability:

\_\_\_\_\_ I will teach all the necessary concepts to your child before regular homework is assigned.

\_\_\_\_\_ I will strive to be aware of the individual needs of your child.

\_\_\_\_\_ I will regularly communicate with you regarding your child's progress through School Loop, progress reports, and report cards.

\_\_\_\_\_ I will provide a safe and positive learning environment for your child.

### Everyone Will...

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

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Erin Bains	X				
Thao Nguyen			X		
Jennifer Rose		X			
Alyssa Brignardello		X			
Jill Tanner				X	
Toni Mora				X	
Keith Pham				X	
Caleb Pham					X
Leyna Nguyen					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>2</b>

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee


Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

Signature  
  
Signature  
  
Signature  
  
Signature  
  
Signature  
  
Signature  
  
Signature  
  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on December 9, 2019.

Attested:

Erin Bains

Typed Name of School Principal




Signature of School Principal

12.9.19

Date

Toni Mora

Typed Name of SSC Chairperson



Signature of SSC Chairperson

12/9/19

Date

# The School Plan for Student Achievement

**School:** Robert Gisler Elementary School  
**CDS Code:** 30-66498-6027973  
**District:** Fountain Valley School District  
**Principal:** Teri Malpass  
**Revision Date:** November 2019

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

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

**Contact Person:** Teri Malpass  
**Position:** Principal  
**Phone Number:** (714) 378-4211  
**Address:** 18720 Las Flores Street  
Fountain Valley, CA 92708  
**E-mail Address:** malpasst@fvsd.us

**The District Governing Board approved this revision of the SPSA on March 12, 2020.**

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## School Vision and Mission

### Robert Gisler Elementary School's Vision and Mission Statements

#### MISSION STATEMENT:

The mission of Gisler School is a commitment to provide a safe and academically challenging environment for all students. It is our expectation that all students will succeed in the acquisition of basic academic and social skills to become life-long learners and quality citizens. Certificated and classified staff along with our parent community are dedicated to assisting all students in achieving this mission.

#### VISION STATEMENT:

The success of Robert Gisler Elementary School depends on the commitment of all staff (administrators, teachers, and support staff) to high quality standards, expectations and performances. We believe all students can learn and are each a valued individual with unique physical, social, emotional, and intellectual needs. Professional development is an integral part of our ongoing plan for continuous improvement; curriculum development, design of instructional activities, and the use of assessment measures are focused on providing learning opportunities and feedback systems that enable students to achieve success. Effective collaboration and communication with families as partners in the education of their children is essential to the success of Gisler Elementary School.

## School Profile

Robert Gisler Elementary School, located in Fountain Valley, California in the Fountain Valley School District, is an exemplary school with exceptional students, staff, and programs that effectively model the belief that success breeds success and ALL students can learn. Gisler serves approximately 554 students in Transitional Kindergarten through 5th grade. In addition to our general education classes, Gisler provides two special day programs, a resource specialist, speech pathologist, occupational therapist, psychologist and adaptive PE program to meet the needs of all learners. Gisler is home to a diverse population of students. In terms of ethnicity, 42% of students identify as White, 21% identify as Asian, 20% identify as Hispanic, and 14% of students identify as multi-ethnic. English Learners constitute 12% of Gisler's enrollment, 18% qualify for free- or reduced-lunch (socio-economically disadvantaged), and 12% of students attending Gisler students receive special education services.

The mission statement of Gisler affirms our need to work in partnership with parents and community to prepare students to be high achieving and productive citizens. Gisler's long standing tradition of excellence has been recognized with honors and awards including recognition as a California Distinguished School in 2014 and a Gold Ribbon School in 2016. Gisler's staff is strongly dedicated to providing the highest quality teaching, rigorous standards, on-going professional development and differentiated, individualized instruction. Teachers work collaboratively to design instructional programs to meet the needs of all students using research-based instructional practices, strategies, and techniques. Gisler students participate in the following: Balanced Literacy, Cognitively Guided Instruction (CGI), Smarter Balance Assessments, Fountas & Pinnell Literacy assessments, CGI common assessments, Mind Institute (ST Math), FIBO art, Gator Gallup, Chess Club, Band and Extended School Program.

Gisler Elementary School is proud to provide students with access to an intervention reading lab in grades K-3rd for extra support in reading. Gisler also offers push-in support in grades 3-5 to support students in areas where they are performing below grade level. Gisler's students participate weekly in general music classes and library skills. Fourth and fifth graders have the opportunity to participate in leadership skills by being part of student council to develop leadership skills.

Gisler Elementary School is proud to have an active Parent Teacher Organization (PTO). PTO supports our school in many ways including fundraising, parent volunteers for campus events and activities, funding assemblies, and contributing to the development of a connected, positive learning environment for students. Parents play an important role in helping Gisler realize its goals by serving on School Site Council, English Learner Advisory Council, and various subcommittees of the Gisler PTO. Parental involvement and support are key components to making Gisler Elementary School one of the finest schools in Orange County. While Gisler Elementary School enjoys high levels of student achievement, the staff, parents and administration are all committed to working together for continuous improvement and ways to maximize student learning and development. Parents have opportunities to get involved in through the school's Parent Teacher Organization, School Site Council, Fountain Valley Schools Foundation, and classroom volunteers program.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>CATEGORY/PRIORITY AREA(S): Student Achievement</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
LCAP 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.
<b>SCHOOL GOAL #1:</b>
To support student achievement, Gisler Elementary will incorporate professional development, technology integration, school and District signature practices, and when available new standards-aligned instructional materials.
<b>Annual Update:</b>
<p>SBAC ELA Results: 71% of Gisler 3rd-5th grade students Met/Exceeded Standards on the 2018-19 SBAC ELA assessment, which mirrored the performance of Gisler students in the prior academic year (2017-18). Over the past 5-years, the percentage of students that Meet/Exceed Standards on the SBAC ELA assessment has increased by 3% from 68% to 71%.</p> <p>SBAC Math Results: 68% of Gisler 3rd-5th grade students Met/Exceeded Standards on the 2018-19 SBAC Math assessment, a decrease of 3% from the prior academic year (2017-18). Over the past 5-years, the percentage of students that Meet/Exceed Standards on the SBAC Math assessment has increased by 8% from 60% to 68%.</p> <p>100% of Gisler students in grades K-5 were assessed with Fountas and Pinnell (F&amp;P) to determine reading levels while fifth graders were also assessed using SRI.</p>
<b>Expected Annual Outcomes</b>
<p>The expected annual outcome for 2019-20 school year will be for Gisler students are as follows:</p> <p>Increase percentage of students Meeting/Exceeding Standards on the 2019-20 SBAC ELA assessment by 3%, from 71% to 74%.</p> <p>Increase the percentage of students Meeting/Exceeding Standards on the 2019-20 SBA Math assessment by 5%, from 68% to 73%.</p> <p>In terms of District-wide literacy assessments (Fountas and Pinnell), students in Kindergarten will end the year reading at level D or higher, First grade at level J or higher, second grade at level M or higher, third grade at level P or higher, fourth grade at level S or higher and fifth grade at level V or higher. All Fountas and Pinnell levels will include a balance of decoding, fluency and comprehension in order to pass a level. Students below expected reading levels will be supported with reading intervention in grades K-3 four days per week, phonics intervention at grade 3 four days per week and 4th/5th grade push-in support four days per week.</p>



**Findings from the Analysis of this Data:**

After analyzing SBAC scores and F&P results, Gisler teachers will participate in weekly PLC grade level collaboration time with an emphasis on:

- \* Learning and understanding new phonic materials (Foundations) in grades K-3
- \* Engaging in Unit Planning using Lucy Calkins Units of Reading in grades K-5
- \* Shared Reading in second grade
- \* Utilization of Junior Great Books - Nonfiction in grades 4-5
- \* Working with District TOSA's in ELA and Math to help reflect and refine current practices.

In addition to learning, reflecting and refining new materials and current practices, Gisler Teachers will spend time analyzing data and using this information to inform instruction. The Gisler teachers will also identify the essentials/non negotiables in ELA and Math within their current grade level. Once the essentials have been established, teachers will participate in vertical articulation meetings with grade levels above and below their current grade level in order to better improve their practices. In the area of math, Gisler teachers will implement daily number sense activities through 100's board warm-ups, review of previous taught math concepts, introduce and review academic math vocabulary and various grade level strategies to support new math concepts and apply new strategies through problem solving. Gisler teachers will also stay consistent with ST Math weekly completion percentages in order to improve overall completion rate of ST Math for the 2019-20 school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Leadership Team Meeting	August 2019-June 2020	Principal	School year plan, systems, expectations	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1,050
Robotics	September 2019-June 2020	Principal, Classroom teachers	Consultant to build Robotics Program	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	5,000
Foundations Phonic Kits for grade levels K-3	September 2019-June 2020	Principal	Foundations Phonic Kits for grades K-3 and 1 kit for Reading intervention lab	4000-4999: Books And Supplies	LCFF - Supplemental	4,336.00
Jr. Great Books- Non- Fiction for grades 4th-5th	September 2019-June 2020	Principal	Jr. Great Books- Non-Fiction	4000-4999: Books And Supplies	LCFF - Supplemental	1,985.00
Lucy Calkins Units of Reading Study for teachers in 3rd grade and 4th grade	September 2019-June 2020	Principal	Lucy Calkins Units of Reading Study	4000-4999: Books And Supplies	LCFF - Supplemental	1,840.63



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention Support Materials for Reading Lab	September 2019-June 2020	Principal	Take home reading bags, colored texts-Stone Soup set of 6	4000-4999: Books And Supplies	LCFF - Supplemental	95.00
Fountas and Pinnell Classroom Shared Literacy for all Students grade 2	September 2019-June 2020	Principal	F&P Shared Reading Kits	4000-4999: Books And Supplies	LCFF - Supplemental	4,500
Funding to support summer professional development related to balance literacy at Teachers College with Lucy Calkins.	August 2019	Principal	Teacher's College Professional Development	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	2,221.95
Funding to improve library collections with a focus on filling gaps at targeted reading levels	September 2019-June 2020	Principal, Library Media Technician	Provide resources to improve collection	4000-4999: Books And Supplies	LCFF - Supplemental	1,500
Music Teacher Site Budget	September 2019-June 2020	Music Teacher	Music resources and materials	4000-4999: Books And Supplies	LCFF - Supplemental	500

## Planned Improvements in Student Performance

### School Goal #2

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

<b>CATEGORY/PRIORITY AREA(S): Special Populations</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
LCAP 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.
<b>SCHOOL GOAL #2:</b>
All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math thereby addressing the achievement gap.
<b>Annual Update:</b>
2018-19 SBAC ELA results for students in significant subgroups (English Learners, Low-Income Students, and Students with Disabilities) are as follows: <ul style="list-style-type: none"><li>* The percentage of English Learners that Met/Exceeded Standards on SBAC ELA increased 23%, from 33% (2017-18) to 56% (2018-19).</li><li>* The percentage of Low Income Students that Met/Exceeded Standards on SBAC ELA decreased 1%, from 59% (2017-18) to 58% (2018-19).</li><li>* The percentage of Students with Disabilities that Met/Exceeded Standards on SBAC ELA did not change from prior year and remained at 24%.</li></ul> 2018-19 SBAC Math results for students in significant subgroups (English Learners, Low-Income Students, and Students with Disabilities) are as follows: <ul style="list-style-type: none"><li>* The percentage of English Learners that Met/Exceeded Standards on SBAC Math decreased 6%, from 58% (2017-18) to 52% (2018-19).</li><li>* The percentage of Low Income Students that Met/Exceeded Standards on SBAC Math increased 2%, from 59% (2017-18) to 61% (2018-19).</li><li>* The percentage of Students with Disabilities that Met/Exceeded Standards on SBAC Math decreased 9%, from 33% (2017-18) to 24% (2018-19).</li></ul>
<b>Expected Annual Outcomes</b>
Gisler students in each of the targeted subgroups will continue to improve in ELA and Math, with a the following Expected Annual Outcomes for 2019-20: <ul style="list-style-type: none"><li>* Increase the percentage of students Meeting/Exceeding Standards on the 2019-20 SBAC ELA by 4% (target percentages of 60% for English Learners, 62% for Low Income Students, and 28% for Students with Disabilities)</li><li>* Increase the percentage of students Meeting/Exceeding Standards on the 2019-20 SBAC Math by 4% (target percentages of 56% for English Learners, 65% for Low Income Students, and 28% for Students with Disabilities)</li></ul>
<b>Findings from the Analysis of this Data:</b>
Intervention supports have been put in at all levels to help support student growth for all students. Students in K-3 have access to the reading lab four days a week. Third grade students have access to a phonic intervention program (Foundations) four days a week. Fourth and Fifth grade students have push-in support into their classrooms four days in order for the classroom teacher to deliver small group instruction. ST Math completion percentages are pushed out to staff and community weekly in order to increase a higher completion percentage.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase opportunities for teacher collaboration, PLC time in the area of reading to support under performing students, English Learners, homeless and foster youth.	September 2019-June 2020	Principal	2 full days per grade level for each staff member or 4 half-days to meet as teams to reflect on reading practices and support materials.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,000.
Field Trips for each grade level to provide enrichment opportunities for all students.	September 2019-June 2020	Principal, teachers, PTO	Transportation and admission costs	5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA)	7,000
Support for teacher(s) to attend Teacher's College Training related to Balanced Literacy Instruction at Columbia University New York.	August 2019	District Staff and Elementary Principal	Conference Registration and attendance support	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,250
Analyze and disaggregate student achievement data in English language development, English/language arts, and mathematics in order to provide timely intervention and close the achievement gap	Sept 2015 - June 2019	Teachers, Site Administrator	Annual renewal fees	5000-5999: Services And Other Operating Expenditures	LCFF - Base LCFF - Supplemental	2,590 1,636
Reading Intervention	Sept 2016 - June 2019	Teachers, Site Administrator, district support	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Base LCFF - Supplemental	12,000 8,000
Use of TOSAs (elementary reading, elementary math, middle school reading, middle school math, TK-8 intervention) with district's signature practices	Sept 2016-June 2019	administrators, TOSAs, district administrators	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	48,500
K-5 EL after school writing program	Sept 2016-June 2019		Personnel, Materials	1000-1999: Certificated Personnel Salaries	Title III	4,075

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize District common assessments, including a literacy screener, to identify students for participation in supplemental services/	Sept 2016-June 2019	teachers, administrators	Annual service renewal fees	5000-5999: Services And Other Operating Expenditures	LCFF - Base	11,900
					LCFF - Supplemental	3,950

## Planned Improvements in Student Performance

### School Goal #3

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

<b>CATEGORY/PRIORITY AREA(S): Parental Involvement</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
LCAP Goal 3: To support academic success, all parents will be engaged and play an active role in the school community.
<b>SCHOOL GOAL #3:</b>
Increase parent involvement to include a broader representation of parents on school decision-making groups, reflective of all student demographics.
<b>Annual Update:</b>
Approximately 50% of Gisler parents are currently members of the school's Parent Teacher Organization (PTO). Working in partnership with the principal, PTO will conduct multiple membership drives over the course of the 2019-20 school year. It is hoped that clearly articulating what activities PTO funds support and what it means to be a 'member' will help to increase membership significantly. Communication at all events by the principal and PTO will be clear and in a timely manner. Teachers were highly encouraged to reach out to all families prior to parent teacher conferences who did not sign-up for a conference and schedule one. Many teachers gave a second conference time for a missed conference in order to increase parent involvement.
<b>Expected Annual Outcomes</b>
<p>A focus on parent involvement at Gisler will be in the following areas:</p> <ul style="list-style-type: none"><li>* Increase attendance at parent conferences by 5%</li><li>* Increase PTO membership by 5%</li><li>* Increase parent attendance at PTO meetings by 5%</li><li>* Increase by 3% at parent education night events.</li></ul> <p>Principal will communicate with community via technology on a weekly basis updating and highlighting events and celebrations at school as well as provide additional communication via technology to send reminders and update the community if necessary. Principal will also send several forms of communication (technology, flyer, teachers newsletters and the marque) with information prior to Family Math Night in order for families to understand the premise behind the night and to secure the date in order to participate. With new math strategies at all grade levels, this night will focus heavily on the newest strategies at each grade level. Parents who attend will leave with a better understanding of the math strategies their child is using at school in order to help support their child at home.</p>
<b>Findings from the Analysis of this Data:</b>
By increasing parent participation at Gisler's, parents will feel more connected, be better informed, participate in the decision making process and become more educated in their child's learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Host Family Math Night and provide resources to connect home activities to class instruction.	Spring 2020	Principal Classroom Teachers	Additional duty for classroom teachers	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500
			Materials and supplies to support activities.	4000-4999: Books And Supplies	LCFF - Supplemental	500
			Refreshments for attendees	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	100
Family Reading Engagement Night with Kristi Mraz	September 2019	Principal Reading Consultant	Consulting fees	5800: Professional/Consulting Services And Operating Expenditures	Other	800
			Resources to share with parents	4000-4999: Books And Supplies	Other	250
Host monthly student awards and deliver special invitations to parents	September 2019- June 2020	Principal School staff	Student certificates and other resources	4000-4999: Books And Supplies	LCFF - Supplemental	125
Utilize Skype or other web based technologies to reach out to working families in order to facilitate participation in PTO meetings.	October 2019- June 2020	Principal PTO Officers	No anticipated costs	None Specified	None Specified	0
Use and create monthly newsletters using Constant Contact to the Gisler community.	2019-2020	Principal	No anticipated costs	None Specified	None Specified	0



## Planned Improvements in Student Performance

### School Goal #4

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

<b>CATEGORY/PRIORITY AREA(S): Student Engagement &amp; School Climate</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
LCAP Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.
<b>SCHOOL GOAL #4:</b>
Create a learning and school climate that improves students' attendance, connection, and overall involvement in all aspects of their education.
<b>Annual Update:</b>
<ul style="list-style-type: none"><li>* The 2018-19 Attendance Rate for Gisler Elementary School was 96.2%.</li><li>* Based on the 2019 CA Dashboard, the 2018-19 Chronic Absenteeism Rate for Gisler Elementary School was 4%.</li><li>* Based on the 2019 CA Dashboard, the 2018-19 Suspension Rate for Gisler Elementary School was 0.2%.</li></ul> <p>The School Climate Survey administered with 3rd-5th grade students during the 2018-19 school year showed that:</p> <ul style="list-style-type: none"><li>* 90% of students responded positively to the statement, "Teachers care about me."</li><li>* 87% of students responded positively when presented with the survey question, "Do you feel safe at school?"</li><li>* 88% of students responded positively when asked "Are you happy to be at this school?"</li></ul>
<b>Expected Annual Outcomes</b>
Teachers will spend time analyzing school climate survey after taking it in early January. Teachers will look for trends and patterns in the data and develop an action plan for addressing areas of concern. Teachers will also review Healthy Kids Survey in grade levels in order to understand areas of concern for students and develop a plan for all students to feel safe at school.
<b>Findings from the Analysis of this Data:</b>
<p>Gisler recognizes students in many ways. The Gator of the Day award helps build self-efficacy in students, is a nomination made by a staff member and is given to a student daily. Greater Gator Awards are given to students daily in the areas of problem solving, showing respect and making good decisions by staff members. These students are recognized and celebrated at Friday Gator Gatherings. Gator monthly awards are awards given by teachers to their students. Students are recognized at monthly Gator Gatherings in front of the school. All of the awards build connectedness to school and self-efficacy in students.</p> <p>Principal will continue to message the importance of attendance and punctuality through weekly communication. Principal will have face to face conversations with chronic absent students and habitual tardies in order to develop a plan or a contract. Students will have the opportunity to attend after school classes in chess, art and Coding for Girls.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Host monthly student awards assemblies to recognize outstanding academic achievement and students modeling exemplary behavior.	September 2019-June 2020	Principal Office staff Teachers	Certificates, awards and other resources.	4000-4999: Books And Supplies	LCFF - Supplemental	125
Gator Gallop jog-a-thon to promote student wellness and healthy lifestyles.	Spring- 2020	Principal Teachers Staff Parents	Participation swag and other supplies.	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5,000
Gisler's Got Talent	Fall 2019	Principal, Teachers, Students, and Parents	Back drop for stage Participation trophies Snacks and water Pizza, burgers, hotdogs	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	250
Positive Incentives and Awards	2019-2020	Principal, Classroom Teachers	Student Monthly Awards and Incentives	4000-4999: Books And Supplies	LCFF - Supplemental	500



### District-Wide Services

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

<b>CATEGORY/PRIORITY AREA(S): State Priority Areas 1 through 7</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
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. 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. Goal 3: To support academic success, all parents will be engaged and play an active role in the school community. Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness. Goal 5: To support academic success, school facilities will be clean, safe, and effectively support a 21st Century education.
Actions are applicable to School Goals 1 through 4.
<b>Annual Update:</b>
The purpose of this section of the Single School Plan for Student Achievement is to identify supports and services articulated in the Local Control Accountability Plan that benefit students at all FVSD Middle Schools. These supports and services are provided by FVSD through the LCAP and do not require approval from individual School Site Councils, as the actions have already been identified through community input processes and approved by the Fountain Valley School District Board of Trustees.
<b>Expected Annual Outcomes</b>
Fountain Valley School District will achieve "Standards Met" status for all LCAP Local Indicators including Priority Area 1: Basic Services, Priority Area 2: Implementation of Academic Standards, Priority Area 3: Parent Involvement, Priority Area 6: School Climate, and Priority Area 7: Access to a Broad Course of Study. In addition, Fountain Valley School District will achieve "Green" or "Blue" levels on LCAP State Indicators including Priority Area 4: Student Achievement, and Priority Area 5: Student Engagement.
<b>Findings from the Analysis of this Data:</b>
For the 2018-19 School Year, Fountain Valley School District achieved "Standards Met" status for each of the LCAP Local Indicators through the self-reflection and reporting process. FVSD received positive results for the LCAP State Indicators of Student Achievement (Priority Area 4) and Student Engagement (Priority Area 5) on the 2019 CA Dashboard: * On the CA Dashboard Academic Indicator for English Language Arts, FVSD and Gisler Elementary School both achieved that the highest level (Blue). * On the CA Dashboard Academic Indicator for English Language Arts, FVSD achieved the highest level (Blue) and Gisler Elementary School achieved at the second highest level (Green) * On the CA Dashboard Academic Engagement Indicator (Chronic Absenteeism), FVSD and Gisler Elementary School both achieved at the second highest level (Green) * On the CA Dashboard Conditions & Climate Indicator (Suspension Rate), FVSD achieved at the mid-level (Yellow) and Gisler Elementary School achieved at the highest level (Blue)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize Teachers on Special Assignment to provide professional development and instructional support for TK-5th grade teachers related to ELA and Math instruction.	September 2019 through June 2020	District Staff, Elementary Principal, and Teachers on Special Assignment	Professional development and instructional coaching	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	38,362
Intervention support for students in need of additional academic support related to English-Language Arts in grades K-3 and English-Language Arts or Mathematics in grades 4-5.	September 2019 through June 2020	District Staff, Principal, Intervention Teachers, Classroom Teachers	Targeted intervention for students in need of additional support in order to meet grade level expectations	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	80,000
			Targeted intervention for students in need of additional support in order to meet grade level expectations	1000-1999: Certificated Personnel Salaries	Other	11,428
Music program supported by itinerant music teachers to provide students with weekly instruction in the arts.	September 2019 through June 2020	District Staff, Principal, and Itinerant Music Teacher(s)	Weekly music instruction for students in elementary grade levels	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	38,256
Bi-lingual Classroom Aide support for English learners with "emerging/novice" level English literacy skills.	September 2019 through June 2020	District Staff, Principal, Teacher, Bi-lingual Classroom Aide	English language acquisition support	2000-2999: Classified Personnel Salaries	Title III	15,771
Library Media Technician support to provide expanded access for students and library management services.	September 2019 through June 2020	District Staff, Elementary Principal, and Library Media Technician	Library resource management and facilitated access to library resources for students	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	13,495
			Library resource management and facilitated access to library resources for students	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	4,498
Senior Library Media Technician to support the work of school site Library Media Technicians	September 2019 through June 2020	District Staff, Elementary Principal, Senior Library Media Technician	Program support for Library Media Technician assigned to school site	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	474

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Small group and individual support for students in grades TK-5 in need of social-emotional counseling.	September 2019 through June 2020	District Staff, Elementary Principal, Classroom Teachers	Social-emotional counseling services	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	12,071
District nursing staff to provide medical support for students in grades TK-5 and work with families of high-needs students	September 2019 through June 2020	District Staff, Elementary Principal, District Nurses	Health-related services	1000-1999: Certificated Personnel Salaries	LCFF - Base	45,960
			Health-related services	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,712
Release days for district-level teacher professional development.	September 2019 through June 2020	District Staff, Principals	Training and instructional coaching	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	15,650
Utilize Teacher on Special Assignment to assist with the implementation of primary grade intervention programs - including professional development for intervention teachers.	September 2019 through June 2020	District Staff, Principal, and Teacher on Special Assignment	Program support for site, professional development, and instructional coaching	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,923
District translator to provide written and verbal language support at school site functions, parent involvement activities, and parent-teacher meetings throughout the school year.	September 2019 through June 2020	District Staff and Elementary Principal	Written and Verbal language support for stakeholders with limited English proficiency skills	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	6,738
Support for teacher(s) to attend Teacher's College Training related to Balanced Literacy Instruction at Columbia University in New York.	August 2019	District Staff and Elementary Principal	Conference Registration and Attendance Support	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,250
Summer Academy Learning Program for primary grade students in need of additional learning opportunities.	July 2020	District Staff, Principals, and Classroom Teachers	Targeted intervention for students in need of additional support in order to meet grade level expectations	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,464

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Base	57,960.00
5000-5999: Services And Other Operating	LCFF - Base	14,490.00
	LCFF - Supplemental	13,586.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	242,367.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	25,205.00
4000-4999: Books And Supplies	LCFF - Supplemental	16,006.63
5000-5999: Services And Other Operating	LCFF - Supplemental	2,500.00
5800: Professional/Consulting Services	LCFF - Supplemental	20,342.95
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Other	11,428.00
4000-4999: Books And Supplies	Other	250.00
5800: Professional/Consulting Services	Other	800.00
None Specified	Parent Teacher Association/Parent Faculty	5,350.00
5000-5999: Services And Other Operating	Parent-Teacher Association (PTA)	7,000.00
1000-1999: Certificated Personnel Salaries	Title III	4,075.00
2000-2999: Classified Personnel Salaries	Title III	15,771.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	23,028.58
Goal 2	106,901.00
Goal 3	2,275.00
Goal 4	5,875.00
Goal 5	299,052.00

## Home/School Compact

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

### Student Pledge:

THE STUDENT PLEDGE:

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

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

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

### Parents Pledge:

THE PARENT PLEDGE:

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

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

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_

### Staff Pledge:

THE TEACHER PLEDGE:

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

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

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Everyone Will...

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

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Teri Ann Malpass	X				
Suzie Davis			X		
Lynn Blankenship		X			
Kelly Correa		X			
Jody Brekke		X			
Amanda Smith				X	
Elleni Hoffman				X	
Andy Heughins				X	
Shannon Cross				X	
Carissa Nunn				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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



## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 20, 2019.

Attested:

Teri Malpass

Typed Name of School Principal

Signature of School Principal

Date

Andy Heughins - Chairperson

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date



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Special Education Advisory Committee

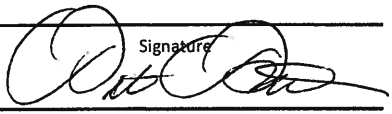
Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

  
Signature

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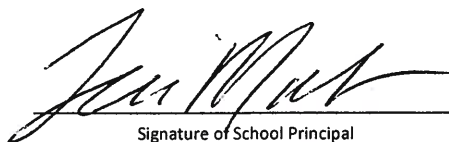
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Attested:

Teri Malpass

Typed Name of School Principal

  
Signature of School Principal

12/12/19  
Date

Andy Heughins - Chairperson

Typed Name of SSC Chairperson

  
Signature of SSC Chairperson

12/12/19  
Date

# The School Plan for Student Achievement

**School:** Kazuo Masuda Middle School  
**CDS Code:** 30-66498-6094627  
**District:** Fountain Valley School District  
**Principal:** Jay Adams  
**Revision Date:** 12-04-19

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

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

**Contact Person:** Jay Adams  
**Position:** Principal  
**Phone Number:** (714) 378-4250  
**Address:** 17415 Los Jardines West  
Fountain Valley, CA 92708  
**E-mail Address:** adamsj@fvdsd.us

**The District Governing Board approved this revision of the SPSA on March 12, 2020.**

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## School Vision and Mission

### Kazuo Masuda Middle School's Vision and Mission Statements

#### School Mission

Masuda Middle School is committed to providing an environment that promotes academic excellence through the mastery of basic skills while challenging students to become life-long learners and to reach their highest potential. Guided by knowledgeable, highly trained teachers, administrators, and involved parents, students at Masuda Middle School will become effective communicators and creative thinkers who will be successful and responsible citizens.

#### School Vision

Masuda Middle School is a 6-8 school located in the city of Fountain Valley, in Orange County. We strive to provide its students with a very positive and personalized setting. The school program is designed to be the bridge from elementary to high school. High academic standards, a well-maintained and orderly campus, a talented and dedicated staff, and enthusiastic student involvement have combined to make Masuda Middle School students very successful. The school offers diversified programs featuring a wide range of activities both curricular and extra-curricular, which promote high student interest, a sense of tradition, and a quality learning experience for all students.

Teachers, staff, and administrators continue to act on the principle that students come first. The educational programs at the school are tailored to meet the needs of the changing school population. Masuda Middle School is dedicated to ensuring the academic success of every student, providing them with a comprehensive educational experience that becomes an integral part of their lives.

## School Profile

### 2019-20 Demographics

Kazuo Masuda Middle School serves approximately 798 students in grades 6-8. Masuda Middle School, located in Fountain Valley, California, is home to a diverse population of students. In terms of ethnicity, 5% of students identify as Asian, 20% of students identify as White, 18% of students identify as Hispanic, and 7% of students identify as Multi-Ethnic. English Learners constitute 13% of Masuda's enrollment, 26% of Fulton students qualify for free- or reduced lunch (socio-economically disadvantaged), and 7% of students attending Masuda Middle School receive special education services. Our diverse student population makes for a rich campus culture. Another admirable quality found at Masuda is strong community involvement. We offer many opportunities for parents and community members alike to become involved on a regular basis and support the partnership between the home and school connection.

Masuda has received multiple awards including being recognized as California Distinguished School (2009 and 2019), and a 2015 California Gold Ribbon School (2015). We are fortunate to have a staff of 30+ teachers who are dedicated to the education of our students. Our goal is to focus on increasing student achievement through a highly academic, standards-based instructional program, while at the same time, providing a highly enriched educational and social environment for our middle school students.

The Masuda staff spends a great deal of time planning for each school year with the intent of making a positive and successful educational experience for all students. In addition, we recognize the importance of a home-school partnership as a necessary component to ensure the success of our Masuda students. We highly encourage our parents to assist their children by monitoring their daily progress and becoming actively involved in their child's education. Parental involvement and support are key ingredients to making Masuda Middle School one of the finest schools in Orange County.

In addition to our general program, Masuda has two full-time resource specialists, a Special Day Class teacher, a Speech and Language Pathologist, a School Counselor and a School Psychologist. Our Special Education Program has been recognized by the State for the outstanding supports and services it provides to students with special needs.

Masuda's general education classes offer students a variety of supports, interventions and enrichment. Based on students' needs and performance, they are placed in English/Language Arts and Math courses which support or enrich their skills through the offering of co-taught classes, intervention classes, GATE/Honors clusters, and above grade-level courses.

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

- Spirit Days
- Classroom Competitions
- Noon League Sports Games
- Assemblies and Pep Rallies
- Dances
- Clubs - Homework, Community Service (Helping Hands), Drama, FCCLA/Cooking and Creating, Girls Who Code, Yoga, and more...
- Cheerleading
- Competitive Sports Teams
- PAL (Peer Assistance Leadership)
- ASB (Student Council)

We also have a very active Parent Teacher Student Organization (PTSO) which supports our school in many ways, including:

- Fundraisers
- Campus Volunteers
- Classroom Enhancement Funds
- Technology
- Assemblies
- Library Books
- Student Awards and Recognition
- PE Equipment
- Family Nights and Dine Outs

Masuda Middle School enjoys high levels of student achievement due to the fact that the teachers, staff, administrative team, and parents are all committed to working together for continuous improvement and ongoing ways to maximize student learning and development.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>CATEGORY/PRIORITY AREA(S): Student Achievement</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
LCAP 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.
<b>SCHOOL GOAL #1:</b>
To support student achievement, Masuda will incorporate Professional Development, Technology Integration, and new California State Standards-aligned instructional materials.
<b>Annual Update:</b>
<p><b>STUDENT ACHIEVEMENT:</b></p> <p>2018-19 SBAC ELA: 73% of students Met/Exceeded Standards in ELA - an increase of 1% over the prior year (72% in 2017-18) and an overall increase of 9% since the implementation of SBAC testing in 2014-15.</p> <p>2018-19 SBAC Math: 73% of students Met/Exceeded Standards in Math - an increase of 2% over the prior year (71% in 2017-18) and an overall increase of 10% since the implementation of SBAC testing in 2014-15.</p> <p>Scholastic Reading Inventory (SRI) was used to track the progression of students' reading levels 3 times over the course of the 2018-19 school year and teachers regularly use data to tailor instruction to meet the needs of students.</p> <p><b>TECHNOLOGY:</b></p> <p>During the 2018-19 school year, a total of 170 Chromebooks (5 carts with 34 devices per cart) were acquired to support student learning at Masuda - bringing the Device:Student ratio to nearly 1:1.</p>

**Expected Annual Outcomes**

Goals for the 2019-20 school year include the following:

- \* The percentage of students that Meet/Exceed Standards on SBAC ELA will increase by 2% from 73% to 75%.
- \* The percentage of students that Meet/Exceed Standards on SBAC Math will increase by 2% from 73% to 75%.
- \* Masuda staff will continue to utilize the Scholastic Reading Inventory to track the progression of students' reading skills over the course of the 2019-20 school year
- \* Masuda staff will implement Writing Benchmarks that utilize "Turn-it-in.com" and "Revision Assistant" in all grade levels
- \* Masuda staff will pilot benchmark assessments for ELA and Math during the Spring term of 2019-20
- \* Masuda staff will utilize Smarter Balanced Interim Assessment Blocks in ELA and Math throughout the 2019-20 school year
- \* Masuda staff will utilize data from common math assessments at the end of all units
- \* Masuda staff will participate in History/Social Studies and Science curriculum adoption pilots to assist with the selection of instructional resources

**Findings from the Analysis of this Data:**

Currently, History/Social Science and Science materials do not meet current, rigorous school-wide expectations. There is currently a lack of measurable data for Science/History, and no common assessments or units of study.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher collaboration provided in conjunction with professional development.	September 2019-June 2020	Site Administrators/Teachers	Cost of Substitute Teachers	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	27,000
					Title I Part A: Allocation	5,000
Utilize supplemental resources in academic core classes to enhance instruction and increase student access	September 2019-June 2020	Site Administrators/Teachers	Software Programs	4000-4999: Books And Supplies	Title I Part A: Allocation	11,000
			Online Student Subscriptions Print Texts	None Specified	LCFF - Base	2,000
Increase site technology (Specifically Chromebooks/carts) for full campus access for a more consistent , 1:1 usage.	September 2019-2020	Site Administrators	Acquire devices (Chromebooks) to further reduce device:student ratio	4000-4999: Books And Supplies	Title I	10,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase student/staff use of technology, including enhanced collaboration through increased Staff Development in technology, particularly ViewSonic devices.	September 2019-June 2020	Teachers/Site Administrators	No additional expense associated with this action.	None Specified	District Funded	



## Planned Improvements in Student Performance

### School Goal #2

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

<b>CATEGORY/PRIORITY AREA(S): Special Populations</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
LCAP 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.
<b>SCHOOL GOAL #2:</b>
All students, including significant subgroups, will demonstrate achievement equal to, or greater than, the State average in English/Language Arts (51%) and Math (40%), thereby addressing the Achievement Gap.
<b>Annual Update:</b>
<p><b>STUDENT ACHIEVEMENT FOR ENGLISH LEARNERS:</b>            2018-19 SBAC ELA: 22% of English Learners Met/Exceeded Standards in ELA - an increase of 10% over the prior year (12% in 2017-18) and an overall decrease of 1% since the implementation of SBAC testing in 2014-15.            2018-19 SBAC MATH: 38% of English Learners Met/Exceeded Standards in Math - an increase of 7% over the prior year (31% in 2017-18) and an overall decrease of 2% since the implementation of SBAC testing in 2014-15.</p> <p><b>STUDENT ACHIEVEMENT FOR STUDENTS RECLASSIFIED AS FLUENT ENGLISH PROFICIENT:</b>            2018-19 SBAC ELA: 94% of Reclassified Fluent English Proficient Students Met/Exceeded Standards in ELA - an increase of 5% over the prior year (89% in 2017-18) and an overall increase of 10% since the implementation of SBAC testing in 2014-15.            2018-19 SBAC MATH: 89% of Reclassified Fluent English Proficient Students Met/Exceeded Standards in Math - an increase of 7% over the prior year (82% in 2017-18) and an overall increase of 6% since the implementation of SBAC testing in 2014-15.</p> <p><b>STUDENT ACHIEVEMENT FOR LOW INCOME STUDENTS:</b>            2018-19 SBAC ELA: 62% of Low Income Students Met/Exceeded Standards in ELA - which mirrored achievement from the prior year (62% in 2017-18) and an overall increase of 11% since the implementation of SBAC testing in 2014-15.            2018-19 SBAC MATH: 58% of Low Income Students Met/Exceeded Standards in Math - a decrease of 1% over the prior year (59% in 2017-18) and an overall increase of 6% since the implementation of SBAC testing in 2014-15.</p> <p><b>STUDENT ACHIEVEMENT FOR STUDENTS WITH DISABILITIES:</b>            2018-19 SBAC ELA: 30% of Students with Disabilities Met/Exceeded Standards in ELA - an increase of 17% over the prior year (13% in 2017-18) and an overall increase of 14% since the implementation of SBAC testing in 2014-15.            2018-19 SBAC MATH: 28% of Students with Disabilities Met/Exceeded Standards in Math - an increase of 19% over the prior year (9% in 2017-18) and an overall increase of 10% since the implementation of SBAC testing in 2014-15.</p> <p>ELPAC/RFEP: A change from CELDT to ELPAC resulted in a Redesignation rate of 11%.</p>

**Expected Annual Outcomes****EXPECTED ANNUAL OUTCOMES FOR ENGLISH LANGUAGE ARTS:**

- \* The percentage of English Learners that Meet/Exceed Standards on the 2019-20 SBAC ELA will increase by 5% from 22% to 27%.
- \* The percentage of Low Income Students that Meet/Exceed Standards on the 2019-20 SBAC ELA will increase by 5% from 62% to 67%.
- \* The percentage of Students with Disabilities that Meet/Exceed Standards on the 2019-20 SBAC ELA will increase by 5% from 30% to 35%.

**EXPECTED ANNUAL OUTCOMES FOR MATH:**

- \* The percentage of English Learners that Meet/Exceed Standards on the 2019-20 SBAC Math will increase by 5% from 38% to 43%.
- \* The percentage of Low Income Students that Meet/Exceed Standards on the 2019-20 SBAC Math will increase by 5% from 58% to 63%.
- \* The percentage of Students with Disabilities that Meet/Exceed Standards on the 2019-20 SBAC Math will increase by 5% from 28% to 33%.

**ADDITIONAL EXPECTED OUTCOMES:**

- \* Screener/SRI Assessment: School-Wide administration, 3 times per student, to include 8th grade, and an increasing usage of data to drive instructional practice.
- \* Writing Benchmarks: Use of Turn-It-In.com and Revision Assistant in all classrooms.
- \* ELPAC/RFEP: Redesignation rates 11% to 13%.
- \* Interim Assessments: ELA/Math IABs will be administered throughout the year.
- \* Pilot Benchmark will be administered in Spring 2020 in Math/ELA.
- \* Master schedule will include one period of release time for Intervention teacher will be scheduled to "case manage" at-risk students and provide ongoing support and consult for regular teachers.
- \* Reading/Language Support Program (3 periods) will be revamped and implemented to target At-Risk, struggling readers and writers.
- \* Math Intervention program (4 periods) will be developed and implemented to target At-Risk, struggling learners.

**Findings from the Analysis of this Data:**

- \* 2018-19 Math Intervention program was not designed to target lowest performing student band, resulting in an additional intensive sections for current year.
- \* Recent addition of Language/Writing support class was implemented as a result of data analysis indicating student need.
- \* General Education teachers need assistance in providing At-Risk, under-performing students with targeted intervention strategies to help them meet rigorous classroom standards.
- \* Academic counseling needed for most at-risk population of students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire teacher to enable additional Reading Intervention sections to be built into Master Schedule	Sept 2019 - June 2020	Site Administrators	Hire additional teacher to provide intervention	1000-1999: Certificated Personnel Salaries	Title I	72,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
For each trimester, appropriately place students in need of interventions according to SBAC scores, placement tests, teacher recommendations, and diagnostic tests performed at the beginning of the school year and continuing throughout the school year.	Sept 2019 - June 2020	Site Administrators, Teachers	STAR Reading/Accelerated Reader Subscriptions. Renaissance Learning, SRI Assessments, ST Math	5000-5999: Services And Other Operating Expenditures	Title I	11,000
Utilize web-based intervention programs (United Streaming) to support student achievement.	Sept 2019 - June 2020	Site Administrators, District Administrators	United Streaming subscription	5000-5999: Services And Other Operating Expenditures	Title I	1,300
Math Intervention courses: Math Support (3 sections of District supported intervention + Master Schedule supported intervention).	Sept 2019 - June 2020	Site Administrators, District Administrators	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Base	37,500
					LCFF - Supplemental	12,500
Improve access to technology for English Learners, Low Income Students, and Students with Special Needs by acquiring additional Chromebooks	Sept 2019 - June 2020	Site Administrators	Acquire additional devices (Chromebooks)	4000-4999: Books And Supplies	Title I	19,000
Provide regular opportunities for teachers leading the co-teaching program to collaborate on lesson plans, to develop assessments, to discuss teaching strategies, and to reflect on the co-Teaching model to continually improve instruction.	Sept 2019 - June 2020	Site Administrators, Teachers	Cost associated with hiring substitute teachers	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,009
				1000-1999: Certificated Personnel Salaries	Donations	3,009
After-School Homework and Math intervention, Lunch Academy	Sept 2019 - June 2020	Site Administrators, Teachers	Hourly Rate/Stipends	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	29,108

## Planned Improvements in Student Performance

### School Goal #3

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

<b>CATEGORY/PRIORITY AREA(S): Parent Involvement</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
LCAP Goal 3: To support academic success, all parents will be engaged and play an active role in the school community.
<b>SCHOOL GOAL #3:</b>
Increase parent involvement to include a broader representation of parents, reflective of all student demographics, on school decision-making groups and at school events (i.e. parent nights, participation in PTSO, School Site Council, ELAC school activities, conferences).
<b>Annual Update:</b>
<ul style="list-style-type: none"> <li>* School Site Council had full participation, including 3 parent/2 student members in regular attendance.</li> <li>* Parent/Teacher Conferences were held for 82% of Masuda students.</li> <li>* ELAC Parent Participation in fall meeting was 16%.</li> <li>* PTSO Membership for 2019-20 is 29%.</li> <li>* Continue implementation of PeachJar to inform parents about school events.</li> <li>* Expanded use of social media with Twitter/Instagram accounts throughout one school year</li> </ul>
<b>Expected Annual Outcomes</b>
<ul style="list-style-type: none"> <li>* School Site Council participation will include parent/student involvement at all 5 yearly meetings.</li> <li>* English Learner Advisory Council will have increased (unduplicated) parent participation at school meetings throughout the year.</li> <li>* Increased translation of all school documents, to include site newsletters and PTSO offerings.</li> <li>* Parent/Teacher Conferences will be held for parents of ALL students for whom parents seek a conference, in both fall and spring sessions.</li> <li>* PTSO Family Membership will increase from 29%-35%.</li> <li>* Three district Parent Education Nights will be offered during the current school year.</li> <li>* ALL school events will be advertised through PeachJar and Parent Link, rather than through paper notification.</li> <li>* Minimum of twice weekly "tweets" and InstaGram posts will be sent out with the goal of attaining at least 150/700 "followers" during the current school year.</li> </ul>
<b>Findings from the Analysis of this Data:</b>
<p>Increased advertising is needed to encourage parent involvement in District-wide Counselor Parent Education nights.</p> <p>Encouraging diverse parent representation poses a challenge, as the large number of transfers and non-fluent/non-confident English Speaking parents pose a hindrance.</p> <p>A need exists to increase parent involvement as leaders on the school's PTSO and parents of new students need to be encouraged to get involved with volunteering and participating in school functions.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Annual parent nights of general interest to middle-school parents.	Sept. 2019-Aug. 2020	Site Administrators, Counselors, Activities Director, Teachers	Parent Resource Materials	4000-4999: Books And Supplies	LCFF - Supplemental	500
Utilize counseling staff to inform parents about ways to support secondary academic plans	Sept. 2019-Aug 2020	Site Administrators, District Staff	College Night expenses	5000-5999: Services And Other Operating Expenditures	LCFF	500
Counselor will meet individually with parents of At-Risk students and will attend pertinent SST meetings.	Sept. 2019-Aug 2020	Site Administrators, Counselor	No additional expense associated with this action.			



## Planned Improvements in Student Performance

### School Goal #4

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

<b>CATEGORY/PRIORITY AREA(S): Student Engagement &amp; School Climate</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
LCAP Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment which promotes engagement and school connectedness.
<b>SCHOOL GOAL #4:</b>
Create a learning environment and school climate which improve students' attendance, school-connectedness, and overall involvement in all aspects of their education.
<b>Annual Update:</b>
<p>Student Attendance Rates for the 2018-19 school year was 98%.</p> <p>Based on 2019 CA Dashboard results, the Chronic Absenteeism Rate for the 2018-19 school year was 2.7%.</p> <p>Based on 2019 CA Dashboard results, the Suspension Rate for the 2018-19 school year was 2.1%.</p> <p>The School Climate Survey was administered with 6th-8th grade students during the 2018-19 school year showed that:</p> <ul style="list-style-type: none"> <li>* 63% of students responded positively to the statement, "Teachers Care About Me."</li> <li>* 66% of students responded positively to the statement, "I Feel Safe at School."</li> <li>* 84% of students responded positively to questions related to "Meaningful Participation in the School."</li> </ul>
<b>Expected Annual Outcomes</b>
<ul style="list-style-type: none"> <li>* Student Daily Attendance Rates will maintain at 98%, or increase during the current school year.</li> <li>* Chronic Absenteeism Rate will decrease from 2.7% to 2.2% (0.5% improvement).</li> <li>* Suspension Rate will decrease from 2.1% to 1.6% (0.5% improvement).</li> <li>* Program will be implemented to reward students for increased/excellent attendance.</li> <li>* Students responding positively to the statement "Teachers Care About Me" will increase from 63% to 70%.</li> <li>* Students responding positively to the statement "I Feel Safe at School" will increase from 66% to 70%.</li> <li>* Students responding positively to the statement "I have meaningful participation in the school" will increase from 84% to 85%.</li> </ul>
<b>Findings from the Analysis of this Data:</b>
<p>No formal program has been in place to encourage increased attendance, and implementing one would be of benefit.</p> <p>No positive incentive program has been in place to target and intervene with students having behavioral issues--rather a solely punitive (reactive) approach has been the norm.</p> <p>A Positive School Climate has been an ongoing focus at Masuda, and it will continue to be so throughout the coming year.</p> <p>Interventions such as Saturday School and increased On-Campus Suspensions have significantly decreased suspension rates in recent years, and they will continue to be implemented insofar as they are appropriate.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide student/staff/parent education on resilience and strength-based asset building through Collin Kartchner assemblies for each group.	March 2020	Site Administrator, counselor	Assembly fee	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	4,000
Identify meaningful participation activities to encourage student connectedness and student engagement.	Sept. 2019-Aug. 2020	Site Administrators/Teachers	Personnel, materials	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,000
Develop Leadership Team to promote school-wide focus on Visible Learning initiatives and ALL student achievement.	Sept. 2019-Aug. 2020	Teachers, Site Administrators	Release Time/Substitutes	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000
Adhere to/promote district Health & Wellness policy and promote related activities.	Sept. 2019-Aug. 2020	Teachers, Administrators, Counselor, Classified Staff	Program subscriptions	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500
CHKS and FVSD Climate Survey administration to monitor health, wellness, and school connectedness.	Sept. 2019-Aug. 2020	Site/District Administrators, Teachers	No additional expense associated with this action.			
Analyze discipline information to identify patterns in misconduct and/or student demographics, and to increase positive conduct. Explore alternatives to suspensions and expulsions.	Sept. 2019-Aug. 2020	Site Administrators	No additional expenses associated with this action.			
Educate parents regarding legalities related to attendance/chronic absenteeism.	Sept. 2019-Aug. 2020	Teachers, Site Administrators, Counselor	No additional expenses incurred			

### District-Wide Services

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

<b>CATEGORY/PRIORITY AREA(S): State Priority Areas 1 through 7</b>
<b>LEA Local Control and Accountability (LCAP) Goal:</b>
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. 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. Goal 3: To support academic success, all parents will be engaged and play an active role in the school community. Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness. Goal 5: To support academic success, school facilities will be clean, safe, and effectively support a 21st Century education.
<b>SCHOOL GOAL:</b>
Actions are applicable to School Goals 1 through 4.
<b>Annual Update:</b>
The purpose of this section of the Single School Plan for Student Achievement is to identify supports and services articulated in the Local Control Accountability Plan that benefit students at all FVSD Middle Schools. These supports and services are provided by FVSD through the LCAP and do not require approval from individual School Site Councils, as the actions have already been identified through community input processes and approved by the Fountain Valley School District Board of Trustees.
<b>Expected Annual Outcomes</b>
Fountain Valley School District will achieve "Standards Met" status for all LCAP Local Indicators including Priority Area 1: Basic Services, Priority Area 2: Implementation of Academic Standards, Priority Area 3: Parent Involvement, Priority Area 6: School Climate, and Priority Area 7: Access to a Broad Course of Study. In addition, Fountain Valley School District will achieve "Green" or "Blue" levels on LCAP State Indicators including Priority Area 4: Student Achievement, and Priority Area 5: Student Engagement.
<b>Findings from the Analysis of this Data:</b>
For the 2018-19 School Year, Fountain Valley School District achieved "Standards Met" status for each of the LCAP Local Indicators through the self-reflection and reporting process. FVSD received positive results for the LCAP State Indicators of Student Achievement (Priority Area 4) and Student Engagement (Priority Area 5) on the 2019 CA Dashboard: * On the CA Dashboard Academic Indicator for English Language Arts, FVSD and Masuda Middle School both achieved that the highest level (Blue). * On the CA Dashboard Academic Indicator for English Language Arts, FVSD and Masuda School both achieved the highest level (Blue) * On the CA Dashboard Academic Engagement Indicator (Chronic Absenteeism), FVSD achieved at the second highest level (Green) and Masuda Middle School achieved at the mid-level (Yellow) * On the CA Dashboard Conditions & Climate Indicator (Suspension Rate), FVSD achieved at the mid-level (Yellow) and Masuda Middle School achieved one level below (Orange)



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize Teachers on Special Assignment to provide professional development and instructional support for middle school ELA and Mathematics teachers.	September 2019 through June 2020	District staff, Middle School Principal, and Teachers on Special Assignment	Training and Instructional Coaching	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	43,271
Additional sections in the master schedule to support academic intervention for Reading and Mathematics.	September 2019 through June 2020	District staff, Middle School Principal	Resources to reduce staffing ratio and enable schools to build additional sections into the master schedule	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	57,500
Choral Music program launched at each middle school to complement existing music programming and expand access to "broad course of study."	September 2019 through June 2020	District staff, Middle School Principal, Itinerant Choral Music Teacher	Classroom instruction in choral music	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	21,824
District translator to provide written and oral language support at school site functions, parent involvement activities, and parent-teacher meetings throughout the school year.	September 2019 through June 2020	District Staff, Middle School Principal, Middle School Assistant Principal	Written and Oral language support for non-English speaking families	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	22,807
Library Media Assistant support to provide expanded access for students and library management services.	September 2019 through June 2020	District Staff, Middle School Principal, Library Media Assistant	Library resource management and facilitated access to library resources for students	2000-2999: Classified Personnel Salaries	LCFF - Base	18,995
			Library resource management and facilitated access to library resources for students	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	6,331
Middle School Counselor to provide emotional support and help students create secondary academic plans focused on college and career goals.	September 2019 through June 2020	District Staff, Middle School Principal, School Counselor	Academic and Social-emotional counseling services	1000-1999: Certificated Personnel Salaries	LCFF - Base	75,817
			Academic and Social-emotional counseling services	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	25,271

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District nursing staff to provide medical support for students	September 2019 through June 2020	District Staff, Middle School Principal, District Nurses	Health-related services	2000-2999: Classified Personnel Salaries	LCFF - Base	45,960
			Health-related services	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2,712
Mental Health Services support for students, staff, and families through partnership with CareSolace	September 2019 through June 2020	District Staff, Principals, School Counselors	Health-related services	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1,550
Release days and/or external training costs associated with district-level professional development	September 2019 through June 2020	District Staff, Principals	Training and Instructional Coaching	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20,650
Stipend for Site Technology Coordinator	September 2019 through June 2020	District Staff, Principal	Technology Support	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,750
Data management systems to support common assessment and data analysis	September 2019 through June 2020	District Staf	Instructional technology and data systems	5000-5999: Services And Other Operating Expenditures	LCFF - Base	5,805
			Instructional technology and data systems	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	14,935

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Donations	3,009.00
5000-5999: Services And Other Operating	LCFF	500.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	115,067.00
2000-2999: Classified Personnel Salaries	LCFF - Base	64,955.00
5000-5999: Services And Other Operating	LCFF - Base	5,805.00
None Specified	LCFF - Base	2,000.00
	LCFF - Supplemental	12,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	233,633.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	31,850.00
4000-4999: Books And Supplies	LCFF - Supplemental	500.00
5000-5999: Services And Other Operating	LCFF - Supplemental	15,435.00
5800: Professional/Consulting Services	LCFF - Supplemental	5,550.00
1000-1999: Certificated Personnel Salaries	Title I	72,000.00
4000-4999: Books And Supplies	Title I	29,000.00
5000-5999: Services And Other Operating	Title I	12,300.00
	Title I Part A: Allocation	5,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	11,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	55,000.00
Goal 2	188,426.00
Goal 3	1,000.00
Goal 4	10,500.00
Goal 5	365,178.00

## Home/School Compact

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

### **Student Pledge:**

I realize that my education is important. I know I am the one responsible for my own success.

Therefore, I agree to carry out the following responsibilities to the best of my ability:

I will register for and regularly access on School Loop with my own account.

I will return completed homework on time.

I will complete at least 20 minutes of outside reading nightly.

I will return corrected work to my parent(s).

I will arrive at school on time every day unless I am ill.

I will attend Parent/Student/Teacher Conferences and Open House.

I will be responsible for my own behavior.

I will be a cooperative learner.

Student's Name \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

### **Parents Pledge:**

I understand that my participation in my child's education will help his/her achievement and attitude.

Therefore, I agree to carry out the following responsibilities to the best of my ability:

I will register for and regularly access School Loop with a parental account.

I will provide a quiet place for my child to study.

I will encourage my child to complete his/her homework.

I will make sure my child gets an adequate night's sleep.

I will see to it that my child arrives at school on time every day.

I will ensure that my child reads at least 20 minutes per day.

I will attend Back to School Night, Parent/Student/Teacher Conferences, and Open House.

I will support the school/district policies on homework, discipline and attendance.

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_

### **Staff Pledge:**

We will teach all the necessary concepts to your child before regular homework is assigned.

We will strive to be aware of the individual needs of your child.

We will regularly communicate with you regarding your child's progress.

We will provide a safe and positive learning environment for your child.

Everyone Will...

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

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jay Adams	X				
Matt Ploski			X		
Kate Tran			X		
Kristin Darrah		X			
Amy Jara		X			
Felicia Oviedo				X	
Donna Huynh				X	
Nermeen Michael				X	
Ethan Pho					X
Samantha Rivera					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 12-04-19.

Attested:

Jay Adams

Typed Name of School Principal

Signature of School Principal

Date

Ethan Pho

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

## Recommendations and Assurances

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

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

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

Signature

*Erin W. Fous*

Signature

Signature

Signature

Signature

Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 12-04-19.

Attested:

Jay Adams

Typed Name of School Principal

*Jay Adams*

Signature of School Principal

12-4-19

Date

Ethan Pho

Typed Name of SSC Chairperson

*Ethan Pho*

Signature of SSC Chairperson

12/4/19

Date





Fountain Valley School District  
Personnel Department

M E M O R A N D U M

TO: Board of Trustees  
FROM: Cathie Abdel, Assistant Superintendent, Personnel  
SUBJECT: **Receipt of Fountain Valley Education Association's Initial Proposal  
for 2020-2021**  
DATE: March 6, 2020

**Background:**

Government Code, Public Notice, Section 3547 requires that copies of the initial contract proposal of the exclusive representative be presented at a public meeting and thereafter shall be public record. An initial proposal from Fountain Valley Education Association (FVEA) has been received. In compliance with this requirement FVEA presents the attached subjects for collective bargaining.

**Recommendation:**

It is recommended that the Board of Trustees receive the 2020-2021 initial contract proposals of the Fountain Valley Education Association.

# **FVVEA**

## **Fountain Valley Education Association**

10231 Slater Avenue, Suite 106  
Fountain Valley, CA 92708  
(714) 378-0181

February 20, 2020

Cathie Abdel  
Assistant Superintendent, Personnel  
Fountain Valley School District  
10055 Slater Avenue  
Fountain Valley, CA 92708

Dear Cathie,

The Fountain Valley Education Association hereby notifies the Fountain Valley School District that it wishes to open all articles of the collective bargaining agreement between the Fountain Valley School District and the Fountain Valley Education Association for the purposes of discussion and modification. Specific proposals will be made at a later date.

Please feel free to contact us if you have any questions or concerns.

Sincerely,



Abir Kim  
President, Fountain Valley Education Association

CC: Dr. Mark Johnson, FVSD Superintendent  
Aisha Blanchard-Young, FVEA Executive Director  
FVEA Bargaining Team

## **FOUNTAIN VALLEY EDUCATION ASSOCIATION**

The Fountain Valley Education Association will enter into bargaining with the Fountain Valley School District for the purpose of negotiating a successor agreement to the contract currently in effect through June 30, 2020.

The Fountain Valley Education Association sets forth the following proposed issues for improvement and change in the contract including, but not limited to:

### **NEGOTIATIONS ISSUES**

- Article I Recognition
- Article II District Rights
- Article III Grievance
- Article IV Employee Rights
- Article V Organizational Security
- Article VI Hours of Employment
- Article VII Wages
- Article VIII Health and Welfare Benefits
- Article IX Leaves
- Article X Safety
- Article XI Class Size
- Article XII Evaluation
- Article XIII Transfer and Assignment
- Article XIV Voluntary Early Retirement Program
- Article XV Par Program/Mentor Teacher Program
- Article XVI Effects of Layoff
- Article XVII Savings Provision
- Article XVIII Effect of Agreement
- Article XIX Support of Agreement
- Article XX Completion of Meet and Negotiate
- Article XXI Term

Additionally, FVEA reserves the right to add additional articles at a later date.

Board meeting of March 12, 2020



Fountain Valley School District  
Personnel Department

M E M O R A N D U M

TO: Board of Trustees  
FROM: Cathie Abdel, Assistant Superintendent, Personnel  
SUBJECT: **Presentation of Fountain Valley School District's Initial Proposal to Fountain Valley Education Association July 1, 2020 – June 30, 2023**  
DATE: March 6, 2020

**Background:**

Article 8 of Government Code, Public Notice, Section 3547 (a) states that “all initial proposals of exclusive representatives and of public school employers which relate to matters within the scope of representation shall be presented at a public meeting of the public school employer and thereafter shall be public record.” In compliance with this requirement, the Fountain Valley School District sets forth the following proposed issues for the purpose of negotiating a successor agreement of the current contract with the Fountain Valley Education Association:

Article VI – Hours or Employment	Article IX – Leaves
Article VII – Wages	Article XI – Class Size
Article VIII – Health and Welfare Benefits	Article XXI - Term

Fountain Valley School District reserves the right to open additional articles during negotiations.

**Recommendation:**

It is recommended that the Board of Trustees approve the 2020-2023 initial contract proposals of the Fountain Valley School District to the Fountain Valley Education Association.



Fountain Valley School District  
Educational Services

M E M O R A N D U M

TO: Board of Trustees  
FROM: Steve McLaughlin, Assistant Superintendent, Educational Services  
SUBJECT: **APPROVAL OF CONTRACT BETWEEN FOUNTAIN VALLEY SCHOOL DISTRICT AND PROJECT LEAD THE WAY (PLTW) TO PROVIDE ACCESS TO THE PLTW PROGRAM TO MASUDA MIDDLE SCHOOL**  
DATE: March 12, 2020

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**Background:**

PROJECT LEAD THE WAY has established a comprehensive science, technology, engineering, and math (STEM) education program which includes PLTW Gateway. Gateway is specifically designed for students in grades 6-8 and consists of multiple 9 week units which allow students to apply knowledge and skill from a variety of disciplines. Gateway units include: Design and Modeling, Automation and Robotics, App Creators, Computer Science for Innovators and Makers, Energy and the Environment, Flight and Space, Science of Technology, Magic of Electrons, Green Architecture, and Medical Detectives. Masuda Middle School created year-long electives which feature PLTW Gateway units: Design and Modeling, App Creators, and Automation and Robotics. By continuing to be a PLTW Program Participant Masuda Middle School will maintain access to all curricula and annual updates as well as access to the PLTW electronic communication network, online systematic assessment and evaluation, online training, and online program support and additional benefits.

**Fiscal Impact:**

As a Program Participant through the 2022-2023 school year Masuda Middle School will be assessed annual participation fees of \$950 which cover required software rights, program support features to the curriculum, as well as the associated support systems such as end of course assessments and teacher online on-demand professional development. Masuda Middle School will cover this cost with funds allocated in the District's Local Control Accountability Plan to support student success.

**Recommendation:**

It is recommended that the Board of Trustees approves the contract between Masuda Middle School and PROJECT LEAD THE WAY to enable the school to continue with the elective program.