



Fountain Valley School District

BOARD OF TRUSTEES
REGULAR MEETING

A G E N D A

Videoconference via Zoom

April 30, 2020

Meeting Link: https://zoom.us/webinar/register/7415880145775/WN_9VdsSskgTn-3NJWpURwX6A

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

M _____
 2nd _____
 V _____

- PLEDGE OF ALLEGIANCE

STAFF REPORTS AND PRESENTATIONS

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

The Board of Trustees has received notification of the upcoming Public Hearing on the Personnel Commission’s proposed budget for 2020-21. The Public Hearing shall be held on May 14, 2020 at 4:30PM. Public input will be welcomed.

BOARD REPORTS AND COMMUNICATIONS

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

PUBLIC COMMENTS

Members of the community and staff are welcome to address the Board of Trustees on any item listed on the Agenda of Business or any other item of specific concern. 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 in writing after the meeting, or direct that additional information be provided to the Board on a future agenda.

In order to address the Board of Trustees, please email your comments to luccheser@fvsd.us by 6:15PM on Thursday, April 30th. Your comments will be read into the record.

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.

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

LEGISLATIVE SESSION

- 2. **RESOLUTION 2020-11: IN CELEBRATION OF MAY 13, 2020 AS CALIFORNIA’S DAY OF THE TEACHER AND MAY 3-9, 2020 AS TEACHER APPRECIATION WEEK** M ___
2nd ___
V ___

The Board of Trustees joins staff and our community in saluting our teachers and thanking each and every one of them for their outstanding efforts to continuously imagine, inspire, and involve our students.

Superintendent’s Recommendation: It is recommended that the Board of Trustees adopts Resolution 2020-11: In Celebration of May 13, 2020 as California’s Day of the Teacher and May 3-9, 2020 as Teacher Appreciation Week.

- 3. **RESOLUTION 2020-12: IN CELEBRATION OF FOUNTAIN VALLEY SCHOOL DISTRICT’S CLASSIFIED EMPLOYEE WEEK: MAY 11-15, 2020** M ___
2nd ___
V ___

In celebration of our classified professionals who provide valuable services to the schools and students of the Fountain Valley School District, the District is honored to celebrate May 11-15, 2020 as Classified Employee Week.

Superintendent’s Recommendation: It is recommended that the Board of Trustees adopts Resolution 2020-12 in celebration of Fountain Valley School District’s Classified Employee Week.

- 4. **RESOLUTION 2020-13: RESOLUTION OF APPRECIATION TO OUR SCHOOL NURSES ON NATIONAL SCHOOL NURSE DAY, MAY 6, 2020** M ___
2nd ___
V ___

The Board of Trustees joins staff and our community in saluting our nurses for their dedication and excellence in a challenging role and celebrates their ongoing commitment to the safety and health of Fountain Valley School District’s children.

Superintendent’s Recommendation: It is recommended that the Board of Trustees adopts Resolution 2020-13: Resolution of Appreciation to our School Nurses on National School Nurse Day, May 6, 2020.

- 5. **PROCLAMATION OF APPRECIATION TO OUR SPEECH/LANGUAGE PATHOLOGISTS DURING MAY 2020: BETTER SPEECH AND HEARING MONTH** M ___
2nd ___
V ___

In honor of our outstanding Speech/Language Pathologists who have earned the admiration and respect of our teachers, administrators, students, parents and the Board as they raise public awareness of speech and language, we are pleased to celebrate them during May 2020: Better Speech and Hearing Month.

Superintendent’s Recommendation: It is recommended that the Board of Trustees approves the Proclamation of Appreciation to our Speech/Language Pathologists during May 2020: Better Speech and Hearing Month.

6. RESOLUTION 2020-14, APPROVING AN EMERGENCY CONTRACT FOR GAS LINE REPLACEMENT AT FULTON MIDDLE SCHOOL

M ___
2nd ___
V ___

Around October 1, 2019 staff at Fulton Middle School reported a smell of gas near buildings D and E. The District staff shut down the gas and attempted to perform repairs. However, due to the age of the line, both in the ground and in the building, the lines could not be repaired and it was determined that the entire gas line required replacement. Rachlin Partners, Inc, the architects on the Measure O projects, designed the new gas lines and submitted the plans for approval with the Division of State Architects. The plans were approved by DSA on January 20, 2020 and work was completed by West Coast Air Conditioning on February 27, 2020.

Superintendent’s Recommendation: It is recommended that the Board of Trustees adopts Resolution 2020-14, approving an emergency contract for the gas line repair at Fulton Middle School for \$194,539.00.

7. RESOLUTION 2020-15, AMENDMENT OF GUARANTEED MAXIMUM PRICE FOR THE LEASE-LEASEBACK AGREEMENT WITH WEST COAST AIR CONDITIONING, INC. FOR THE MEASURE O MODERNIZATION AND HVAC PROJECT AT FULTON MIDDLE SCHOOL

M ___
2nd ___
V ___

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 Board of Trustees approved Resolution 2019-11, the Guaranteed Maximum Price of \$7,276,158, for the Fulton Measure O Modernization and HVAC Project. After the start of the Project in June of 2019, the Contractor encountered unforeseen conditions, specifically asbestos removal and structural steel issues, in the multipurpose room building. Costs associated with these conditions are determined to be \$353,663.

Superintendent’s Recommendation: It is recommended that the Board of Trustees adopts Resolution 2020-15, amending the Guaranteed Maximum Price (GMP), for the Measure O Modernization and HVAC Project at Fulton Middle School to \$7,629,821, due to unforeseen conditions.

8. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS

M ___
2nd ___
V ___

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

request specific items to be discussed and/or removed from the Consent Calendar.

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

Routine Items of Business

- 8-A.** Board Meeting Minutes from March 12th regular meeting
- 8-B.** Board Meeting Minutes from March 13th special meeting
- 8-C.** Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- 8-D.** Donations
- 8-E.** Warrants
- 8-F.** Purchase Order Listing
- 8-G.** Budget Transfers and Adjustments

Consent Items

8-H. WILLIAMS QUARTERLY REPORT FOR THIRD QUARTER 2019-20

Superintendent's Comments: It is recommended that the Board of Trustees receives and approves the Williams Quarterly Report for the third quarter of the 2019-20 year and approves its submittal to the Orange County Department of Education.

8-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 Newland, Plavan, Oka, Talbert and Tamura Schools. Courreges, Cox, Fulton, Gisler, and Masuda School Plans for Student Achievement were approved at the March 12, 2020 Board of Trustees meeting.

8-J. APPROVE THE AMENDMENT TO THE AGREEMENT WITH CORINNE LOSKOT CONSULTING INC., IN ORDER TO ASSIST WITH OBTAINING STATE SCHOOL FACILITIES FUNDING

Superintendent's Comments: It is recommended that the Board of Trustees approve the Amendment to the Agreement with Corinne Loskot Consulting, Inc. in order to assist the District in obtaining State School Facilities Funds.

8-K. APPROVE ANNUAL RENEWAL OF VENDOR MEAL CONTRACT WITH PREFERRED MEAL SYSTEMS

Superintendent's Comments: It is recommended that the Board of Trustees authorize the Superintendent or his designee, to approve the 2020-2021 contract renewal with Preferred Meal Systems for purchase of food and supplies with the increased price of \$2.29 per meal.

8-L. SPECIAL EDUCATION SETTLEMENT AGREEMENT 2019-2020 L

Superintendent’s Comments: It is recommended that the Board of Trustees approves this Special Education Settlement Agreement 2019-2020 L.

8-M. APPROVAL OF CONSULTING SERVICES AGREEMENT WITH TOTAL COMPENSATION SYSTEMS, INC. FOR POST-EMPLOYMENT BENEFITS ACTUARIAL STUDY

Superintendent’s Comments: It is recommended that the Board of Trustees approves the consulting services agreement and authorize the Superintendent or designee to sign all required documents.

8-N. SURPLUS PROPERTY DECLARATION FOR INFORMATION TECHNOLOGY EQUIPMENT

Superintendent’s Comments: It is recommended that the Board of Trustees declares the listed property to be surplus and authorize the Superintendent or designee to sign all documents related to the sale of these items.

8-O. STRONG WORKFORCE PROGRAM K-12 PATHWAY IMPROVEMENT GRANT TO SUPPORT THE EXPANSION OF COLLEGE AND CAREER READINESS PROGRAMS

Superintendent’s Comments: It is recommended that the Board of Trustees approves the agreement with the Orange County Department of Education to participate in the Strong Workforce Program K-12 Pathway Improvement Grant.

8-P. NON-PUBLIC AGENCY CONTRACTS

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

| Non-Public School/Agency | 100% Contract Cost | Effective Dates |
|---|--------------------|-----------------|
| Olive Crest Academy | (\$15,255.14) | 1/23/20-3/9/20 |
| Mardan School | N/A | 3/16/20-6/30/20 |
| Mardan School | \$12,091.52 | 3/16/20-6/30/20 |
| Hiddleson Listening, Lang., & Spch. Cntr. | N/A | 2/12/20-6/30-20 |
| Hiddleson Listening, Lang., & Spch. Cntr. | \$1,500 | 2/12/20-5/21/20 |

SUPERINTENDENT’S COMMENTS/NEW ITEMS OF BUSINESS

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

- **CLOSED SESSION**

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

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

- **APPROVAL TO ADJOURN**

**The next regular meeting of the Fountain Valley School District
Board of Trustees is on Thursday, May 21, 2020 at 6:30pm**

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

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 luccheser@fvsd.us or calling 714.843.3255.

ANNUAL BUDGET OF PERSONNEL COMMISSION
FISCAL YEAR 2020-2021
(Education Code Section 45253)

Fountain Valley School District, Orange County, California

NOTICE OF PUBLIC HEARING BY THE PERSONNEL COMMISSION

TO: The Governing Board and District Administration

The public hearing on this proposed budget will be held on May 14, 2020, 3:00 pm via Zoom Teleconference.

You are invited to attend and present your views.



Chairman or Director of Personnel Commission

4/21/20
Date

ADOPTED ANNUAL BUDGET OF PERSONNEL COMMISSION

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

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

DATE OF MEETING: _____

REVIEWED BY THE DISTRICT SUPERINTENDENT

Superintendent

Date

Chairman or Director of Personnel Commission

Date

APPROVAL OF ANNUAL BUDGET OF PERSONNEL COMMISSION

TO: The Governing Board and Personnel Commission

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

Al Mijares, Ph.D.
County Superintendent of Schools

_____, 2020

_____, Deputy

Dean West, CPA
Associate Superintendent, Business Services



Fountain Valley School District
Business Services Division

MEMORANDUM

TO: Board of Trustees
FROM: Christine Fullerton, Assistant Superintendent Business Services
SUBJECT: **RESOLUTION 2020-14, APPROVING AN EMERGENCY
CONTRACT FOR GAS LINE REPLACEMENT AT FULTON
MIDDLE SCHOOL**
DATE: April 27, 2020

Background:

Around October 1, 2019 staff at Fulton Middle School reported a smell of gas near buildings D and E. The District staff shut down the gas and attempted to perform repairs. However, due to the age of the line, both in the ground and in the building, the lines could not be repaired and it was determined that the entire gas line required replacement. Rachlin Partners, Inc, the architects on the Measure O projects, designed the new gas lines and submitted the plans for approval with the Division of State Architects. During this time the gas remained off at the site and space heaters were used to provide heat to the classrooms. The plans were approved by DSA on January 20, 2020 and work was completed by West Coast Air Conditioning on February 27, 2020.

Fiscal Impact:

The contract for West Coast Air Conditioning, Inc. to repair the Fulton Middle School gas line totals \$194,539.00, and funds will come from the District's maintenance budget.

Recommendation:

It is recommended that the Board of Trustees adopts Resolution 2020-14, approving an emergency contract for the gas line repair at Fulton Middle School for \$194,539.00.

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
FOUNTAIN VALLEY SCHOOL DISTRICT
APPROVING AN EMERGENCY CONTRACT FOR
GAS LINE REPLACEMENT AT FULTON MIDDLE SCHOOL**

**RESOLUTION NO. 2020-14
April 30, 2020**

WHEREAS, on or about October 1, 2019, staff at Fulton Middle School (“School”) reported the smell of gas near buildings D and E at the School;

WHEREAS, District staff immediately proceeded to shut the gas off and between October 2, 2019 to October 11, 2019, repairs were made that proved unsuccessful since the gas leaks were located in underground gas pipes throughout the School;

WHEREAS, on October 11, 2019, the District shut down the entire gas system at the School due to the imminent danger;

WHEREAS, with the shut down of the gas system, the School was without a heating system resulting in a temporary heating system (space heaters) being installed at the School since the instructional program was still ongoing at the School;

WHEREAS, due to the fact that students were still in School and the fact that the School was without a permanent heating system, the District consulted with its architect, Rachlin Partners, the Division of State Architects (“DSA”), and West Coast Air Conditioning Co., Inc. (“West Coast Air”), the contractor for the Fulton Middle School Measure O HVAC Project, to determine the best course of action;

WHEREAS, it was determined that the entire gas system had to be replaced by running new replacement gas lines on the roof of the School rather than underground since students were still in School (Rachlin Partners’ letter dated April 7, 2020);

WHEREAS, a new gas system was designed by Rachlin Partners and submitted to DSA in November 2019;

WHEREAS, DSA did not approve the new gas system design until January 20, 2020;

WHEREAS, upon receiving DSA approval, District staff contracted with West Coast Air to install a new gas system at the School and the work was completed on February 27, 2020;

WHEREAS, Public Contract Code section 20113 provides that in an emergency when any repairs, alterations, work or improvement is necessary to any facility of public schools to permit the continuance of existing school classes, or to avoid danger to life or property, the Governing Board may, by unanimous vote, with the approval of the County Superintendent of Schools, make a contract in writing or otherwise on behalf of the District for the performance of labor and furnishing of materials or supplies without advertising for or inviting bids;

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.

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 30th day of April, 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 30th day of April, 2020.

Clerk of the Board of Trustees
Fountain Valley School District



Fountain Valley School District
Business Services Division

MEMORANDUM

TO: Board of Trustees
FROM: Christine Fullerton, Assistant Superintendent Business Services
SUBJECT: **RESOLUTION 2020-15, AMENDMENT OF GUARANTEED
MAXIMUM PRICE FOR THE LEASE-LEASEBACK
AGREEMENT WITH WEST COAST AIR CONDITIONING, INC.
FOR THE MEASURE O MODERNIZATION AND HVAC
PROJECT AT FULTON MIDDLE SCHOOL**
DATE: April 27, 2020

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 Board of Trustees approved Resolution 2019-11, the Guaranteed Maximum Price of \$7,276,158, for the Fulton Measure O Modernization and HVAC Project. After the start of the Project in June of 2019, the Contractor encountered unforeseen conditions, specifically asbestos removal and structural steel issues, in the multipurpose room building. Costs associated with these conditions are determined to be \$353,663.

Fiscal Impact:

The increase to the Guaranteed Maximum Price of \$353,663, to \$7,629,821, will be paid with proceeds from the Measure O Bonds.

Recommendation:

It is recommended that the Board of Trustees adopts Resolution 2020-15, amending the Guaranteed Maximum Price (GMP), for the Measure O Modernization and HVAC Project at Fulton Middle School to \$7,629,821, due to unforeseen conditions.

**RESOLUTION 2020-15
AMENDMENT NO. 1**

(Lease-Leaseback Agreement for the Measure O Modernization and HVAC Project at Fulton Middle School)

This Amendment No. 1 (“Amendment”) to the Master Lease-Leaseback Agreement (which is comprised of the Master Site Lease, Master Sublease, and Master Construction Services Agreement, collectively referred to as the “Master Lease-Leaseback Agreement”) between Fountain Valley School District (“District”) and West Coast Air Conditioning, Co., Inc. (“Contractor”) is hereby amended as follows:

WHEREAS, District and Contractor entered into the Master Lease-Leaseback Agreement for the District’s Measure O Projects on or about November 9, 2018;

WHEREAS, on or about March 14, 2019, under the Master Lease-Leaseback Agreement, District awarded the Measure O Modernization and HVAC Project at Fulton Middle School (“Project”) to Contractor, for a Guaranteed Maximum Price of \$7,276,158;

WHEREAS, during construction of the Project, Contractor encountered unforeseen conditions: asbestos and structural steel issues, that need to be remediated; and

WHEREAS, the District and Contractor agree to increase the Project guaranteed maximum price to address these unforeseen conditions.

NOW THEREFORE, DISTRICT AND CONTRACTOR AGREE AS FOLLOWS:

1. The Guaranteed Maximum Price, Section 3.7 of Exhibit K, is increased by \$353,663 from \$7,276,158 to \$7,629,821.
2. This Amendment shall be binding upon and inure to the benefit of the Parties hereto and their respective successors and assigns. If any provision of this Amendment shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement or the Master Lease-Leaseback Agreement.
3. This Amendment may be executed and delivered in any number of counterparts, each of which so executed and delivered shall be deemed an original and all of which shall constitute one and the same instrument.
4. In the event of any inconsistency between the terms of this Amendment and the Master Lease-Leaseback Agreement, the terms of this Amendment shall control.

| | |
|---|---|
| CONTRACTOR | DISTRICT: |
| WEST COAST AIR CONDITIONING, CO., INC. | FOUNTAIN VALLEY SCHOOL DISTRICT |
| By: _____ James M. Clower President | By: _____ Christine Fullerton Assist. Superintendent, Business Services |
| DATE: _____ | DATE: _____ |

Fountain Valley School District
Superintendent's Office

REGULAR MEETING OF THE BOARD OF TRUSTEES

10055 Slater Avenue
Fountain Valley, CA 92708

March 12, 2020

MINUTES

President Galindo called the regular meeting of the Board of Trustees to order at 5:33pm.

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 | Member |

Dr. Johnson noted the following change to the agenda this evening: in consideration for the health of our students and families, we will postpone the celebration of students and parent volunteers from Cox and Plavan School previously included in the agenda this evening.

AGENDA APPROVAL

Motion: Mrs. Schultz moved to approve the amended meeting agenda.

Second: Mr. Collins

Vote: 5-0

BOARD WORKSHOPS

Assistant Superintendent, Educational Services, Dr. Steve McLaughlin and Director, Support Services, Ms. Kate Smith, provided an update for the Board of Trustees on curriculum and material adoptions currently underway in the areas of elementary and middle school science, middle school history, and elementary tier III reading interventions for special education. For each adoption, Dr. McLaughlin reviewed the leadership and support in place. In addition, he reviewed the pilot selection process, timelines and selected materials. Moreover, Ms. Smith shared the process, timelines and materials for our tier III reading interventions for special education.

CURRICULUM
MATERIAL
ADOPTION UPDATE

Mrs. Galindo announced that the Board would take a brief recess.

RECESS

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

PLEDGE OF
ALLEGIANCE

Mrs. Crandall led the Pledge of Allegiance.

There were no requests to address the Board.

PUBLIC COMMENTS

STAFF REPORTS AND PRESENTATIONS

Assistant Superintendent, Business, Chris Fullerton, and Director, Fiscal Services, Isidro Guerra, presented and reviewed with the Board of Trustees the Second Interim Report for the Fountain Valley School District. Mrs. Fullerton began by providing an overview of the State economy and the Governor’s proposed budget. In addition, Mr. Guerra shared assumptions for Second Interim. He also shared an overview of General Fund revenues, sharing the revenue sources. Following this, he reviewed the General Fund expenditures, also noting the expenditure sources. Moreover, Mr. Guerra provided a General Fund summary. He also highlighted the components of the ending fund balance from Second Interim versus First Interim. In closing, Mrs. Fullerton reviewed multi-year budget projections and shared multi-year projections. She summarized the report, noting that we have received positive certification for Second Interim.

SECOND INTERIM
REPORT
PRESENTATION
(WRITTEN AND
ORAL)

BOARD REPORTS AND COMMUNICATIONS

Mrs. Crandall thanked Dr. Johnson for his commitment to public health, noting the resources sought out in addition to the collaboration resulting in well thought out communication regarding COVID-19. Her activities since the last meeting included: Rotary Every Student Succeeding breakfast, Rotary Most Improved Student recognition, tours of Talbert, Tamura, Cox and Oka, PTA Founders’ Day luncheon honoring several outstanding students in addition to TOSA, Lara Epling, Fulton band and orchestra concert, Safe Schools Task Force meeting, FVSF meeting, volunteered at Kindergarten parent information meetings, Measure O open houses at Masuda and Courreges and swearing in of FVPD Chief Matt Sheppard.

Mrs. Schultz expressed her thanks to Dr. Johnson and District staff for their response to the current health concerns surrounding COVID-19. She appreciated the calm and informative response,

noting the importance of common sense while taking prudent measures.

Mr. Collins noted as well his appreciation for Dr. Johnson and the District’s response to the current events. His activities since the last meeting included: 4th District PTA Sacramento Safari, Rotary Most Improved Student recognition, PTA Founders’ Day luncheon, tours of Gisler, Oka and Fulton, Safe Schools Task Force meeting, Rotary Every Student Succeeding breakfast and swearing in of FVPD Chief Matt Sheppard.

Mr. Cunneen’s activities since the last meeting included: tours of Oka, Cox, Newland and Plavan, Measure O open houses at Masuda and Courreges, and Rotary Every Student Succeeding breakfast.

Mrs. Galindo’s activities since the last meeting included: PTA Founders’ Day luncheon, tours of Gisler, Newland, Fulton and Plavan, and Huntington Beach quarterly meeting with local districts. She thanked her fellow trustees for their service this month.

PUBLIC HEARINGS

A public hearing was 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 was welcomed. There were no requests to address the Board and the hearing was closed.

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

PUBLIC COMMENTS

There were no requests to address the Board of Trustees.

PUBLIC COMMENTS

LEGISLATIVE SESSION

Motion: Mrs. Schultz moved to approve the 2019-20 Second Interim Report.

APPROVAL OF
THE 2019-20
SECOND INTERIM
REPORT

Second: Mr. Cunneen

Vote: 5-0

Motion: Mrs. Crandall moved to adopt 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.

Second: Mr. Collins

Vote: 5-0

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

Motion: Mrs. Schultz moved to adopt 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.

Second: Mr. Cunneen

Vote: 5-0

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

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 February 13, 2020 regular meeting

- Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- Donations
- Warrants
- Purchase Order Listing
- Budget Transfers and Adjustments
- Board Policy 5131.2 Bullying (Second Reading and Adoption)
- Approval of Special Education Extended School Year Program
- Single Plans for Student Achievement
- Receipt of Fountain Valley Education Association's Initial Proposals for 2020-21
- Presentation of Fountain Valley School District Initial Proposals to Fountain Valley Education Association July 1, 2020-June 30, 2023
- 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/NEW ITEMS OF BUSINESS

Dr. Johnson Thanked Mrs. Abdel, Mrs. Fullerton, Dr. McLaughlin and Ms. Smith for their commitment today as they worked as a team to put out communication to our families. He noted the challenge of shutting down all non-essential gatherings. He thanked our team for their collaborative effort and the time that they spend at home concerned about this. Moreover, he commended, with great pride, our principals for their response at their sites and communications with families and staff. In addition, he commended Mr. Fullerton and Mr. Hastie for the great work at Tamura and Cox, noting the recent moves in addition to the great progress at Fulton. Lastly, he noted the celebration of Kara Thomas-Shepard at Newland School, our District Teacher of the Year. He highlighted how wonderful it was to have the opportunity to celebrate her, in addition to Vanessa Larios, Child Care Lead at Newland School, recently honored as a County finalist for the Classified Employee of the Year.

CLOSED SESSION

Mrs. Galindo announced that the Board would retire into Closed Session. Action was 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.

Mrs. Galindo made the following Closed Session announcement:

**CLOSED SESSION
ANNOUNCEMENT**

“In closed session, the Board of Trustees took action authorizing the Superintendent or designee by a vote of 5 to 0 to notice 16.66 FTE certificated employees on Temporary contracts of release from District employment at the conclusion of the current 2019-2020 school year pursuant to Education Code sections 44954(b). I will now give the employee numbers to Mrs. Lucchese so that they may be included in the minutes.”

Employee numbers: 4373, 3841, 1418, 4374, 4010, 4380, 4382, 4359, 4421, 4316, 3899, 4366, 4365, 4367, 4381, 4426, 4353

ADJOURNMENT

Motion: Mr. Collins moved to adjourn the meeting at 8:26PM.

Second: Mr. Cunneen

Vote: 5-0

/rl

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

EMERGENCY MEETING OF THE BOARD OF TRUSTEES

10055 Slater Avenue
Fountain Valley, CA 92708

March 13, 2020

MINUTES

President Pro Tem Crandall called the emergency 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 (via teleconference) |
| 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

CLOSED SESSION

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

- Threat to Public Safety or Facilities: *Government Code 54956.5*
- Consultation with Assistant Superintendent, Business Services and Director, Support Services: *Government Code 54956.5*

The public portion of the meeting resumed at 6:10pm.

PLEDGE OF
ALLEGIANCE

Mr. Cunneen led the Pledge of Allegiance.

PUBLIC COMMENTS

There were no requests to address the Board of Trustees.

PUBLIC COMMENTS

LEGISLATIVE SESSION

| | |
|--|--|
| <p>Motion: Mr. Collins moved to approve Consideration of Action Regarding District Response to Coronavirus (Covid-19), Including, But Not Limited to Authorizations and Measures to Close Schools and Take Other Necessary Action</p> <p>Second: Mrs. Schultz</p> <p>Vote: 5-0</p> | <p>CONSIDERATION OF ACTION REGARDING DISTRICT RESPONSE TO CORONAVIRUS (COVID-19), INCLUDING, BUT NOT LIMITED TO AUTHORIZATIONS AND MEASURES TO CLOSE SCHOOLS AND TAKE OTHER NECESSARY ACTION</p> |
| <p>Motion: Mr. Cunneen moved to adopt Resolution 2020-10: Emergency Resolution Delegating Authority to Take Necessary Action to Protect Students and Staff from The Spread of Coronavirus (COVID-19)</p> <p>Second: Mrs. Schultz</p> <p>Vote: 5-0</p> | <p>RESOLUTION 2020-10: EMERGENCY RESOLUTION DELEGATING AUTHORITY TO TAKE NECESSARY ACTION TO PROTECT STUDENTS AND STAFF FROM THE SPREAD OF CORONAVIRUS (COVID-19)</p> |

SUPERINTENDENT’S COMMENTS/NEW ITEMS OF BUSINESS

Dr. Johnson Noted the great challenge this presented, something unprecedented in education. He noted his extreme appreciation for our leadership team. In addition, he expressed his appreciation for our associations and their understanding. Lastly, he thanked our Board for their work. He noted the challenge this presents, also noting his confidence in our staff and their ability to come together and support our students. In closing, he noted that regular communication for our families will still continue.

ADJOURNMENT

Motion: Mrs. Schultz moved to adjourn the meeting at 6:24PM.

Second: Mr. Collins

Vote: 5-0

/rl

FOUNTAIN VALLEY SCHOOL DISTRICT
April 30, 2020

1.0 EMPLOYMENT FUNCTIONS:

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

| | <u>EMPLOYEE</u> | <u>ASSIGNMENT</u> | <u>LOCATION</u> | <u>DATE</u> |
|-----|------------------------|-------------------|------------------|-------------|
| 1.1 | Hale, Alyson | School Counselor | Talbert | 06/19/2020 |
| 1.2 | Schultz, Kelly | School Nurse | Support Services | 03/27/2020 |
| 1.3 | Von Iderstein, Chelsea | SDC | Talbert | 06/19/2020 |

1.2 ASSISTANT SUPERINTENDENT, PERSONNEL HAS ACCEPTED THE RETIREMENT OF THE FOLLOWING CERTIFICATED EMPLOYEES:

| | <u>EMPLOYEE</u> | <u>ASSIGNMENT</u> | <u>LOCATION</u> | <u>DATE</u> |
|-------|--------------------|-----------------------|-----------------|-------------|
| 1.2.1 | Hogrebe, Elizabeth | Math/SS | Fulton | 06/19/2020 |
| 1.2.2 | Lee, Evelyn | Woodshop | Fulton | 06/19/2020 |
| 1.2.3 | Pate, David | 2 nd Grade | Oka | 06/19/2020 |
| 1.2.4 | Phillips, Jody | ELA/SS | Talbert | 06/19/2020 |
| 1.2.5 | Wood, John | Science | Talbert | 06/19/2020 |

1.3 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE SCHOOL CALENDAR AND MODIFIED DAY CALENDAR FOR 2020-2021 SCHOOL YEAR (see attachments).

1.4 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE HOLIDAY AND START AND END DATES CALENDAR FOR 2020-2021 SCHOOL YEAR (see attachment).

1.5 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE TENTATIVE SCHOOL CALENDAR FOR 2021-2022 SCHOOL YEAR (see attachment).

2.0 INDEPENDENT CONTRACTOR/CONSULTANT AGREEMENT

2.1 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF SCHOOL PSYCHOLOGY AND SCHOOL COUNSELING SUPERVISED PRACTICUM AND INTERNSHIP AGREEMENT WITH CHAPMAN UNIVERSITY, EFFECTIVE AUGUST 1, 2020-JULY 31, 2025.

**FOUNTAIN VALLEY SCHOOL DISTRICT
PERSONNEL ITEMS FOR APPROVAL
April 30, 2020**

2.0 EMPLOYMENT FUNCTIONS

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

| | <u>EMPLOYEE</u> | <u>LOCATION</u> | <u>ASSIGNMENT</u> | <u>EFFECTIVE</u> |
|-------|-----------------|-----------------|---------------------|------------------|
| 2.1.1 | Wade, Mary | Oka | IA ABA | 03/04/2020 |
| 2.1.2 | Pham, Agnes | Masuda | Noon Duty Aide | 03/06/2020 |
| 2.1.3 | Frye, Niani | Newland | IA ABA | 03/09/2020 |
| 2.1.4 | Ford, Kelly | Fulton | IA Moderate/Severe | 03/09/2020 |
| 2.1.5 | Goutier, Renate | Newland | IA Moderate, Severe | 03/09/2020 |
| 2.1.5 | Ellison, Sandra | Masuda | Noon Duty Aide | 03/13/2020 |

2.2 ASSISTANT SUPERINTENDENT, PERSONNEL HAS ACCEPTED THE RETIREMENT OF THE FOLLOWING CLASSIFIED EMPLOYEES:

| | <u>EMPLOYEE</u> | <u>LOCATION</u> | <u>ASSIGNMENT</u> | <u>EFFECTIVE</u> |
|-------|-----------------|-----------------|--------------------------------|------------------|
| 2.2.1 | Morgan, Tracy | Transportation | Bus Driver | 06/30/2020 |
| 2.2.2 | O'Toole, Sandy | Courreges | School Office Manager | 06/30/2020 |
| 2.2.3 | Calvert, Cathy | Cox | Health Assistant/ESP Assistant | 06/18/2020 |

2.3 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING RE-EMPLOYMENT OF CLASSIFIED EMPLOYEE:

| | <u>EMPLOYEE</u> | <u>LOCATION</u> | <u>ASSIGNMENT</u> | <u>EFFECTIVE</u> |
|-------|-----------------|-----------------|-------------------|------------------|
| 2.3.1 | Ortiz, Thomas | Oka | IA ABA | 03/04/2020 |

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

| | <u>EMPLOYEE</u> | <u>LOCATION</u> | <u>ASSIGNMENT</u> | <u>REASON</u> | <u>EFFECTIVE</u> |
|-------|-------------------|-----------------|---------------------|---------------|------------------|
| 2.4.1 | Talley, Jeremy | Tamura | Head Custodian | EPSLA/EFMLA | 04/01/2020 |
| 2.4.2 | McGuire, Jennifer | Masuda | Food Service Worker | EPSLA/EFMLA | 04/01/2020 |
| 2.4.3 | Guzman, Jaqueline | Newland | Food Service Worker | EPSLA/EFMLA | 04/01/2020 |

| |
|---|
| FOUNTAIN VALLEY SCHOOL DISTRICT 2020-2021 SCHOOL YEAR CALENDAR |
|---|

| | | |
|--|--|---|
| AUGUST | 17-31 | 1 DAY TEACHER PRE-SERVICE |
| SEPTEMBER | 3-Thursday 7- Monday 8- Tuesday 9- Wednesday 17-Thursday 24-Thursday | STAFF DEVELOPMENT #1 LABOR DAY HOLIDAY TEACHER PRE-SERVICE FIRST DAY OF SCHOOL 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 |
| END OF FIRST TRIMESTER 56 DAYS-DECEMBER 4 | | |
| 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 |
| END OF SECOND TRIMESTER 61 DAYS- MARCH 19 | | |
| 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. No instructional minutes are lost to students because of modified days.

Board Approved: _____

FOUNTAIN VALLEY SCHOOL DISTRICT

PERSONNEL

TO: ALL CERTIFICATED EMPLOYEES
FROM: Cathie Abdel, Assistant Superintendent, Personnel
SUBJECT: **2020-2021 Calendar of Modified Days**
DATE: February 21, 2020

Please be advised of the following designations for modified day for the **2020-2021** School Year.

September

3 Staff Development #1
10 Teacher Planning
17 Back-to-School TK-5/Site Planning 6-8
24 Back-to-School 6-8/Site Planning TK-5

October

1 Teacher Planning
8 Site Planning/Special Ed
15 Site Planning
22 Teacher Planning
26-30 Parent Conferences

November

5 Site Planning
12 Teacher Planning
19 Site Planning

December

3 Report Card Prep 6-8/Site Planning TK- 5
10 Report Card Prep TK-5/Site Planning 6-8
17 Teacher Planning

January

7 Site Planning
14 Teacher Planning/Special Ed
21 Site Planning
28 Teacher Planning

February

4 Site Planning
11 Teacher Planning
17-19 Parent Conferences
25 Teacher Planning

March

4 Site Planning
11 Site Planning
18 Report Card Prep TK-8
25 Open House 6-8/Teacher Planning TK-5

April

1 Open House TK-5/Teacher Planning 6-8
15 Site Planning
22 Teacher Planning
29 Site Planning

May

6 Teacher Planning
13 Site Planning
20 Teacher Planning
27 Site Planning

June

1 FVEA Association Modified Day
3 Site Planning
10 Report Card Prep TK-8/Teacher Planning
17 Teacher Planning
22-24 Teacher Planning

Teacher Planning

Teacher remains on campus for the purpose of lesson planning, classroom management duties, progress/report card preparation, etc. Grade level and/or department meetings may be held when necessary.

Site Planning

Principal/District staff development or site meetings.

Week of October 19th

Week of December 7th

Week of December 14th

Week of February 8th

Week of March 22nd

Week of March 29th

Week of May 17th

June 24th

Progress Reports

Send Report Cards 6-8

Send Report Cards TK-5

Progress Reports

Send Report Cards 6-8

Send Report Cards TK-5

Progress Reports

Send Report Cards TK-8

Board Approved: _____

FOUNTAIN VALLEY SCHOOL DISTRICT
CLASSIFIED EMPLOYEES' HOLIDAY CALENDAR
2020-2021 SCHOOL YEAR

| <u>HOLIDAY</u> | <u>DATE</u> | <u>DAY</u> |
|--------------------------|-------------------------|-------------------|
| INDEPENDENCE DAY | July 3 | Friday |
| LABOR DAY | September 7 | Monday |
| VETERANS' DAY | November 11 | Wednesday |
| ADMISSION DAY (Observed) | November 25 | Wednesday |
| THANKSGIVING DAY | November 26 | Thursday |
| BOARD APPROVED HOLIDAY | November 27 | Friday |
| WINTER RECESS | December 21 - January 1 | |
| BOARD APPROVED HOLIDAY | December 24 | Thursday |
| CHRISTMAS DAY | December 25 | Friday |
| BOARD APPROVED HOLIDAY | December 31 | Thursday |
| NEW YEAR'S DAY | January 1 | Friday |
| MARTIN LUTHER KING DAY | January 18 | Monday |
| LINCOLN'S BIRTHDAY | February 8 | Monday |
| PRESIDENTS' DAY | February 15 | Monday |
| SPRING RECESS | April 5 – April 9 | |
| BOARD APPROVED HOLIDAY | April 9 | Friday |
| MEMORIAL DAY | May 31 | Monday |

Board Approved: _____

FOUNTAIN VALLEY SCHOOL DISTRICT

2020–2021 CALENDAR

START AND END DATES FOR:

PRINCIPALS, ASST. PRINCIPALS
PROGRAM SPECIALISTS
COORDINATORS,
(210 DAYS)

AUGUST 5, 2020 TO JUNE 30, 2021
Thanksgiving Week Off

PSYCHOLOGISTS
(192 DAYS)

AUGUST 31, 2020, TO JUNE 30, 2021
Thanksgiving Week Off

12 MONTH CERTIFICATED

JULY 1, 2020 TO JUNE 30, 2021

12 MONTH CLASSIFIED -
DIRECTORS, SUPERVISORS,
CONFIDENTIALS

JULY 1, 2020 TO JUNE 30, 2021

200 DAY CLASSIFIED

AUGUST 19, 2020 TO JUNE 30, 2021
Thanksgiving Week Off

195 DAY/SCIENCEWORKS

AUGUST 20, 2020 TO JUNE 24, 2021
Thanksgiving Week Off

195 DAY/SUBSTITUTE TECH

AUGUST 26, 2020 TO JUNE 30, 2021
Thanksgiving Week Off

180 DAY CLASSIFIED

SEPTEMBER 9, 2020 TO JUNE 24, 2021

NOTE 1: Middle School Principals will work an additional 5 days.

Board Approved _____

FOUNTAIN VALLEY SCHOOL DISTRICT
TENTATIVE
2021-2022 SCHOOL YEAR CALENDAR

| | | |
|--|---|--|
| AUGUST | 16-27 30-Monday 31-Tuesday | 1 DAY TEACHER PRE-SERVICE TEACHER PRE-SERVICE FIRST DAY OF SCHOOL |
| SEPTEMBER | 6-Monday 9-Thursday 16-Thursday | LABOR DAY HOLIDAY BACK TO SCHOOL NIGHT TK-5 BACK TO SCHOOL NIGHT 6-8 |
| OCTOBER | 8-Friday 15-Friday 25-29 | STAFF DEVELOPMENT #1 MID TRIMESTER PARENT CONFERENCES (Modified Days) |
| NOVEMBER | 11-Thursday 22-26 | VETERANS DAY OBSERVED THANKSGIVING RECESS |
| END OF FIRST TRIMESTER 61 DAYS-DECEMBER 3 | | |
| DECEMBER | 20-31 | WINTER RECESS |
| JANUARY | 3-Monday 14-Friday 17-Monday 28-Friday | RETURN TO SCHOOL STAFF DEVELOPMENT #2 MARTIN LUTHER KING BIRTHDAY HOLIDAY MID TRIMESTER |
| FEBRUARY | 14-Monday 21-Monday 16-18 | LINCOLN'S BIRTHDAY HOLIDAY PRESIDENTS' DAY HOLIDAY PARENT CONFERENCES (Modified Days) |
| MARCH | 4-Friday 31-Thursday | STAFF DEVELOPMENT #3 6-8 OPEN HOUSE |
| END OF SECOND TRIMESTER 61 DAYS- MARCH 18 | | |
| APRIL | 7-Thursday 11-15 | TK-5 OPEN HOUSE SPRING RECESS |
| MAY | 6-Friday 30- Monday 31-Tuesday | MID TRIMESTER MEMORIAL DAY HOLIDAY FVEA CONTRACTURAL OBLIGATION (Modified day) |
| JUNE | 15-17 17-Friday | MODIFIED DAYS LAST DAY OF SCHOOL |

END OF THIRD TRIMESTER 58 DAYS-JUNE 17

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: April 30, 2020

| SCHOOL | DONOR | AMOUNT | DESCRIPTION / INTENDED USE |
|------------------|---|------------|--|
| COURREGES | | | |
| | Pacific Life Foundation | \$3,000.00 | Apple iPads for 1st gr. |
| | | | |
| GISLER | | | |
| | Gisler PTO | \$92.01 | Printing for Gator Gallup |
| | | | |
| MASUDA | | | |
| | Masuda PTSO | \$2,831.73 | After School Clubs, Sports Stipends, Supplies, Staff Development |
| | | | |
| TALBERT | | | |
| | Zachary Henderson, Stevens Mechanical, & Joey's Pizza | \$300.00 | Talbert Fuel Cell Club |
| | Pacific Life Foundatopm | \$3,500.00 | STEAM Program |
| | | | |
| TAMURA | | | |
| | Tamura PTA | \$5,713.80 | Transportation - 5th gr. Outdoor Science |
| | | | |
| | | | |

**FOUNTAIN VALLEY SCHOOL DISTRICT
BOARD MEETING APRIL 30, 2020**

To: Christine Fullerton
From: Thuong Nguyen
Subject: Warrant Listing and ACH Payments
Warrant Numbers: 87681 - 88127
Dates: 3/4/2020 - 4/22/2020

| | | |
|--------------|----------------------|------------------------|
| Fund 01 | General Fund | 488,909.07 |
| Fund 12 | Child Development | 31,383.37 |
| Fund 13 | Cafeteria | 106,127.55 |
| Fund 14 | Deferred Maintenance | 4,125.00 |
| Fund 21 | GOB 2016 Election | 47,783.51 |
| Fund 22 | GOB 2016 Election | 194,725.89 |
| Fund 25 | Capital Facilities | - |
| Fund 40 | Special Reserves | 20,101.74 |
| Fund 68 | Worker Comp | 153,405.50 |
| Fund 69 | Insurance | 74,988.92 |
| TOTAL | | \$ 1,121,550.55 |

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 04/30/2020

FROM 03/01/2020 TO 04/14/2020

| <u>PO NUMBER</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>ACCOUNT AMOUNT</u> | <u>ACCOUNT NUMBER</u> | <u>PSEUDO / OBJECT DESCRIPTION</u> |
|------------------|--------------------------------|-----------------|-----------------------|-----------------------|--|
| N20M4248 | WOODCRAFT | 212.06 | 212.06 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| N20M4259 | JOHNSON CONTROLS | 925.00 | 925.00 | 012869390 5645 | Maintenance / Outside Srvs-Repairs & Mainten |
| N20M4260 | FOREST PLYWOOD SALES | 394.50 | 394.50 | 012869390 4345 | Maintenance / Maintenance Supplies |
| N20M4261 | SITEONE LANDSCAPE SUPPLY LLC | 95.04 | 95.04 | 012899390 4343 | Gardening / Gardening Supplies |
| N20M4262 | PHILLIPS PLYWOOD CO. INC. | 286.53 | 286.53 | 012869390 4345 | Maintenance / Maintenance Supplies |
| N20M4263 | SELECT EQUIPMENT SALES INC | 16,203.75 | 16,203.75 | 012869390 6420 | Maintenance / Equipment-Machinery, Vehicles |
| N20M4265 | HILLYARD / LOS ANGELES | 191.18 | 191.18 | 012889390 4340 | Custodial / Custodial Supplies |
| N20M4266 | ADVANTAGE WEST INVESTMENT ENTE | 65.00 | 65.00 | 016919395 4349 | 7240 Special Ed Transportation / Transportation Supplies (on |
| N20M4267 | ADVANTAGE WEST INVESTMENT ENTE | 4,260.03 | 3,232.30 | 012869390 4345 | Maintenance / Maintenance Supplies |
| | | | 1,027.73 | 016919395 4349 | 7240 Special Ed Transportation / Transportation Supplies (on |
| N20M4268 | A-1 FENCE COMPANY | 638.02 | 638.02 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| N20M4269 | REFRIGERATION CONTROL COMPANY | 516.00 | 516.00 | 014869390 5645 | STAR Building DO-Routine Maint / Outside Srvs-Repairs & |
| N20M4270 | REFRIGERATION CONTROL COMPANY | 3,234.93 | 3,234.93 | 014869390 5645 | STAR Building DO-Routine Maint / Outside Srvs-Repairs & |
| N20M4271 | BOBCAT OF LOS ANGELES | 480.97 | 480.97 | 012899390 4347 | Gardening / Repair & Upkeep Equip Supplies |
| N20M4272 | ADVANCED GAS PRODUCTS | 145.86 | 145.86 | 012869390 4345 | Maintenance / Maintenance Supplies |
| N20M4273 | MIRACLE RECREATION EQUIPT CO | 47.60 | 47.60 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| N20M4274 | REFRIGERATION CONTROL COMPANY | 484.43 | 484.43 | 014869390 5645 | STAR Building DO-Routine Maint / Outside Srvs-Repairs & |
| N20M4286 | LYTLE SCREEN PRINTING INC. | 9,221.00 | 9,221.00 | 012869390 5580 | Maintenance / Uniform Cleaning |
| N20M4301 | SHIMANOFF, PERRY | 3,500.00 | 3,500.00 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| N20M4302 | BEACH WIRE & CABLE INC. | 107.75 | 107.75 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| N20M4303 | REFRIGERATION CONTROL COMPANY | 7,980.30 | 7,980.30 | 014869390 5645 | STAR Building DO-Routine Maint / Outside Srvs-Repairs & |
| N20M4304 | INTERLINE BRANDS INC | 148.12 | 148.12 | 012889390 4340 | Custodial / Custodial Supplies |
| N20M4305 | EBERHARD EQUIPMENT | 54.38 | 54.38 | 012899390 5645 | Gardening / Outside Srvs-Repairs & Mainten |
| N20M4307 | EBERHARD EQUIPMENT | 2,700.00 | 2,700.00 | 012899390 5610 | Gardening / Outside Services - Rentals |
| N20M4308 | TURF STAR INC. | 190.00 | 190.00 | 012899390 4347 | Gardening / Repair & Upkeep Equip Supplies |
| N20M4309 | HILLYARD / LOS ANGELES | 435.00 | 435.00 | 012889390 4340 | Custodial / Custodial Supplies |
| N20M4310 | INTERLINE BRANDS INC | 181.79 | 110.49 | 012869390 4345 | Maintenance / Maintenance Supplies |
| | | | 71.30 | 012889390 4340 | Custodial / Custodial Supplies |
| N20M4311 | INTERLINE BRANDS INC | 209.56 | 209.56 | 012869390 4345 | Maintenance / Maintenance Supplies |
| N20M4312 | GRUETT TREE COMPANY INC | 1,800.00 | 1,800.00 | 012899390 5645 | Gardening / Outside Srvs-Repairs & Mainten |
| N20M4313 | HILLYARD / LOS ANGELES | 928.78 | 928.78 | 012889390 4340 | Custodial / Custodial Supplies |
| N20M4314 | SITEONE LANDSCAPE SUPPLY LLC | 122.44 | 122.44 | 012899390 4343 | Gardening / Gardening Supplies |
| N20M4315 | SMD INC | 333.80 | 333.80 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 04/30/2020

FROM 03/01/2020 TO 04/14/2020

| <u>PO NUMBER</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>ACCOUNT AMOUNT</u> | <u>ACCOUNT NUMBER</u> | <u>PSEUDO / OBJECT DESCRIPTION</u> |
|------------------|--------------------------------|-----------------|-----------------------|-----------------------|--|
| N20R1259 | BARNES AND NOBLE | 150.00 | 150.00 | 010113255 4210 | Title I - Cox / Library Books |
| N20R1397 | BARNES AND NOBLE | 88.67 | 88.67 | 010113255 4210 | Title I - Cox / Library Books |
| N20R1398 | APPLE COMPUTER ORDER DEPARTMEN | 1,318.05 | 1,318.05 | 010113255 4310 | Title I - Cox / Instructional Supplies |
| N20R1401 | J W PEPPER | 106.58 | 106.58 | 010143889 4311 | Donations - Talbert / Elective Supplies |
| N20R1402 | JACOB AND CANDICE BURNS | 22,500.00 | 22,500.00 | 015999860 5894 | Special Ed - Administration / Regionalized Services (X-Pot) |
| N20R1412 | ATKINSON ANDELSON LOYA RUDD & | 73.50 | 73.50 | 015659860 5830 | Special Ed. - Legal Services / Legal Fees |
| N20R1415 | ORANGE COUNTY DEPARTMENT OF ED | 100.00 | 100.00 | 010019961 5210 | Medi-Cal Billing-Instructional / Travel, Conference, Worksho |
| N20R1416 | PEARSON CLINICAL ASSESSMENT | 162.90 | 162.90 | 010019962 4322 | Medi-Cal Billing - S&L / Testing Supplies |
| N20R1421 | ORANGE COUNTY DEPARTMENT OF ED | 107.20 | 107.20 | 012289961 5813 | MAA - Administration / Consultant |
| N20R1432 | PEARSON CLINICAL ASSESSMENT | 463.50 | 463.50 | 012299963 5826 | Medi-Cal Billing-Psychologists / Licensing/Software,Maint/Su |
| N20R1436 | IMAGE 2000 | 3,257.06 | 3,257.06 | 010019380 4410 | School Equipment / Fixed Assets \$500-\$5000 |
| N20R1437 | ORANGE COUNTY DEPARTMENT OF ED | 95.00 | 95.00 | 010054275 5210 | State Standards-Phys Ed / Travel, Conference, Workshop |
| N20R1439 | KEENAN & ASSOCIATES | 2,000.00 | 2,000.00 | 012849380 5450 | Fiscal Services / Other Insurance |
| N20R1441 | STAPLES | 24.42 | 24.42 | 012109078 4325 | Tech/Media Office Operation / Office Supplies |
| N20R1442 | JFK TRANSPORTATION CO INC. | 1,053.00 | 1,053.00 | 010014789 5811 | PTA Donations - Courreges / Transportation Outside Agency |
| N20R1444 | LAKESHORE EQUIPMENT COMPANY | 163.13 | 163.13 | 010113255 4310 | Title I - Cox / Instructional Supplies |
| N20R1445 | MOMENTUM IN TEACHING LLC | 1,848.75 | 1,848.75 | 010113255 5215 | Title I - Cox / Staff Development |
| N20R1447 | INTEGRITY COMPUTER CONCEPTS | 450.00 | 450.00 | 011253775 5813 | Parent Involvement-Oka / Consultant |
| N20R1449 | CERTIFIED TRANSPORTATION BUS C | 992.96 | 992.96 | 010014789 5811 | PTA Donations - Courreges / Transportation Outside Agency |
| N20R1450 | HEINEMANN | 117.56 | 117.56 | 010014747 4310 | Sch Site Instr - Courreges / Instructional Supplies |
| N20R1451 | ACORN MEDIA | 351.34 | 351.34 | 010014787 4310 | Other Donations - Courreges / Instructional Supplies |
| N20R1452 | PROJECT LEAD THE WAY INC | 495.44 | 495.44 | 015004975 4310 | Robotics-Masuda / Instructional Supplies |
| N20R1454 | SAMS CLUB | 100.00 | 100.00 | 010144949 4310 | Sch Site Instr - Masuda / Instructional Supplies |
| N20R1455 | PLURAL PUBLISHING INC | 143.87 | 143.87 | 010019962 4322 | Medi-Cal Billing - S&L / Testing Supplies |
| N20R1456 | PEARSON CLINICAL ASSESSMENT | 226.63 | 226.63 | 012299963 4322 | Medi-Cal Billing-Psychologists / Testing Supplies |
| N20R1457 | ANAHEIM BAND INSTRUMENTS | 572.03 | 572.03 | 010143889 4311 | Donations - Talbert / Elective Supplies |
| N20R1458 | BLICK ART MATERIALS | 47.82 | 47.82 | 014079275 4310 | OC Arts Ed-Visual & Perfor Art / Instructional Supplies |
| N20R1464 | TEACHER SYNERGY LLC | 122.99 | 122.99 | 010055775 4310 | State Standards-CGI / Instructional Supplies |
| N20R1465 | BARNES AND NOBLE | 156.49 | 156.49 | 010055675 4325 | State Standards-READING / Office Supplies |
| N20R1467 | SEYCO-SCROLL SAW SPECIALISTS I | 420.40 | 420.40 | 010142989 4311 | Donations - Fulton / Elective Supplies |
| N20R1468 | CRAFT SUPPLIES USA | 409.93 | 409.93 | 010142989 4311 | Donations - Fulton / Elective Supplies |
| N20R1469 | PENN STATE INDUSTRIES | 481.74 | 481.74 | 010142989 4311 | Donations - Fulton / Elective Supplies |
| N20R1470 | PROJECT LEAD THE WAY INC | 1,200.00 | 1,200.00 | 015004975 5210 | Robotics-Masuda / Travel, Conference, Workshop |
| N20R1471 | STAPLES | 200.00 | 200.00 | 010013232 4310 | Sch Site Instr - Cox / Instructional Supplies |

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|------------------|--------------------------------|-----------------|-----------------------|-----------------------|--|
| N20R1472 | LAKESHORE EQUIPMENT COMPANY | 150.00 | 150.00 | 010013232 4310 | Sch Site Instr - Cox / Instructional Supplies |
| N20R1473 | STAPLES | 350.00 | 350.00 | 010013232 4310 | Sch Site Instr - Cox / Instructional Supplies |
| N20R1474 | LAKESHORE EQUIPMENT COMPANY | 350.00 | 350.00 | 010013232 4310 | Sch Site Instr - Cox / Instructional Supplies |
| N20R1475 | LAKESHORE EQUIPMENT COMPANY | 100.05 | 100.05 | 010013232 4310 | Sch Site Instr - Cox / Instructional Supplies |
| N20R1476 | LA TRADICIONAL MICHOACANA | 369.97 | 369.97 | 010143288 4710 | Other Donations Food - Cox / FOOD |
| N20R1477 | LA TRADICIONAL MICHOACANA | 431.63 | 431.63 | 010143288 4710 | Other Donations Food - Cox / FOOD |
| N20R1478 | LA TRADICIONAL MICHOACANA | 462.46 | 462.46 | 010143288 4710 | Other Donations Food - Cox / FOOD |
| N20R1486 | WOODBURN PRESS | 845.28 | 845.28 | 011254975 4310 | Parent Involvement-Masuda / Instructional Supplies |
| N20R1494 | LEVEL 27 MEDIA | 129.96 | 129.96 | 010013232 4310 | Sch Site Instr - Cox / Instructional Supplies |
| N20R1496 | LAKESHORE EQUIPMENT COMPANY | 198.47 | 198.47 | 010013232 4310 | Sch Site Instr - Cox / Instructional Supplies |
| N20R1498 | LAKESHORE EQUIPMENT COMPANY | 125.06 | 125.06 | 010013232 4310 | Sch Site Instr - Cox / Instructional Supplies |
| N20R1500 | PHASE II SYSTEMS | 536.25 | 536.25 | 012719470 5899 | Personnel Department / Other Operating Expenses |
| N20R1501 | AWARDS & TROPHIES | 505.08 | 505.08 | 014079275 4325 | OC Arts Ed-Visual & Perfor Art / Office Supplies |
| N20R1503 | GUITAR CENTER INC. | 219.14 | 219.14 | 010064975 4310 | Course Access-Music Masuda / Instructional Supplies |
| N20R1505 | BORDERLAN INC | 125,441.57 | 99,787.44 | 012109078 5826 | Tech/Media Office Operation / Licensing/Software,Maint/Supp |
| | | | 25,654.13 | 012109078 6410 | Tech/Media Office Operation / Equipment-Furniture/Computer |
| N20R1506 | MODERN SCHOOL SUPPLIES INC | 174.08 | 174.08 | 015004975 4310 | Robotics-Masuda / Instructional Supplies |
| N20R1507 | GBC-NO! USE ACCO | 456.25 | 456.25 | 010014747 5645 | Sch Site Instr - Courreges / Outside Srvs-Repairs & Mainten |
| N20R1508 | ACORN MEDIA | 210.16 | 210.16 | 010014747 4310 | Sch Site Instr - Courreges / Instructional Supplies |
| N20R1509 | U.S. SCHOOL SUPPLY INC. | 170.01 | 170.01 | 010014747 4310 | Sch Site Instr - Courreges / Instructional Supplies |
| N20R1510 | OVERDRIVE INC | 991.52 | 991.52 | 015005675 4310 | Intervention - Special Ed / Instructional Supplies |
| N20R1511 | CDWG | 266.73 | 266.73 | 012109078 4399 | Tech/Media Office Operation / Equipment Under \$500 |
| N20R1512 | SEHI COMPUTER PRODUCTS | 982.84 | 982.84 | 012109078 4410 | Tech/Media Office Operation / Fixed Assets \$500-\$5000 |
| N20R1513 | DISA GLOBAL SOLUTIONS INC | 110.00 | 110.00 | 012719470 5820 | Personnel Department / Physical Exam, Drug testing |
| N20R1515 | MERRIAM, BOB | 669.60 | 669.60 | 010142989 4311 | Donations - Fulton / Elective Supplies |
| N20R1516 | GUITAR CENTER INC. | 414.12 | 414.12 | 010061075 4310 | Course Access-Music Tamura / Instructional Supplies |
| N20R1517 | PACIFIC COACHWAYS | 3,300.00 | 3,300.00 | 010144988 5811 | ASB Donations Instr - Masuda / Transportation Outside Agency |
| N20R1519 | UNITED PARCEL SERVICE | 400.00 | 400.00 | 016158155 5930 | 7140 Gifted & Talented - Instr / Postage, Parcel, & Delivery |
| N20R1520 | ELLISON ENTERPRISES INC. | 463.26 | 463.26 | 010013131 4310 | Sch Site Instr - Gisler / Instructional Supplies |
| N20R1521 | APPLE COMPUTER ORDER DEPARTMEN | 325.16 | 325.16 | 010014747 4399 | Sch Site Instr - Courreges / Equipment Under \$500 |
| N20R1522 | HEINEMANN | 110.31 | 110.31 | 011233175 4310 | Reading Support-Gisler / Instructional Supplies |
| N20R1523 | UZBL LLC | 91.35 | 91.35 | 010113255 4310 | Title I - Cox / Instructional Supplies |
| N20R1524 | LAKESHORE EQUIPMENT COMPANY | 200.64 | 200.64 | 010013232 4310 | Sch Site Instr - Cox / Instructional Supplies |
| N20R1525 | STAPLES | 150.08 | 150.08 | 010013232 4310 | Sch Site Instr - Cox / Instructional Supplies |

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|------------------|--------------------------------|-----------------|-----------------------|-----------------------|--|
| N20R1526 | STAPLES | 250.13 | 250.13 | 010013232 4310 | Sch Site Instr - Cox / Instructional Supplies |
| N20R1527 | LAKESHORE EQUIPMENT COMPANY | 100.05 | 100.05 | 010013232 4310 | Sch Site Instr - Cox / Instructional Supplies |
| N20R1528 | LEVEL 27 MEDIA | 163.13 | 163.13 | 014079275 4310 | OC Arts Ed-Visual & Perfor Art / Instructional Supplies |
| N20R1529 | STAPLES | 203.30 | 203.30 | 012658155 4325 | Assessment and Accountability / Office Supplies |
| N20R1531 | PEARSON CLINICAL ASSESSMENT | 1,133.08 | 337.13 | 010019961 4322 | Medi-Cal Billing-Instructional / Testing Supplies |
| | | | 795.95 | 012299963 4322 | Medi-Cal Billing-Psychologists / Testing Supplies |
| N20R1532 | BARNES AND NOBLE | 6,277.96 | 6,277.96 | 010055275 4310 | State Standards-ELA / Instructional Supplies |
| N20R1533 | BEARCOM | 560.03 | 560.03 | 010011010 4310 | Sch Site Instr - Tamura / Instructional Supplies |
| N20R1534 | STAPLES | 225.00 | 225.00 | 010144949 4310 | Sch Site Instr - Masuda / Instructional Supplies |
| N20R1535 | BARNES AND NOBLE | 4,923.77 | 4,923.77 | 010055275 4310 | State Standards-ELA / Instructional Supplies |
| N20R1537 | HAWTHORNE EDUCATIONAL SERVICES | 319.72 | 319.72 | 012299963 4322 | Medi-Cal Billing-Psychologists / Testing Supplies |
| N20R1541 | SCHOOL SERVICES OF CALIFORNIA | 1,100.00 | 440.00 | 010059771 5210 | Contractual Obligation - Class / Travel, Conference, Worksho |
| | | | 220.00 | 012719380 5210 | Business Department / Travel, Conference, Workshop |
| | | | 220.00 | 012719470 5210 | Personnel Department / Travel, Conference, Workshop |
| | | | 220.00 | 012849380 5210 | Fiscal Services / Travel, Conference, Workshop |
| N20R1542 | CDWG | 158.70 | 158.70 | 012109078 4320 | Tech/Media Office Operation / Computer Supplies |
| N20R1549 | LYTLE SCREEN PRINTING INC. | 2,968.51 | 2,968.51 | 010019189 4325 | Donations - Superintendent / Office Supplies |
| N20R1550 | IXL LEARNING INC. | 495.00 | 495.00 | 010250055 5826 | Title IV-Std Supt& Acd Enrch / Licensing/Software,Maint/Supp |
| N20R1555 | ZOOM VIDEO COMMUNICATIONS INC | 18,000.00 | 18,000.00 | 019000000 5826 | COVID-19 Instructional / Licensing/Software,Maint/Supp |
| N20R1556 | GUITAR CENTER INC. | 501.56 | 501.56 | 010064975 4310 | Course Access-Music Masuda / Instructional Supplies |
| N20R1557 | GMSN GROUP INC | 2,620.00 | 2,620.00 | 012109078 5826 | Tech/Media Office Operation / Licensing/Software,Maint/Supp |
| N20R1558 | GMSN GROUP INC | 1,843.25 | 1,843.25 | 012109078 5826 | Tech/Media Office Operation / Licensing/Software,Maint/Supp |
| N20R1559 | TEACHER SYNERGY LLC | 75.39 | 75.39 | 015609860 4310 | Special Ed. - Psychologists / Instructional Supplies |
| N20R1560 | DON JOHNSTON INC. | 2,910.17 | 1,796.40 | 010019961 5826 | Medi-Cal Billing-Instructional / Licensing/Software,Maint/Su |
| | | | 1,113.77 | 010019962 5826 | Medi-Cal Billing - S&L / Licensing/Software,Maint/Supp |
| N20R1563 | GUITAR CENTER INC. | 225.00 | 225.00 | 010144949 4310 | Sch Site Instr - Masuda / Instructional Supplies |
| N20R1564 | HORIZON FUEL CELL AMERICAS INC | 174.00 | 174.00 | 015003875 4310 | Robotics-Talbert / Instructional Supplies |
| N20R1575 | LITERACY RESOURCES LLC | 171.98 | 171.98 | 010011010 4310 | Sch Site Instr - Tamura / Instructional Supplies |
| N20S8056 | ADVANTAGE WEST INVESTMENT ENTE | 10,263.79 | 10,263.79 | 011000000 9320 | Revenue Limit - State Revenues / STORES |
| N20S8057 | SOUTHWEST SCHOOL AND OFFICE SU | 2,653.50 | 2,653.50 | 011000000 9320 | Revenue Limit - State Revenues / STORES |
| N20S8058 | GRAINGER INC. | 1,513.80 | 1,513.80 | 011000000 9320 | Revenue Limit - State Revenues / STORES |
| N20S8059 | GRAINGER INC. | 174.08 | 174.08 | 011000000 9320 | Revenue Limit - State Revenues / STORES |
| N20S8060 | ADVANTAGE WEST INVESTMENT ENTE | 49.59 | 49.59 | 011000000 9320 | Revenue Limit - State Revenues / STORES |
| N20S8061 | XEROX CORPORATION C/O SOCAL OF | 1,196.25 | 1,196.25 | 011000000 9320 | Revenue Limit - State Revenues / STORES |

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|-----------------------|-------------------|-------------------|-----------------------|-----------------------|---|
| N20S8062 | SPICERS PAPER INC | 3,532.22 | 3,532.22 | 011000000 9320 | Revenue Limit - State Revenues / STORES |
| Fund 01 Total: | | 300,578.77 | 300,578.77 | | |

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|------------------|--------------------------------|-----------------|-----------------------|-----------------------|--|
| N20M4275 | ADVANTAGE WEST INVESTMENT ENTE | 665.12 | 665.12 | 120016098 4340 | Extended School Instructional / Custodial Supplies |
| N20R1418 | LAKESHORE EQUIPMENT COMPANY | 951.29 | 951.29 | 120017598 4310 | Child Dev Cntr Preschool Instr / Instructional Supplies |
| N20R1479 | S & S WORLDWIDE | 2,000.00 | 2,000.00 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| N20R1480 | S & S WORLDWIDE | 2,000.00 | 2,000.00 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| N20R1481 | ORIENTAL TRADING COMPANY | 1,400.00 | 1,400.00 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| N20R1482 | ORIENTAL TRADING COMPANY | 1,400.00 | 1,400.00 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| N20R1483 | CONSTRUCTIVE PLAYTHINGS | 268.54 | 268.54 | 120017598 4310 | Child Dev Cntr Preschool Instr / Instructional Supplies |
| N20R1484 | STAPLES | 100.00 | 100.00 | 120016098 4310 | Extended School Instructional / Instructional Supplies |
| N20R1485 | LAKESHORE EQUIPMENT COMPANY | 100.00 | 100.00 | 120016098 4310 | Extended School Instructional / Instructional Supplies |
| N20R1487 | ECONOMY HANDICRAFTS | 215.50 | 215.50 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| N20R1488 | ECONOMY HANDICRAFTS | 215.50 | 215.50 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| N20R1489 | RHODE ISLAND NOVELTY | 431.00 | 431.00 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| N20R1490 | RHODE ISLAND NOVELTY | 400.00 | 400.00 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| N20R1491 | LAKESHORE EQUIPMENT COMPANY | 53.01 | 53.01 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| N20R1492 | LAKESHORE EQUIPMENT COMPANY | 45.00 | 45.00 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| N20R1493 | DISCOUNT SCHOOL SUPPLY | 275.00 | 275.00 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| N20R1495 | DISCOUNT SCHOOL SUPPLY | 335.00 | 335.00 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| N20R1497 | SMART K LLC | 271.88 | 271.88 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| N20R1499 | SMART K LLC | 250.00 | 250.00 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| N20R1514 | SURPLUS TWO WAY RADIOS | 1,000.00 | 1,000.00 | 120016098 5645 | Extended School Instructional / Outside Srvs-Repairs & Maint |
| N20R1518 | SMART K LLC | 130.50 | 130.50 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| N20R1536 | S & S WORLDWIDE | 1,000.00 | 1,000.00 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| N20R1543 | ORIENTAL TRADING COMPANY | 650.00 | 650.00 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| N20R1544 | RHODE ISLAND NOVELTY | 140.00 | 140.00 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| N20R1545 | ECONOMY HANDICRAFTS | 120.00 | 120.00 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| N20R1546 | DISCOUNT SCHOOL SUPPLY | 255.00 | 255.00 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| N20R1547 | S & S WORLDWIDE | 1,600.00 | 1,600.00 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| N20R1565 | CITY OF LA MIRADA | 753.64 | 753.64 | 120016398 5812 | ESP-Summer Camp Instructional / Admission Costs |
| N20R1566 | BIG AIR TRAMPLINE PARK | 1,148.88 | 1,148.88 | 120016398 5812 | ESP-Summer Camp Instructional / Admission Costs |
| N20R1567 | PREHISTORIC PETS | 489.38 | 489.38 | 120016398 5812 | ESP-Summer Camp Instructional / Admission Costs |
| N20R1568 | HARBOR BREEZE CORPORATION | 108.75 | 108.75 | 120016398 5812 | ESP-Summer Camp Instructional / Admission Costs |
| N20R1569 | GET AIR SURF CITY | 435.00 | 435.00 | 120016398 5812 | ESP-Summer Camp Instructional / Admission Costs |
| N20R1570 | SOUTHWEST SCHOOL AND OFFICE SU | 2,718.75 | 2,718.75 | 120016398 4310 | ESP-Summer Camp Instructional / Instructional Supplies |
| N20R1571 | SMART & FINAL | 2,718.75 | 2,718.75 | 123206398 4710 | ESP Summer Camp-Food / FOOD |

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|------------------|---------------|-----------------------|------------------|-----------------------|-----------------------|------------------------------------|
| N20R1572 | SAMS CLUB | | 2,718.75 | 2,718.75 | 123206398 4710 | ESP Summer Camp-Food / FOOD |
| | | Fund 12 Total: | 27,364.24 | 27,364.24 | | |

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|-----------------------|--------------------------------|-----------------|-----------------------|-----------------------|---|
| N20M4264 | HERITAGE FOOD SERVICE GROUP IN | 239.86 | 239.86 | 133207380 4399 | Cafeteria Fund / Equipment Under \$500 |
| N20R1448 | SNA | 545.00 | 545.00 | 133207380 5210 | Cafeteria Fund / Travel, Conference, Workshop |
| N20R1461 | CALIFORNIA DEPARTMENT OF EDUCA | 743.85 | 743.85 | 133207380 4710 | Cafeteria Fund / FOOD |
| N20R1540 | REFRIGERATION CONTROL COMPANY | 406.95 | 406.95 | 133207380 5645 | Cafeteria Fund / Outside Srvs-Repairs & Mainten |
| N20R1551 | REFRIGERATION CONTROL COMPANY | 1,383.54 | 1,383.54 | 133207380 5645 | Cafeteria Fund / Outside Srvs-Repairs & Mainten |
| N20R1552 | REFRIGERATION CONTROL COMPANY | 1,197.81 | 1,197.81 | 133207380 5645 | Cafeteria Fund / Outside Srvs-Repairs & Mainten |
| Fund 13 Total: | | 4,517.01 | 4,517.01 | | |

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|------------------|--------------------------------|-----------------|-----------------------|-----------------------|---|
| N20M4326 | DIVISION OF THE STATE ARCHITEC | 4,125.00 | 4,125.00 | 142861089 6222 | Def Maint-Tamura / Inspection Svcs Bldg Improve |
| | Fund 14 Total: | 4,125.00 | 4,125.00 | | |

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|-----------------------|--------------------------------|-----------------|-----------------------|-----------------------|---|
| N20M4198 | DIVISION OF THE STATE ARCHITEC | 5,172.36 | 5,172.36 | 213014780 6222 | GOB, ELECTION 2016-Courreges / Inspection Svcs Bldg |
| N20R1554 | ZIONS BANCORPORATION NATIONAL | 700.00 | 350.00 | 213019990 5899 | GOB, ELECTION 2016 / Other Operating Expenses |
| Fund 21 Total: | | 5,872.36 | 5,522.36 | | |

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|------------------|-------------------------------|-----------------|-----------------------|-----------------------|--|
| N20M4200 | AESCO | 4,834.50 | 4,397.00 | 223012980 6220 | GOB, ELECTION 2016-Fulton / Architect/Engineer Fees-Bldg |
| | | | 437.50 | 223013280 6220 | GOB, ELECTION 2016-Cox / Architect/Engineer Fees-Bldg |
| N20R1554 | ZIONS BANCORPORATION NATIONAL | 700.00 | 350.00 | 223019990 5899 | GOB, ELECTION 2016 / Other Operating Expenses |
| | Fund 22 Total: | 5,534.50 | 5,184.50 | | |

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|-----------------------|--------------------------------|-----------------|-----------------------|-----------------------|---|
| N20M4197 | AESCO | 682.50 | 682.50 | 403004980 6223 | MS Science Bldg - Masuda / Tests & Exam Bldgs Improvement |
| N20M4199 | DEPARTMENT OF GENERAL SERVICES | 3,517.99 | 3,517.99 | 403004980 6222 | MS Science Bldg - Masuda / Inspection Svcs Bldg Improve |
| Fund 40 Total: | | 4,200.49 | 4,200.49 | | |

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PO
NUMBER **VENDOR**

PO **ACCOUNT** **ACCOUNT**
TOTAL **AMOUNT** **NUMBER**

PSEUDO / OBJECT DESCRIPTION

Total Account Amount:

351,492.37

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

BOARD OF TRUSTEES

04/30/2020

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|-----------------------|--------------------------------|-----------------|----------------------|-----------------------|--|
| N20M4001 | BUS WEST | 34,000.00 | +3,000.00 | 016919395 4349 | 7240 Special Ed Transportation / Transportation Supplies (on |
| N20M4008 | DUNN-EDWARDS CORPORATION | 8,300.00 | +1,000.00 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| N20M4017 | MCMASTER CARR SUPPLY CO | 14,750.00 | +2,000.00 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| N20M4019 | NAPA AUTO PARTS | 11,000.00 | +500.00 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| N20M4021 | PARKHOUSE TIRE INC. | 14,000.00 | +2,000.00 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| N20M4024 | RESOURCE BUILDING MATERIALS | 5,000.00 | +1,000.00 | 012899390 4343 | Gardening / Gardening Supplies |
| N20R0170 | REVENUE ENHANCEMENT GROUP INC. | 812.90 | +496.27 | 019509380 5899 | STAR Building DO - Operations / Other Operating Expenses |
| N20R0393 | BEHAVIOR SOLUTIONS INC. | 11,000.00 | +4,000.00 | 015709861 5813 | Federal Mental Health-Psych / Consultant |
| N20R0603 | HP COMPUTING & PRINTING INC | 25,710.00 | +500.00 | 010143838 4330 | Sch Site Instr - Talbert / Printing/Xerox Supplies |
| N20R0604 | HP COMPUTING & PRINTING INC | 9,400.00 | +200.00 | 012869390 4330 | Maintenance / Printing/Xerox Supplies |
| N20R1145 | EIDE BAILLY LLP | 20,280.00 | +3,810.00 | 012169380 5810 | Business - Audit Services / Audit |
| N20R1279 | HEINEMANN | 62.46 | +7.00 | 010785575 4310 | Intervention - ES Reading / Instructional Supplies |
| N20R1424 | AMAZON.COM LLC | 46.22 | +11.44 | 010785575 4310 | Intervention - ES Reading / Instructional Supplies |
| N20R1425 | LAKESHORE EQUIPMENT COMPANY | 86.59 | +10.50 | 010055775 4310 | State Standards-CGI / Instructional Supplies |
| N20S8050 | SOUTHWEST SCHOOL AND OFFICE SU | 4,798.05 | +2,088.00 | 011000000 9320 | Revenue Limit - State Revenues / STORES |
| Fund 01 Total: | | | +20,623.21 | | |

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND
BOARD OF TRUSTEES **04/30/2020**

FRO 03/01/2020 TO 04/14/2020

| <u>PO</u> <u>NUMBE</u> | <u>VENDOR</u> | <u>PO</u> <u>TOTAL</u> | <u>CHANGE</u> <u>AMOUNT</u> | <u>ACCOUNT</u> <u>NUMBER</u> | <u>PSEUDO / OBJECT DESCRIPTION</u> |
|---------------------------|--------------------------------|---------------------------|--------------------------------|---------------------------------|---|
| N20R0328 | DIVISION OF THE STATE ARCHITEC | 59,212.00 | +4,950.00 | 213013180 6220 | GOB, ELECTION 2016-Gisler / Architect/Engineer Fees-Bldg |
| N20R0329 | DIVISION OF THE STATE ARCHITEC | 84,098.00 | +9,900.00 | 213013880 6220 | GOB, ELECTION 2016-Talbert / Architect/Engineer Fees-Bldg |
| Fund 21 Total: | | | +14,850.00 | | |

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND
BOARD OF TRUSTEES **04/30/2020**

FRO 03/01/2020 TO 04/14/2020

| <u>PO</u> <u>NUMBE</u> | <u>VENDOR</u> | <u>PO</u> <u>TOTAL</u> | <u>CHANGE</u> <u>AMOUNT</u> | <u>ACCOUNT</u> <u>NUMBER</u> | <u>PSEUDO / OBJECT DESCRIPTION</u> |
|---------------------------|---------------|---------------------------|--------------------------------|---------------------------------|------------------------------------|
|---------------------------|---------------|---------------------------|--------------------------------|---------------------------------|------------------------------------|

| | | | | | |
|------------------------------|--|--|-------------------|--|--|
| Total Account Amount: | | | +35,473.21 | | |
|------------------------------|--|--|-------------------|--|--|

FOUNTAIN VALLEY SD

Reference #:

Adjustment of Funds

2020 30

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

| |
|--------------------------------|
| Fund: 0101 GENERAL FUND |
|--------------------------------|

| Object | Description | FROM | TO |
|-----------------------|-------------------------------|-----------------|-----------------|
| 5600 | RENTAL,LEASE,REPAIR & NON CAP | | 9,000.00 |
| 9790 | UNASSIGNED/UNAPPROPRIATED | 9,000.00 | |
| Subfund Total: | | 9,000.00 | 9,000.00 |

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, 04/30/2020.

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



SO: 2019-20/B20-29
Fountain Valley School District
Superintendent's Office

MEMORANDUM

TO: Board of Trustees
FROM: Mark Johnson, Ed.D., Superintendent
SUBJECT: **Williams Uniform Complaint Quarterly Report
(Quarter #3: January 1 – March 31, 2020)**
DATE: April 27, 2020

Background:

Education Code mandates that a school district shall report summarized data on the nature and resolution of all Williams Uniform Complaints on a quarterly basis to the county superintendent of schools. This report shall be publicly agendaized at a regular board meeting. Complaints and written responses shall be available as public records.

The Williams Litigation Settlement mandates that the district shall use certain procedures to investigate and resolve specific complaints that fall within three specific categories.

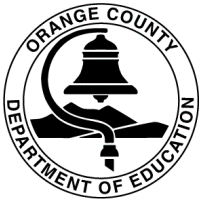
- **Instructional materials**
- **Teacher vacancy or mis-assignment**
- **Facilities**

Williams Quarterly Report: January 1 through March 31, 2020

The District received no complaints in any of the categories.

Recommendation:

It is recommended that the Board of Trustees receives and approves the Williams Quarterly Report for the third quarter of the 2019-20 year and approves its submittal to the Orange County Department of Education.



Orange County Department of Education
Educational Services Division

**Williams Settlement Legislation
Quarterly Report of Uniform Complaints
2019-20**

District: Fountain Valley School District

District Contact: Mark Johnson, Ed.D.

Title: Superintendent

- | | | | |
|-------------------------------------|------------|-------------------------------|---------------------------------------|
| <input type="checkbox"/> | Quarter #1 | July 1 – September 30, 2019 | Report due by October 25, 2019 |
| <input type="checkbox"/> | Quarter #2 | October 1 – December 31, 2019 | Report due by January 31, 2020 |
| <input checked="" type="checkbox"/> | Quarter #3 | January 1 – March 31, 2020 | Report due by April 24, 2020 |
| <input type="checkbox"/> | Quarter #4 | April 1 – June 30, 2020 | Report due by July 31, 2020 |

Check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of the complaints

| Type of Complaint | Total # of Complaints | # Resolved | # Unresolved |
|---------------------------------------|-----------------------|------------|--------------|
| Textbooks and Instructional Materials | | | |
| Teacher Vacancies or Missassignments | | | |
| Facility Conditions | | | |
| TOTALS | | | |

Name of Superintendent: Mark Johnson, Ed.D.

Signature of Superintendent: _____ Date: 4/30/20

Please submit to:

Alicia Gonzalez, Sr. Administrative Assistant
Orange County Department of Education
200 Kalmus Drive, B-1009
P.O. Box 9050, Costa Mesa, CA 92628-9050

Phone: (714) 966-4336 Email: aliciagonzalez@ocde.us Fax: (714) 327-1371



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: April 21, 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 Newland, Oka, Plavan, Talbert and Tamura.

The School Plan for Student Achievement

School: William T. Newland Elementary School
CDS Code: 30-66498-6027999
District: Fountain Valley School District
Principal: Chris Mullin
Revision Date: December 13, 2019

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

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

Contact Person: Chris Mullin
Position: Principal
Phone Number: (714) 378-4200
Address: 8787 Dolphin Street
Huntington Beach, CA 92646
E-mail Address: mullinc@fvsd.us

The District Governing Board approved this revision of the SPSA on April 30, 2020.

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School Vision and Mission

William T. Newland Elementary School's Vision and Mission Statements

Mission Statement

The mission of William T. Newland Elementary School is to provide an educational environment in which academic success is expected and all children are encouraged to develop to their maximum potential through a positive attitude toward self and others, a love of learning, an appreciation for diversity in others, and the cultivation of the ability to be a productive, useful member of society.

Vision Statement

Our staff is dedicated to maintaining and enhancing the spirit of excellence that pervades our school and community. All of Newland's teachers teach to the California State Standards, challenging each student to reach his maximum potential. Teachers strive to help students demonstrate mastery on the Smarter Balanced Assessments. The following special programs help students achieve their highest potential: Speech and Language, Resource Specialist Program, Gifted and Talented Program, Remediation, Special Day Classes, and Social Skills Classes. The education program is also enhanced through community involvement utilizing our hardworking and supportive parents and business partners. Parents and teachers conduct ongoing assessments of the school-based program. Our standards based program utilizes hands-on activities, manipulatives, group projects, portfolios, District Interim Assessments, and unit tests provided by the adopted publishers. The Newland staff continues to develop professionally in order to provide high quality instruction. Teachers continue to use the media center and other technology to make learning accessible and enticing for students. Finally, Newland provides a nurturing caring environment that encourages the celebration and joy of learning. The school environment is clean, orderly, and a place where all students feel safe and secure.

School Profile

William T. Newland Elementary is one of seven elementary schools in the Fountain Valley School District, located in Orange County. We have been serving the community since 1964. Newland Elementary School proudly provides an excellent education for approximately 582 in Kindergarten through 5th grade. Newland Elementary School, located in Huntington Beach, California, is home to a diverse population of students. In terms of ethnicity, 58% of students identify as White, 15% of students identify as Hispanic, 13% of students identify as Asian, and 10% of students identify as Multi-Ethnic. English Learners constitute 5% of Newland's enrollment, 16% of Newland students qualify for free- or reduced-lunch (socio-economically disadvantaged), and 11% of students attending Newland Elementary School receive special education services.

Newland has a history of rich academic excellence. Newland has been named a California Distinguished School, a California Gold Ribbon School, and a National Blue Ribbon School. Newland Elementary is fortunate to have 29 certified Teachers, Speech and Language Pathologists and Psychologists who are dedicated to the education of our students; many of who hold advanced degrees in education or their areas of expertise. Staff participate in rigorous professional development designed to equip teachers with high-impact, researched based teaching strategies to bring out the best in students. Newland's number one goal is to focus on increasing student achievement through an academic student-based instructional program, while at the same time providing a highly enriched educational and social environment for elementary students. Newland students benefit from outstanding classroom instruction in all areas and a dedicated team of educational specialists including Resource Specialists, four Special Day Classes, three Speech and Language Pathologists, and two School Psychologists providing the support needed to help students with special needs achieve their full potential.

Newland is the intake center for the District's PB5 (Parent Birth to five years) program. Students are referred for testing by Regional Center and parents or doctors when there is a suspected developmental delay. One or all of the following professionals administer the appropriate testing: the occupational therapist, classroom teacher, psychologist, speech and language pathologist, adaptive Physical Education specialist, and/or nurse. The team meets monthly to determine appropriate placement and level of services. Newland houses a special day pre-school class, a blended pre-school class, social skills groups, occupational therapy and adaptive physical education. These programs provide services for children with identified needs between the ages of three and five. In addition to servicing the Special Day Class population, Resource Specialists and Speech and Language pathologists are also provided for the transitional kindergarten through fifth grade students that require additional support in the classroom.

Our parent community is strong and active in supporting our instructional program and students receive enriched opportunities as a result of the volunteers' countless dedicated hours. Newland School uses all available resources in the community to assist students in their emotional and academic development. Parents take advantage of the ample opportunities to be involved in activities that benefit students.

Planned Improvements in Student Performance

School Goal #1

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

| |
|--|
| CATEGORY/PRIORITY AREA(S): Student Achievement |
| LEA Local Control and Accountability (LCAP) Goal: |
| LCAP Goal 1: To support academic success and prepare students for college and career, students will engage in rigorous and relevant educational experiences that develop their knowledge, skills and ability to collaborate, create, communicate, think critically, and solve problems. |
| SCHOOL GOAL #1: |
| To support academic achievement, Newland Elementary will incorporate professional development, District signature practices, technology integration, and when available new California State Standards aligned instructional materials. |
| Annual Update: |
| SBAC ELA SCHOOL WIDE GOAL: 89% Goal MET SBAC MATH SCHOOL WIDE GOAL: 89% Goal MET ALL STUDENTS K - 5 WERE ASSESSED IN READING FOUNTAS & PINNELL and SRI for 5th grade. Newland Students benefit from 1:1 Student to Chromebook ratio for 3rd - 5th grade level. Balanced Literacy Professional Development: Newland receives PD in the area of Readers Workshop school wide from trainer Erin Donelson. |
| Expected Annual Outcomes |
| SBAC ELA -increase 2 percent scoring Standard Exceeded and Standard Met in tested grades. SBAC Math -increase 2 percent scoring Standard Exceeded and Standard Met in tested grades. 100% of students assessed in Fountas & Pinnell and data entered into Illuminate |
| Findings from the Analysis of this Data: |
| <ul style="list-style-type: none"> • Lack of time for focused collaboration • More knowledge of data analysis - What to use and how to use it • More knowledge in regards to professional development in reading / writing • Lack of a consistent writing program (school and District-wide) |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------|---|--|--|---|--------|
| | | | Description | Type | Funding Source | Amount |
| Professional Development Units of Study | August - June | Principal | PD in the area of Lucy Caulkins Units of Study with Erin Donelson | 5000-5999: Services And Other Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books And Supplies | Other LCFF - Supplemental LCFF - Base | 9,104 |
| Support and participate in School Library Program | August - June | Principal, Teachers, Librarian Media Tech | Resources and improvement of collection | 4000-4999: Books And Supplies | LCFF - Supplemental | 1,500 |
| Support and participate in Robotics Program | August - June | Principal, Teachers | Resources and materials | 4000-4999: Books And Supplies | LCFF - Supplemental | 5,000 |
| Support and participate in Music Program | August - June | Principal, Teachers, Music | Resources and materials | 4000-4999: Books And Supplies | LCFF - Supplemental | 500 |
| Utilize supplemental resources in the area of Reading | August - June | Principala, Teachers | Purchase of Reading Materials such as leveled readers, Supporting Materials for Units of Study and Phonics | 4000-4999: Books And Supplies | LCFF - Supplemental | 15,896 |

Planned Improvements in Student Performance

School Goal #2

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

| |
|--|
| CATEGORY/PRIORITY AREA(S): Special Populations |
| LEA Local Control and Accountability (LCAP) Goal: |
| 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. |
| SCHOOL GOAL #2: |
| All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math thereby addressing the achievement gap. |
| Annual Update: |
| 2018-19 SBAC ELA results for significant student groups (English Learners, Low-income Students, and Students with Disabilities) were as follows: <ul style="list-style-type: none"> * The percentage of English Learners that Met/Exceeded Standards on SBAC ELA decreased 8%, from 75% (2017-18) to 65% (2018-19) * The percentage of Low-income students that Met/Exceeded Standards on SBAC ELA decreased 4%, from 91% (2017-18) to 87% (2018-19) * The percentage of Students with Disabilities that Met/Exceeded Standards on SBAC ELA decreased 18%, from 83% (2017-18) to 65% (2018-19) <ul style="list-style-type: none"> * The percentage of English Learners that Met/Exceeded Standards on SBAC Math increased 25%, from 75% (2017-18) to 100% (2018-19) * The percentage of Low-income students that Met/Exceeded Standards on SBAC Math decreased 7%, from 89% (2017-18) to 82% (2018-19) * The percentage of Students with Disabilities that Met/Exceeded Standards on SBAC Math decreased 2%, from 67% (2017-18) to 65% (2018-19) |
| Expected Annual Outcomes |
| Every group including English Learners and Low Income Students, are expected to demonstrate improved achievement. Students from significant subgroups will decrease the achievement gap by 4% in math and ELA. |
| Findings from the Analysis of this Data: |
| <ul style="list-style-type: none"> • More time needed for small group math instruction • Motivation needed for students who struggle and reach plateaus in ST Math or AR Reading • Inconsistent grade level implementation of CGI |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------------|---|-------------------------|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Bilingual Tutor for beginning EL to facilitate content Mastery | 2019 - 2020 | District Provided Support | Personnel | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 5,500 |
| Reading Intervention | 2019 - 2020 | District Provided Support | Personnel | 1000-1999: Certificated Personnel Salaries | LCFF - Base | 48,250 |
| Bilingual tutor support for ELs at the Beginning and Early Intermediate levels | Sept 2017-June 2020 | Administrator, Teacher, Instructional Assistant | Classified Salary | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 9,448 |
| After school EL writing classes | Sept 2017-June 2020 | Administrator, Teacher | Additional duty | 1000-1999: Certificated Personnel Salaries | Title III | 1,450 |
| Utilize TOSA in reading, math, and intervention | Sept 2017-June 2020 | District Administrators, Site Administrators, TOSA Teachers | Personnel | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 48,500 |

Planned Improvements in Student Performance

School Goal #3

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

| |
|---|
| CATEGORY/PRIORITY AREA(S): Parent Involvement |
| LEA Local Control and Accountability (LCAP) Goal: |
| LCAP Goal 3: To support academic success, all parents will be engaged and play an active role in the school community. |
| SCHOOL GOAL #3: |
| Increase parent involvement to include a broader representation of parents on school decision-making groups, reflective of all student demographics. |
| Annual Update: |
| Average daily classroom volunteer sign in number Parent Conference attendance numbers > 90%. Parent PTA membership above 200 members for fist time in 7 years. |
| Expected Annual Outcomes |
| Average daily classroom volunteer sign in number Provide parent Education and community offerings Parent Conference attendance numbers. increase Parent PTA membership. |
| Findings from the Analysis of this Data: |
| <ul style="list-style-type: none"> Parents are reluctant to join PTA or serve in volunteer positions (usually in TK-2). Parents of older students tend to join the PTA board in 3rd-5th grade, rather than Tk-2nd. Language barrier with our EL parents |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------|-----------------------|-------------------------|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Parent Education Nights | 2019 - 2020 | Administration | Personnel | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 1000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------|-----------------------|---------------------------|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Utilize tech, website, social media, eflyers, and newsletters to communicate with parents to promote involvement and solicit input | 2019 - 2020 | Administration | Annual Service Agreements | 5000-5999: Services And Other Operating Expenditures | LCFF - Base | 8,800 |
| | | | | | Title I | 2,950 |

Planned Improvements in Student Performance

School Goal #4

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

| |
|--|
| CATEGORY/PRIORITY AREA(S): Student Engagement & School Climate |
| LEA Local Control and Accountability (LCAP) Goal: |
| LCAP Goal 4: To support academic success and student attendance, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness. |
| SCHOOL GOAL #4: |
| Create a learning and school climate that improves students’ attendance, connection, and overall involvement in all aspects of their education. |
| Annual Update: |
| Average daily attendance @ 96.3% chronic absenteeism 23 students FVSD Climate Survey - Students claim teachers care about them 87% |
| Expected Annual Outcomes |
| Average daily attendance above district average Reduce chronic absenteeism FVSD Climate Survey |
| Findings from the Analysis of this Data: |
| <ul style="list-style-type: none"> • Staff members need to be more consistent with PBIS rewards and program components • Additional after school programs needed to allow greater access for students to become more "connected" to school • Support needed from parents to not take vacations during school time or allow students to miss school except when sick |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------|---------------------------|-------------------------|-------------------------------|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| School Conduct: PBIS Incentives | 2019 - 2020 | Admin. and District Staff | Incentives | 4000-4999: Books And Supplies | LCFF - Supplemental | 500 |
| Student Engagement - Friday Flag Raising Ceremony | 2019 - 2020 | Admin. and District Staff | Incentives | 4000-4999: Books And Supplies | LCFF - Supplemental | 500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------|-----------------------|-------------------------|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Leadership Development | 2019 - 2020 | Admin. | Personnel | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 1000 |
| Counseling Services - 2 Days a Week | 2019 - 2020 | Admin | Personnel | 1000-1999: Certificated Personnel Salaries | General Fund | 48,000 |

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.

| |
|--|
| CATEGORY/PRIORITY AREA(S): State Priority Areas 1 through 7 |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 1: To support academic success, students will participate in a rigorous academic program and demonstrate continued growth in all content areas, with an emphasis on collaboration, communication, critical thinking, and problem-solving. |
| 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. |
| Annual Update: |
| 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. |
| Expected Annual Outcomes |
| 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. |
| Findings from the Analysis of this Data: |
| 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 anticipates receiving results for the LCAP State Indicators of Student Achievement (Priority Area 4) and Student Engagement (Priority Area 5) when the 2019 CA Dashboard becomes available in December 2019. |

| 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 | General Fund | 48,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Base | 94,210.00 |
| 5000-5999: Services And Other Operating | LCFF - Base | 8,800.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 237,867.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 40,153.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 23,896.00 |
| 5000-5999: Services And Other Operating | LCFF - Supplemental | 1,250.00 |
| 5800: Professional/Consulting Services | LCFF - Supplemental | 12,071.00 |
| 1000-1999: Certificated Personnel Salaries | Other | 11,428.00 |
| 5000-5999: Services And Other Operating | Other | 9,104.00 |
| | Title I | 2,950.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 1,450.00 |
| 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 | 32,000.00 |
| Goal 2 | 113,148.00 |
| Goal 3 | 12,750.00 |
| Goal 4 | 50,000.00 |
| 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 |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Chris Mullin | X | | | | |
| Natalie LaRoche | | X | | | |
| Meggan Crowe | | X | | | |
| Katy Roulette | | | | X | |
| Sharai Freeman | | | | X | |
| Kim Louie | | | | X | |
| Numbers of members of each category: | 1 | 2 | | 3 | |

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
Meghan Cune
Signature

English Learner Advisory Committee

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 Jan 8, 2020.

Attested:

Chris Mullin

Typed Name of School Principal

Chris Mullin

Signature of School Principal

12/12/19

Date

Katy Roulette

Typed Name of SSC Chairperson

Katy Roulette

Signature of SSC Chairperson

12.12.19

Date

The School Plan for Student Achievement

School: Isojiro Oka Elementary School
CDS Code: 30-66498-6068605
District: Fountain Valley School District
Principal: Erik Miller
Revision Date: December 18, 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: Mr. Erik Miller
Position: Principal
Phone Number: (714) 378-4260
Address: 9800 Yorktown Avenue
Huntington Beach, CA 92646
E-mail Address: MillerE@fvsd.us

The District Governing Board approved this revision of the SPSA on April 30, 2020.

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School Vision and Mission

Isojiro Oka Elementary School's Vision and Mission Statements

School Mission

Oka Elementary School is committed to providing an educational foundation and environment which fosters positive self-esteem and academic rigor. Furthermore, our mission is to support learning so our students become productive, responsible, caring member of society. Teachers, administrators, support staff, and parents are dedicated to assisting students in achieving this mission.

School Vision

Oka Elementary School's vision is to ensure Oka is a great source of pride within our community, as every student acquires the academic and social foundations needed for their future successes. The Oka staff strives to provide a family-oriented, nurturing and safe place for students to learn, grow, and develop intellectually. 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 school population so that academic growth, positive behaviors, and overall student success are brought together to set a strong foundation for each individual student's future.

School Profile

Isojiro Oka Elementary School serves over 450 students from Kindergarten through Grade Five. Oka Elementary School is located in Huntington Beach, California and proud to be part of the Fountain Valley School District, consisting of seven elementary schools and three middle schools. Oka has a diverse population with ethnicity groups consisting of 49% of students identifying as White, 25% of students identify as Hispanic, 11% of students identifying as Asian, and 10% of students identifying as Multi-Ethnic. English Learners constitute 6% of Oka's enrollment, 26% of Oka students qualify for free- or reduced-lunch (socio-economically disadvantaged), and 16% of students attending Oka Elementary receive special education services.

Oka Elementary School was originally constructed in 1970 and has been modernized over the last several years. The campus is currently comprised of 24 permanent classrooms, a computer lab, a library, and a spacious playground. Recent upgrades to the school include installation of solar panels for more efficient electrical use, as well as increased WiFi internet capability to support over 250 mobile devices. The facility strongly supports teaching and learning through ample classroom and recreational space. Oka is also excited to receive a future upgrade to our facilities in air quality and circulation, based on the passage of Measure O within our local voting area of district residents.

Oka personnel consist of classroom and special education teachers, a psychologist, as well as full and part-time classified staff members. Special programs include GATE (Gifted and Talented), Speech & Language (S/L), Resource Specialist Program (RSP), and two Special Day Classes (SDC). Additionally, there are also five pre-school classes on the Oka campus which include and support both Low-Income students, and a blended Special Needs / General Education classroom. Oka also offers an Extended School Program, offering both before and after school childcare. Recognized by the state of California as a 2016 California Gold Ribbon School, Oka is also identified as a Title I school, and receives funding to support students with additional needs. Oka has over 250 Chromebooks and iPads throughout campus for student use, and this allows the school to be under a 2:1 student:device ratio. Each student has a daily opportunity to have a device in his/her hands, in order to support and facilitate learning. Students in grades three through five also have the opportunity to participate in a fee-based instrumental music program in either band or orchestra, while all students receive weekly vocal music instruction.

Students are guided by specific expectations that promote Respect, Responsibility, and Safety, known as, "The Wolfpack Way." This matrix of behavior expectations is visible throughout the Oka campus, and is utilized by all staff in helping promote consistency in messaging and communication, toward furthering student successes on a daily basis. In addition, the foundational components of the "Values in Action" program which has been part of Oka for multiple decades, is still entrenched into the campus, with the seven core values emphasize throughout each school-year: integrity, respect, cooperation, perseverance, compassion, initiative, and a positive mental attitude. These align with Trimester Awards and other student recognition programs, and allow Oka to develop foundational character traits, that will be part of each student's development, as they eventually matriculate into middle school.

Parents and the community are very supportive of the educational programing at Oka Elementary School. Parents are encouraged to become actively involved in their child's education by volunteering at Oka, participating in school activities, and joining school committees and councils. In addition to community and business partnerships, Oka benefits from an extremely active Parent-Teacher Organization (PTO). The PTO sponsors numerous fundraisers, awards programs, activities, and field trips throughout the school year.

This past year, the Oka PTO has been instrumental in helping fund additional technology for student usage, as well as supporting comprehensive programs in science, art and music.

Oka encourages open lines of communication by having a comprehensive website: oka.fvsd.us, with administration, teachers, and staff utilizing on-going communication to proactively share information in a timely manner. Specific details include weekly emails that contain various campus news and events, as well as highlights of student successes. There is a social media presence on Twitter @OkaWolfpack, and positive accomplishments and accolades are also emphasized through Pride of the Pack tickets, which align with The Wolfpack Way.

Oka continues to be recognized for its efforts to promote student learning and development. Numerous Oka teachers have recently completed a two-year intensive partnership, with the Art of Teaching / Cotsen Foundation; which provides extensive professional development opportunities for participating teachers, as well as dedicated teacher coaching. Oka is proud to maintain a committed affiliation to continue these learning opportunities moving forward into the upcoming years. Teachers, staff, and administration work from the principle that students come first. The educational programs at Oka are tailored to meet the needs of changing student populations. Oka is dedicated to ensuring the academic success of every student by providing them with a comprehensive education experience that becomes an integral part of their life. All students receive instruction using core curriculum that has been adopted by the California State Board of Education and approved by the Fountain Valley School District Board of Education. Instruction is enriched through a variety of special programs and instructional strategies that work toward supporting the needs of students with diverse needs.

Planned Improvements in Student Performance

School Goal #1

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

| |
|--|
| CATEGORY/PRIORITY AREA(S): Student Achievement |
| LEA Local Control and Accountability (LCAP) Goal: |
| 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. |
| SCHOOL GOAL #1: |
| To support student achievement, Oka Elementary School will participate in school and district signature practices that incorporate professional development, technology integration, data utilization, colleague collaboration, and increasing appropriate instructional materials. |
| Annual Update: |
| <p>Smarter Balanced Assessments English Language Arts Student Results Last 5 Years from 2014-2019:</p> <p>62% (2014-15) 64% (2015-16) 63% (2016-17) 71% (2017-18) 70% (2018-19) Total of 8% Growth over this time period. District growth was also 8% over this same time period.</p> <p>Smarter Balance Assessments Math Student Results Last 5 Years:</p> <p>58% (2014-15) 67% (2015-16) 66% (2016-17) 72% (2017-18) 79% (2018-19) Total of 21% Growth over this time period. District growth over this same time period was 14%.</p> <p>Utilize and increase the use of CAASPP Interim Assessment Blocks for continued support and development of students in Grades 3-5, focusing on English Language Arts and Math.</p> |

Expected Annual Outcomes

SBAC ELA - Increase by 3%, the number of students scoring Standard Exceeded and Standard Met in all grades assessed.

SBAC Math - Increase by 3%, the number of students scoring Standard Exceeded and Standard Met in all grades assessed.

All K-5 students will be assessed three times during the 2019-2020 school year using Fountas & Pinnell Leveled Assessments. Teachers will then enter results of student data into Illuminate, based on scheduled FVSD timelines, and data will be used throughout the year to monitor student growth, and identify students in need of additional instructional support. All students are expected to achieve growth that is consistent with grade level progress, and for those receiving additional support, our goal is to reduce the gap these students have between their peers.

Findings from the Analysis of this Data:

Continue to provide professional development in the areas of Balanced Literacy, using a Reader's Workshop model and utilizing Lucy Calkins Units of Study.

Continue to provide collaboration time for teachers, both within and across grade levels to meet, in order to further analyze student data and appropriately plan instruction.

Work toward greater alignment within and across grade levels, regarding consistency of instructional knowledge and practices around Reader's Workshop.

Continue to support student outcomes by providing resources toward robotics/coding opportunities, music, and school site library enhancement, these have all been a positive difference for Oka.

Continue to identify and provide instructional materials related to Language Arts for both classroom and grade level needs.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------|-------------------------|-------------------------|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Data Release Days - Provide a total of two release days for teachers to analyze student data and appropriately plan instructional strategies to further support student growth. One day is provided through LCAP support, and the other is an additional day provided by site funds. | 09/2019 - 06/2020 | Administrator, Teachers | Substitute Teachers | 1000-1999: Certificated Personnel Salaries | Title I | 2,700 |
| | | | Substitute Teachers | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 2,700 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------|-------------------------|--|---|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Provide additional instructional materials to further support Balanced Literacy of all K-5 teachers and students, for school and district needs. Specific items include: Lucy Calkins Units of Study, Guided Reading Sets from Heinemann, | 09/2019 - 06/2020 | Administrator, Teachers | Heinemann Materials - Guided Reading Book Sets | 4000-4999: Books And Supplies | LCFF - Supplemental | 5,912 |
| | | | Booksource Materials - Classroom & Grade Level Books | 4000-4999: Books And Supplies | LCFF - Supplemental | 4,314 |
| | | | Informational Text / Non-Fiction Reading Materials | 4000-4999: Books And Supplies | LCFF - Supplemental | 1,552 |
| | | | Wilson - Foundations: Primary Literacy Support | 4000-4999: Books And Supplies | LCFF - Supplemental | 800 |
| | | | Classroom Reading Materials | 4000-4999: Books And Supplies | Title I | 3,389 |
| | | | Phonics Materials | 4000-4999: Books And Supplies | Title I | 180 |
| Provide additional instructional training to further support Balanced Literacy needs of all K-5 teachers. Other funding source is Grant Money received from Cotsen: Art of Teaching. | 09/2019 - 06/2020 | Administrator, Teachers | Content Area Specialist / Instructional Trainer - Kristine Mraz | 5800: Professional/Consulting Services And Operating Expenditures | Other | 8,000 |
| | | | Content Area Specialist / Instructional Trainer - Kristine Mraz | 5800: Professional/Consulting Services And Operating Expenditures | Title I | 4,600 |
| | | | Substitute Teachers | 1000-1999: Certificated Personnel Salaries | Title I | 5,400 |
| | | | Content Area Specialist / Instructional Trainer - Momentum in Teaching | 5800: Professional/Consulting Services And Operating Expenditures | Title I | 1,800 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------|--|---|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Provide additional reading materials and supports for student use in our school library. | 09/2019 - 06/2020 | Teachers, Librarian, Administrator | Additional New Books | 4000-4999: Books And Supplies | LCFF - Supplemental | 1,238 |
| | | | Additional Duty Pay | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 262 |
| Provide additional instructional materials for Music Teacher and all K-5 students. | 09/2019 - 06/2020 | Administrator, Teachers | Music Instruments | 4000-4999: Books And Supplies | LCFF - Supplemental | 500 |
| Provide additional resources toward student robotics and coding learning opportunities. | 09/2019 - 06/2020 | Administrator, Teachers | Robotics Materials | 4000-4999: Books And Supplies | LCFF - Supplemental | 4,130 |
| | | | Robotics Materials | 4000-4999: Books And Supplies | LCFF - Supplemental | 870 |
| Provide staff support to facilitate additional teacher collaboration time and allow for greater consistency within and across grade levels. Provide additional time to analyze student data and develop instructional planning opportunities. | 09/2019 - 06/2020 | Administrator, Teachers, Staff | Collaboration Teacher Time / Student Assemblies | 2000-2999: Classified Personnel Salaries | Title I | 1,800 |
| Utilize supplemental resources for students in Grades K-5 | 09/2018 - 06/2019 | Teachers, Administrator | Instructional materials | 4000-4999: Books And Supplies | LCFF - Supplemental | 3,661 |
| Participate in the School Library program. | 09/2018 - 06/2019 | Teachers, Administrator, Librarian/Media Tech. | Personnel | 2000-2999: Classified Personnel Salaries | LCFF - Base | 21,000 |
| | | | | | LCFF - Supplemental | 6,500 |

Planned Improvements in Student Performance

School Goal #2

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

| |
|--|
| CATEGORY/PRIORITY AREA(S): Special Populations |
| LEA Local Control and Accountability (LCAP) Goal: |
| 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. |
| SCHOOL GOAL #2: |
| All students, including significant subgroups, will demonstrate achievement equal to or greater than peers, using State, County, and District averages in English Language Arts and Math, thus targeting the reduction of an achievement gap between specific groups of students. |
| Annual Update: |
| <p>* English Learner (EL) Results in ELA = 60%. This was a 22% increase annually, and has been a total of 21% increase, since testing began in the 14-15 school year. Compared to a District rate of 39% last year, and a 4% reduction during the same overall time period.</p> <p>* English Learner (EL) Results in MATH = 80%. This was a 42% increase annually, and has been a total of 34% increase, since testing began in the 14-15 school year. Compared to a District rate of 52% last year, and a 4% increase during the same overall time period.</p> <p>* Low Income (LI) Results in ELA = 62%. This was a 4% increase annually, and has been a total of 16% increase, since testing began in the 14-15 school year. Compared to a District rate of 67% last year, and a 12% increase during the same overall time period.</p> <p>* Low Income (LI) Results in MATH = 74%. This was a 20% increase annually, and has been a total of 27% increase, since testing began in the 14-15 school year. Compared to a District rate of 64% last year, and a 17% increase during the same overall time period.</p> <p>* Students with Disabilities (SWD) Results in ELA = 23%. This was an 4% decrease annually, but there has been a total of 17% increase, since testing began in the 14-15 school year. Compared to a District rate of 32% last year, and a 8% increase during the same overall time period.</p> <p>* Students with Disabilities (SWD) Results in MATH = 31% was a 8% increase annually, and has been a total of 21% increase, since testing began in the 14-15 school year. Compared to a District rate of 31% last year, and a 10% increase during the same overall time period.</p> |
| Expected Annual Outcomes |
| For all students, increase at a rate of 3% in Language Arts, and 3% in Math. For those identified students in specific special populations, increase their level of proficiency at a rate of 4% in both Language Arts and Math, from prior year testing. |

Findings from the Analysis of this Data:

A discrepancy exists between Low Income, English Learners, and Students with Disabilities, and their non-impacted peers on the Smarter Balanced assessments. Continue to utilize funds from Title I to further support students within our special populations.

Inconsistent instructional practices and interventions for English learners. This is a district priority in 2019-2020.

We have significantly increased the number of resources for students and teachers during the past 12 months, and anticipate this will continue moving into the next year.

Further support students in reaching ST Math achievement goals. Oka has added further supports including: communication, student incentives, and expected targets for all students and staff.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------|--------------------------------|--|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| License & Software Purchases for various online student usage. | 09/2019 - 06/2020 | Administrator, Teachers | Mind Research - ST Math | 4000-4999: Books And Supplies | Title I | 2,000 |
| | | | Renaissance Learning - Accelerated Reader | 4000-4999: Books And Supplies | Title I | 4,184 |
| | | | Mystery Science | 4000-4999: Books And Supplies | Title I | 499 |
| | | | Learning A-Z | 4000-4999: Books And Supplies | Title I | 989 |
| Increase teacher and student resources to address student populations needing additional support. These groups include English Learners, Low Income, and Students with Disabilities. | 09/2019 - 06/2020 | Administrator, Teachers | Heinemann Instructional Materials & Intervention | 4000-4999: Books And Supplies | Title I | 1,358 |
| | | | Booksource, Kaeden, and Scholastic | 4000-4999: Books And Supplies | LCFF - Supplemental | 9,559 |
| Provide additional school support for students below meeting grade level proficiency expectations. | 09/2019 - 06/2020 | Administrator, Teachers, Staff | Staff Tutoring / Additional Site Instructional Support | 2000-2999: Classified Personnel Salaries | Title I | 1,500 |
| | | | | 1000-1999: Certificated Personnel Salaries | Title I | 1,700 |
| Provide additional resources that target identified Gifted And Talented, as well as English Learners. | 09/2019 - 06/2020 | Administrator, Teachers | GATE Class - Materials | 4000-4999: Books And Supplies | LCFF - Supplemental | 285 |
| | | | English Learners - Books | 4000-4999: Books And Supplies | LCFF - Supplemental | 280 |

Planned Improvements in Student Performance

School Goal #3

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

| |
|---|
| CATEGORY/PRIORITY AREA(S): Parent Involvement |
| LEA Local Control and Accountability (LCAP) Goal: |
| LCAP Goal 3: To support academic success, all parents will be engaged and play an active role in the school community. |
| SCHOOL GOAL #3: |
| Increase involvement of parents from traditionally underrepresented subgroups with regard to school activities and home school communication to have additional involvement and connection to school. |
| Annual Update: |
| Consistent Weekly Email / Text Message Sent to All Stakeholders Meeting Sign-In Sheets for School Site Council Meeting Sign-In Sheets for PTO Volunteer Log/Sign-In Sheet for Volunteers Parent-Teacher Conference Attendance Number of Dine-Out Family Event Nights Held Number of Family Education Nights Social Media Presence / Number of Twitter Followers Title I / EL Parent Surveys PeachJar & ParentLink ACE Committee Participation through Parent Representative Superintendent-Parent Council Participation through PTO President Representative |
| Expected Annual Outcomes |
| <ul style="list-style-type: none"> * Attendance at Parent-Teacher Conferences at or above 95% for Fall 2019. * Increase number of Family/Parent events on, or connected to Oka campus, in order to have at least a total of 20 throughout 2019-2020 school year. This includes Dine-Outs, Parent Education Evenings, and Family Gatherings. * Increase Twitter followers to 150. Currently at 99. * Establish Instagram Account for increased Social Media Presence. |

Findings from the Analysis of this Data:

- * Some parents are hesitant to get more involved with PTO or volunteering on campus in different areas beyond their child's classroom.
- * Parent involvement tends to decrease as students move into upper grades.
- * Language barriers for some parents to get more involved.
- * To help increase participation, there will be featured topics of discussion at PTO Meetings facilitated by principal, as well as establishing a Coffee with the Principal in Winter 2020.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|-------------------------|--|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Provide parent training on additional ways to support their child in the areas of further developing a connectedness and joy around reading and literacy. | 09/2019 | Administrator, Teachers | Parent Engagement Night with Kristine Mraz, Author and Educational Consultant. | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 250 |
| Provide parent training event toward further supporting appropriate technology usage for students in a digital and social media age. | 04/2020 | Administrator, Teachers | Parent Engagement Night with Scott Burnett, Integrity Computer Concepts. | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 500 |
| Provide parent training event to facilitate supporting student development around Oka Values in Action, and The Wolfpack Way | 02/2020 | Administrator, Teachers | Parent Engagement Night with Gene Bedley, National Educator of the Year | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 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.

| |
|---|
| CATEGORY/PRIORITY AREA(S): Student Engagement and School Climate |
| LEA Local Control and Accountability (LCAP) Goal: |
| LCAP Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness. |
| SCHOOL GOAL #4: |
| Create a learning environment and school climate that improves student attendance, a greater connection to school, and provides an overall positive involvement in all aspects of students' education. |
| Annual Update: |
| <ul style="list-style-type: none"> * Establish more consistent parent communication that alerts of attendance concerns. * Total number of Oka students identified as Chronically Absent Last 5 Years = 14-20-24-32-22. The most recent year of 22 overall students, was less than 5% of the overall Oka student population. * Oka Attendance Rate Last 5 Years = Between 96.0 - 96.4 percent, with last year being the highest at 96.4%. This has remained consistent each year, and although less than FVSD average, it has been at or less than a 1% difference each year. * Oka had 2 suspensions for the 18-19 school year, and this total has been at either 1, 2, or 3, for the past four years. To date this year, there has been one suspension. * Utilize Outreach Concern Counselors - Currently scheduled for 4 Days/Week, however we have only had services available twice per week, due to counseling shortage of staff. * Leadership Team Summit Days & Site Development = Monthly Meetings, plus 3 Half-Day Summit gathering and planning sessions. * Provide additional administrative support to students at risk of suspension. * Utilize student leadership to further engage student participation in extracurricular activities. Currently there are 48 students participating, the most ever. * Healthy Kids Survey Participation: 5th Grade (EOY) * Early Developmental Index: Kindergarten (EOY) * School Climate Survey Participation: 3rd - 5th Grade * The Wolfpack Way - Developed positive behavior expectations matrix to utilize across all areas of Oka campus. Provide student training, led by all Oka teachers. * Values in Action - Positive Behavior Program - Recognize students across various opportunities for at each of the 18 Collaboration Friday assemblies scheduled during the school year, as well as during daily school announce. * Health & Wellness Committee Participation * Behavior Incentives: Pride of the Pack Tickets & Trimester Awards - Daily Student Recognition Opportunities * No Tardy Incentive - Additional Student Recess Reward for On-Time Attendance * Used at various times of the school year * |

| Expected Annual Outcomes |
|---|
| <ul style="list-style-type: none"> * Increase daily attendance rates over the current 96.4% * Continue to reduce the number of students who reach chronic absenteeism levels. * Maintain a low number of overall student suspensions * Analyze: Early Developmental Index & Healthy Kids Survey Results * Analyze: School Climate survey Results |
| Findings from the Analysis of this Data: |
| <ul style="list-style-type: none"> * Provide greater clarity and support toward implementation of The Wolfpack Way, and connect it to existing Values in Action plan. * Increase the number of occasions when students are publicly recognized for positive behavior and achievement. * Continue to provide new and additional after school programs and lunchtime activities, to allow for greater connectivity to school. * Continue to communicate with parents, and meet face-face as necessary, in order to reduce the number of student absences, especially those for unexcused reasons. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------|------------------------------|--------------------------------|--|-----------------------|---------------|
| | | | Description | Type | Funding Source | Amount |
| Provide additional counseling support for identified students in need, through Outreach Concern. Two additional days per week, which are beyond the two days provided by FVSD. | 09/2019 - 06/2020 | Administrator, Teachers | Outreach Concern - Counseling | 5000-5999: Services And Other Operating Expenditures | Title I | 8,500 |
| Provide additional support and student connectedness for individual students and selected student groups during non-instructional time through utilizing Sports for Learning. Part of this support will be funded through LCAP Behavior Incentives. | 09/2019 - 06/2020 | Administrator, Teachers | Sports for Learning | 5000-5999: Services And Other Operating Expenditures | Title I | 3,660 |
| | | | Sports for Learning | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 500 |
| Provide Leadership Team opportunities for dedicated site strategic planning, and further capacity development, by aligning school priorities to improving student outcomes by staff. | 09/2019 - 06/2020 | Administrator, Teachers | Leadership Team | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 1,000 |

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.

| |
|--|
| CATEGORY/PRIORITY AREA(S): State Priority Areas 1 through 7 |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 1: To support academic success, students will participate in a rigorous academic program and demonstrate continued growth in all content areas, with an emphasis on collaboration, communication, critical thinking, and problem-solving. |
| 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. |
| Annual Update: |
| 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. |
| Expected Annual Outcomes |
| 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. |
| Findings from the Analysis of this Data: |
| 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 anticipates receiving results for the LCAP State Indicators of Student Achievement (Priority Area 4) and Student Engagement (Priority Area 5) when the 2019 CA Dashboard becomes available in December 2019. |

| 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 | 45,960.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Base | 21,000.00 |
| | LCFF - Supplemental | 6,500.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 191,067.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 25,467.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 33,101.00 |
| 5000-5999: Services And Other Operating | LCFF - Supplemental | 2,750.00 |
| 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 |
| 1000-1999: Certificated Personnel Salaries | Title I | 9,800.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 3,300.00 |
| 4000-4999: Books And Supplies | Title I | 12,599.00 |
| 5000-5999: Services And Other Operating | Title I | 12,160.00 |
| 5800: Professional/Consulting Services | Title I | 6,400.00 |
| 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 | 81,308.00 |
| Goal 2 | 22,354.00 |
| Goal 3 | 1,000.00 |
| Goal 4 | 13,660.00 |
| 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 sick.
- _____ I will be responsible for my own behavior and follow The Wolfpack Way.
- _____ I will be a cooperative learner and strive to put my best effort into everything I do at Oka Elementary.

Student 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 place for my child to study at home.
- _____ I will encourage my child to complete his/her homework nightly.
- _____ I will make sure my child gets an adequate night's sleep to be successful for school.
- _____ I will see to it that my child arrives at school on time every day.
- _____ I will spend at least 20 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 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 communicate with you regarding your child's academic progress, approximately every six weeks via Progress Reports or Report Cards.
- _____ I will provide a safe and positive learning environment for your child.

Teacher 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 |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Erik Miller | X | | | | |
| Melissa Kimmons | | | X | | |
| Katie Cowper | | X | | | |
| Carla Miali | | X | | | |
| Scott Surico | | | | X | |
| Mike Rotter | | | | X | |
| Amanda Morgon | | | | X | |
| Cherie Hutchens | | | | X | |
| Numbers of members of each category: | 1 | 2 | 1 | 4 | |

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

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 18, 2019.

Attested:

Erik Miller
Typed Name of School Principal


Signature of School Principal

12/18/19
Date

Mike Rotter
Typed Name of SSC Chairperson


Signature of SSC Chairperson

12/20/19
Date

The School Plan for Student Achievement

School: Urbain H. Plavan Elementary School
CDS Code: 30-66498-6085278
District: Fountain Valley School District
Principal: Julie Ballesteros
Revision Date: December 11, 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: Julie Ballesteros
Position: Principal
Phone Number: (714) 378-4230
Address: 9675 Warner Ave.
Fountain Valley, CA 92708
E-mail Address: BallesterosJ@fvsd.us

The District Governing Board approved this revision of the SPSA on April 30, 2020.

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School Vision and Mission

Urbain H. Plavan Elementary School's Vision and Mission Statements

Urbain H. Plavan School community is made of dedicated professional educators, visionary leaders and a supportive families that all share the common goal of supporting children in achieving their individual potential. Teachers are dedicated to meeting students where they are and providing the differentiated instruction, resources, and support necessary to take them to the next level and beyond. Our school moto of Educating the Mind and the Heart permeates everything we do. A genuine love for students and unparalleled dedication to the development of the whole child is the core of our belief system. All staff members, from the principal to the custodian, are committed to the academic, personal, and social development of each unique child.

Academically, the Plavan community will:

- Create an environment where all students are given opportunities to be successful to the best of their abilities
- Implement consistent, academic programs that will be cohesive across all grade levels
- Take ownership and responsibility for teaching and learning
- Share in critical thinking, communication, collaboration, and creativity through our school-wide programs and curriculum in preparation for 21st-century learning
- Utilize technology as a learning tool for acquiring, analyzing, and applying information in preparation for college and career readiness

Socially & Emotionally, the Plavan community will:

- Take part in a shared responsibility as we support each other as a team
- Follow our school-wide R.O.A.R. standards
- Foster a love of learning that focuses on the whole child
- Build a positive working relationship between all members of our community
- Show mutual respect towards our common goal of student achievement & well being
- Demonstrate cultural sensitivity and respect towards real-world issues and challenges
- Display problem-solving abilities in working with others

School Profile

Plavan is a vibrant school and home to a diverse community of learners. Our student body reflects the multicultural fabric of our state and local community. Of our 525 enrolled students, 53% are Asian, 21% are Caucasian, 15% are Hispanic/Latino, and the remaining 12% identify themselves as "two or more races." While Plavan is located in a suburban middle class community, we have 33% of students who are socio-economically disadvantaged, which qualifies us as Title 1. Additionally, 9% of our students have unique needs that require special education services and over 27% of our students are English Language learners. We believe the outstanding reputation we have earned is a testament to Plavan's tradition of academic excellence, commitment to supporting the whole child, and inclusive school practices. Academic excellence at Plavan is reflected in our student achievement data with 78 % of our students proficient or advanced in math and language arts, We credit our success to high expectations, rigorous standards, meaningful differentiated curricula, a nurturing environment, and a strong home-school connection.

To ensure our success for ALL students, our school program has become increasingly more data-driven. Teachers collaborate in Professional Learning Communities to analyze state and local assessment results, which enables them to identify student needs and plan for effective, differentiated instruction. Equally important, our teachers take time to know each individual student and learn more about personal strengths and interests in order to bring curriculum to life and inspire a love of learning. From project-based learning to guest speakers and field trips, our students are provided with rich educational experiences that prepare them for success in the classroom and the greater world beyond.

Planned Improvements in Student Performance

School Goal #1

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

| |
|--|
| CATEGORY/PRIORITY AREA(S): Student Achievement |
| LEA Local Control and Accountability (LCAP) Goal: |
| 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. |
| SCHOOL GOAL #1: |
| To support academic achievement, Plavan Elementary will incorporate professional development, technology integration, school and District signature practices and when available new standards aligned instructional materials. |
| Annual Update: |
| Student Achievement: Annual Update -Smarter Balanced Assessments (SBAC) * ELA Results : School Wide 78% performed proficient or advanced: 9% increase from 2018-19 * Math Results: School Wide 78% performed proficient or advanced: 13% increase from 2018-19 School All students were assessed with Fountas & Pinnell (reading assessment) and fifth grade was assessed with SRI and all data was put into Illuminate. Build Common Assessments for our Signature Practices for all students, TK-5. Utilize Common Assessments Data to implement and plan instruction, TK-5. *Fountas & Pinnell *Implement CGI Benchmark Assessments utilizing common rubric. |
| Expected Annual Outcomes |
| Student Achievement: * SBAC ELA - Increase 4 percent scoring Standard Exceeded and Standard Met in all grades. * SBAC Math - Increase 4 percent scoring Standard Exceeded and Standard Met in all grades. Common Assessments in our Signature Practices in the following areas: * 100% of all K-5 Students assessed in reading using Fountas And Pinnell and data collected in Illuminate. * SRI will be used to assess all fifth grade students * CGI Benchmark Assessments utilizing common grade level rubric |

Findings from the Analysis of this Data:

- Lack of time for effective and consistent collaboration within grade levels as well as articulation across grade levels
- Motivation needed for students who struggle and reach plateaus in ST Math
- More knowledge needed to effective data analysis: what to use and how to use it.
- More for professional growth the area of reading and writing to provide consistency of instructional practices
- Lack of a consistent writing program (school and District-wide)

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------|---|--|---|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Professional Development/Coaching with Momentum in Teaching | 2019-2020 | Principal | Three days of professional development in Balanacved Literacy for each grade level. | 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental | 6,800 |
| | | | Release Days | 7000-7439: Other Outgo | LCFF - Supplemental | 8,550 |
| Chromebooks | 2019-2020 | District Staff, Principal, Classroom Teachers | Chromebooks to build 1 to 1 classroom sets in all 3rd through 5th grade classes, updated grade level chrome carts in grades TK-2, and updated library research center. | 4000-4999: Books And Supplies | Title I | 13,734 |
| | | | | | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 15,000 |
| Support and particpate in School Library Program | 2019-2020 | Principal, Teachers, Library Media Tech | | 4000-4999: Books And Supplies | LCFF - Supplemental | 1,500 |
| | | | | | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 1,500 |
| | | | | | Title I Part A: Allocation | 10,000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------|--|--|-------------------------------|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Support and participate in Robotics Program | 2019-2020 | Principal, Classroom Teachers | Grade Level Sets of Ozobots | 4000-4999: Books And Supplies | LCFF - Supplemental | 5,000 |
| Support and participate in Music Program | 2019-2020 | Principal, Classroom Teachers, Music Teacher | | 4000-4999: Books And Supplies | LCFF - Supplemental | 500 |
| Utilize Supplemental resources in the area of reading: Units of study: | 2019-2020 | Principal, Classroom Teachers | Instructional Resources TK-5 | 4000-4999: Books And Supplies | LCFF - Supplemental | 4,300 |
| Reading resources to support Balanced Literacy | 2019-2020 | Principal, Classroom Teachers | Classroom Libraries | 4000-4999: Books And Supplies | Title I | 10,000 |
| | | | Non- Fiction Weekly Readers: Scholastic /Time for Kids | 4000-4999: Books And Supplies | Title I | 3,600 |
| | | | Instructional Resources TK-5 | 4000-4999: Books And Supplies | LCFF - Supplemental | 3,800 |
| | | | | 4000-4999: Books And Supplies | Title I | 1,400 |
| Instructional Licences | 2019-2020 | Principal, Classroom Teachers | Brain Pop- Instructional Support | 4000-4999: Books And Supplies | Title I | 2,500 |
| | | | ST Math Fluency | 4000-4999: Books And Supplies | Title I | 467 |
| | | | ST Math | 4000-4999: Books And Supplies | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 2,000 |
| | | | Raz Kids | 3000-3999: Employee Benefits | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 1,000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------|-------------------------------|---|---|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| PLC- Collaboration Support | 2019-2020 | Principal, Classroom Teachers | Grade Level Relases days for collaborationand instructional planning | 7000-7439: Other Outgo | Title I | 8,500 |
| Library Support | 2019-2020 | Principal, Library Media Tech | Additional hours for library Media Technician to provide weekly library sessions for each classroom | 2000-2999: Classified Personnel Salaries | Title I | 5,274 |
| Home Reading Program | 2019-2020 | Classroom Teachers | Additional Fiction/Non Fiction leveled reading books and students reading take home bags. | 4000-4999: Books And Supplies | Title I | 5,000 |
| Teachers College Training | 2019-2020 | Classroom Teachers | Registration and Travel Expenses for Teachers College Training | 5800: Professional/Consulting Services And Operating Expenditures | Title I | 5,235 |

Planned Improvements in Student Performance

School Goal #2

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

| |
|---|
| CATEGORY/PRIORITY AREA(S): Special Populations |
| LEA Local Control and Accountability (LCAP) Goal: |
| 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. |
| SCHOOL GOAL #2: |
| All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math thereby addressing the achievement gap. |
| Annual Update: |
| Special Populations Student Achievement: Smarter Balanced Assessments (SBAC): ELA Results: English Learners :47% performed proficient or advanced: 10% increase from 2018-19 Students with Disabilities: 27% performed proficient or advanced: 10% increase from 2018-19 Low Income:73% performed proficient or advanced: 9% increase from 2018-19 R-FEP: 100% performed proficient or advanced: 9% increase from 2018-19 Math Results: English Learners : 60% performed proficient or advanced: 23% increase from 2018-19 Students with Disabilities: 21% performed proficient or advanced: 12% decrease from 2018-19 Low Income:70% performed proficient or advanced: 12% increase from 2018-19 R-FEP: 89% performed proficient or advanced: 12% increase from 2018-19 |
| Expected Annual Outcomes |
| Students from significant subgroups will decrease the achievement gap by 4% Math and ELA. |
| Findings from the Analysis of this Data: |
| <ul style="list-style-type: none">• A discrepancy exists between low income and special education students and their non-impacted peers on the Smarter Balanced Assessments.• Inconsistent instructional practices and interventions for English Learners.• Motivation needed for students who struggle and reach plateaus in ST Math and Math Fluency |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------|--|---|--|----------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Social Emotional Support | 2019-2020 | Principal, Classroom Teachers, | Two additional days for Outreach Counselors | 5000-5999: Services And Other Operating Expenditures | Title I | 8,900 |
| After School English Learner Writing Classes | 2019-2020 | Principal, Classroom Teachers, | Additional Duty | 1000-1999: Certificated Personnel Salaries | Title III | 1,450 |
| Student cultural instructional materials connected and targeted to student groups | 2019-2020 | Principal, Classroom Teachers, Librarian | Student Books | 4000-4999: Books And Supplies | Parent-Teacher Association (PTA) | 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.

| |
|--|
| CATEGORY/PRIORITY AREA(S): Parent Involvement |
| LEA Local Control and Accountability (LCAP) Goal: |
| LCAP Goal 3: To support academic success, all parents will be engaged and play an active role in the school community. |
| SCHOOL GOAL #3: |
| Increase parent involvement to include a broader representation of parents on school decision-making groups, reflective of all student demographics. |
| Annual Update: |
| <p>Plavan provides multiple opportunities for parents to volunteer and become part of the educational setting. The Plavan staff provides parent training for small group instruction. Parents are provided with tools to lead small groups in the areas of math fluency and practice in foundational literacy skills.</p> <p>Plavan encourages PTO membership and attendance to general association meetings. Parents are given opportunities to discuss instructional practices and student data at PTO Meetings.</p> <p>Our parent education nights provide parents with opportunity to receive insight of our signature practices and tools for at home support.</p> <p>In addition:</p> <ul style="list-style-type: none"> + Plavan Twitter and Instagram accounts made available to Plavan Community with posts added weekly. + Utilized Peach Jar & Blackboard for weekly and monthly communication. + Daily classroom volunteer sign in sheets made available. Data can be utilized to track average number of daily volunteers on campus. + Encourage PTO membership and attendance to general association meetings. + Monthly Newsletter: 10 issues during the school year. + Monthly calendars sent home using Weekly Monday Envelopes. + Utilized Plavan website and Plavan PTO website for daily communication + Utilized Classroom Remind 101, Blooms and Shutterfly for daily communications |
| Expected Annual Outcomes |
| <p>Attendance at parent conferences at or above 95%</p> <p>An Increase of PTO members by 5%</p> <p>Increase of Twitter and Instagram followers to 75+</p> <p>Increase of classroom account followers to 95%</p> <p>Shared school governance through School Site Council</p> <p>Host at least two parent education or family nights throughout the year</p> |

Findings from the Analysis of this Data:

- Parents are sometimes reluctant/unable to join the PTO or serve in volunteer positions.
- Parents of older students tend to join the PTO board in 3rd-5th grades.
- Language barrier with our parents of English Learners.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------|--|---------------------------------|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Parent Education Nights (Reading ,Math & Technology) | 2019-2020 | Principal, Classroom Teachers, consultants | Materials to support activities | 4000-4999: Books And Supplies | LCFF - Supplemental | 1,000 |
| | | | Teacher Time Cards | 1000-1999: Certificated Personnel Salaries | Title I | 1,000 |
| | | | Consultant Fees | 5000-5999: Services And Other Operating Expenditures | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 875 |
| Parent Volunteer Orientation | 2019 | Principal, Classroom Teachers and PTO | Materials to support activities | 4000-4999: Books And Supplies | Lottery: Instructional Materials | 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.

| |
|---|
| CATEGORY/PRIORITY AREA(S): Student Engagement & School Climate |
| LEA Local Control and Accountability (LCAP) Goal: |
| LCAP Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment which promotes engagement and school connectedness. |
| SCHOOL GOAL #4: |
| Create a learning environment and school climate which improves students' attendance, connection, and overall involvement in all aspects of their education. |
| Annual Update: |
| <p>School Wide Results</p> <p>Positive Attendance Rate: 96.8.% decrease of 0.3%</p> <p>Chronic Absenteeism: Rate: 4.7.% increase of 1.7%</p> <p>Suspension Rate: 96.8.% - 0% change</p> <p>Climate Survey</p> <p>Caring Adults in School: Rate: 93% : 7% more than the District Average</p> <p>I Feel Safe at School Rate: 88.% 5% more than the District Average</p> <p>Meaning Participation : Rate: 85% :9% more than the District Average</p> |
| Expected Annual Outcomes |
| <p>Maintain or improve daily attendance rates to remain consistent with the district average</p> <p>Maintain or improve chronic absenteeism rates to remain under with the district average</p> <p>Maintain a low number of suspensions</p> <p>Maintain Healthy Kids Survey results, School Climate Survey</p> |
| Findings from the Analysis of this Data: |
| <ul style="list-style-type: none"> • Staff members need to be more consistent with PBIS rewards and program components. • Additional after school programs needed to allow greater access for students to become more "connected" to school. • Support needed from parents to not take vacations during the school year and allow students to remain at home only when sick. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------|--|--|---|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Recognize students for high academic achievement and citizenship at regularly scheduled events throughout the school year. | 2019-2020 | Principal, Classroom Teachers | Student awards and incentives | 4000-4999: Books And Supplies | LCFF - Supplemental | 500 |
| Host student assembly to enhance school connectedness, mindfulness and social emotional wellness. | 2019-2020 | Principal, Classroom Teachers, Consultant | Grade Level Mindfulness Assembly | 5800: Professional/Consulting Services And Operating Expenditures | Title I | 2,500 |
| Host various students engagement activities to promote healthy lifestyle and school connectedness such as Red Ribbon Week, Jog-a-Thon, Lunch on the Lawn, Trunk or Treat, Annual Carnival, Family Nights, Lunar New Year etc. | 2019-2020 | Principal, Classroom Teachers and PTO | Materials and supplies to support events | 4000-4999: Books And Supplies | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 5,000 |
| Social Emotional Curriculum: Second Step | 2019-2020 | Principal, School Psychologist, Classroom Teachers | Curriculum and Lesson Materials | 4000-4999: Books And Supplies | Title I | 2,600 |

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.

| |
|--|
| CATEGORY/PRIORITY AREA(S): State Priority Areas 1 through 7 |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 1: To support academic success, students will participate in a rigorous academic program and demonstrate continued growth in all content areas, with an emphasis on collaboration, communication, critical thinking, and problem-solving. |
| 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. |
| Annual Update: |
| 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. |
| Expected Annual Outcomes |
| 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. |
| Findings from the Analysis of this Data: |
| 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 anticipates receiving results for the LCAP State Indicators of Student Achievement (Priority Area 4) and Student Engagement (Priority Area 5) when the 2019 CA Dashboard becomes available in December 2019. |

| 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 | 45,960.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 187,367.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 25,205.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 16,600.00 |
| 5000-5999: Services And Other Operating | LCFF - Supplemental | 1,250.00 |
| 5800: Professional/Consulting Services | LCFF - Supplemental | 18,871.00 |
| 7000-7439: Other Outgo | LCFF - Supplemental | 8,550.00 |
| 4000-4999: Books And Supplies | Lottery: Instructional Materials | 250.00 |
| 1000-1999: Certificated Personnel Salaries | Other | 11,428.00 |
| | Parent Teacher Association/Parent Faculty | 16,500.00 |
| 3000-3999: Employee Benefits | Parent Teacher Association/Parent Faculty | 1,000.00 |
| 4000-4999: Books And Supplies | Parent Teacher Association/Parent Faculty | 7,000.00 |
| 5000-5999: Services And Other Operating | Parent Teacher Association/Parent Faculty | 875.00 |
| 4000-4999: Books And Supplies | Parent-Teacher Association (PTA) | 1,500.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 1,000.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 5,274.00 |
| 4000-4999: Books And Supplies | Title I | 39,301.00 |
| 5000-5999: Services And Other Operating | Title I | 8,900.00 |
| 5800: Professional/Consulting Services | Title I | 7,735.00 |
| 7000-7439: Other Outgo | Title I | 8,500.00 |
| | Title I Part A: Allocation | 10,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 1,450.00 |
| 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 | 115,660.00 |
| Goal 2 | 11,850.00 |
| Goal 3 | 3,125.00 |
| Goal 4 | 10,600.00 |
| 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:

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:

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:

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 |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Julie Ballesteros | X | | | | |
| Tara Wilson | | X | | | |
| Stephanie Reza | | X | | | |
| Erin Spivey | | | X | | |
| Jamie Yueng | | | | X | |
| Emily Bui | | | | X | |
| Natalie Tran | | | | X | |
| Phu Nguyen | | | | X | |
| Numbers of members of each category: | 1 | 2 | 1 | 3 | |

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

Recommendations and Assurances



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

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on December 11, 2019.

Attested:

| | | |
|--------------------------------|--|----------|
| Julie Ballesteros |  | 12.11.19 |
| Typed Name of School Principal | Signature of School Principal | Date |
| Stephaine Reza |  | 12.11.19 |
| Typed Name of SSC Chairperson | Signature of SSC Chairperson | Date |

The School Plan for Student Achievement

School: Samuel E. Talbert Middle School
CDS Code: 30-66498-6071096
District: Fountain Valley School District
Principal: Jennifer Morgan
Revision Date: December 18, 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: Jennifer Morgan
Position: Principal
Phone Number: (714) 378-4220
Address: 9101 Brabham Drive
Huntington Beach, CA 92646
E-mail Address: Morganj@fvsd.us

The District Governing Board approved this revision of the SPSA on April 30, 2020.

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School Vision and Mission

Samuel E. Talbert Middle School's Vision and Mission Statements

Vision Statement

Talbert believes in students: collaboration, engagement, innovation, problem solving, and rigor for ALL.

Mission Statement

Talbert Middle School's mission is to prepare students to become articulate, thoughtful, productive, and contributing citizens of the future. To prepare students for the future, we must provide a safe, stimulating, inspiring educational environment which challenges each student's capacity to grow intellectually while at the same time respects and supports his or her need to grow socially and emotionally. Our mission is to provide a program where students will:

- Use and apply higher level thinking skills.
- Become an integral, important part of the school and community; connected in a positive way not only to their peers but also to the staff and school as a whole.
- Take responsibility for their learning and think independently.
- Develop the ability to make appropriate moral and ethical judgments as befits a citizen in a democratic society.

School Profile

Samuel E. Talbert Middle School is a California Distinguished School (2019) and a California Gold Ribbon School (2015) serving approximately 775 students in the city of Huntington Beach. Talbert is one of 10 schools in the Fountain Valley School District offering a private school level education in a public school setting. We offer a challenging education to all students at their various levels from accelerated honors classes to classes with extra support to meet the needs of all students. Talbert is dedicated to providing students a nurturing environment balanced with fun and learning. Staff and parents work collaboratively to support our children as an educational team for the betterment of all students.

Talbert Middle School believes in students: collaboration, engagement, innovation, problem-solving, and rigor for ALL. This vision drives our goals and priorities at our school. While the theme for the 2019-2020 school year is "Full STEAM Ahead!," it is a philosophical commitment on behalf of our staff to continue to serve all students to the best of our ability. While we have had a STEAM cohort program for the last six years, we are rolling out the important components of that program this year to affect all 6th grade students. In addition, professional development in Depth and Complexity is providing staff tools to develop independent, high level thinkers and learners.

Samuel E. Talbert Middle School serves approximately 759 sixth through eighth grade students. Located in Huntington Beach, California but part of the Fountain Valley School District, Talbert is home to a diverse population of students. In terms of ethnicity, 56% of students identify as White, 17% of students identify as Asian, 17% of students identify as Hispanic, and 6% of students identify as Multi-Ethnic. English Learners constitute 3% of Talbert's enrollment, 18% of Talbert students qualify for free- or reduced-lunch (socio-economically disadvantaged), and 12% of students attending Talbert Middle School receive special education services.

At Talbert, students come first! What sets our school apart from others is the ability to challenge and nurture our students during their middle school experience in an environment that meets the needs of our kids. We have several opportunities to connect kids to school such as homeroom sports, after school clubs and sports, and lunchtime activities. Talbert offers many leadership opportunities as well through participation in our ASB, PAL, Yearbook, and STEAM programs. For students who need additional support, math and reading interventions are offered throughout the school day, as well as, Homework Club after school. Furthermore, we are proud to recognize and reward students for their academic and behavioral achievements through a variety of programs including "Got REAL?" and Students of Excellence.

Samuel E. Talbert Middle School provides general education classes as well Specialized Academic Instruction for students with additional needs. Talbert is home to 59 staff members that support our student programs. Full time staff includes 30 highly qualified teachers, an office manager, head custodian, a school counselor, a speech pathologist, an assistant principal and principal. Part time staff include a librarian, instructional aides, office staff, a school nurse assistant, school psychologist and a night custodian.

As stated in our vision statement, "Talbert believes in ALL students." The staff works collaboratively to support student needs and

school goals. The certificated staff meets regularly throughout the year to provide input and make decisions related to students. They also serve on various school and district committees to represent Talbert including School Site Council, School Leadership Team, Visible Learning Team, Parent Teacher Organization, Student Study Team, School Solution Action Team, and the Talbert STEAM Team.

In effort to support ALL students, Talbert is focused supporting all individuals to do their best. Honors ELA and history classes are offered for students who benefit from the challenge. It is our goal for all students to read and write at grade level before leaving 8th grade. Intervention electives in reading and math as well as Specialized Academic Instruction courses are available for students needing support.

All staff have been trained in Depth and Complexity instructional strategies. These strategies support every level of child to be independent learners. Furthermore, a focus on STEAM learning is preparing students for skills of the future including collaboration, problem solving, and how to persevere. The focus in these two areas alongside department instructional initiatives, provides students an excellent middle school education.

Professional Development & Assessments

- Depth & Complexity
- Talbert Writing Across the Curriculum Committee
- Smarter Balance Assessments
- ELA common novel units and writing assessments
- Irvine Math Project
- Math unit assessments across the district
- Scholastic Reading Inventory
- Illuminate
- ST Math
- Newsela
- Accelerated Reader

Collaboration Time

- 3 Staff Development Days
- Site Planning Meetings
- Talbert Writing Team Release Days
- STEAM Team Release Days
- ELA Team Release Days
- Intervention Team Release Days
- ST Math Training

Intervention

- Language Live!
- ST Math
- Reading Plus

Support Staff- Our support staff provides students with extra academic and emotional support as needed, so students can perform at their best.

- School Counselor
- School Psychologist
- 2 RSP Teachers
- 2 SDC Teachers
- 1 SLP
- 1 SLPA

Technology- All core curriculum classes are housed with a Chromebook cart.

Elective Classes- Elective courses expose students to skills which enhance the whole child and help to further develop 21st Century Skills. Elective courses include band, orchestra, drama, ASB, PAL, yearbook, coding, robotics, engineering, computers, and wood shop.

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

Intervention for general education students occurs during the school day. Students who read two or more years below grade level are

placed in a reading intervention class as their elective. Math intervention is based on performance in their regular math class as well as by school and state assessments.

Campus Safety

School Safety is the first concern at Talbert Middle School. School rules are reviewed with the entire school three times throughout the year. Policies such as dress code and cell phone are enforced to maintain a healthy environment focused on learning. Administration and staff are highly visible during unstructured times such as recess, lunch, and passing periods. Classrooms are well lit, clean, and equipped with appropriate technology and furniture. A School Safety Plan is in place and monthly drills are performed to prepare in case of an emergency.

This year, the entire district staff attended a safety based staff development day. Staff was trained in a new safety application we are rolling out district-wide this year called "Titan." The staff was also trained in Stop the Bleed, and Talbert's School Safety Plan was reviewed. Talbert is committed to providing a safe campus for our students.

Planned Improvements in Student Performance

School Goal #1

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

| |
|---|
| CATEGORY/PRIORITY AREA(S): Student Achievement |
| LEA Local Control and Accountability (LCAP) Goal: |
| 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. |
| SCHOOL GOAL #1: |
| To support student achievement, Talbert Middle School will incorporate professional development, technology integration, school and District signature practices, and when available new standards aligned instructional materials. |

Annual Update:

Talbert Middle School has shown significant growth in the 2018-2019 school year on the Smarter Balanced Assessment. ELA scores increased by 7% last year and 15% over the last 5 years, compared to 8% growth district-wide. Grade level growth in ELA is as follows: 6th grade (9%); 7th grade (13%); and 8th grade (-1%). Math scores increased by 10% last year and 23% over the last 5 years, compared to 14% growth district-wide. Grade level growth in math is as follows: 6th grade (9%); 7th grade (5%); and 8th grade (15%).

Scholastic Reading Inventory- Students were assessed with the SRI each trimester. In first trimester, 70% of students were reading at grade level, up 8% from the previous school year.

Accelerated Reader- On average, each student read 9.7 books last year, in comparison to 6.3 the year prior. Growth in reading by grade level: 6th grade- .4; 7th grade- .4; and 8th grade- 0.

Depth and Complexity Training- The Talbert Staff is working with trainer, Lisa Wright, to learn how to integrate higher level thinking strategies in all subject areas. The trainer worked with the staff on the first staff development day as well as through site planning time. Additionally, teachers had four optional hours of after school training with Lisa to build lesson plans with depth and complexity.

STEAM- This year, we are rolling out the Talbert STEAM program to all 6th graders. Working collaboratively with Meredith Casalino, the STEAM Coordinator at OCDE, the 6th grade team are building a cross-curricular unit based on the novel, *A Long Walk to Water*, by Linda Sue Park. The 7th grade team will be planning the STEAM roll out for next year's 7th grade class.

Math Professional Development- District math teachers continue to refine the balance of Irvine Math Project and McGraw Hill curriculum in math units. District-wide chapter assessments are completed using Edulastic. Data from these assessments is analyzed at the site and district level and teachers receive support on Edulastic by our District math TOSA. The math team was trained on ST math and intervention teachers will utilize the program this year to fill learning gaps.

ELA Professional Development- By the end of the school year, three grade level novels with district-wide common assessments will be established. Five teachers will meet three days this year to develop school-wide reading and writing strategies to support all subject areas. Also, a pilot benchmark will be developed and administered district-wide this year.

History Professional Development- Three history teachers are piloting new textbooks this year. All ELA and history teachers share students, as mapped in the master schedule, to allow for increased collaboration on school initiatives (i.e., STEAM grade level units, writing committee, and Depth & Complexity).

Science Professional Development- All science teachers are piloting new curriculum for the 2020-2021 textbook adoption. As teachers continue to transition to NGSS, common instructional practices are developing including learning goals and success criteria, phenomena, Depth and Complexity strategies, engineering practices, and inquiry based learning.

In addition to core curricular areas, students are offered a number of engaging elective opportunities. Year long electives include band, orchestra, drama, STEAM, PAL, ASB, and yearbook. Students who do not choose to participate in a year long elective will be exposed through a survey of skills through the elective wheel. Some of these classes include wood shop, computers and coding, wood burning, art, and STEAM. Additionally, three sections of robotics are offered as part of the elective wheel. These classes feed to our robotics competition team.

Visible Learning- All teachers utilize Learning Goals and Success Criteria in their classroom to communicate student expectations on a daily basis. In order to support rigor in the classroom, professional development is focused on depth and complexity instructional strategies. Lastly, the focus on Collective Teacher Efficacy, the belief that when we work together, we have a positive influence on our students, impacts the student-focused culture on our campus.

School Leadership Team- The School Leadership Team has served as a forum to set goals and progress monitor those goals in order to measure success at Talbert. Through that team, we work on culture, school safety, and student achievement. Within the School Leadership Team, there is a selective group known as the Visible Learning Team, which focuses primarily on instruction and how to move the school in regards to student achievement. Both teams have been an integral part in the progress Talbert has made the last five years.

Expected Annual Outcomes

SBAC - Increase proficiency rates by 3% in ELA and math for all grade levels on the SBAC.
Professional Development: Professional Development in depth and complexity for all staff
Increase staff collaboration through release time.
Visible Learning- continue the focus of high expectations for all students and building collective teacher efficacy
STEAM- roll out STEAM program for all 6th graders and build school-wide STEAM program for 7th graders to be implemented next year
Reading and Writing Committee- continue to build reading and writing strategies to utilize across disciplines.
School Leadership Team- The leadership team will continue to guide our school towards goals that are revisited every year.

Findings from the Analysis of this Data:

ELA

Talbert improved 7% in ELA on the SBAC assessment. Growth in ELA can be attributed to district adopted novel units, professional development in depth and complexity, increased collaboration, and the consistent use of Accelerated Reader and Newsela. Chrome Book carts in all subject areas have provided students greater opportunity to write in all classes on a daily basis.

MATH

Students improved 2% in Math on the SBAC assessment. Staff development provided by Irvine Math Project as well as building five common units at each grade level supported students in this growth. The 6th grade math team is building a multi-discipline STEAM unit focused around the theme of water and the novel A Long Walk to Water.

SCIENCE

The science department is piloting two new curriculums. The level of collaboration amongst the science department has resulted in a solid team who is focused on developing independent learners through instructional strategies including depth and complexity, Talbert STEAM ideals, annotating complex texts, and inquiry based learning. The 6th grade science team is building a multi-discipline STEAM unit focused around the theme of water and the novel A Long Walk to Water.

HISTORY

The history department is piloting two history programs this year. The department is working on using depth and complexity strategies into their instruction. The 6th grade history team is building a multi-discipline STEAM unit focused around the theme of water and the novel A Long Walk to Water.

VISIBLE LEARNING

Learning Goals and Success Criteria are posted/used in every classroom. The staff is focused on high expectations for ALL students and building collective teacher efficacy.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|------------------|---|--------------------------------------|--|----------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Provide Accelerated Reading program for ELA students to increase and growth in reading. (The PTO will fund half of the program for the 2019-20 school year.) | September - June | Site Administration, ELA teachers | Accelerated Reader Program | 0000: Unrestricted | LCFF - Base | 4,500 |
| | | | | 0000: Unrestricted | Parent-Teacher Association (PTA) | 5,000 |
| Provide reading materials to support school-wide AR program as well as specific content area teachers. | September-June | Site Administration, Teachers, Librarian | Library Support | 0001-0999: Unrestricted: Locally Defined | LCFF - Supplemental | 1,500 |
| Expansion of Talbert Robotics program which includes electives and after-school club activities. | September-June | Site Administration, Elective Teacher, Robotics Club advisory staff | Robotics | 4000-4999: Books And Supplies | LCFF - Supplemental | 20,000 |
| Department Collaboration - Teachers meet for monthly department meetings. Additionally, teachers collaborate during site planning days as well as staff development days. | September - June | District Administrators, Teachers | No additional costs. | | | |
| Visible Learning Team- this team builds the "next steps" in our instructional plan. | September - June | Teachers, Site Administrators | Release Days | 0000: Unrestricted | General Fund | 900 |
| STEAM program: posters, release days, field trips, guest speakers | September - June | Teachers, Site Administrators | Release days, materials, field trips | 0000: Unrestricted | General Fund | 4,800 |
| Utilize supplemental resources such as the NewsELA which support ELA non-fiction reading(OR all subject areas) | September - June | Teachers, Site Administrators | Supplemental Non-Fiction Texts | 0000: Unrestricted | General Fund | 4,500 |
| 8th grade students will attend a tour at UCLA in order to expose students to high level learning opportunities. | September-June | School Counselor, Site Administrators | Behavior Incentives | 0001-0999: Unrestricted: Locally Defined | LCFF - Supplemental | 500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------|---|--|---|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Develop the capacity of the School Leadership Team. School Leadership Release Day (1/16/20); Visible Learning Team Release Day (4/30/20) | September-June | Site Administrators, School Leadership Team Members | School Leadership Team Release Days | 0001-0999: Unrestricted: Locally Defined | LCFF - Supplemental | 1,000 |
| | | | School Leadership Team Release Days- Site Instructional Budget | 0000: Unrestricted | LCFF - Base | 1,550 |
| Release time for common planning by department groups and grade levels throughout the 2019-20 school year | September-June | Site Administrators, classroom teachers, FVSD TOSAs | Substitute teacher costs to release teachers for collaboration | 1000-1999: Certificated Personnel Salaries | LCFF - Base | 8,430 |
| | | | Substitute teacher costs to release teachers for collaboration | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 1,800 |
| Staff will participate in Depth and Complexity training with consultant throughout the school year. | September-June | Site Administration, Teachers | Depth & Complexity Training | 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Base | 4,000 |
| Define STEM is an online STEM learning program that supports our elective and STEAM cohort teacher in inquiry-based, hands on lessons. | September-June | Site Administration, Teachers | Define STEM | 5000-5999: Services And Other Operating Expenditures | LCFF - Base | 1,800 |
| The administration meets with each teacher for one period at the beginning of the year to look at data and discuss goals for the year. | September-October | Site Administration, Teachers | Fall Planning Meetings | 1000-1999: Certificated Personnel Salaries | LCFF - Base | 600 |

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.

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| CATEGORY/PRIORITY AREA(S): Special Populations |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 2: To support academic success in the core program, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement. |
| SCHOOL GOAL #2: |
| All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math, while reducing the achievement gap between subgroups. |
| Annual Update: |
| <ul style="list-style-type: none"> • 3% of students at Talbert are English learners. They are grouped in pods in general education language arts classes for increased support. English learners who read below grade level are placed in reading intervention which is supported by the researched program Reading Plus. English learners grew 1% on the SBAC in ELA and 5% in math in 2019. • The Language Live program is a replacement curriculum that supports students on an IEP that read at least two years below grade level. A handful of students tested out of the the program last year and were placed in a co-lab general education language arts class. • SPED- there are two classrooms for small group instruction. The students have been grouped to meet individualized goals (i.e., functional skills, preparation for increased general education in the future). Leveling the program prepares more students for the rigor of general education classes in the future. • Three sections of reading intervention provide reading support as a general education elective for students below grade level in reading (2 or more years). • Three sections of math intervention provide support for students grades 6 through 8. ST Math, a researched based math program, is in its first year of implementation. • Co-lab classes are offered at each grade level to support students in ELA and Math. 6th grade students in co-lab ELA are looped for their 7th grade year as a pilot to see if consistency with the teacher will increase achievement. Students with disabilities increased 9% in ELA and 13% in math in 2019. • Low income students grew 5% in ELA and 3% in math on the SBAC in 2019. |
| Expected Annual Outcomes |
| <ul style="list-style-type: none"> • ELPAC data will be used to redesignate English learners. English learners will grow 2% in ELA on the SBAC. • Language Live - Students are exited from the program when they score a lexile level of 950 or above. The program will help boost special population scores on the CAA and SBAC by at least 2% in ELA. • Intervention classes in math and reading will help to raise SBAC scores by 2% for all subgroups. • Co-Lab classes will continue to improve our SBAC scores with data being the driving force behind what instructional strategies are working in the classroom. Scores of these students will improve by 2% across the board. |

Findings from the Analysis of this Data:

- Students placed in Language Live and reading intervention will be assessed monthly on the SRI to evaluate growth. Students testing at grade level will exit these programs.
- English learners have increased 3% in ELA and 2% in math the last five years on the SBAC, compared to -4% in ELA and +4% in math district-wide.
- Special education students increased 19% in ELA and 13% in math the last three years on the SBAC. In comparison, the district has grown 8% and 10% respectively.
- Low socio-economic students have grown 11% in ELA and 17% in math the last three years on the SBAC. The district has grown 12% and 17% respectively.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------------|---------------------------------------|--|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Provide math support for students performing below grade level in math. Students in math intervention classes are supported with ST Math. | September-June | Administration, Intervention Teachers | Licensing for ST Math | 5000-5999: Services And Other Operating Expenditures | LCFF - Base | 475 |
| | | | Licensing for ST Math | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 475 |
| Language Live scores will determine the student progress. Students will be exited when they reach a 950 lexile. | September-June | Site Administration, SPED teachers | No additional cost | | | |
| Utilize co-teaching classes in ELA and math to support students with special needs. | September-June | Site Administration, Teachers | No school expense associated with this action | | | |
| Provide targeted reading support classes for students reading two or more years below grade level. Reading intervention classes are supported by a researched based reading program called Reading Plus. | September-June | Administration, Intervention Teachers | Sections are built into the master schedule. The District supports two out of six sections of intervention. No additional cost for the school. | | | |

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.

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| CATEGORY/PRIORITY AREA(S): Parent Involvement |
| LEA Local Control and Accountability (LCAP) Goal: |
| LCAP Goal 3: To support academic success, all parents will be engaged and play an active role in the school community. |
| SCHOOL GOAL #3: |
| Increase participation of parents in traditionally under-represented subgroups (i.e., parent ed nights, participation in PTO, SSC, school activities, conferences). |
| Annual Update: |
| Documentation from involvement in School Site Council, PTO meetings and events, parent education nights, and parent conferences demonstrate parent involvement. A full-time counselor worked with the other two middle school counselors to provide three parent education nights. The Talbert Weekly Email and Twitter/Instagram social media provided improved communication with parents. PTO's newly designed website also serves as a great communication tool. 80% our parents have signed up for an account on the PTO site, as opposed to 50% the previous year. Additionally, student groups such as ASB, PAL, STEAM, music, sports, and drama programs promote events which result in increased parent attendance at school events. |
| Expected Annual Outcomes |
| <ul style="list-style-type: none"> • The PTO has reached more families this year through the use of their new interface/website. Parent participation through events and donations has grown significantly the last three years. Nearly 150 parents donated \$100 or more for the Step It Up fundraiser. • The PTO has grown in the number of "regular" members who contribute at a high level. There are volunteers that are on campus multiple times a week. Also, in addition to chair positions being filled, sub-committees are headed by parents for the first time. • The PTO is transitioning to a PTA beginning in January, which will provide greater support for the parent unit. • This year, we have added monthly executive board meetings with the goal to do the behind the scenes business ahead of time before holding "all-parent" meetings. • Three parent education nights will be facilitated by our middle school counselor this year, including high school planning and the impact of social media. • Parent participation on ELAC and SSC committees. |
| Findings from the Analysis of this Data: |
| <ul style="list-style-type: none"> • PTO made connections to several new families as indicated by participation in fundraising, membership, establishing accounts on the new website, and school event attendance. • A full time counselor is very helpful in keeping parents informed of current trends in mental health as well as supporting them with their own children in this area. • Parent nights are well planned and marketed, resulting in a strong turnout. • A solid turnout for parent conferences, BTSN, and Open House are indicated by attendance. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------------|----------------------------------|------------------------------|----------------|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Provide three Parent Education Nights including one on Social Media Safety and another on building a Four Year Plan for High School. | September-June | School Counselor, Administration | Parent Education Nights | None Specified | LCFF - Supplemental | 1,000 |
| The school counselor will facilitate a high school academic planning night. Funds will provide supplies for the event. | September-June | School Counselor, Administration | Counselors/Academic Planning | None Specified | LCFF - Supplemental | 500 |

Planned Improvements in Student Performance

School Goal #4

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

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| CATEGORY/PRIORITY AREA(S): Student Engagement |
| LEA Local Control and Accountability (LCAP) Goal: |
| LCAP Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness. |
| SCHOOL GOAL #4: |
| Create a learning environment and school climate which improves student attendance, connection and overall involvement in all aspects of their education. |
| Annual Update: |
| <ul style="list-style-type: none"> * Daily attendance has been steady, hovering between 96 and 97% the last five years. * The Middle School Climate Survey (2018-2019 school year) indicates the following: <ul style="list-style-type: none"> • 82% of students feel safe at school. • 78% of students recognize there are caring adults at school. • 88% of students feel there is meaningful participation at Talbert. * Several clubs and activities are offered after school including sports, STEAM opportunities, and several clubs. A lunchtime sports program is also implemented. * Student enrollment at Talbert has grown by 33 students in Fall, 2019. * Suspension rates decreased 1.6% from 2017-2018. The rates increased .6% from 2018-2019. |
| Expected Annual Outcomes |
| <ul style="list-style-type: none"> *A focus on SART contracts and the use of the SARB process will decrease chronic absenteeism by 1%. *Utilizing Talbert behavior contracts and the SARB process for behaviors will change behaviors for students with at-risk behaviors. * Chronic absenteeism will continue to be tracked and the counselor will meet with those most in danger on a regular basis. * We are implementing a Check In Check Out system to help students with chronic missing assignments stay connected to school through increasing assignment turn in and connecting with a point person at school. * The school counselor is meeting with students with several missing assignments through a study hall during their elective period. Keeping kids' grades up will help students stay connected to school. This year, students who would be eligible for retention, based on SBAC scores was minimized due to work turn in. * Adding extra sections of drama, choir, and intervention will connect more students to school. |

Findings from the Analysis of this Data:

- * Need to strengthen our preventative communication efforts with parents regarding frequent absences.
- * Need to continue presenting with clarity attendance notification and site contract system.
- * Continuance of the implementation of Visible Learning, with a goal of helping students take responsibility for their learning.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------------|-------------------------------|-------------------------|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| The ASB Director and clerical staff will be paid a stipend for ASB support services. | September-June | ASB Director; Office Manager | School Connectedness | 0001-0999: Unrestricted: Locally Defined | LCFF - Supplemental | 5,000 |
| After school clubs | September-June | Administration, Teachers, PTO | School Contentedness | 5000-5999: Services And Other Operating Expenditures | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 8,500 |
| Noon league sports program | September-June | Administration, Teachers, PTO | School Contentedness | 5000-5999: Services And Other Operating Expenditures | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 800 |
| After-school sports program | September-June | Administration, Teachers | School Connectedness | 5000-5999: Services And Other Operating Expenditures | ASB | 8,500 |

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.

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| CATEGORY/PRIORITY AREA(S): State Priority Areas 1 through 7 |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 1: To support academic success, students will participate in a rigorous academic program and demonstrate continued growth in all content areas, with an emphasis on collaboration, communication, critical thinking, and problem-solving. |
| 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. |
| SCHOOL GOAL: |
| Actions are applicable to School Goals 1 through 4. |
| Annual Update: |
| 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. |
| Expected Annual Outcomes |
| 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. |
| Findings from the Analysis of this Data: |
| 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 anticipates receiving results for the LCAP State Indicators of Student Achievement (Priority Area 4) and Student Engagement (Priority Area 5) when the 2019 CA Dashboard becomes available in December 2019. |

| 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 Principals, District Nurses | Health-related services | 2000-2999: Classified Personnel Salaries | LCFF - Base | 45,960 |
| 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 Staff | 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 |
|--|----------------------------------|---------------------------|
| 0000: Unrestricted | General Fund | 10,200.00 |
| 0000: Unrestricted | LCFF - Base | 6,050.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Base | 86,597.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Base | 64,955.00 |
| 5000-5999: Services And Other Operating | LCFF - Base | 8,080.00 |
| 5800: Professional/Consulting Services | LCFF - Base | 4,000.00 |
| 0001-0999: Unrestricted: Locally Defined | LCFF - Supplemental | 8,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 170,316.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 31,850.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 20,000.00 |
| 5000-5999: Services And Other Operating | LCFF - Supplemental | 15,410.00 |
| 5800: Professional/Consulting Services | LCFF - Supplemental | 1,550.00 |
| None Specified | LCFF - Supplemental | 1,500.00 |
| 0000: Unrestricted | Parent-Teacher Association (PTA) | 5,000.00 |

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:

Students Will...

- _ Come to school with a positive attitude and maintain self respect and discipline.
- _ Come prepared and ready for daily work.
- _ Complete all class and homework assignments.
- _ Accept responsibility for learning, effort, and behavior.
- _ Ask teachers, parents, and peers for help when needed.
- _ Make sure that you read every day at least 20 to 60 minutes

Parents Pledge:

Parents Will...

- _ Show interest in academic work by signing tests, assignments and report cards.
- _ Check homework for completion and accuracy and sign off.
- _ When possible, check school loop and email teachers questions.
- _ Ensure students make up any missing work.
- _ Ensure attendance and punctuality.
- _ Ensure your child is adhering to school and district rules.
- _ Balance praise and reward to support student effort.
- _ Ensure your child reads every day according to district guidelines.
- _ Actively participate in school activities such as parent boot camp, PTO or activities.

Staff Pledge:

Talbert Staff Will...

- _ Provide quality curriculum and instruction that enables all children to meet the standards.
- _ Develop opportunities for each student to meet their maximum potential.
- _ Provide appropriate materials and resources for students to meet 21st Century goals.
- _ Inform students and parents frequently of program and progress.
- _ Provide a safe and secure learning environment for every student.
- _ Maintain highly qualified teachers.
- _ Maintain efficient and effective public relations with parents and community.

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 |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Jennifer Morgan | X | | | | |
| Aly Hale | | | X | | |
| Teresa Stauffer | | | X | X | |
| Jody Donnelly | | X | | | |
| Gwen Black | | | | X | |
| Jayden Vejar | | | | | X |
| Vanessa Johnson | | | | X | |
| Gracie Gordon | | | | | X |
| Numbers of members of each category: | 1 | 1 | 2 | 2 | 2 |

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

Recommendations and Assurances


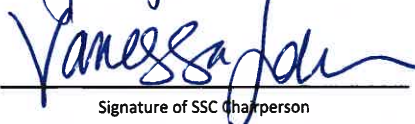
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

| | | |
|---|---|---|
| | State Compensatory Education Advisory Committee | _____ Signature |
| X | English Learner Advisory Committee |  _____ Signature |
| | Special Education Advisory Committee | _____ Signature |
| X | 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 .

Attested:

| | | |
|--------------------------------|--|----------|
| Jennifer Morgan |  | 12/18/19 |
| Typed Name of School Principal | Signature of School Principal | Date |
| Vanessa Johnson |  | 12.18.19 |
| Typed Name of SSC Chairperson | Signature of SSC Chairperson | Date |

The School Plan for Student Achievement

School: Hisamatsu Tamura Elementary School
CDS Code: 30-66498-6027924
District: Fountain Valley School District
Principal: Kathy Davis
Revision Date: December 12, 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: Kathy Davis
Position: Principal
Phone Number: (714) 375-6226
Address: 17340 Santa Suzanne Street
Fountain Valley, CA 92708
E-mail Address: Davisk@fvsd.us

The District Governing Board approved this revision of the SPSA on April 30, 2020.

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School Vision and Mission

Hisamatsu Tamura Elementary School's Vision and Mission Statements

Our Mission:

Tamura's Mission, along with the Fountain Valley School District's, 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.

Our Vision:

Working as a partnership, the Tamura staff is committed to developing the academic, social-emotional, and physical well-being of ALL children. We believe that ALL students can learn with depth and complexity when there are high expectations, rigorous standards, and caring, involved teachers. As educators, we work together to constantly refine and improve our teaching practices, monitor student achievement, and differentiate instruction based on individual student needs. We actively engage our parents and community in our efforts to make an exceptional place for students to learn. We believe we teach the whole child. We expect academic achievement, personal responsibility, honesty, cultural sensitivity, and respect for all people, property, and the environment.

Tamura students will:

- Achieve academic excellence in English-language arts, mathematics, and the sciences.
- Be critical and creative thinkers, demonstrate effective problem-solving and decision-making skills that deal with real-world issues and challenges.
- Communicate effectively in listening, speaking, reading, and writing in a technologically advanced society.
- Use technology as a tool for learning, for acquiring, analyzing, and using information, and for accessing the wider world of people and ideas.
- Learn to work cooperatively, collaboratively, and independently, making choices and taking responsibility for learning.
- Demonstrate integrity, compassion, self-discipline, and interpersonal skills.

School Profile

Hisamatsu Tamura Elementary School, located in Fountain Valley, CA in the Fountain Valley School District, is an exemplary school with exceptional students, staff, and programs. Tamura Elementary serves approximately 580 TK-5th grade students and is home to a diverse population of students. In terms of ethnicity, 46% of students identify as Asian, 26% of students identify as White, 17% of students identify as Hispanic, and 9% of students identify as Multi-Ethnic. English Learners constitute 16% of Tamura's enrollment, 17% of Tamura students qualify for free- or reduced-lunch (socio-economically disadvantaged), and 7% of students attending Tamura Elementary School receive special education services.

The dedication of committed leaders, teachers and staff—combined with an inimitable parent community—sets up a child-centered arena where every student succeeds. We produce students who succeed in a comprehensive, Standards-based curriculum and experience a positive transition from Transitional Kindergarten to middle school and beyond. We are one of seven elementary schools and three middle schools serving over six thousand students district-wide.

The school facility is attractive, well cared-for, and situated within a residential area in the northern part of our district. There are 23 classrooms which are allocated for general and special education classes, as well as support services. Assemblies, student programs, and large activities are conducted in a spacious multi-purpose room complete with stage and state-of-the-art lighting and sound system.

Tamura School faces many of the same challenges and opportunities confronting schools throughout much of Southern California. As a result of these challenges, Tamura has begun to embrace and aggressively enlist our community—drawing in members from all corners to enhance our school programs. Currently, over thirty percent of our population are transfer students—students who have chosen to come to Tamura because of our demonstrated record of excellence. Tamura has a highly qualified, talented, and enthusiastic teaching staff. Our instructional team works collaboratively to develop and implement programs that excite, motivate, and engage all learners.

Our teachers care deeply about all aspects of the school program, participate in shared decision-making, and engage in professional development activities which enable them to meet student needs, enhance their instruction, and perform with distinction. Our

support staff of non-teaching personnel who work together to nurture the intellectual, physical, and emotional capacities of each child. They are well-trained, experienced, and enthusiastic about meeting student needs. Our students come from a cross-section of cultural, racial, and ethnic backgrounds, as well as an array of abilities— from learning disabled to intellectually gifted. The parents and community members are an active part of Tamura’s team. They act as classroom and/or program volunteers, guest speakers, and school committee members—helping to lead our students through the school—life!

SCHOOL DESCRIPTION:

Tamura's Mission, along with the Fountain Valley School District’s, 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.

Tamura is dedicated to ensure the academic success of every student through the creative and flexible teaching of the California State Standards-based curriculum, GATE clustered classrooms, differentiated small group instruction, web-based literacy and mathematical programs, embedded technology in every classroom, extended day learning programs, and on-going assessment of student progress. The plan to achieve this vision is established in the Single Plan for Student Achievement. This plan is created by the Tamura 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.

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

STAFFING:

Tamura School houses self-contained general education classrooms, a Resource Specialist Program (RSP), Speech and Language Program (SLP), Special Day Class (SDC), Library and an Extended Day Care facility (ESP). The full-time staff at Tamura includes credentialed classroom teachers, an office manager, head custodian, RSP teacher, Speech and Language Pathologist (SLP), and principal. The part-time staff includes a School Psychologist, SLP Assistant, librarian, office clerk, health assistant, night custodians, bilingual tutor, Intervention specialists, kindergarten aides, SDC aides, Instructional aid, ESP lead instructor, ESP aides, food service assistant, and noon supervisors.

The staff works together to ensure the smooth running of the activities at Tamura 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 Tamura. 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 Tamura staff member is highly qualified. Classified staff provides formal and informal input for school decisions.

Students at Tamura Elementary benefit from the following...

Professional Development & Assessments

- Balanced Literacy
- Cognitively Guided Instruction (CGI)
- Thinking Maps
- Smarter Balance (SBAC) Assessments
- Literacy F&P Assessments
- 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 collaboration-Friday Mornings
- Professional development in Reading/Writing Workshop-Momentum
- Site visitations/Grade level classrooms
- Balanced Literacy., 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
- Reading Intervention based on Fountas & Pinnell Reading Assessments
- Upper Grade Support Intervention Support-3rd-5th (Homeroom teacher as intervention teachers)
- English Learner Intervention with Certificated Teachers
- Bilingual Tutor
- Study Support Team (SST) Tutors
- ST Math

Think Central

Instructional Supplies

- Quality Text & resources to support Balanced Literacy
- Informational text allocation
- Duplication materials – ink and masters
- Informational text allocation
- Lamination
- Thinking Maps materials
- Intervention materials
-

Technology

- ViewSonic Touch Screens for ALL renovated classrooms.
- Light Speed Sound Systems for ALL renovated classrooms
- ST Math site license
- Computer software licenses
- ELMOs

LCD Projectors for classrooms (not yet modernized)

- Chromebooks and/or iPads for ALL 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 Tamura School. ELs are expected to advance toward English proficiency each year. Bilingual tutor 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.

Intervention occurs during and when available, beyond the school day in the regular classroom. In the regular classroom whole group instruction is made more comprehensible through the use of visual support such as Thinking Maps, Discovery United Streaming, Powerpoint, internet based websites, etc. Technology (ELMO, LCD Projector, Chromebooks, and ViewSonic) 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 our reading intervention program which is implemented by two credentialed teachers trained and led by teacher Lara Epling, Teacher on Special Assignment (TOSA)-Interventions. 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.

Another important piece of the vision is to ensure that Tamura 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 computers. 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.

Our parent community is strong and active in supporting our instructional programs and students receive enriched opportunities as a result of their countless dedicated hours. Tamura School uses all available resources in the community to assist students in their emotional and academic development. Parents take advantage of the ample opportunities to be involved in activities that benefit students.

Parent Teacher Association (PTA)

School Site Council

Fountain Valley Schools Foundation

Classroom Volunteers

Mind Institute ST Math

Action Committee for Education (ACE)

FIBO Art

Intergenerational Volunteer Program

Jog-A-Thon / Jump-for-Heart

EL Tutoring Program

GLAD

Business/Community Partnerships

Accelerated Reading

Positive Behavioral Intervention Supports (PBIS)

Chess Club

Band

Extended School 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.

| |
|---|
| CATEGORY/PRIORITY AREA(S): Student Achievement |
| LEA Local Control and Accountability (LCAP) Goal: |
| 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. |
| SCHOOL GOAL #1: |
| To support academic achievement, Tamura will incorporate professional development, technology integration, school and District signature practices and when available new California State Standards aligned instructional materials. |
| Annual Update: |
| <p>Annual Update</p> <p>SBAC ELA results - GOAL MET: Overall school increase by 2% from 76% (2017-18) to 78% (2018-19)</p> <p>SBAC Math results - GOAL MET: Overall school increase by 2% from 82% (2017-18) to 84% (2018-19)</p> <p>All students were assessed with Fountas & Pinnell (reading assessment) and fifth grade was assessed with SRI and all data was put into Illuminate.</p> <p>Build Common Assessments for our Signature Practices for all students, TK-5.</p> <p>Utilize Common Assessments Data to implement and plan instruction, TK-5.</p> <p>*Fountas & Pinnell</p> <p>*Implement CGI Benchmark Assessments utilizing common rubric.</p> |
| Expected Annual Outcomes |
| <p>STATE TESTING</p> <ul style="list-style-type: none"> * SBAC ELA Test results will show a 2% increase in the percentage of students scoring at the "Standards Met or Standards Exceeded" level in all grades. * SBAC Math Test results will show a 2% increase in the percentage of students scoring at the "Standards Met or Standards Exceeded" level in all grades. * CA Science Test results will increase 2% in the percentage of 5th grade students scoring at the "Standards Met or Standards Exceeded" level in all grades. <p>FORMATIVE ASSESSMENTS</p> <p>Common Assessments in our Signature Practices in the following areas will be:</p> <ul style="list-style-type: none"> * 100% of K-5 students assessed in reading using Fountas and Pinnell and data collected in Illuminate. SRI will be used to assess all fifth grade students. * CGI Benchmark Assessments utilizing common rubric * Demonstrate strong increase from baseline scores or inform our decision making process |

Findings from the Analysis of this Data:

- SBAC ELA decreased in 3rd grade by 5% and in 4th grade by 3%
- * SBAC Math decrease in 4th grade by 9%
- Roadmap for professional development in reading to add to the consistency of instructional practices
- 100% of students assessed in Fountas and Pinnell by end of the school year. Data entered in Illuminate.
- Lack of consistent writing program

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|---|---|--|----------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Installation, training, and implementation of View Sonic Touch Screens for 23 classrooms. | 2019 -20 | Principal, District Staff, Classroom Teachers | Purchased 23 View Sonic Touch Screens for each classroom as construction phrased are completed for each building. \$1500 per device | 6000-6999: Capital Outlay | Donations | 20,000 |
| | | | Purchased 23 View Sonic Touch Screens for each classroom as construction phrased are completed for each building. \$1500 per device | 5000-5999: Services And Other Operating Expenditures | LCFF - Base | 14,500 |
| Chromebooks and Cart | 2019-20 | Principal, District Staff, Classroom teachers | 2 Chromebook Carts and 32 Chromebooks | 4000-4999: Books And Supplies | Parent-Teacher Association (PTA) | 11,000 |
| Robotics | 2019-20 | Principal, classroom teachers | materials needed to build our Robotics program | 4000-4999: Books And Supplies | LCFF - Supplemental | 5,000 |
| Library Support | 2019-20 | Principal, classroom teachers, Librarian | provide resources to improve collection | 4000-4999: Books And Supplies | LCFF - Supplemental | 1,500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|--|---|---|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Professional Development(Units of Study) with Momentum in Learning | 2019-20 | Principal, Intervention teachers, classroom teachers | Professional Development tied to signature practices (Balanced Literacy/Workshop Model) | 5800: Professional/Consulting Services And Operating Expenditures | Donations | 5,100 |
| | | | Cost of substitute teachers to facilitate training during school day | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 11,250 |
| Balanced Literacy/Workshop teacher resources to support classroom instruction and intervention | 2019-20 | District Staff, Classroom teachers, Intervention teachers, Principal | Purchased reading resources to support the implementation of Balanced Literacy/workshop Model | 4000-4999: Books And Supplies | LCFF - Supplemental | 4,000 |
| Purchased reading materials to support classroom instruction and expand implementation of Readers Workshop through classroom libraries | 2019-20 | Principal, classroom teachers | Purchased reading materials | 4000-4999: Books And Supplies | LCFF - Supplemental | 4,500 |
| Music Teachers Site Budget | 2019-20 | 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.

| |
|--|
| CATEGORY/PRIORITY AREA(S): Special Populations |
| LEA Local Control and Accountability (LCAP) Goal: |
| 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. |
| SCHOOL GOAL #2: |
| All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math thereby addressing the achievement gap. |
| Annual Update: |
| <p>FINDINGS FROM THE ANALYSIS OF DATA FROM 2018-19 SBAC TESTING FOR SPECIAL POPULATIONS:</p> <p>English Language Arts:</p> <ul style="list-style-type: none"> * Low Income Students - ELA: 67% Met/Exceeded Standards; 7% decrease from 2017-18 to 2018-19. 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 10%. * English Learners - ELA: 52% Met/Exceeded Standards; 4% decrease from 2017-18 to 2018-19. Over the 5-year period of SBAC implementation (2015-2019), the percentage of English Learners that Met/Exceeded Standards in ELA has decreased by 3%. * Students w/Disabilities - ELA: 55% Met/Exceeded Standards; 22% increase from 2017-18 to 2018-19. Over the 5-year period of SBAC implementation (2015-2019), the percentage of Students w/Disabilities that Met/Exceeded Standards in ELA has increased by 3%. <p>Mathematics:</p> <ul style="list-style-type: none"> * Low Income Students - Math: 70% Met/Exceeded Standards; 3% decrease from 2017-18 to 2018-19. 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 18%. * English Learners - Math: 64% Met/Exceeded Standards; 7% decrease from 2017-18 to 2018-19. Over the 5-year period of SBAC implementation (2015-2019), the percentage of English Learners that Met/Exceeded Standards in Math has decreased by 5%. * Students w/Disabilities - Math: 55% Met/Exceeded Standards; 12% decrease from 2017-18 to 2018-19. Over the 5-year period of SBAC implementation (2015-2019), the percentage of Students w/Disabilities that Met/Exceeded Standards in Math has increased by 3%. |
| Expected Annual Outcomes |
| Our goal is to match the overall grade level percentages and /or increase percentage students performing at "Standards Met or Standards Exceeded" by 2% annually for our Low-income students, English Learners, and Students with Disabilities. |

Findings from the Analysis of this Data:

- * Improving consistency of instructional practices and interventions for English Learners
- * Improving motivation needed for students who struggle and reach plateaus in ST Math
- * A discrepancy exists between low income and special education students and their non-impacted peers on the Smarter Balanced assessments.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|--------------------------|---|--|----------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Conduct school leadership team meeting in August 2019 to focus on using data to target support for low income, EL, and homeless/foster youth | 2019-20 | Principal, teachers | Time-carded teachers to meet outside of their professional work year. | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 1,000 |
| Extend learning opportunities for students not yet achieving proficiency outside the school day | 2019-20 | Principal, teachers | Time-carded teachers to meet outside of their professional work day | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 1,000 |
| Field trips for each grade level to provide enrichment opportunities for all students. | 2019-20 | Principal, teachers, PTA | transportation and admission costs | 5000-5999: Services And Other Operating Expenditures | Parent-Teacher Association (PTA) | 12,000 |
| Select and purchase student reading materials that are culturally connected to targeted student groups | 2019-20 | Principal, teachers | purchase student reading materials for classroom libraries | 4000-4999: Books And Supplies | LCFF - Supplemental | 4,000 |

Planned Improvements in Student Performance

School Goal #3

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

| |
|--|
| CATEGORY/PRIORITY AREA(S): Parent Involvement |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 3. To support academic success, all parents will be engaged and play an active role in the school community. |
| SCHOOL GOAL #3: |
| Increase participation of parents of at-risk students at school events (i.e. parents ed nights, participation in PTA, SSC, school activities, conferences). |
| Annual Update: |
| <ul style="list-style-type: none"> * Expanded use of Tamura Twitter page made available to Tamura Community with multiple posts added weekly * Expanded use of Peachjar and Blackboard used for communication * Produced Tamura Newsletter on a regular basis * Implemented Raptor Visitor Management System to gather data on volunteers * Increased PTA membership and meeting attendance * Updated Monthly Calendar posted on the Tamura website on a regular basis |
| Expected Annual Outcomes |
| <ul style="list-style-type: none"> * Attendance at parent conferences at or above 85% * An increase in PTA members by 5% * Increase of Twitter followers to 100+ * Parent PTA drive * Shared school governance through School Site Council |
| Findings from the Analysis of this Data: |
| <ul style="list-style-type: none"> * Parents are reluctant to join the PTA or serve in volunteer positions. * Parents of older students tend to join the PTA board in 3rd-5th grade. * Overcoming the language barrier with our EL parents. * Increasing awareness about social media and Twitter membership * Hosting at least 2 family nights throughout the school year |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|---|--|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Parent Education Nights | 2019-20 | Principal, Classroom teacher, Consultants | materials to support activities | 4000-4999: Books And Supplies | LCFF - Supplemental | 500 |
| | | | Stipend to compensate teachers outside of their work day. | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 500 |
| Host various parent input meetings over the course of the 2019-20 school year such as SSC, ELAC, and PTA meetings | 2019-20 | Principal, staff | Materials and supplies for meetings | 4000-4999: Books And Supplies | LCFF - Base | 500 |
| Create and distribute bi-monthly newsletters to the Tamura Community | 2019-20 | Principal | Distribution of newsletter - no costs associated with action | | | |

Planned Improvements in Student Performance

School Goal #4

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

| |
|---|
| CATEGORY/PRIORITY AREA(S): Student Engagement & School Climate |
| LEA Local Control and Accountability (LCAP) Goal: |
| LCAP Goal 4. To support academic success, students will have access to a safe supportive, and nurturing environment that promotes engagement and school connectedness. |
| SCHOOL GOAL #4: |
| Create a learning and school climate that improves students' attendance, connection, and overall involvement in all aspects of their education. |
| Annual Update: |
| +Average daily attendance @ 96.9 % +Chronic Absenteeism - 26 students +FVSD Climate Survey results +82% of our 5th grade student feel safe at school, 89% reported that there are caring adults at Tamura |
| Expected Annual Outcomes |
| +Average daily attendance above district average (we are currently the same) +Reduce chronic absenteeism +Based on the Climate Survey, the goal is for 100% of our students to feel safe at school. |
| Findings from the Analysis of this Data: |
| +Staff member need to be more consistent with PBIS rewards and program components +More after school programs needed to allow more access for students to become more "connected" to school +Support needed from parents to not take vacations during school time or allow students to remain at home except when sick +Based on Climate Survey 82% of our 5th grade student feel safe at school |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|------------|------------------------------------|--|---|----------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Host student assembly to enhance school climate and build stronger connections to the school | April 2020 | Principal, teachers, PTA, students | Cost of assembly | 5800: Professional/Consulting Services And Operating Expenditures | Parent-Teacher Association (PTA) | 1,500 |
| Recognize students for high academic achievement and citizenship at regularly scheduled events throughout the school year | 2019-20 | Principal, Classroom Teachers | Student awards and incentives | 4000-4999: Books And Supplies | LCFF - Supplemental | 500 |
| Host various student engagement activities to promote healthy lifestyle and school connectedness such as Red Ribbon Week, Jog-a-Thon, Lunch on the Lawn events, Fall Festival/Trunk or Treat, Field Day, and Lunar New Year | 2019-2020 | Principal, Teachers, PTA, Students | Materials and supplies to support events | | Parent-Teacher Association (PTA) | 1,000 |
| | | | Materials and supplies to support events | 4000-4999: Books And Supplies | Donations | 400 |
| Readers Workshop End of Unit Celebrations | 2019-20 | Principal, Teachers | Materials and supplies to support the events | 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.

| |
|--|
| CATEGORY/PRIORITY AREA(S): State Priority Areas 1 through 7 |
| LEA Local Control and Accountability (LCAP) Goal: |
| Goal 1: To support academic success, students will participate in a rigorous academic program and demonstrate continued growth in all content areas, with an emphasis on collaboration, communication, critical thinking, and problem-solving. |
| 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. |
| Annual Update: |
| 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. |
| Expected Annual Outcomes |
| 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. |
| Findings from the Analysis of this Data: |
| 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 anticipates receiving results for the LCAP State Indicators of Student Achievement (Priority Area 4) and Student Engagement (Priority Area 5) when the 2019 CA Dashboard becomes available in December 2019. |

| 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 |
|--|----------------------------------|--------------------|
| 4000-4999: Books And Supplies | Donations | 400.00 |
| 5800: Professional/Consulting Services | Donations | 5,100.00 |
| 6000-6999: Capital Outlay | Donations | 20,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Base | 45,960.00 |
| 4000-4999: Books And Supplies | LCFF - Base | 500.00 |
| 5000-5999: Services And Other Operating | LCFF - Base | 14,500.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 201,117.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 25,205.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 20,750.00 |
| 5000-5999: Services And Other Operating | LCFF - Supplemental | 1,250.00 |
| 5800: Professional/Consulting Services | LCFF - Supplemental | 12,071.00 |
| 1000-1999: Certificated Personnel Salaries | Other | 11,428.00 |
| | Parent-Teacher Association (PTA) | 1,000.00 |
| 4000-4999: Books And Supplies | Parent-Teacher Association (PTA) | 11,000.00 |
| 5000-5999: Services And Other Operating | Parent-Teacher Association (PTA) | 12,000.00 |
| 5800: Professional/Consulting Services | Parent-Teacher Association (PTA) | 1,500.00 |
| 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 | 77,350.00 |
| Goal 2 | 18,000.00 |
| Goal 3 | 1,500.00 |
| Goal 4 | 3,650.00 |
| 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, be respectful, be safe, and be my best.

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 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.
- _____ I will strive to be aware of the individual needs of my child.

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:

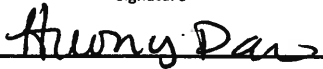
| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Kathy Davis | X | | | | |
| Michelle Carr | | X | | | |
| Nicole Hunter | | X | | | |
| Cheryl Hall | | | X | | |
| Angela Kendig | | | | X | |
| Claudia Nguyen | | | | X | |
| Christina Yee | | | | X | |
| Ikila Saunders-Hill | | | | X | |
| Numbers of members of each category: | 1 | 2 | 1 | 3 | |

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

Recommendations and Assurances

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

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on December 12, 2019.

Attested:

| | | |
|--------------------------------|---|----------|
| Kathy Davis |  | 12/12/19 |
| Typed Name of School Principal | Signature of School Principal | Date |
| Christina Yee |  | 12/12/19 |
| Typed Name of SSC Chairperson | Signature of SSC Chairperson | Date |



Fountain Valley School District
Business Service Division

MEMORANDUM

TO: Board of Trustees
FROM: Christine Fullerton, Assistant Superintendent Business Services
SUBJECT: **APPROVE THE AMENDMENT TO THE AGREEMENT WITH CORINNE LOSKOT CONSULTING INC., IN ORDER TO ASSIST WITH OBTAINING STATE SCHOOL FACILITIES FUNDING**
DATE: April 27, 2020

Background:

With the passage of Proposition 51, new State Facilities Funds were available and the Fountain Valley School District contracted with Corinne Loskot Consulting, Inc. (CLC) to file documentation and approved architectural plans with the appropriate State agencies to secure available funding for the District

CLC's work up to this point has included establishing and updating State Facilities Program (SFP) funding eligibility at each of the District's ten schools, totaling over \$7 million. In addition, applications are in process for modernization projects and new science buildings at the remaining schools. While the current funding is exhausted, it is important for the District to submit these project to be in line for future State facilities funding.

In August of 2019, the District entered into a three year contract with CLC for \$60,000 each year. This year, the CLC team has been submitting additional projects both modernization and new building, which will require more time than accounted for in the original \$60,000. The proposed amendment increased the contract for this year and decreases the obligations for the two subsequent years.

Fiscal Impact:

The agreement, through June 2022, increases the funding for 2019-2020 \$ to \$95,000. Additionally, it amends the contract for 2020-2021 to \$50,000 and 2021-2022 to \$35,000 resulting in the same contracted amount over the three years.

Recommendation:

It is recommended that the Board of Trustees approve the Amendment to the Agreement with Corinne Loskot Consulting, Inc. in order to assist the District in obtaining State School Facilities Funds.

Planning & State Funding for Public School Facilities



8504 Firestone Blvd. #406, Downey, CA 90241
lruiz.clc@gmail.com
www.corineloskot.com
949.940.6938

April 16, 2020

Ms. Christine Fullerton
Assistant Superintendent, Business
Fountain Valley School District
Fountain Valley, CA 92708

**SUBJECT: FOUNTAIN VALLEY SCHOOL DISTRICT
SCHOOL FACILITIES FUNDING CONSULTING AGREEMENT – AMENDMENT #1
3-YEAR TERM 2019/2020, 2020/2021 and 2021/2022**

Dear Christine:

Thank you for the opportunity to submit a proposal and agreement amendment to continue state funding consulting services with CLC (Corinne Loskot Consulting, Inc.). As of 1/28/20, the balance remaining in our \$60,000 contract P.O. (2019/2020) is \$0. An additional authorization is needed for CLC's projected hours needed for state grant funding services through June 2020. Therefore, I have proposed an increase in the authorization from \$60,000 to \$95,000 for the year 2019/2020. Additionally, the authorization for the subsequent years will be adjusted as follow: reduction to \$50,000 for 2020/2021 and \$35,000 for 2021/2022. The adjustments of the fee authorization are necessary for CLC's increased effort related to the expeditious submittal of applications to CDE and OPSC.

Ongoing Services: CLC proposes this amendment #1 for an adjustment to the authorization of \$35,000 for the 2019/2020 year to provide uninterrupted services for the following work:

- Prepare modernization applications for submittal to OPSC.
- Prepare and coordinate OPSC-required revisions during OPSC-processing of modernization eligibility, funding applications and related compliance.
- Identify and/or qualify projects for OPSC applications using any potential future modernization eligibility.
- Adjust modernization eligibility for potential increases.
- Prepare and coordinate OPSC-required 50-06 form expenditure reports and response to audits.

The purpose of CLC's services is to continue to generate state funding for school facilities planning, construction and modernization, as applicable for your program needs and remain responsive to you as needs arise. Our goal remains, the pursuit of maximum state grant funding for your qualified school facilities projects.

Overview of State Grant Funding Process: Facilities projects take several years to plan and prepare for construction. The pursuit of state funding, while not uncommon, adds a layer of effort and complexity, often 1-3 years more to the back end of the construction phase, due to the expenditure and audit process. State funding for a typical project involves 3 phases of grant application effort and multiple agencies over approximately 4 to 10 years. This overview outlines the role of the state funding consultant during these phases.

SCOPE OF WORK: Based on CLC's understanding of the District needs, the District may pursue state funding for multiple modernization and new construction projects.

1. Collect District documents and data regarding capital program, existing facilities, enrollment, program changes, etc.
2. Collect OPSC SFP 50-01, 50-02 and 50-03 form baseline, annual adjustments, and high school attendance area, and related documents, as applicable.

3. Research and analysis of documents and data collected for eligibility and project funding.
4. Determine new construction eligibility for potential future state grant funding including any applicable MEF additions.
5. Obtain any resources from prior state funding / state eligibility consultant related to items below.
6. Develop and update the School Facilities Age Summary (SFAS) for modernization by school
7. Analyze potential state funding modernization eligibility using multi-year iterations to determine the highest projected state modernization grant eligibility after any adjustments for CBEDS enrollment and/or facilities that have reached the minimum age since last submitted to OPSC.
8. Develop modernization eligibility funding estimate by school and District.
9. Educate District regarding compliance requirements regarding CTEAC, Title 5, mandatory contractor prequalification, CMU DIR and other regulations required for State funding.
10. Review project scope, hard cost estimates and DSA plans.
11. Determine if the upgrade project (s) qualify as a modernization grant application.
12. Determine if the addition project (s) may qualify as new construction grant applications using MEF UOG, net new classrooms, or a combination of strategies.
13. Submit all documents to establish increased state grant eligibility for modernization.
14. Prepare documents and guide the effort to generate and request state grant funding for completed and planned projects, as applicable to your program needs, and as directed by the District.
15. Prepare and process eligibility approval with OPSC.
16. Prepare grant funding estimates including any potential reimbursement projects.
17. Recommend and develop projects for state funding applications including potential reimbursement.
18. Develop and guide state funding strategies with project team.
19. Review plans for funding applications prior to architect's submittal to DSA.
20. Recommend project variations such as alternative space identification, sequencing, scope splitting/combining, alternative use of grants and DSA courtesy reviews.
21. Prepare and coordinate state funding application forms and related documents.
22. Coordinate approval by CDE.
23. Review and respond to agency comments.
24. Coordinate submittal to OPSC.
25. Coordinate review and revisions with OPSC.
26. Coordinate post-application submittal reporting to OPSC and other actions.
27. General research when that research provides a direct benefit to the District. The time is prorated time when there is a direct benefit to multiple districts, to monitor regulations, legislation, OPSC, CDE, CASH and other industry or program related documents reports and communications.
28. Any other work as directed by the District and mutually agreed upon.

QUALIFICATIONS: Lorrie Ruiz, President, has over 20 years' experience in school facilities planning and funding. She specializes in local bond programs, developer negotiations, demographics, and success generating state grants from with the School Facilities Program. Corinne Loskot, Founder, has more than thirty years of planning experience in public school facilities development and helped obtain hundreds of millions in state funding for many school districts. Read more at www.corinneloskot.com

FEE: \$200 per hour for consulting services, a not-to-exceed authorization contract amendment of \$35,000 for an increase to \$95,000 for the year 2019/2020. Additionally, the authorization for the subsequent years will be adjusted as follow: reduction to \$50,000 for 2020/2021 and \$35,000 for 2021/2022. The level of effort for State funding services varies unpredictably, therefore, CLC does not offer a fixed fee for a defined task or project. All services are performed at an hourly rate within a fee authorization limit. If you're not satisfied with the value you are receiving, please contact CLC.

CLC (Corinne Loskot Consulting, Inc.) is an S-Corp with federal tax ID/EIN #33-0973425. IRS forms W-9, and 1099 do not apply.

Thank you very much for the opportunity to present this proposal. To accept this agreement, please sign, date and email the agreement to me with a purchase order number. Please retain one signed agreement for your records. Please do not hesitate to contact me at 949.940.6938 for any additional information. CLC looks forward to working with your team to secure State grant funding for your facilities.

Sincerely,

Lorrie Ruiz
Lorrie Ruiz, President, **CLC** (Corinne Loskot Consulting, Inc.)

**AMENDMENT #1
AGREEMENT FOR CONSULTING SERVICES**

This agreement by and between Corinne Loskot Consulting, Inc., herein referred to as CONSULTANT, and Fountain Valley School District, herein referred to as CLIENT, shall be effective July 1, 2019 through June 30, 2022. CONSULTANT and CLIENT, for the consideration hereinafter named, agree as follows:

OBJECTIVE: The CLIENT seeks specialized consulting in facilities planning and State facilities funding for pursuit of the optimal State funding for modernization and/or expansion of existing schools, and other work as directed by the CLIENT.

SCOPE OF WORK: In general, at the direction of the CLIENT, the CONSULTANT shall complete the scope of work as stated in the February 6, 2020 proposal for SCHOOL FACILITIES FUNDING CONSULTING AGREEMENT – AMENDMENT #1 3-YEAR TERM 2019/2020, 2020/2021 and 2021/2022.

COMPENSATION: CLIENT shall pay the CONSULTANT in accordance with the following fees for all services rendered. CLIENT shall pay the CONSULTANT the amount of \$200 per hour for services by president, vice president and director (\$125 per hour for assistant planners and analysts), for an amount not-to exceed \$95,000 for 2019/2020, \$50,000 for 2020/2021 and \$35,000 for 2021/2022 for services rendered, reimbursement of reasonable out-of-pocket expenses, including travel for state agency meetings, and any authorized subconsultant(s) at cost plus 15%. If the cost is greater than \$400, then CONSULTANT shall obtain CLIENT’S prior written consent for travel and/or attendance at meetings, workshops, conferences, etc. CLIENT agrees to pay reasonable transportation, meals, lodging and related costs incurred by CONSULTANT and CONSULTANT’S personnel for travel, including 50% of the hourly rates for travel time on behalf of the CLIENT. Services are provided on a time and materials basis. This is not a fixed fee agreement for a specified scope of work. Monthly billings are based on the actual time and material expenses. Invoices are submitted monthly. Payment of CONSULTANT’S invoice will be due upon receipt.

DURATION OF AGREEMENT: This agreement may continue in force or as amended by agreement. The hourly rate shall remain in effect through June 30, 2022.

TERMINATION: Either party may terminate this agreement with no cause with seven (7) days written notice.

By executing this agreement, the parties below agree to the terms above.

Signature: Lorrie Ruiz
Lorrie Ruiz, President, CLC (Corinne Loskot Consulting, Inc.)
8504 Firestone Blvd. #406, Downey, CA 90241
Tel. 949.940.6938 Email lruiz.clc@gmail.com

Date: 4/16/2020

Signature: _____
Christine Fullerton,
Assistant Superintendent, Business
Fountain Valley School District
10055 Slater Avenue, Fountain Valley, CA 92708

Date: _____



Fountain Valley School District
Business Services Division

MEMORANDUM

TO: Board of Trustees
FROM: Christine Fullerton, Assistant Superintendent Business Services
Diane Sharpe, Food Service Director
SUBJECT: **APPROVE ANNUAL RENEWAL OF VENDOR MEAL
CONTRACT WITH PREFERRED MEAL SYSTEMS**
DATE: April 27, 2020

Background:

Preferred Meal Systems has been providing the Fountain Valley school district Food Service program with high quality food, supplies and services during the 2018-19 school year. The quality of food products has been highly accepted by the elementary level students.

Fiscal Impact:

The use of the Preferred Meals contract allows the district to purchase high quality meals at a competitive price with consistent delivery and a more versatile product availability. There is an increase in unit price per lunch from \$2.23 to \$2.29 for the annual contract renewal. This price increase will not negatively affect the Food Service Program budget.

Recommendation:

It is recommended that the Board of Trustees authorize the Superintendent or his designee, to approve the 2020-2021 contract renewal with Preferred Meal Systems for purchase of food and supplies with the increased price of \$2.29 per meal.

CONTRACT RENEWAL AGREEMENT FOR MEAL SERVICES

SECOND ANNUAL RENEWAL

This Renewal Agreement effective July 1, 2020, by and between Preferred Meal Systems, Inc. 5240 St. Charles Road, Berkeley IL 60163 ("Preferred") and Fountain Valley School District 10055 Slater Avenue, Fountain Valley, CA 92708 ("Customer").

WHEREAS, the parties entered into an Agreement dated April 13, 2018 (the "Agreement") whereby Preferred would provide and Customer would pay for a food service program at the Fountain Valley School District; and

WHEREAS, the current term of the Agreement expires on June 30, 2020; and

WHEREAS, the parties wish to renew the Agreement for one (1) year.

NOW THEREFORE, the parties agree as follows:

1. The parties acknowledge that this is the second annual renewal of this Agreement and is permitted under the rules and regulations of the USDA.
2. The Agreement is hereby renewed for the period commencing July 1, 2020 and ending June 30, 2021.
3. The purchase price for the meals for this renewal period shall be as follows:

| | |
|-------|----------|
| Lunch | \$2.2991 |
|-------|----------|
4. This Agreement may be renewed for additional periods of one (1) year or for such number of years as permitted by the USDA. Such renewal shall be upon the written mutual consent of both parties and the prices per contract renewal will be negotiated at each annual renewal period.

All other terms and conditions of the Agreement remain in full force and effect.

IN WITNESS WHEREOF, the parties have set their hands and seals the day and year first above written.

Fountain Valley School District

By: *Diane Sharpe*
Signature

Diane Sharpe
Printed Name & Title

3/31/20
Date

Preferred Meal Systems, Inc.

By: *Patrice Tillman*
Signature

Patrice Tillman, VP/Controller
Printed Name & Title

03/02/2020
Date

Your Copy

GC



Fountain Valley School District
Support Services
2019-2020 L

M E M O R A N D U M

TO: Board of Trustees
FROM: Kate Smith, Director, Support Services
SUBJECT: **Special Education Settlement Agreement 2019-2020 L**
DATE: April 27, 2020

Background:

According to the Special Education Settlement Agreement signed on March 6, 2020, between Parents and the Fountain Valley School District, it was agreed to reimburse Parents not to exceed \$965.00 as compensatory reimbursement for a private psychoeducational assessment completed by BYH Psychology Consultation, INC. Any and all proof of payment documentation for the private assessment, shall be provided to the District on or before April 30, 2020.

The Parties also agree that the Student will receive 135 hours of District provided compensatory tutoring services. The Parties further agree that the Student on or before March 6, 2022, must access all Compensatory Services. Term of settlement is May 1, 2020 thru March 6, 2022.

Fiscal Impact:

Not to exceed \$965.00

Recommendation:

It is recommended that the Board of Trustees approves this Special Education Settlement Agreement 2019-2020 L.



Fountain Valley School District
BUSINESS SERVICES DIVISION

MEMORANDUM

TO: Board of Trustees
FROM: Christine Fullerton, Assistant Superintendent, Business Services
Isidro Guerra, Director, Fiscal Services
SUBJECT: **Approval of Consulting Services Agreement with Total Compensation Systems, Inc. for Post-Employment Benefits Actuarial Study**
DATE: April 22, 2020

Background:

The District currently utilizes Total Compensation Systems, Inc. for its Retiree Health Benefits Actuarial Studies. These studies allow the district to determine its liability for post-employment benefits other than pensions (GASB 45). The District is required to obtain its complete biennial report this year with a valuation date to coincide with the end of the fiscal year ending June 30, 2020.

In addition, beginning in 2018 there was a new GASB 74/75 requirement for actuarial calculations for the “off year” of the two-year valuation cycle.

The District has contracted with Total Compensation Systems, Inc. since 2007 to comply with these reporting requirements.

Fiscal Impact:

The fees associated with the complete biennial report are estimated at \$6,210 and the fees associated with the off-year report are estimated at \$3,105. This reflects a 10% discount for existing clients.

Recommendation:

It is recommended that the Board of Trustees approves the consulting services agreement and authorize the Superintendent or designee to sign all required documents.

TCS Total Compensation Systems, Inc.

March 26, 2020

Isidro Guerra
Director of Fiscal Services
10055 Slater Ave
Fountain Vly, CA 92708-4712

Dear Isidro,

This letter is our proposal for GASB 74/75 actuarial valuation services. The proposal includes a full actuarial valuation as of June 30, 2020 as well as an anticipated roll-forward valuation as of June 30, 2021.

Fees and Our 10% Discount

To confidently schedule existing clients, we provide an incentive for clients who make a commitment in advance of the valuation date. To reserve a place in our schedule, please send the signed contract and non-refundable deposit of one-half of the full valuation fee by June 1, 2020. The deposit is non-refundable because of the preliminary work we do to streamline valuations, as well as to compensate for downtime of resources that could result from cancelled contracts. By reserving a spot, Fountain Valley Elementary School District is not only guaranteed a valuation slot, but is given priority over every client that didn't reserve one. We give a 10% discount of the full valuation fee as well as of the subsequent roll-forward valuation fee to those who reserve a spot by June 1, 2020. That means that, to reserve a spot, we must receive the signed contract and a check for \$3,105 – i.e. one-half of 90% of \$6,900 – by June 1, 2020. The following table shows the new fees under GASB 74/75:

| | <u>Full GASB 74/75</u> | <u>GASB 74/75 w/ 10% Discount</u> |
|---|------------------------|-----------------------------------|
| Fee for Full Valuation | \$6,900 | \$6,210 |
| Roll-forward Valuation for 2 nd Year | \$3,450 | \$3,105 |

Our fees are generally all-inclusive without additional charges for phone calls, re-work, or additional information. However, because the vast majority of our clients do not require an in-person meeting or separate valuation for funding purposes we prefer not to bake those costs into our standard fees. In cases where these services are desired, we charge \$1,900 for an in-person meeting and \$1,600 for a separate funding valuation. Other additional non-valuation projects are priced on a case by case basis.

If you choose *NOT* to reserve a spot, we still hope to work with you on the GASB 74/75 valuation, though it will be at the full fee quoted above.

Second Year Roll-Forward Valuation

As you know, GASB 75 requires a full actuarial valuation at least every two years. Because your last full valuation was performed as of June 30, 2018, you are due for this full valuation as of June 30, 2020. While this proposal does include the subsequent roll-forward valuation that we anticipate performing as of June 30, 2021, we will confirm with you prior to performing that work to ensure circumstances have not changed and that you would still like for us to proceed with the roll-forward valuation.

Timing and Data Requirements

Our records indicate that you will use the results of this June 30, 2020 valuation in your financials for the fiscal year ending June 30, 2020. This means that the valuation will be on a compressed timetable with little room for deviation.

The following timeline shows when the primary data items are expected to be provided.

| Data Item | Anticipated Delivery | Responsible Party |
|-------------------|-----------------------------|--|
| Census Data | May-July | Fountain Valley Elementary School District |
| Asset Information | July-August | Fountain Valley Elementary School District |
| Audit Report/CAFR | May-July | Fountain Valley Elementary School District |
| Draft Report | July-October | TCS |

Please keep in mind that even for an unfunded plan with no asset information necessary, the valuation relies on interest rate information that cannot be obtained prior to June 30, 2020. Therefore, the valuation cannot be completed until after June 30, 2020.

Please let us know if you have any questions about the above or generally about retiree health or pension benefits. We would very much appreciate once again having the opportunity to work with Fountain Valley Elementary School District.

Sincerely,



Geoffrey L. Kischuk
Actuary
gkischuk@totcomp.com

We require the following information in order to complete your retiree health actuarial valuation:

- **Census Data.** Demographic information as of the valuation date for active employees and retirees receiving health benefits. See below for specific data items needed.
- **Asset Statement.** If retiree health benefits are being funded through an irrevocable trust, please provide the annual trust statement for the full fiscal year ending on the valuation date.
- **Audit Report / CAFR.** Your most recent audited financial statements.
- **Description of Benefit Arrangement.** Either your most recent collective bargaining agreements or a summary of the retiree health benefits and eligibility. If the benefit structure has changed since the last actuarial valuation, a brief description of the change is helpful.
- **Medical Premium Rate Summary.** A summary exhibit that shows the full premium rates (even if the employer only pays up to a certain amount) for medical plans available to active employees and pre-Medicare retirees. Not necessary if you participate in CalPERS Medical as those rates are published and applicable broadly.
- **Other Useful Information.** Every retiree health plan is unique! If there is information not listed above or below that you believe would be helpful, please feel free to provide it.

For Each Active Employee (any active employee who may be eligible for future retiree health benefits)

- Required Information
 - Date of Birth
 - Sex
 - Date of Hire
 - Employee Group (e.g. Police, Fire, Management, Classified, Certificated, Miscellaneous)
 - Full-Time Equivalent Fraction / Full-Time or Part-Time Indicator / Hours Per Week
- Other Helpful Information
 - Name
 - Identifier (e.g. Employee ID, SSN, Last 4 SSN)
 - Active Medical Premium Amount
 - Medical Plan Name
 - Medical Coverage Tier (Single, 2-Party, Family)

For Each Retiree (any retiree receiving health coverage (even if self-pay) or health payments through employer)

- Required Information
 - Date of Birth
 - Sex
 - Date of Retirement (to the extent available)
 - Date/Age Benefit Ends (only needed if differs amongst retirees – e.g. Lifetime for some and to Age 65 for others)
 - Employee Group (e.g. Police, Fire, Management, Classified, Certificated, Miscellaneous)
 - Medical Premium – Total Amount (even if employer only pays up to a capped amount)
 - Medical Premium – Employer Portion (including employer reimbursement of Retiree Portion, if any)
 - Medical Premium – Retiree Portion
 - Employer Paid Amount for any Non-Medical Health Benefits (Dental, Vision, Life Insurance, Medicare Part B, HRA Contributions, Cash-In-Lieu, etc.)
 - Medical Plan Name
 - Medical Coverage Tier (Single, 2-Party, Family)
- Other Helpful Information
 - Name
 - Identifier (e.g. Employee ID, SSN, Last 4 SSN)

TCS Actuarial Clients

Following is a list of California public employers for which we have performed retiree health valuation services.

| | |
|---|---|
| Acalanes Union High School District | Castro Valley Sanitary District |
| Acton-Agua Dulce Unified School District | Castroville Community Services District |
| Adelanto Elementary School District | Central Elementary School District |
| Alameda County Office of Education | Central Union School District |
| Alameda County Waste Management Authority | Centralia Elementary School District |
| Alisal Union School District | Ceres Unified School District |
| Allan Hancock Joint Community College District | Cerritos Community College District |
| Alpine Springs County Water District | Chabot-Las Positas Community College District |
| Alta Loma School District | Chaffey Community College District |
| Alvord Unified School District | Chaffey Joint Union High School District |
| Amador County Office of Education | Chatom Union School District |
| Anderson Union High School District | Chino Valley Unified School District |
| Antelope Valley College | Chualar Union School District |
| Antelope Valley Mosquito & Vector Control District | Citrus Community College District |
| Antelope Valley Union High School District | City College of San Francisco Bookstore |
| Antelope Valley-East Kern Water Agency | City of Arcata |
| Apple Valley Unified School District | City of Auburn |
| Arcadia Unified School District | City of Bell |
| Arcohe Union Elementary School District | City of Bellflower |
| Armona Union Elementary School District | City of Blue Lake |
| Arrowbear Park County Water District | City of Buena Park |
| Associated Students of San Jose State University | City of Calabasas |
| Atwater Elementary School District | City of Canyon Lake |
| Auburn Union Elementary School District | City of Capitola |
| Baldy View Regional Occupation Program | City of Chino |
| Banning Unified School District | City of Chino Hills |
| Banta Elementary School District | City of Claremont |
| Barstow Community College District | City of Colton |
| Bass Lake Joint Union Elementary School District | City of Covina |
| Bassett Unified School District | City of Elk Grove |
| Bay Area Rapid Transit District | City of Emeryville |
| Bear Valley Unified School District | City of Folsom |
| Beaumont-Cherry Valley Recreation and Park District | City of Fountain Valley |
| Belmont Redwood Shores School District | City of Garden Grove |
| Berkeley Unified School District | City of Imperial Beach |
| Big Bear City Airport | City of Industry |
| Big Bear City Community Services District | City of Ione |
| Blue Lake Union School District | City of Irwindale |
| Bonny Doon Union Elementary School District | City of La Cañada Flintridge |
| Butte-Glenn Community College District | City of La Puente |
| Cabrillo College Foundation | City of Lafayette |
| Cabrillo Community College District | City of Lake Forest |
| Cachuma Operation and Maintenance Board | City of Lakeport |
| Calistoga Joint Unified School District | City of Lawndale |
| Carmel Unified School District | City of Loma Linda |
| Carmichael Water District | City of Los Alamitos |
| Cascade Union Elementary School District | City of Manhattan Beach |
| Casitas Municipal Water District | City of Menifee |

City of Mission Viejo
City of Morro Bay
City of Porterville
City of Rancho Santa Margarita
City of Rolling Hills
City of San Clemente
City of Scotts Valley
City of Seal Beach
City of Signal Hill
City of Simi Valley -- General Unit
City of Solvang
City of Stanton
Claremont Unified School District
Cloverdale Unified School District
Coachella Valley Mosquito and Vector Control District
Coachella Valley Unified School District
Coalinga Huron Joint Unified School District
Coast Community College District
Coastline Regional Occupational Program
Coastside County Water District
Coastside Fire Protection District
College and Career Advantage
College of Marin
College of the Desert
College of the Redwoods
College of the Sequoias
College of the Siskiyous
Colusa County Office of Education
Compton Community College District
Compton Creek Mosquito Abatement District
Conrad Hilton Foundation
Contra Costa Community College District
Contra Costa County Office of Education
Copper Mountain Community College District
Corcoran Joint Unified School District
Corona-Norco Unified School District
Cotati-Rohnert Park Unified School District
Cottonwood Fire Protection District
Cottonwood Union School District
Crestline Sanitation District
Cuesta College
Culver City Unified School District
Cutten Elementary School District
Cypress Charter High School
Cypress School District
Davis Joint Unified School District
Del Norte County Schools
Del Paso Manor Water District
Delano Joint Union High School District
Denair Unified School District
Desert Center Unified School District

Desert Health Care District
Desert Sands Unified School District
Diocese of San Bernardino
Dixon Unified School District
Dos Palos Oro Loma Joint Unified School District
Downey Unified School District
Duarte Unified School District
Ducor Union Elementary School District
Durham Unified School District
East Whittier City School District
Eastside Union School District
El Camino Community College District
El Dorado Hills County Water District
El Dorado Irrigation District
El Dorado Union High School District
El Rancho Unified School District
El Segundo Unified School District
El Toro Water District
Elk Grove Benefit Employee Retirement Trust
Elk Grove Unified School District
Emery Unified School District
Escalon Unified School District
Etiwanda School District
Eureka City Schools
Fairfax Elementary School District
Fairfield-Suisun Sewer District
Fall River Joint Unified School District
Feather River Community College District
Ferndale Unified School District
Fieldbrook Elementary School District
Fillmore Unified School District
First 5 San Benito
Folsom-Cordova Unified School District
Fontana Unified School District
Foothill-DeAnza Community College District
Fortuna Union High School District
Fountain Valley Elementary School District
Fowler Unified School District
Franklin Elementary School District
Fremont Union High School District
Freshwater School District
Fresno County Superintendent of Schools
Fruitvale Elementary School District
Fullerton Elementary School District
Fullerton Joint Union High School District
Galt Joint Union Elementary School District
Garfield School District
Glendale Community College District
Glenn County Office of Education
Gold Coast Transit
Gold Oak Union Elementary School District

Goleta Water District
Goleta West Sanitary District
Great Basin Unified Air Pollution Control District
Greater Anaheim Special Education Local Plan Area
Greenfield Union Elementary School District
Grossmont-Cuyamaca Community College District
Guadalupe Union Elementary School District
Guerneville Elementary School District
Gustine Unified School District
Hacienda La Puente Unified School District
Happy Valley Union Elementary School District
Hart Ransom Academic Charter School
Hart Ransom Union Elementary School District
Hartnell Community College District
Healdsburg Unified School District
Hemet Unified School District
Hi-Desert Water District
Hillsborough City School District
Housing Authority of the City of Eureka
Housing Authority of the City of Los Angeles
Housing Authority of the County of San Joaquin
Hughson Unified School District
Humboldt Bay Harbor Recreation and Conservation District
Humboldt County Office of Education
Humboldt State University Center
Humboldt Transit Authority
Huntington Beach City Elementary School District
Igo-Ono-Platina Union School District
Imperial Community College District
Indian Wells Valley Water District
Ironhouse Sanitary District
Jacoby Creek School District
Jefferson School District
Jefferson Union High School District
John Swett Unified School District
Kaweah Delta Water Conservation District
Kerman Unified School District
Kern Community College District
Kern Council of Governments
Kern County Law Library
Kernville Union School District
Kings County Office of Education
Kings River Union Elementary School District
Kings River-Hardwick Union School District
Kingsburg Elementary Charter School District
Kit Carson Union Elementary School District
Knights Ferry Elementary School District
La Habra City School District
Lafayette School District
Laguna Beach Unified School District

Lake Hemet Municipal Water District
Lake Tahoe Community College District
Lakeside Fire Protection District
Lakeside Union Elementary School District
Lamont Elementary School District
Lancaster School District
Las Lomitas School District
Las Virgenes Municipal Water District
Lassen Community College District
Lassen County Office of Education
Lassen Municipal Utility District
Lassen Union High School District
Laton Unified School District
Lawndale Elementary School District
Le Grand Union Elementary School District
Lemoore Union Elementary School District
Lemoore Union High School District
Liberty Union High School District
Live Oak School District
Live Oak Unified School District
Livingston Union School District
Lodi Unified School District
Loleta Union Elementary School District
Long Beach City College
Loomis Union School District
Los Alamitos Unified School District
Los Angeles County Law Library
Los Angeles County West Vector & Vector-Borne Disease Control District
Los Gatos-Saratoga Joint Union High School District
Luther Burbank Elementary School District
Magnolia School District
Mammoth Unified School District
March Joint Powers Authority
Marin County Office of Education
Mark West Union School District
Martinez Unified School District
Marysville Joint Unified School District
McCabe Union Elementary School District
McFarland Unified School District
McKinleyville Community Services District
McKinleyville Union School District
Meeks Bay Fire Protection District
Mendocino-Lake Community College
Menlo Park City School District
Merced Community College District
Merced County Office of Education
Merced Union High School District
Mid-Placer Public Schools Transportation Agency
Millbrae School District
Mission Union School District

Mission Valley ROP
 Mono County Office of Education
 Monroe Elementary School District
 Montecito Sanitary District
 Montecito Water District
 Monterey Peninsula Community College District
 Monterey Peninsula Unified School District
 Monterey Regional Waste Management District
 Moraga School District
 Moreland School District
 Morongo Unified School District
 Mosquito & Vector Management District of Santa
 Barbara County
 Mount San Antonio Community College District
 Mount San Antonio Community College District
 Auxiliary
 Mount Shasta Union School District
 Mountain View Elementary School District
 Mountain View Los Altos Union High School District
 Mt. San Jacinto Community College District
 Municipalities, Colleges and Schools Insurance Group
 Murrieta Valley Unified School District
 Napa County Office of Education
 Nevada Joint Union High School District
 New Hope Elementary School District
 New Jerusalem Elementary School District
 Newman Crows Landing Unified School District
 North Coast Unified Air Quality Management District
 North County Fire Protection District of San Diego
 County
 North Monterey County Unified School District
 North of the River Municipal Water District
 North Orange County Community College District
 North Orange County Regional Occupational Program
 North Tahoe Fire Protection District
 Northwest Mosquito and Vector Control District
 Norwalk La Mirada Unified School District
 Novato Unified School District
 Oakdale Joint Unified School District
 Oakley Union Elementary School District
 Ocean View School District
 Oceanside Unified School District
 Ohlone Community College District
 Ojai Valley Sanitary District
 Old Adobe Union School District
 Ontario Montclair School District Board of Trustees
 Orange Center School District
 Orange County Superintendent of Schools
 Orange Unified School District
 Orcutt Academy Charter
 Orcutt Union School District
 Oroville Union High School District
 Oxnard School District
 Pacheco Union School District
 Pacific Grove Unified School District
 Pacific Union School District
 Pacifica School District
 Pajaro Valley Unified School District
 Palermo Union Elementary School District
 Palm Springs Unified School District
 Palo Verde Community College District
 Palo Verde Unified School District
 Palomar Community College District
 Paradise Elementary School District
 Paradise Irrigation District
 Pasadena Area Community College District
 Patterson Joint Unified School District
 Peralta Community College District
 Perris Elementary School District
 Pico Water District
 Piedmont Unified School District
 Pioneer Union School District
 Placer County Office of Education
 Placer Hills Union School District
 Planada Elementary School District
 Pleasant Valley School District
 Plumas County Community Development Commission
 Port of Hueneme - Oxnard Harbor District
 Porterville Unified School District
 Processing Tomato Advisory Board
 PSA2 Area Agency on Aging
 Public Employees Union, Local 1
 Rancho Santiago Community College District
 Ravenswood City Elementary School District
 Reclamation District No. 1000
 Reclamation District No. 900
 Redlands Unified School District
 Reef-Sunset Unified School District
 Rescue Fire Protection District
 Rim of the World Unified School District
 Rincon del Diablo Municipal Water District
 Rincon Valley Union School District
 Rio Dell Elementary School District
 Rio Hondo Community College District
 Ripon Unified School District
 Riverbank Unified School District
 Riverdale Joint Unified School District
 Riverside Transit Agency
 Roberts Ferry Elementary School District
 Robla School District
 Rocklin Unified School District
 Rodeo-Hercules Fire Protection District

| | |
|--|--|
| Romoland School District | Sierra Lakes County Water District |
| Rosedale Union School District | Sierra Unified School District |
| Roseland Elementary School District | Silicon Valley Clean Water |
| Roseville City School District | Silver Valley Unified School District |
| Ross School District | Simi Valley Unified School District |
| Ross Valley Elementary School District | Siskiyou County Office of Education |
| Rowland Unified School District | Siskiyou Union High School District |
| Rubidoux Community Services District | Solano County Community College District |
| Sacramento Suburban Water District | Solano County Office of Education |
| Saddleback Valley Unified School District | Soledad Unified School District |
| Salinas Union High School District | Sonoma Valley Unified School District |
| San Bernardino City Unified School District | South Bay Union School District |
| San Bernardino Community College District | South County Support Services Agency |
| San Bernardino County Superintendent of Schools | South Fork Union School District |
| San Bruno Park School District | South Monterey County Joint Union High School District |
| San Carlos School District | South Pasadena Unified School District |
| San Francisco Community College District | South San Francisco Unified School District |
| San Francisco Unified School District | South San Luis Obispo County Sanitation District |
| San Gabriel Valley Mosquito & Vector Control District | Southern California Library Cooperative |
| San Gabriel Valley Municipal Water District | Southern Humboldt Joint Unified School District |
| San Jacinto Unified School District | Southern Kern Unified School District |
| San Joaquin County Office of Education | Southern Trinity Joint Unified School District |
| San Joaquin Delta Community College District | Southwest Transportation Agency |
| San Juan Water District | Southwestern Community College District |
| San Lorenzo Unified School District | Squaw Valley Public Service District |
| San Lorenzo Valley Unified School District | Standard Elementary School District |
| San Marino Unified School District | Stanislaus County Office of Education |
| San Mateo County Community College District | Stanislaus Union School District |
| San Mateo County Office of Education | Steger Sanitary District |
| San Mateo County Schools Insurance Group | Stellar Charter School |
| San Mateo Union High School District | Successor Agency to the Redevelopment Agency of the |
| Santa Ana Unified School District | City and County of San Francisco dba San Francisco |
| Santa Barbara Community College District | Office of Community Investment and Infrastructure |
| Santa Barbara County Association of Governments | (OCII) |
| Santa Clarita Community College District | Sundale Union Elementary School District |
| Santa Cruz County Office of Education | Sunnyside Union Elementary School District |
| Santa Maria Public Airport District | Susanville Sanitary District |
| Santa Monica Community College District | Susanville School District |
| Santa Paula City Housing Authority | Sutter County Office of Education |
| Santa Rita Union School District | Sweetwater Authority |
| Savanna Elementary School District | Taft City School District |
| Scotia Union Elementary School District | Tahoe-Truckee Sanitation Agency |
| Scotts Valley Fire Protection District | Tahoe-Truckee Unified School District |
| Selma Kingsburg Fowler County Sanitation District | TCS Miscellaneous |
| Sequoia Union High School District | Temple City Unified School District |
| Shasta Regional Transportation Agency | Town of Ross |
| Shasta Tehama Trinity Joint Community College District | Tracy Joint Unified School District |
| Shasta Union Elementary School District | Trinidad Union School District |
| Shasta Union High School District | Truckee Fire Protection District |
| Shasta Union High School District Charter Schools | Truckee Sanitary District |
| Sierra Joint Community College District | Trust for Retirees of Associated California Schools |

Turlock Unified School District
Tustin Unified School District
United Water Conservation District
Upper San Gabriel Valley Municipal Water District
Val Verde Unified School District
Valley County Water District
Valley Home Joint School District
Valley Sanitary District
Ventura County Community College District
Ventura County Office of Education
Victor Elementary School District
Victor Valley Community College District
Victor Valley Union High School District
Victor Valley Wastewater Reclamation Authority
Vineland Elementary School District
Walnut Creek School District
Wasco Union Elementary School District
Washington Unified School District
Washington Union School District
Weed Union Elementary School District
West Contra Costa Transportation Advisory Committee
West Hills Community College District
West Kern Community College District
West Sonoma County Union High School District
West Valley Mission Community College District
Western Placer Unified School District
Westwood Unified School District
Wheatland School District
Wheatland Union High School District
Williams Unified School District
Willits Unified School District
Winters Joint Unified School District
Winton School District
Woodland Joint Unified School District
Woodside Elementary School District
Yolo County Office of Education
Yosemite Community College District
Yreka Union Elementary School District
Yreka Union High School District
Yuba Community College District
Yuba County Office of Education
Yucaipa-Calimesa Unified School District

CONSULTING SERVICES AGREEMENT

This Agreement is entered into effective the 1st day of June, 2020 by and between Total Compensation Systems, Inc. ("Consultant"), a California corporation with principal offices located at 5655 Lindero Canyon Road, Suite 223, Westlake Village, California, 91362 and Fountain Valley Elementary School District ("Customer").

The following shall govern the provision of consulting services by Consultant to Customer.

1. Consulting Services. Consultant shall provide the consulting services described on Schedule 1 attached hereto.
2. Compensation to Consultant. Customer shall pay Consultant for the consulting services described on Schedule 1 attached hereto the compensation set forth on Schedule 2 attached hereto.
3. Term and Termination. (a) Term. This Agreement shall commence on the date first written above and shall continue in effect until February 28, 2021, or until all consulting services described on Schedule 1 have been performed, whichever occurs first, unless sooner terminated in accordance with the provisions of this Agreement. (b) Termination Without Cause. This agreement may be terminated at any time by either party upon sixty (60) days prior written notice to the other party. (c) Termination With Cause. Either party shall have the right to terminate this Agreement upon the failure of either party to observe any of the covenants and agreements required to be observed by it under this Agreement, and such failure continues for a period of thirty (30) days after written notice thereof. (d) Rights and Obligations after Termination. Termination of this agreement shall not relieve either party of any rights or obligations arising out of the Agreement prior to termination, with the exception that the amount of the final payment that shall be made by Customer shall be based solely upon the percentage of work that was completed by Consultant.
4. Customer Will Provide Information. Customer shall provide Consultant with the information necessary for Consultant to provide the consulting services described on Schedule 1 attached hereto.
5. Authorization to Acquire Information. Customer hereby authorizes Consultant to acquire the necessary information reasonably required by Consultant to provide the consulting services described on Schedule 1 attached hereto from any agency, agencies, source or sources.
6. Customer's Right to Provide Information. Customer represents and warrants to Consultant that it has the right to provide the information that will be given by Customer to Consultant, or which will be acquired by Consultant pursuant to paragraphs 4 and 5 above.
7. Limitation on Services. Customer understands that Customer retains sole authority and responsibility for the operation and design of all Customer's employee benefit plans.
8. Ownership of Systems and Materials. All systems, programs, operating instructions, forms and other documentation prepared by or for Consultant shall be and remain the property of Consultant. All data source documents provided by Customer shall remain the property of Customer.
9. Indemnification. (a) By Customer. Customer hereby agrees to defend and indemnify Consultant and hold Consultant harmless against any claims, injury, costs or damages (including actual attorneys' fees incurred) resulting from Customer's gross negligence or willful misconduct. (b) By Consultant. Consultant hereby agrees to defend and indemnify Customer and hold Customer harmless against any claims, injury, costs or damages (including actual attorneys' fees incurred) resulting from Consultant's gross negligence or willful misconduct.

10. General.

- a. Relationship of the Parties. The relationship between Consultant and Customer established by this Agreement is that of independent contractors. Consultant and Customer shall each conduct its respective business at its own initiative, responsibility, and expense, and shall have no authority to incur any obligations on behalf of the other.
- b. Force Majeure. No party shall have liability for damages or non-performance under this Agreement due to fire, explosion, strikes or labor disputes, water, acts of God, war, civil disturbances, acts of civil or military authorities or the public enemy, transportation, facilities, labor, fuel or energy shortages, or other causes beyond that party's control.
- c. Entire Agreement. This Agreement and the Schedules attached hereto contain the entire agreement between the parties and supersedes all previous agreements and proposals, oral or written, and all negotiations, conversations, or discussions between the parties related to the subject matter of this Agreement. This Agreement shall not be deemed or construed to be modified, amended, rescinded, canceled or waived in whole or in part, except by written amendment signed by both of the parties hereto.

11. Confidentiality. Consultant recognizes that its work will bring it into close contact with confidential information of Customer, including personal information about employees of Customer. Consultant agrees not to disclose anything that is the confidential information of Customer, or that is proprietary to Customer, including its software, its legacy applications, and its databases, to any third party.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as set forth below.

"CONSULTANT"
TOTAL COMPENSATION SYSTEMS, INC.

"CUSTOMER"
FOUNTAIN VALLEY ELEMENTARY SCHOOL
DISTRICT

Signed: _____

Signed: _____

By: Geoffrey L. Kischuk

By: _____

Title: President

Title: _____

Date: March 26, 2020

Date: _____

SCHEDULE 1

For the purposes of this Agreement, "consulting services" shall include the following services provided by Consultant to Customer:

Consulting reports including all actuarial information necessary for Customer to comply with the requirements of current GASB accounting standards 74/75 related to retiree health benefits for two years, including one full valuation and one "roll-forward" valuation. Study results will be separated between three employee classifications. Consultant will provide as many copies of the final reports as Customer shall reasonably request.

Services do not include Consultant's attendance at any meetings, unless requested by Customer at the fee shown in Schedule 2. Services also do not include a funding valuation unless requested by Customer at the fee shown in Schedule 2

SCHEDULE 2

Customer shall pay Consultant for the retiree health valuation report based on the full valuation a total of \$6,900. One-half, or \$3,450 shall be due within 30 days of the commencement of work by Consultant. One-half, or \$3,450 shall be due within 30 days of the delivery by Consultant to Customer of the draft consulting report for the full valuation (or within 30 days of contract termination, if earlier). Customer shall also pay Consultant for the retiree valuation report based on the "roll-forward" valuation a total of \$3,450 within 30 days of the delivery by Consultant to Customer of the draft consulting report for the "roll-forward" valuation (or within 30 days of contract termination, if earlier)

If Consultant receives a non-refundable deposit from Customer of \$3,105 by June 1, 2020, all amounts shown above shall be reduced by 10%.

In addition to the above fees, Customer agrees to pay Consultant an all-inclusive fee of \$1,900 per meeting to attend meetings related to the consulting services. Customer shall pay such meeting fees within 30 days of the meeting. Also in addition, to all of the above fees, Customer will pay Consultant \$1,600 for each "funding valuation" requested by Customer. Neither the meeting fee nor the fee for a "funding valuation" shall be subject to the above discount or to any other discounts.



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: **Surplus Property Declaration for Information Technology Equipment**
DATE: April 23, 2020

Background:

The District continues to seek an efficient approach to dispose of surplus property that can generate funds and help us maintain clean and organized facilities. The District currently has 479 personal computing devices that have reached the end of their useful lives and need to be declared surplus. The majority of this equipment was purchased prior to 2015 and has been replaced as part of the District's technology refreshment cycle. The following is a summary of this equipment:

- 207 Chromebooks
- 204 Macs
- 44 iPads
- 24 Pcs

Per Education Code 17545 "The governing board of any school district may sell for cash any personal property belonging to the district if the property is not required for school purposes or if it should be disposed of for the purpose of replacement". Under this section of the education code, the Board must first declare the outlined property as surplus property.

Recommendation:

It is recommended that the Board of Trustees declares the listed property to be surplus and authorize the Superintendent or designee to sign all documents related to the sale of these items.



Fountain Valley School District
Educational Services

MEMORANDUM

TO: Board of Trustees
FROM: Jerry Gargus, Ed.D. Director of Educational Services
SUBJECT: **STRONG WORKFORCE PROGRAM K-12 PATHWAY
IMPROVEMENT GRANT TO SUPPORT THE EXPANSION OF
COLLEGE AND CAREER READINESS PROGRAMS**
DATE: April 27, 2020

Background:

The Strong Workforce Program (SWP) K-12 Pathway Improvement Grant is an ongoing statewide funding opportunity designed to support K-12 local education agencies (LEAs) in creating, improving, and expanding career technical education (CTE) courses, course sequences, programs of study and pathways for students transitioning from secondary education to postsecondary education to living-wage employment. The Orange County Department of Education has secured funding for the 2019-20 school year and is seeking participation in the program from Orange County school districts.

Entering into the service agreement with the Orange County Department of Education would provide \$40,000 for Fountain Valley School District to support programming designed to demonstrate progress in any of the eight measurable outcome areas highlighted in Exhibit A of the service agreement. FVSD's plan is to focus the resources on "Designing career-based student leadership in Orange County" and "Enhancing career education pedagogies." To accomplish this, FVSD plans to utilize SWP K-12 Pathway Improvement Grant funding to:

- Support ongoing STEM-related professional development for middle school teachers
- Support teacher collaboration with STEM teachers in Huntington Beach Union High School District
- Procure instructional materials to support and expand STEM-related course offerings at the middle school level

In doing so, FVSD will provide teacher professional development and acquire instructional materials/supplies to enhance the student experience associated with technology-related programming.

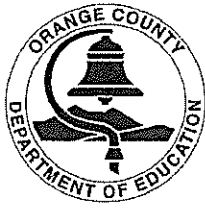
Fiscal Impact:

Under the terms of the service agreement with the Orange County Department of Education, Fountain Valley School District. FVSD would initially receive \$40,000 for the

2019-20 school year, with the opportunity for additional funding anticipated in future years.

Recommendation:

It is recommended that the Board of Trustees approves the agreement with the Orange County Department of Education to participate in the Strong Workforce Program K-12 Pathway Improvement Grant.



ORANGE COUNTY DEPARTMENT OF EDUCATION
PURCHASING/CONTRACTS UNIT
ADMINISTRATIVE SERVICES DIVISION
200 Kalmus Drive, P. O. Box 9050
Costa Mesa, California 92628-9050

October 28, 2019

Jerry Gargus
Fountain Valley School District

Re: Agreement Number: 49198
Strong Workforce Program (SWP) K12 PATHWAY IMPROVEMENT GRANT

1. Please sign and return the enclosed Agreements. A fully executed Agreement will be mailed to your attention.
2. Please sign the enclosed Agreements and return one (1) original to my attention at the address referenced above.
3. Enclosed for your records is a fully executed Agreement.
4. Certificate of Insurance:
 A certificate of insurance is required pursuant to the Section 8.0 Insurance of this Agreement.
 Orange County Superintendent of Schools Certificate of Insurance will be mailed under separate cover.
5. Form W-9, Request for Taxpayer Identification Number:
6. State of California Nonresident Forms: If applicable to your organization, the forms are to be completed pursuant to California Revenue and Taxation Code (R&TC) Section 18662 and the related regulations. We shall not be responsible for any further notification nor shall we be responsible for withholding the seven percent (7%) tax if the forms have not been received prior to remittance of your invoice.
 Form 587, Nonresident Withholding Allocation Worksheet: Complete and mail with each invoice submitted for payment.
 Form 588, Nonresident Withholding Waiver Request: Complete and mail to the California Franchise Tax Board.
 Form 590, Withholding Exemption Certificate: Complete and return to our office.

Patricia McCaughey, Administrator, Business Operations
Phone: (714) 966- 4085 Fax: (714) 668-7935 email: pmccaughey@ocde.us

FOUNTAIN VALLEY SCHOOL DISTRICT
STRONG WORKFORCE PROGRAM (SWP) K12 PATHWAY IMPROVEMENT GRANT
SERVICE AGREEMENT

This AGREEMENT is hereby entered into this 1st day of July, 2019, which date is enumerated for purposes of reference only, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, California 92628-9050, hereinafter referred to as "SUPERINTENDENT", and Fountain Valley School District, 10055 Slater Avenue, Fountain Valley, California 92708, hereinafter referred to as "DISTRICT". SUPERINTENDENT and DISTRICT shall be individually referred to as "Party" and collectively referred to as the "Parties."

WHEREAS, the Rancho Santiago Community College District (RSCCD) was selected as the Fiscal Agent for the Strong Workforce Program (SWP) K12 Pathway Improvement grant by the California Community Colleges Chancellor's Office, Division of Workforce and Economic Development to subcontract with Local Educational Agencies to implement career education, K-12 to community college pathway improvement projects that connect to in-demand, high-wage occupations in the region; and

WHEREAS, RSCCD has selected SUPERINTENDENT to serve as a subcontractor for the Strong Workforce Program (SWP) K12 Pathway Improvement grant; and

WHEREAS, SUPERINTENDENT is specially trained, experienced and competent to perform the services required by RSCCD and is agreeable to the rendering of such services according to the terms and conditions hereinafter set forth.

WHEREAS, the Strong Workforce Program (SWP) K12 Pathway Improvement grant requires SUPERINTENDENT to allocate a portion of the grant funds to LEA's throughout Los Angeles and Orange Counties; and

WHEREAS, DISTRICT is specially trained, experienced and competent to perform the services

1 required by SUPERINTENDENT and RSCCD and is agreeable to the rendering of such services according
2 to the terms and conditions hereinafter set forth.

3 NOW, THEREFORE, the Parties agree as follows:

4 **1.0 TERM.** The term of this AGREEMENT shall commence on July 1, 2019 and terminate on
5 December 31, 2021, subject to earlier termination as set forth in this AGREEMENT, provided, however,
6 DISTRICT shall be obligated to perform such duties as would normally extend beyond this term
7 including, but not limited to, obligations with respect to indemnification, audits, reporting, and
8 accounting.

9 **2.0 SCOPE OF WORK.**

10 A. SUPERINTENDENT hereby engages DISTRICT as an independent contractor to perform the
11 following described work and DISTRICT hereby agrees to perform said work upon the terms and
12 conditions hereinafter set forth. DISTRICT shall meet all of the contractual requirement listed herein
13 and shall provide all labor, materials, supplies, and equipment necessary to fully perform all
14 responsibilities required by this AGREEMENT and specifically described in Exhibit "A", Scope of Work,
15 which is attached hereto and incorporated herein by this reference to this AGREEMENT.

16 **3.0 TOTAL COMPENSATION.**

17 A. The Maximum Payment Obligation of SUPERINTENDENT to DISTRICT under this
18 AGREEMENT for the period of July 1, 2019 through December 31, 2021 is Forty thousand dollars
19 (\$40,000.00). Payment shall be based on eighty percent (80%) in advance and a progress payment of
20 twenty percent (20%). Payment shall not exceed the amount listed above.

21
22 B. DISTRICT agrees to comply with all Strong Workforce Program (SWP) K12 Pathway
23 Improvement grant requirements and is solely responsible for the appropriate expenditure of all
24 Strong Workforce Program (SWP) K12 Pathway Improvement grant funds received and for any
25 misappropriation or dis-allowment of grant funds. DISTRICT shall establish and maintain fiscal control

1 and accounting procedures as may be necessary to assure proper accounting for all funds under this
2 AGREEMENT. Any work performed prior to approval of the SUPERINTENDENT will be rendered on a
3 voluntary basis, and shall not be compensated unless and until funding is authorized. Any work
4 performed prior to approval of the State of California will be rendered on a voluntary basis and shall
5 not be compensated unless and until funding is authorized.

6 **4.0 BUDGET ALLOCATION.**

7 A. The K12 Strong Workforce (SWP) Program K12 Pathway Improvement grant funds shall be
8 expended only for those purposes expressed in the scope of Work, Exhibit A submitted by DISTRICT
9 under Section 2.0 of this AGREEMENT. No monies from the Strong Workforce Program (SWP) K12
10 Pathway Improvement grant shall be used to supplant state or local general fund money of any
11 purpose. Strong Workforce Program (SWP) K12 Pathway Improvement grant funds shall be allocated
12 for the term of the AGREEMENT pursuant to Exhibit "B", "Budget Form", which is attached hereto and
13 incorporated herein by this reference to this AGREEMENT. DISTRICT shall return the completed
14 Budget Form and invoice along with the signed AGREEMENT. Once SUPERINTENDENT has approved
15 DISTRICT's budget, DISTRICT must obtain prior written approval from SUPERINTENDENT for any budget
16 revisions, where an adjustment of funds in a line item are different from the originally approved budget
17 by more than ten percent (10%) and as long as the total dollar amount is not affected and the outcomes
18 of the Agreement will not be materially affected.

19 B. If the DISTRICT wishes to make substantial changes to the Scope of Work, then a revised
20 Scope of Work that describes the requested changes and their impact to the budget and outcomes
21 must be submitted and approved by the SUPERINTENDENT in writing. Substantial changes are those
22 that would represent a significant deviation from the approved scope of work and would lead to
23 different outcomes or fall outside of the generally understood purpose of the use of the funds.
24 Changes in methods of implementation (i.e., the means by which the approved scope of work is
25

1 implemented) or movement between budget line items would not be considered substantial changes,
2 and would not require prior approval.

3 **5.0 PAYMENT AND INVOICING.**

4 A. SUPERINTENDENT, under the terms of this AGREEMENT, shall pay DISTRICT an advance
5 payment of eighty (80%) and a progress payment of twenty percent (20%), based on the maximum
6 payment obligation identified in Paragraph 3.0 Total Compensation of this AGREEMENT for providing
7 the services and activities hereunder identified in Exhibit A; provided, however, the total of such
8 payments does not exceed DISTRICT's maximum obligation; and provided further, DISTRICT's costs
9 shall be reimbursable pursuant to State and Federal Regulations. DISTRICT shall be responsible for all
10 other expenses incurred in connection with the performance of this AGREEMENT. Payment to
11 DISTRICT should be released by SUPERINTENDENT no later than thirty (30) calendar days after receipt
12 of signed AGREEMENT, completed and approved Strong Workforce Program (SWP) K12 Pathway
13 Improvement grant Budget Form and DISTRICT's invoice.

14 DISTRICT shall submit invoices for payment to:

15 Nicole Stephenson
16 Email: nstephenson@ocde.us
Telephone: (714) 708-5893

17 B. For travel necessary to the performance of this AGREEMENT, DISTRICT's travel and other
18 travel related expense reimbursement claims shall not exceed the travel policy and procedures of the
19 State of California. Travel and other related travel expenses shall be limited to those necessary for the
20 performance of this AGREEMENT. Travel outside of the State of California must be authorized in
21 writing by SUPERINTENDENT prior to travel. Travel outside of the United States is not permitted.

22 C. DISTRICT's billings shall be submitted on DISTRICT's Invoice in duplicate. DISTRICT shall
23 submit SUPERINTENDENT'S Expenditure Report Form - Strong Workforce Program (SWP) K12 Pathway
24 Improvement grant, which is attached hereto as Exhibit "C" and incorporated herein by reference to
25 this AGREEMENT. Timelines for the submittal of the Expenditure Report Form will be based on

1 requirements set forth by RSCCD to SUPERINTENDENT.

2 D. All DISTRICT's Expenditure Report Forms submitted to SUPERINTENDENT shall be
3 supported by source documentation including, but not limited to, ledgers, invoices, receipts, receiving
4 records, and records of services provided.

5 E. Any payment made by SUPERINTENDENT to DISTRICT in excess of that of which DISTRICT
6 is entitled under this AGREEMENT shall be immediately due to SUPERINTENDENT and repaid by
7 DISTRICT. In this regard, DISTRICT shall make repayment on any overpayment within thirty (30) days
8 after the date SUPERINTENDENT requests the repayment in writing. Nothing in this AGREEMENT shall
9 be construed as limiting the remedies of SUPERINTENDENT in the event that an overpayment has been
10 made.

11 F. SUPERINTENDENT may withhold or delay any payment if DISTRICT fails to comply with
12 any provision set forth in this AGREEMENT.

13 G. DISTRICT shall not claim reimbursement for services provided beyond the expiration
14 and/or termination of this AGREEMENT, except as may otherwise be provided under this AGREEMENT.

15 H. The obligation of SUPERINTENDENT under this AGREEMENT is contingent upon the
16 availability of funds furnished by RSCCSD. It is mutually agreed that if the current fiscal year covered
17 under this AGREEMENT does not appropriate sufficient funds for this program, this AGREEMENT shall
18 be of no further force and effect and shall be terminated. In this event, SUPERINTENDENT shall have
19 no liability to pay any funds whatsoever to DISTRICT or to furnish any other considerations under this
20 AGREEMENT and DISTRICT shall not be obligated to perform any provisions of this AGREEMENT. If
21 funding for any fiscal year is reduced, or deleted for purposes of this program, the SUPERINTENDENT
22 shall have the option to either terminate this AGREEMENT with no liability occurring to the
23 SUPERINTENDENT or offer an amendment to DISTRICT to reflect the reduced amount.
24 SUPERINTENDENT shall give DISTRICT written notification of such termination. Notice shall be deemed
25

1 served on the date of mailing.

2 **6.0 REPORTS.**

3 DISTRICT shall submit to SUPERINTENDENT reports as requested or required by SUPERINTENDENT
4 and/or RCSSD concerning DISTRICT's activities as they affect the services hereunder. Reports shall be
5 submitted in a timely manner. SUPERINTENDENT shall be specific to the information requested and
6 allow DISTRICT thirty (30) calendar days to respond.

7 **7.0 RECORDS MANAGEMENT AND MAINTENANCE.**

8 A. DISTRICT shall, throughout the term of this AGREEMENT, prepare, maintain and manage
9 records appropriate to the services provided and in accordance with this AGREEMENT and all
10 applicable requirements.

11 B. DISTRICT shall ensure appropriate financial records related to cost reporting,
12 expenditure, revenue, billings, etc., are prepared and maintained accurately and appropriately.

13 C. DISTRICT shall retain all financial records for a minimum of three (3) years after the
14 completion of the activities for which the funds are used and until audit findings are resolved, or due
15 to legal proceedings such as litigations and/or settlement of claims whichever is longer.

16 D. DISTRICT shall notify SUPERINTENDENT of any Public Record Act (PRA) requests within
17 forty-eight (48) hours of receipt of said request. DISTRICT shall provide SUPERINTENDENT with all
18 information that is requested and provided by DISTRICT.

19 **8.0 INDEPENDENT CONTRACTOR.**

20 A. DISTRICT is, and shall at all times be deemed to be, an independent contractor and shall
21 be wholly responsible for the manner in which it performs the services required of it by the terms of
22 this AGREEMENT.

23 B. DISTRICT warrants that it has all necessary licenses required to perform the services
24 required by the terms of this AGREEMENT.
25

1 C. DISTRICT is entirely responsible for compensating staff, subcontractors, and consultants
2 employed by DISTRICT. This AGREEMENT shall not be construed as creating the relationship of
3 employer and employee, or principal and agent between SUPERINTENDENT and DISTRICT or any of
4 DISTRICT's employees, agents, consultants, or subcontractors. DISTRICT understands and agrees that
5 he/she and all his/her employees shall not be considered officers, employees or agents of
6 SUPERINTENDENT, and are not entitled to benefits of any kind or nature normally provided employees
7 of SUPERINTENDENT and/or to which SUPERINTENDENT's employees are normally entitled, including,
8 but not limited to, State Unemployment Insurance or Workers' Compensation. DISTRICT shall assume
9 full responsibility for payment of all federal, state and local taxes or contributions, including
10 unemployment insurance, social security and income taxes with respect to DISTRICT's employees.

11 D. DISTRICT assumes exclusively the responsibility for the acts of its employees, agents,
12 consultants, or subcontractors as they relate to the services to be provided during the course and
13 scope of their employment.

14 E. DISTRICT, its agents, employees, consultants, or subcontractors, shall not be entitled to
15 any rights or privileges of SUPERINTENDENT's employees and shall not be considered in any manner
16 to be SUPERINTENDENT's employees.

17 **9.0 INDEMNIFICATION.**

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

24 B. DISTRICT hereby agrees to indemnify, defend, and hold harmless SUPERINTENDENT, the
25

1 Orange County Board of Education and its officers, agents, and employees, from liability and claims of
2 liability for bodily injury, personal injury, sickness, disease, or death of any person or persons, or
3 damage to any property, real, personal, tangible or intangible, arising out of the negligent acts or
4 omissions of employees, agents or officers of DISTRICT during the period of this AGREEMENT.

5 C. DISTRICT agrees to indemnify, defend and save harmless the State of California, its
6 officers, agents and employees from any and all claims and losses accruing or resulting to any and all
7 contractors, subcontractors, suppliers, laborers, and any other person, firm or corporation furnishing
8 or supplying work services, materials, or supplies in connection with the performance of this
9 AGREEMENT, and from any and all claims and losses accruing or resulting to any person, firm or
10 corporation who may be injured or damaged by DISTRICT in the performance of this AGREEMENT.

11 **10.0 COPYRIGHT.** SUPERINTENDENT and the State of California shall have a royalty-free,
12 nonexclusive, and irrevocable license to publish, translate, or use now and continuing all material and
13 work product (both tangible and intangible), if any, developed under this AGREEMENT including those
14 materials covered by copyright.

15 **11.0 CONFIDENTIALITY.** SUPERINTENDENT and DISTRICT shall maintain the confidentiality of all
16 records, including any hard copies, and/or electronic or computer based data, and/or audio and/or
17 video recordings, in accordance with all applicable state and federal codes and regulations relating to
18 privacy and confidentiality as they now exist or may hereafter be amended or changed. The
19 confidentiality requirements under this paragraph shall survive the termination or expiration of this
20 AGREEMENT or any subsequent agreement intended to supersede this AGREEMENT.

21
22 **12.0 CONFLICT OF INTEREST.** The Parties hereto acknowledge that DISTRICT may be affiliated with
23 one or more organizations or professional practices located in DISTRICT's county. DISTRICT therefore
24 warrants that he/she shall not violate any applicable law, rule or regulation of any governmental entity
25 relating to conflict of interest. DISTRICT shall not knowingly undertake any act which unjustifiably

1 results in any relative benefit to any organization or professional practice with which he/she is
2 affiliated as a direct or indirect result, whether economic or otherwise in nature, of the performance
3 of duties and obligations required by this AGREEMENT, when compared to the result such act has on
4 any other organization or professional practice.

5 **13.0 EMPLOYEE ELIGIBILITY VERIFICATION.** DISTRICT warrants that it shall fully comply with all
6 federal and state statutes and regulations regarding the employment of aliens and others and to
7 ensure that employees, subcontractors and consultants performing work under this AGREEMENT meet
8 the citizenship or alien status requirement set forth in federal statutes and regulations. DISTRICT shall
9 obtain, from all employees, subcontractors and consultants performing work hereunder, all
10 verification and other documentation of employment eligibility status required by federal or state
11 statutes and regulations including, but not limited to, the Immigration Reform and Control Act of 1986,
12 8 U.S.C. §1324 et seq., as they currently exist and as they may be hereafter amended. DISTRICT shall
13 retain all such documentation for all covered employees, subcontractors and consultants for the
14 period prescribed by the law.

15 **14.0 DELEGATION AND ASSIGNMENT.** DISTRICT may not delegate its obligations hereunder, either
16 in whole or in part, without the prior written consent of SUPERINTENDENT.

17 **15.0 INSPECTIONS AND AUDITS.** SUPERINTENDENT, RSCCD, the Bureau of State Audits, the State
18 of California or any other appropriate state or federal oversight agency, or their authorized
19 representatives, shall have the right to review and copy any books, documents, and records, and
20 supporting documents including but not limited to, financial statements, general ledgers, relevant
21 accounting systems of DISTRICT that are directly pertinent to this AGREEMENT, for the purpose of
22 responding to a beneficiary complaint or conducting an audit, review, evaluation, or examination
23 during the term of this AGREEMENT. Such persons may at all reasonable times inspect or otherwise
24 evaluate the services provided pursuant to this AGREEMENT, and the premises in which they are
25

provided.

1
2 **16.0 ENTIRE AGREEMENT.**

3 A. This Agreement will be implemented in accordance with the conditions defined in the
4 Strong Workforce Program (SWP) K12 Pathway Improvement grant, RFA Specifications and the Grant
5 Agreement Legal Terms and Conditions (Education Code Part 54.5 Strong Workforce Program Section
6 88827), as set forth and incorporated into this Agreement by reference. The Strong Workforce
7 Program (SWP) K12 Pathway Improvement grant is subject to any additional restrictions, limitations,
8 or conditions enacted in the State Budget and/or Executive Orders that may affect the provisions,
9 terms, or funding of this Agreement in any manner, SUPERINTENDENT may modify this Agreement
10 through an amendment, as needed. DISTRICT agrees to expend all funds in accordance with all
11 applicable federal, state and local laws and regulations.

12 B. DISTRICT shall comply with all laws, rules or regulations applicable to the services
13 provided hereunder, as any may now exist or be hereafter amended or changed.

14 **17.0 NONDISCRIMINATION.** In the performance of this AGREEMENT, DISTRICT shall not engage in,
15 nor permit any employee or agent to engage in discrimination in employment of person or provision
16 of services or assistance, nor exclude any person from participation in, nor deny any person the
17 benefits of, not subject any person to discrimination under any program or activity funded in whole or
18 in part with the Strong Workforce Program (SWP) K12 Pathway Improvement grant on the grounds of
19 race, religion, color, national origin, ancestry, physical handicap, medical condition, marital status,
20 gender or sexual orientation. DISTRICT shall comply with Title II of the Americans with Disabilities Act,
21 (42 U.S.C., {12101, et seq.) as it relates to public accommodations.

22
23 **18.0 TERMINATION.**

24 A. Either party may terminate this AGREEMENT, without cause, upon thirty (30) days'
25 written notice (Notice of Termination) given the other party. Upon receipt of notice of termination

1 without cause, DISTRICT shall immediately cease performance under this AGREEMENT.

2 B. Unless otherwise specified in this AGREEMENT, SUPERINTENDENT reserves the right
3 to terminate this AGREEMENT for cause due to the default (as defined in Paragraph 22.0) by DISTRICT
4 in its performance obligations under this AGREEMENT. SUPERINTENDENT may in any notice of default
5 advice DISTRICT it also intends to terminate the AGREEMENT for cause. The notice of default from
6 SUPERINTENDENT shall advise DISTRICT if SUPERINTENDENT intends to elect to terminate the
7 AGREEMENT and in this event DISTRICT shall immediately cease performance and provision of
8 services as of the date the notice of default is received or deemed received, whichever is earlier. In
9 the event of termination, SUPERINTENDENT, may, but is not required, to take over the work and
10 prosecute the same to completion by contract or otherwise. Also, in the event of termination for
11 cause, DISTRICT shall be liable to the extent that the total cost for completion of the services required
12 by this AGREEMENT exceeds the compensation stipulated in this AGREEMENT (provided that
13 SUPERINTENDENT shall use reasonable efforts to mitigate damages), and SUPERINTENDENT expressly
14 reserves the right to withhold any outstanding payments to DISTRICT for the purpose of set off or
15 partial payment of the amounts owed SUPERINTENDENT as previously set forth in this AGREEMENT.

16 **19.0 TOBACCO USE POLICY.** In the interest of public health, SUPERINTENDENT provides a tobacco-
17 free environment. Smoking or the use of any tobacco products are prohibited in buildings and vehicles,
18 and on any property owned, leased or contracted for by the SUPERINTENDENT pursuant to
19 SUPERINTENDENT'S Policy 400.15. Failure to abide with conditions of this policy could result in the
20 termination of this AGREEMENT.

21
22 **20.0 COMPLIANCE WITH APPLICABLE LAWS.** The services completed herein must meet the approval
23 of SUPERINTENDENT and shall be subject to SUPERINTENDENT's general right of inspection to secure
24 the satisfactory completion thereof. DISTRICT agrees to comply with all federal, state and local laws,
25

1 statutes, rules, regulations and local ordinances that are now or may in the future become applicable
2 to the services performed under this AGREEMENT.

3 **21.0 NON WAIVER.** The failure of SUPERINTENDENT or DISTRICT to seek redress for violation of,
4 or to insist upon, the strict performance of any term or condition of this AGREEMENT shall not be
5 deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from
6 again constituting a violation of such term or condition.

7 **22.0 DEFAULT.** Failure by DISTRICT to perform and/or comply with any provision, covenant, or
8 condition of this AGREEMENT shall be a default of this AGREEMENT. In the event of default
9 SUPERINTENDENT may avail any remedies available at law, in equity, or otherwise specified in this
10 AGREEMENT (including immediate termination for cause as set forth in Paragraph 18.0 above), and
11 may elect any of the following, if applicable:

12 A. Afford DISTRICT a time period of fifteen (15) days from the date the notice is mailed to cure
13 the default, or to commence to cure the breach and diligently pursue to completion the cure of the
14 breach within thirty (30) days of date notice is mailed; and/or

15 B. Discontinue payment and eligibility for payment to DISTRICT during the period in which
16 DISTRICT is in breach, which payment may not be entitled to later recovery; and/or

17 C. Offset against any funds invoiced by DISTRICT but yet unpaid by SUPERINTENDENT those
18 monies disallowed pursuant to the above offset authority; and/or

19 D. Withhold from any monies payable to DISTRICT sufficient funds to compensate
20 SUPERINTENDENT for any losses, costs, liabilities or damages it reasonable believes were suffered by
21 or have been incurred by SUPERINTENDENT due to the default of DISTRICT in the performance of the
22 services required by this AGREEMENT.
23

24 **23.0 NOTICES.** All notices, claims, correspondence, reports, and/or statements authorized or
25 required by this AGREEMENT shall be addressed as follows:

1 SUPERINTENDENT: Orange County Superintendent of Schools
2 200 Kalmus Drive
3 P.O. Box 9050
4 Costa Mesa, California 92628-9050
5 Attn: Patricia McCaughey

6 DISTRICT: Fountain Valley School District
7 10055 Slater Avenue
8 Fountain Valley, California 92708
9 Attn: _____

10 **24.0 SEVERABILITY.** If any term, condition or provision of this AGREEMENT or application thereof to
11 any person or circumstances is held by a court of competent jurisdiction to be invalid, void, or
12 unenforceable, or if any provision of this AGREEMENT contravenes any federal, state or county statute,
13 ordinance, or regulation, the remaining provisions of this AGREEMENT or application thereof will
14 nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any
15 way.

16 **25.0 ALTERATION OF TERMS.** This AGREEMENT, together with any Exhibits attached hereto and
17 incorporated herein by reference, fully expresses all understanding of SUPERINTENDENT and DISTRICT
18 with respect to the subject matter of this AGREEMENT, and shall constitute the total AGREEMENT
19 between the Parties for these purposes. No addition to, or alteration of, the terms of this AGREEMENT,
20 whether written or verbal, shall be valid unless made in writing and formally executed and approved
21 by SUPERINTENDENT and DISTRICT.

22 **26.0 AUTHORIZED SIGNATURES.** The individuals signing this AGREEMENT warrant that they are
23 authorized to do so, and further, that they are authorized to make the promises in this AGREEMENT
24 on behalf of the respective Parties. The Parties understand and agree that a breach of this warranty
25 shall constitute a breach of the AGREEMENT and shall entitle the non-breaching party to all
appropriate legal and equitable remedies against the breaching party.

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1 **27.0 GOVERNING LAW.** The terms and conditions of this AGREEMENT shall be governed by the
2 laws of the State of California with venue in Orange County, California.

3 IN WITNESS WHEREOF, the Parties have executed this AGREEMENT, in the County of Orange,
4 State of California.

5 DISTRICT: FOUNTAIN VALLEY
6 SCHOOL DISTRICT

ORANGE COUNTY SUPERINTENDENT
OF SCHOOLS

7 BY: _____
8 Authorized Signature

BY: _____
Authorized Signature

9 PRINTED NAME: _____

PRINTED NAME: Patricia McCaughey

10 TITLE: _____

TITLE: Administrator

11 DATE: _____

DATE: October 28, 2019

12 TIN: _____

10/2

| | | | |
|--|--|---|---|
| CONTRACT REQUEST FORM Orange County Department of Education | CONTRACTS DEPARTMENT USE ONLY | | |
| | CONTRACT #: 49198 | P.O. TYPE: A | R |
| | PR #: | PO #: | |
| PROCESSED BY: Nicole Stephenson | | | |
| (1) CONTRACT TYPE <input type="checkbox"/> STANDARD <input type="checkbox"/> INCOME <input type="checkbox"/> HCA <input checked="" type="checkbox"/> MOU <input type="checkbox"/> AMENDMENT <input type="checkbox"/> FACILITY <input type="checkbox"/> LEASE | (2) DEPARTMENT Ed. Services - Career Ed. | (3) BUDGET NUMBER 018727 | |
| (4) GRANT NAME: (Attach grant copy) K12 Strong Workforce Program (K12 SWP) | | | |
| GRANT FUNDING: (Check all applicable boxes) <input type="checkbox"/> FEDERAL <input checked="" type="checkbox"/> STATE <input type="checkbox"/> LOCAL | | | |
| (5) CONTRACTOR INFORMATION For individual consultants, attach (a) current vita/resume and (b) Independent Contractor Questionnaire | | | |
| Legal Name: See Attached Sub-Contractor Contact & Allocation List | Vendor Number: | | |
| DBA (if applicable): Fountain Valley School District(s) | Vendor e-mail: | | |
| Mailing Address: | | | |
| Contact Name: | Phone Number: () | Fax Number: () | |
| | Cell Number: () | | |
| Social Security/Federal Tax I.D. Number: | Has individual ever been an employee of OCDE? <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Is individual retired? from CalSTRS: <input type="checkbox"/> Yes <input type="checkbox"/> No from CalPERS: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, date retired: | | | |
| (6) SCOPE OF WORK (If additional space is required, please use back of form or attach separate sheet) | | | |
| DESCRIPTION OF SERVICES: The K12 Strong Workforce funding will support Seven (7) Career Education Initiatives inclusive of all K12 districts, Community Colleges and Regional Occupation Centers in Orange County. Using the Eleven (11) Elements of a High Quality CTE program, OCDE will evaluate and support our regional partners to ensure CTE program growth. | | | |
| JUSTIFICATION: Funding will be used to develop CTE programs across Orange County | | | |
| Date(s) of service: July 1st, 2019 - December 31st, 2021 | Will services be performed in State of California? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Will the services provided be videotaped? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>Am 10/2</i> If Yes, attach videotape release. | | | |
| (7) DOLLAR AMOUNT 9,279,064.00 <i>Am 10/2</i> \$40,000 | | | |
| Total Dollar Amount: \$11,341,463.00 | Rate of Pay: | Cost to OCDE: 0 covered by state | |
| Reimbursement for travel expenses included? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes | If Yes, please specify: There are no travel reimbursement restrictions | | |
| Reimbursement for materials included? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes | If Yes, please specify: There are no material reimbursement restrictions | | |
| Are costs to be reimbursed from any other source of income? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes If Yes, please specify: | | | |
| (8) AMENDMENT | | | |
| Purchase Order # | Contract # | | |
| <input type="checkbox"/> Amended Total Dollar Amount \$ | <input type="checkbox"/> Increase by \$ | <input type="checkbox"/> Decrease by \$ | |
| <input type="checkbox"/> Budget # | From: | To: | |
| <input type="checkbox"/> Amended Date(s) of Service: | From: | To: | |
| <input type="checkbox"/> Reason for Amendment: | | | |
| (9) USE OF FACILITY | | | |
| Deposit Required? <input type="checkbox"/> Yes <input type="checkbox"/> No | Deposit Due Date: _____ | Deposit Amount: \$ _____ | Refundable?: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <input type="checkbox"/> Check to be mailed by: _____ | <input type="checkbox"/> Check pick-up by: _____ | Pick-up date: _____ | Phone #: _____ |
| (10) APPROVAL (SIGNATURE MUST BE LEGIBLE) | | | |
| ORIGINATOR <u>Nicole Stephenson</u> | PHONE/EXT. <u>5893</u> | MAIL STOP <u>Red Hill</u> | DATE _____ |
| ADMIN./MGMT. REP. <u>Kathy Boyd</u> | <i>Kathy Boyd</i> | | DATE <u>9/17/19</u> |
| CAB. REP./ASSIST. SUPT./DIR. <u>Christine Olmstead, Ed.D.</u> | <i>Christine Olmstead</i> | | DATE <u>9/17/19</u> |
| CHIEF ACADEMIC OFFICER <u>Jeff Hittenberger, Ph.D.</u> | <i>Jeff Hittenberger</i> | | DATE <u>10/9/19</u> |
| SUPERINTENDENT <u>Al Mijares, Ph.D.</u> | <i>Al Mijares</i> | | DATE <u>10/10/19</u> |
| (11) CONTACT PERSON FOR CONTRACT REQUEST FORM INFORMATION | | | |
| Name: Nicole Stephenson | Phone/Ext. 5893 | Mail Stop: Red Hill | |

10/2/19

10/11/19

2019/2020

WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION
CONFIDENTIAL MEMO

To: FVSD Board Members

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

Date: April 20, 2020

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

Board Meeting Date: April 30, 2020

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

| Student's Name | Non-Public School/Agency | 100% Contract / Amendment | Effective Dates |
|----------------|-------------------------------|---------------------------|--------------------------------------|
| | Olive Crest Academy W20132 | (\$15,255.14) | January 23, 2020 to March 9, 2020 |

Approved by the FVSD Board of Trustees
April 30, 2020

Dr. Mark Johnson
Superintendent

Date:

**AMENDMENT TO AGREEMENT FOR NONPUBLIC NONSECTARIAN SCHOOL/AGENCY SERVICES
INDIVIDUAL SERVICE CONTRACT**

This AMENDMENT to the SERVICE CONTRACT is made and entered into this 30th of April, 2020 between the Fountain Valley School District, County of Orange and Olive Crest Academy – Garden Grove for
(Local Education Agency) (Nonpublic School or Agency)

born on _____, who is a resident of Fountain Valley School District
(Name of Student) (Date of Birth) (Local Education Agency)

of Orange County.

ORIGINAL CONTRACT – August 26, 2019 to June 30, 2020

| SERVICES AS PROVIDED IN ORIGINAL CONTRACT | Provider Type | Per Session Total | Cost per Session | Maximum No. Sessions | Total Original Cost |
|--|---------------|-------------------|------------------|----------------------|---------------------|
| Basic Education | NPS | Per Diem | \$ 190.77 | 186 | \$ 35,483.22 |
| Counseling (1x30min/wk Indiv & 1x30min/wk Group) | NPS | Inclusive | \$ 0.00 | 80 | 0.00 |
| Transportation – Zone 1 (RT/day) | NPS | Round-trip | \$ 46.94 | 186 | 8,730.84 |
| TOTAL ORIGINAL CONTRACT COST: | | | | | \$ 44,214.06 |

AMENDMENT #1 CONTRACT – January 23, 2020 to March 9, 2020

| SERVICES ADDED BY THIS ADDENDUM | Provider Type | Per Session Total | Cost per Session | Maximum No. Sessions | Total Addendum Cost |
|--|---------------|-------------------|------------------|----------------------|-----------------------|
| Basic Education | NPS | Per Diem | \$ 190.77 | -66 | \$ (12,590.82) |
| Counseling (1x30min/wk Indiv & 1x30min/wk Group) | NPS | Inclusive | \$ 0.00 | -30 | 0.00 |
| Transportation – Zone 1 (RT/day) | NPS | Round-trip | \$ 46.94 | -66 | (3,098.04) |
| Speech/Language – Group (2x30min/wk) | NPS | 60 Minutes | \$ 61.96 | 7 | 433.72 |
| TOTAL AMENDMENT #1 CONTRACT COST: | | | | | \$ (15,255.14) |

AMENDED CONTRACT – August 26, 2019 to March 9, 2020

| SERVICES AS PROVIDED IN AMENDED CONTRACT | Provider Type | Per Session Total | Cost per Session | Maximum No. Sessions | Total Amended Cost |
|--|---------------|-------------------|------------------|----------------------|---------------------|
| Basic Education | NPS | Per Diem | \$ 190.77 | 120 | \$ 22,892.40 |
| Counseling (1x30min/wk Indiv & 1x30min/wk Group) | NPS | Inclusive | \$ 0.00 | 50 | 0.00 |
| Transportation – Zone 1 (RT/day) | NPS | Round-trip | \$ 46.94 | 120 | 5,632.80 |
| Speech/Language – Group (2x30min/wk) | NPS | 60 Minutes | \$ 61.96 | 7 | 433.72 |
| TOTAL AMENDED CONTRACT COST: | | | | | \$ 28,958.92 |

This AMENDED Service shall begin on January 23, 2020 and shall terminate at 5:00 p.m. on March 9, 2020 unless sooner terminated as provided herein.

-CONTRACTOR-

-DISTRICT-

Olive Crest Academy – Garden Grove
(Name of Nonpublic School/Agency)

Fountain Valley School District
(Name of School District)

(Contracting Officer's Signature)

(Signature)

Date

(Type Name and Title)

Dr. Mark Johnson, Superintendent
(Type Name of Superintendent)

2019/2020

WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION
CONFIDENTIAL MEMO

To: FVSD Board Members

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

Date: April 20, 2020

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

Board Meeting Date: April 30, 2020

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

| Student's Name | Non-Public School/Agency | 100% Contract / Amendment | Effective Dates |
|----------------|---|---------------------------|---------------------------------------|
| N/A | Mardan School W20231 | N/A | March 16, 2020 to June 30, 2020 |
| | Mardan School W20232 | \$12,091.52 | March 16, 2020 to June 30, 2020 |
| N/A | Hiddleson Listening, Language, and Speech Center W20233 | N/A | February 12, 2020 to June 30, 2020 |
| | Hiddleson Listening, Language, and Speech Center W20234 | \$1,500.00 | February 12, 2020 to May 21, 2020 |

Approved by the FVSD Board of Trustees
April 30, 2020

Dr. Mark Johnson
Superintendent

Date:

65. DEBARMENT CERTIFICATION

By signing this Agreement, CONTRACTOR certifies that:

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

The parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the 16th day of March 2020 and terminates at 5:00 P.M. on June 30, 2020, unless sooner terminated as provide herein.

CONTRACTOR,
Mardan School
 Nonpublic School/Agency

LEA,
Fountain Valley School District

By: _____
 Signature Date

 Name and Title of Authorized Representative

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

Notices to CONTRACTOR shall be addressed to:

 Name
Mardan School
 Nonpublic School/Agency/Related Service Provider

Address

City State Zip

Phone Fax

Email

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

EXHIBIT A: 2019-2020 RATES

CONTRACTOR Mardan School **CONTRACTOR NUMBER** W20231 **2019-2020**
(NONPUBLIC SCHOOL OR AGENCY) (CONTRACT YEAR)

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

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

Payment under this contract may not exceed _____
 Total LEA enrollment may not exceed _____

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

| <u>Rate</u> | <u>Period</u> |
|-------------|---------------|
| \$ 188.93 | Per Diem |

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

B. Related Services

| | | |
|---|-----------|----------|
| (1) a. Transportation – Round Trip | _____ | _____ |
| b. Transportation – One Way | _____ | _____ |
| c. Public Transportation | _____ | _____ |
| d. Parent* | _____ | _____ |
| (2) a. Educational Counseling – Individual | \$ 170.00 | Per Hour |
| b. Educational Counseling – Group of _____ | \$ 85.00 | Per Hour |
| c. Counseling – Individual and/or Parent | \$ 170.00 | Per Hour |
| (3) a. Adapted Physical Education – Individual | Inclusive | _____ |
| b. Adapted Physical Education – Group of _____ | _____ | _____ |
| c. Adapted Physical Education – Group of _____ | _____ | _____ |
| (4) a. Language and Speech Therapy – Individual | \$ 108.42 | Per Hour |
| b. Language and Speech Therapy – Group | \$ 61.96 | Per Hour |
| c. Language and Speech – Assessment | _____ | _____ |
| d. Language and Speech – Consultation Rate | \$ 61.96 | Per Hour |
| (5) a. Additional Classroom Aide – Individual (must be authorized on IEP) | _____ | _____ |
| b. Additional Instructional Assistant – Group of 2 | _____ | _____ |
| c. Additional Instructional Assistant – Group of 3 | _____ | _____ |
| (6) Intensive Special Education Instruction** | _____ | _____ |
| (7) a. Occupational Therapy – Individual | \$ 105.00 | Per Hour |
| b. Occupational Therapy – Group of 2 | _____ | _____ |
| c. Occupational Therapy – Group of 3 | _____ | _____ |
| d. Occupational Therapy – Consultation Rate | _____ | _____ |
| (8) Physical Therapy | _____ | _____ |
| (9) a. Behavior Intervention and Development (BID) | _____ | _____ |
| b. Behavior Intervention and Implementation (BII) | _____ | _____ |
| c. Behavior Intervention – Supervision | _____ | _____ |
| Provided by: _____ | _____ | _____ |
| d. Behavior Support Services (outside of school hours) | _____ | _____ |
| (10) a. Behavioral Assistant (1:1) | _____ | _____ |

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

2019/2020

HBUHSD Contract # W20232

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

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

This agreement is effective on March 16, 2020 or the date student begins attending a nonpublic school or begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2020, unless sooner terminated as provided in the Master Contract and by applicable law.

| | | | | | | |
|------------------------------|--|---|---|--|--------------|--------------|
| Local Education Agency (LEA) | FOUNTAIN VALLEY SCHOOL DISTRICT | | Nonpublic School/Agency | MARDAN SCHOOL | | |
| Address City, State Zip | 10055 SLATER AVENUE FOUNTAIN VALLEY, CA 92708 | | Address City, State, Zip | 1 OSBORN IRVINE, CA 92604 | | |
| LEA Case Manager | NOELL SCOTT | | Phone | 949-733-1500 | Fax | 949-733-9234 |
| | | | E-Mail | | | |
| Student Last Name | Student First Name | Program Contact Name | | DAVID EISENMAN, EXECUTIVE DIRECTOR TERI GERO-SMEAD, DIRECTOR OF FINANCE | | |
| D.O.B. | I.D. # | Phone | 949-733-1500 | Fax | 949-733-9234 | |
| | | | E-Mail | | | |
| Grade Level | Sex (M or F) | Education Schedule – Regular School Year | | | | |
| Parent/Guardian Last Name | Parent/Guardian First Name | Number of Days | 57 | Number of Weeks | 12 | |
| Address City, State Zip | | | Education Schedule – Extended School Year | | | |
| | | Number of Days | 7 | Number of Weeks | 2 | |
| | | Contract Begins | 03/16/20 | | Ends | 06/30/20 |
| Home Phone | Business/Mobile Phone | Master Contract Approved by the Governing Board on: | | | 04/30/20 | |

DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES:

| SERVICES | PROVIDER | | | | Cost and Duration of Session | Number of Sessions per dy/wk/mo/yr | Maximum Number of Sessions | | Estimated Maximum Total Cost for Contracted Period |
|-------------------------|----------|-----|-----|-----------------|------------------------------|------------------------------------|----------------------------|-----|--|
| | LEA | NPS | NPA | OTHER (Specify) | | | Reg School Year | ESY | |
| A. BASIC EDUCATION | | X | | | \$ 188.93 | PER DIEM | 57 | 7 | \$ 12,091.52 |
| B. RELATED SERVICES | | | | | | | | | |
| 1. Transportation | | | | | | | | | |
| a. Paid to NPS/A | | | | | | | | | |
| b. Reimburse Parent | | | | | | | | | |
| 2. Counseling | | | | | | | | | |
| a. Group | | X | | | INCLUSIVE | 1x30min/wk | 12 | 2 | \$ - |
| b. Individual | | X | | | INCLUSIVE | 1x30min/wk | 12 | 2 | \$ - |
| c. Family | | | | | | | | | |
| 3. Adapted P.E. | | | | | | | | | |
| 4. Speech/Language | | | | | | | | | |
| a. Therapy | | | | | | | | | |
| b. Consultation | | | | | | | | | |
| 5. Occupational Therapy | | | | | | | | | |
| a. Therapy | | | | | | | | | |
| b. Consultation | | | | | | | | | |

| B. RELATED SERVICES (cont'd) | PROVIDER | | | | Cost and Duration of Session | Number of Sessions per dy/wk/mo/yr | Maximum Number of Sessions | | Estimated Maximum Total Cost for Contracted Period |
|----------------------------------|----------|-----|-----|-----------------|------------------------------|------------------------------------|----------------------------|---------------------|--|
| | LEA | NPS | NPA | OTHER (Specify) | | | Reg School Year | ESY | |
| 6. Physical Therapy | | | | | | | | | |
| a. Therapy | | | | | | | | | |
| b. Consultation | | | | | | | | | |
| 7. ABA - Behavior Intervention | | | | | | | | | |
| a. Consult | | | | | | | | | |
| b. Direct | | | | | | | | | |
| c. Supervision | | | | | | | | | |
| d. Assessment | | | | | | | | | |
| 8. One-to-One Aide | | | | | | | | | |
| 9. Other | | | | | | | | | |
| 10. Residential Services | | | | | | | | | |
| a. Board and Care | | | | | | | | | |
| b. Mental Health Services | | | | | | | | | |
| c. Transportation Public Carrier | | | | | | | | | |
| | | | | | | A + B TOTAL COST | | \$ 12,091.52 | |

ESTIMATED MAXIMUM RELATED SERVICES COST (B) \$

\$ -

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

\$ 12,091.52

Other Provisions/Attachments:

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

APPROVED BY THE GOVERNING BOARD ON: 04/30/20

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

-CONTRACTOR-

-LEA-

 MARDAN SCHOOL
(Name of Nonpublic School/Agency)

 FOUNTAIN VALLEY SCHOOL DISTRICT
(Name of School District)

(Contracting Officer's Signature) (Date)

(Signature) (Date)

(Name and Title)

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

65. DEBARMENT CERTIFICATION

By signing this Agreement, CONTRACTOR certifies that:

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

The parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the 12th day of February 2020 and terminates at 5:00 P.M. on June 30, 2020, unless sooner terminated as provide herein.

CONTRACTOR,
Hiddleson Listening, Language and Speech Center
Nonpublic School/Agency

LEA,
Fountain Valley School District

By: _____
Signature Date

Name and Title of Authorized Representative

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

Notices to CONTRACTOR shall be addressed to:

Name
Hiddleson Listening, Language and Speech Center
Nonpublic School/Agency/Related Service Provider

Address

City State Zip

Phone Fax

Email

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

EXHIBIT A: 2019-2020 RATES

CONTRACTOR Hiddleson Listening, Language and Speech Center
(NONPUBLIC SCHOOL OR AGENCY)

CONTRACTOR NUMBER W20233 **2019-2020**
(CONTRACT YEAR)

Per CDE Certification, total enrollment may not exceed _____

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

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

Payment under this contract may not exceed _____

Total LEA enrollment may not exceed _____

| <u>Rate</u> | <u>Period</u> |
|-------------|---------------|
| _____ | _____ |
| _____ | _____ |

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

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

B. Related Services

| | | |
|---|-------------------|----------------------|
| (1) Assessments (Initial, Annual IEP, Triennial IEP) | <u>\$ 150.00</u> | <u>Per Hour</u> |
| (2) Therapy | | |
| a. Speech and Language | <u>\$ 150.00</u> | <u>Per Hour</u> |
| b. Auditory Verbal (AVT) | <u>\$ 150.00</u> | <u>Per Hour</u> |
| (3) Parent Conferences | <u>\$ 150.00</u> | <u>Per Hour</u> |
| (4) Consultation | | |
| a. Speech and Language | <u>\$ 150.00</u> | <u>Per Hour</u> |
| b. Auditory Verbal (AVT) | <u>\$ 150.00</u> | <u>Per Hour</u> |
| (5) IFSP / IEP Participation, Preparation of Report & Travel Time | <u>\$ 150.00</u> | <u>Per Hour</u> |
| (6) Independent Education Evaluation (IEE) | <u>\$1,500.00</u> | <u>Not to Exceed</u> |

2019/2020

HBUHSD Contract # W20234

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

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

This agreement is effective on February 12, 2020 or the date student begins attending a nonpublic school or begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2020, unless sooner terminated as provided in the Master Contract and by applicable law.

| | | | | | | |
|------------------------------|--|---|---|---|----------|--------------|
| Local Education Agency (LEA) | FOUNTAIN VALLEY SCHOOL DISTRICT | | Nonpublic School/Agency | HIDDLESON LISTENING, LANGUAGE, AND SPEECH CENTER | | |
| Address City, State Zip | 10055 SLATER AVENUE FOUNTAIN VALLEY, CA 92708 | | Address City, State, Zip | 901 DOVE STREET, SUITE 280 NEWPORT BEACH, CA 92660 | | |
| LEA Case Manager | AMY MOTSINGER | | Phone | 949-567-0025 | Fax | 949-567-0026 |
| | | | E-Mail | khiddleson@cox.net | | |
| Student Last Name | Student First Name | Program Contact Name | | KIMBERLY J. HIDDLESON | | |
| D.O.B. | I.D. # | Phone | | Fax | | |
| | | E-Mail | | | | |
| Grade Level | Sex (M or F) | Education Schedule – Regular School Year | | | | |
| Parent/Guardian Last Name | Parent/Guardian First Name | Number of Days | | Number of Weeks | | |
| Address City, State Zip | | | Education Schedule – Extended School Year | | | |
| | | Number of Days | | Number of Weeks | | |
| | | Contract Begins | 02/12/20 | Ends | 05/21/20 | |
| Home Phone | Business/ Mobile Phone | Master Contract Approved by the Governing Board on: | | | 04/30/20 | |

DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES:

| SERVICES | PROVIDER | | | | Cost and Duration of Session | Number of Sessions per dy/wk/mo/yr | Maximum Number of Sessions | | Estimated Maximum Total Cost for Contracted Period |
|--------------------------------|----------|-----|-----|-----------------|------------------------------|------------------------------------|----------------------------|-----|--|
| | LEA | NPS | NPA | OTHER (Specify) | | | Reg School Year | ESY | |
| A. BASIC EDUCATION | | | | | | | | | |
| B. RELATED SERVICES | | | | | | | | | |
| 1. Transportation | | | | | | | | | |
| a. Paid to NPS/A | | | | | | | | | |
| b. Reimburse Parent | | | | | | | | | |
| 2. Counseling | | | | | | | | | |
| a. Group | | | | | | | | | |
| b. Individual | | | | | | | | | |
| c. Family | | | | | | | | | |
| 3. Adapted P.E. | | | | | | | | | |
| 4. Speech/Language | | | | | | | | | |
| a. Therapy - Clinic | | | | | | | | | |
| b. Therapy - Clinic - ESY Only | | | | | | | | | |
| b. Consultation | | | | | | | | | |
| a. Therapy | | | | | | | | | |
| b. Consultation | | | | | | | | | |

| B. RELATED SERVICES (cont'd) | PROVIDER | | | | Cost and Duration of Session | Number of Sessions per dy/wk/mo/yr | Maximum Number of Sessions | | Estimated Maximum Total Cost for Contracted Period |
|--|---------------------|-----|-----|-----------------|------------------------------|------------------------------------|----------------------------|--------------------|--|
| | LEA | NPS | NPA | OTHER (Specify) | | | Reg School Year | ESY | |
| | 6. Physical Therapy | | | | | | | | |
| a. Therapy | | | | | | | | | |
| b. Consultation | | | | | | | | | |
| 7. ABA - Behavior Intervention | | | | | | | | | |
| a. Consult | | | | | | | | | |
| b. Direct | | | | | | | | | |
| c. Supervision | | | | | | | | | |
| d. Assessment | | | | | | | | | |
| 8. One-to-One Aide | | | | | | | | | |
| 9. Other - AVT In-Service Training | | | | | | | | | |
| 10. Auditory Verbal Therapy (AVT) Services | | | | | | | | | |
| a. Therapy | | | X | | \$ 150.00/tr | 1x60min/wk | 10 | \$ 1,500.00 | |
| b. Consultation | | | | | | | | | |
| | | | | | | A + B TOTAL COST | | \$ 1,500.00 | |

ESTIMATED MAXIMUM RELATED SERVICES COST (B) \$ 1,500.00

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/RELATED SERVICES COSTS (A+B) \$ 1,500.00

Other Provisions/Attachments:

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

APPROVED BY THE GOVERNING BOARD OF 04/30/20

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

-CONTRACTOR-

-LEA-

HIDDLESON LISTENING, LANGUAGE AND SPEECH CENTER
(Name of Nonpublic School/Agency)

FOUNTAIN VALLEY SCHOOL DISTRICT
(Name of School District)

(Contracting Officer's Signature) (Date)

(Signature) (Date)

(Name and Title)

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