



Fountain Valley School District

BOARD OF TRUSTEES
REGULAR MEETING

A G E N D A

Videoconference via Zoom

January 14, 2021

Meeting Link:

https://us02web.zoom.us/webinar/register/WN_hDa1P8a7Ssm6_Ti_-3BI5w

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

M ____
2nd ____
V ____

- PLEDGE OF ALLEGIANCE

SPECIAL PRESENTATIONS

1. RECOGNITION OF STUDENTS FROM COURREGES SCHOOL

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

2. RECOGNITION OF STUDENTS FROM PLAVAN SCHOOL

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

- **RECESS**

STAFF REPORTS AND PRESENTATIONS

3. PRESENTATION OF SOCIAL EMOTIONAL LEARNING AND MENTAL HEALTH SUPPORTS AND NEXT STEPS

Assistant Superintendent, Educational Services, Dr. Steve McLaughlin, and Director, Support Services, Mrs. Kate Christmas, will provide an update for the Board of Trustees on the Social Emotional Learning and Mental Health Supports.

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.

The presentation will include a review of the support staff, resources, professional development opportunities, and community events, including the anticipated timeline.

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@fvcsd.us by 2:00PM on Thursday, January 14th. Your comments will be read into the record. For those attending in person, please comply with the procedures listed on the goldenrod form, “For Persons Wishing to Address the Board of Trustees” and give the form to the Executive Assistant.

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

LEGISLATIVE SESSION

4. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS

M _____
2nd _____
V _____

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

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

Routine Items of Business

- 4-A.** Board Meeting Minutes from December 17th annual organizational meeting
- 4-B.** Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- 4-C.** Donations
- 4-D.** Warrants

4-E. Purchase Order Listing**Consent Items****4-F. WILLIAMS QUARTERLY REPORT FOR SECOND QUARTER 2020-21**

Superintendent's Comments: It is recommended that the Board of Trustees receives and approves the Williams Quarterly Report for the second quarter of the 2020-21 year and approves its submittal to the Orange County Department of Education.

4-G. APPROVE THE SCOPE OF WORK WITH GOVERNMENT FINANCIAL STRATEGIES, INC. FOR THIRD ISSUANCE OF MEASURE O GENERAL OBLIGATION BONDS

Superintendent's Comments: It is recommended that the Board of Trustees approves the scope of work with Government Financial Strategies, Inc. for the third issuance of Measure O General Obligation Bonds.

4-H. SINGLE PLANS FOR STUDENT ACHIEVEMENT

Superintendent's Comments: It is recommended that the Board of Trustees approves the School Plans for Student Achievement for Courreges, Cox, Fulton, Masuda, and Talbert. The remaining School Plans for Student Achievement will be included on the February 11, 2021 Board of Trustees meeting agenda.

4-I. REVIEW AND APPROVAL OF 2019-20 FINANCIAL AUDIT

Superintendent's Comments: It is recommended that the Board of Trustees receives and accepts the 2019-20 Financial Audit.

4-J. REVIEW AND APPROVAL OF 2019-20 BUILDING FUND MEASURE O FINANCIAL AND PERFORMANCE AUDIT REPORT

Superintendent's Comments: It is recommended that the Board of Trustees receives and accepts the 2019-20 Building Fund Measure O Financial and Performance Audit Report.

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.
- Threat to Public Safety or Facilities: *Government Code 54956.5*
- Consultation with Assistant Superintendent, Personnel, Assistant Superintendent, Business Services and Assistant Superintendent, Educational Services: *Government Code 54956.5*
- REPORT OUT OF CLOSED SESSION
The Board President will report out on action taken, if any.
- APPROVAL TO ADJOURN

The next regular meeting of the Fountain Valley School District Board of Trustees is on Thursday, February 11, 2021 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.



Fountain Valley School District
Educational Services

MEMORANDUM

TO: Board of Trustees
FROM: Steve McLaughlin, Ed.D., Assistant Superintendent, Educational Services
SUBJECT: **STUDENT RECOGNITION PROGRAM: COURREGES**
DATE: January 14, 2020

Background:

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

- extraordinary effort
- achievement
- improvement

At the Board Meeting on January 14, 2020, the following six students from **Courreges School** will be recognized:

Courreges School

Kindergarten
First Grade
Second Grade
Third Grade
Fourth Grade
Fifth Grade

Mikayla Kaplan
Brayden Boyd
Jake Holt
Coral Bell
Ella Reed
Dalton Ruig



Fountain Valley School District
Educational Services

M E M O R A N D U M

TO: Board of Trustees
FROM: Steve McLaughlin, Ed.D., Assistant Superintendent, Educational Services
SUBJECT: **STUDENT RECOGNITION PROGRAM: PLAVAN**
DATE: January 14, 2020

Background:

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

- extraordinary effort
- achievement
- improvement

At the Board Meeting on January 14, 2020, the following seven students from **Plavan School** will be recognized:

Plavan School

Transitional Kindergarten	Elijah Perez
Kindergarten	Bella Tran
First Grade	Christian Brady
Second Grade	Avyn Stambuk
Third Grade	Vy Nguyen
Fourth Grade	Khloe Rabideau
Fifth Grade	Rubi Nguyen

Board meeting of January 14, 2021



SO 20-21/B21-02
Fountain Valley School District
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees
FROM: Mark Johnson, Ed.D., Superintendent
SUBJECT: **PRESENTATION OF SOCIAL EMOTIONAL LEARNING AND
MENTAL HEALTH SUPPORTS AND NEXT STEPS**
DATE: January 11, 2021

Background:

Assistant Superintendent, Educational Services, Dr. Steve McLaughlin, and Director, Support Services, Mrs. Kate Christmas, will provide an update for the Board of Trustees on the Social Emotional Learning and Mental Health Supports. The presentation will include a review of the support staff, resources, professional development opportunities, and community events, including the anticipated timeline.

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

ANNUAL ORGANIZATIONAL MEETING OF THE BOARD OF TRUSTEES

10055 Slater Avenue
Fountain Valley, CA 92708
and Videoconference via Zoom
Meeting Link: https://us02web.zoom.us/webinar/register/WN_8u-IcTjWR-KtjzuAflIGeA

December 17, 2020

MINUTES

President Galindo called the regular meeting of the Board of Trustees to order at 6:30pm.

CALL TO ORDER

The following board members were present:

ROLL CALL

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

Motion: Mrs. Crandall moved to approve the meeting agenda.

AGENDA APPROVAL

Second: Mrs. Schultz

Vote: 5-0

Mr. Schultz led the Pledge of Allegiance.

PLEDGE OF
ALLEGIANCE

OATH OF OFFICE

The Oath of Office was given to board members, Jeanne Galindo and Steve Schultz. Elected to the Board of Trustees in the November 2020 election, Mrs. Galindo and Mr. Schultz will begin serving four-year terms, through November 2024.

OATH OF OFFICE:
JEANNE GALINDO
AND STEVE SCHULTZ

SPECIAL PRESENTATIONS

The Board of Trustees recognized and thanked outgoing Board President Jeanne Galindo for her leadership this past year. The Board of Trustees joined staff and the community in celebrating the successes of 2020 in the Fountain Valley School District under her leadership.

RECOGNITION OF
OUTGOING
PRESIDENT JEANNE
GALINDO

Following the recognition, the Board took a brief recess.

STAFF REPORTS AND PRESENTATIONS

Assistant Superintendent, Educational Services, Dr. Steve McLaughlin, provided an additional update for the Board of Trustees on the materials adoption processes in the areas of TK-5th grade science, 6th-8th grade science, and 6th-8th grade history. Additionally, Dr. McLaughlin presented information on contract extensions for TK-5th and 6th-8th grade math materials. The presentation included a review of the community input process, and the terms of each vendor's contract proposals. Dr. McLaughlin began by reviewing Board Policy regarding instructional materials, as well as the materials selection process for elementary science, middle school science and middle school history. He shared the process for community input including in person and online options. Moreover, he shared an overview of contract terms for all three adoptions. He also reviewed the elementary and middle school math 3-year extensions.

PRESENTATION UPDATE OF MATERIALS ADOPTION PROCESS AND NEXT STEPS

BOARD REPORTS AND COMMUNICATIONS

Mrs. Crandall congratulated and welcomed Mr. Schultz to the Board. Her activities since the last meeting included: greeting the arrival of students at Courreges, Cox, Masuda and Plavan, commended the work of our FVSDConnected students in getting their yearly photos, visit to see completed phase of construction at Gisler and Talbert Schools, December FVSF meeting, noting the donated funds and generosity of our community, the FV Mayor's Ball, and City Council and FV Chamber of Commerce swearing in of new Board members.

Mrs. Schultz noted recently starting to work from home and the transition involved. Given this experience, she applauded our teachers and students for their ability to successfully make this transition. She noted looking forward to the coming year. She welcomed Mr. Schultz to the Board.

Mr. Cunneen thanked Mrs. Galindo for her leadership this year. He welcomed Mr. Schultz to the Board, noting looking forward to working with him. In addition, he will be meeting with our District auditors tomorrow. He wished everyone a jolly holiday season.

Mr. Schultz thanked our teachers and classified staff for their support. In addition, he thanked Mr. Cunneen for being the first to

reach out to him after winning. He thanked Mrs. Galindo for her guidance during the most challenging time. He thanked Mrs. Crandall for everything she has done for him, noting his excitement to cast his vote for her when she first ran for the Board. Moreover, he thanked Mr. Collins as well as Dr. Johnson for the time he has spent with him these last weeks and his leadership. He also thanked Mr. Larry Crandall, here this evening, noting that he was a trustee while he was at Masuda. He noted that he is happy to be a part of this great community and honored to be here this evening.

Mrs. Galindo thanked the FV community for reelection to this office to continue the important work that we do here. She welcomed Mr. Schultz to the Board and the FVSD Family, noting that she hopes he enjoys his new role. Moreover, she noted a recent opportunity to visit Plavan at the start of the day, observing the apparent feelings of our parents that their students are safe at our schools. She noted her pride in our staff for the security that they have given our families. She noted as well the vaccination process that has begun. She thanked her fellow trustees for their service this month.

PUBLIC COMMENTS

There was one request to address the Board of Trustees. An FVSD parent addressed the Board regarding the need for school closure following Winter Recess.

PUBLIC COMMENTS

LEGISLATIVE SESSION

Motion: Mrs. Galindo moved to approve Mrs. Crandall as Board President for 2021.

Second: Mr. Cunneen

Vote: 5-0

**ELECTION OF
BOARD
PRESIDENT FOR
2021**

Motion: Mrs. Crandall moved to approve Mrs. Schultz as President Pro Tem for 2021.

Second: Mrs. Galindo

Vote: 5-0

**ELECTION OF
PRESIDENT PRO
TEM FOR 2021**

Motion:	Mrs. Schultz moved to approve Mr. Cunneen as Board Clerk for 2021.	ELECTION OF BOARD CLERK FOR 2021
Second:	Mrs. Galindo	
Vote:	5-0	
Motion:	Mrs. Crandall moved to approve the Selection of Representatives to County Committees and Councils and District Committees as discussed.	SELECTION OF REPRESENTATIVES TO COUNTY COMMITTEES AND COUNCILS AND DISTRICT COMMITTEES
Second:	Mrs. Schultz	
Vote:	5-0	
Motion:	Mrs. Schultz moved to approve the Selection of Board Meeting Dates for 2021.	SELECTION OF BOARD MEETING DATES FOR 2021
Second:	Mr. Cunneen	
Vote:	5-0	
Motion:	Mrs. Schultz moved to approve Amplify Science textbook adoption for FVSD middle schools.	APPROVAL OF AMPLIFY SCIENCE TEXTBOOK ADOPTION FOR FVSD MIDDLE SCHOOLS
Second:	Mr. Schultz	
Vote:	5-0	
Motion:	Mrs. Crandall moved to approve McGraw Hill CA Impact textbook adoption for FVSD middle schools.	APPROVAL OF MCGRAW HILL CA IMPACT TEXTBOOK ADOPTION FOR FVSD MIDDLE SCHOOLS
Second:	Mrs. Galindo	
Vote:	5-0	
Motion:	Mr. Cunneen moved to approve Discovery Science textbook adoption for FVSD elementary schools.	APPROVAL OF DISCOVERY SCIENCE TEXTBOOK ADOPTION FOR FVSD ELEMENTARY SCHOOLS
Second:	Mrs. Schultz	
Vote:	5-0	

- Motion: Mrs. Schultz moved to adopt Resolution 2020-13 – AUTHORIZATION TO APPLY FOR AND SECURE GRANT FUNDING FROM THE SOUTH COAST AIR QUALITY MANAGEMENT DISTRICT FOR THE PURPOSE OF BUS REPLACEMENT
- Second: Mrs. Galindo
- Vote: 5-0
- Motion: Mrs. Crandall moved to approve the Consent Calendar.
- Second: Mr. Schultz
- Vote: 5-0

The Consent Calendar included:

- Board Meeting Minutes from December 10th special meeting
- Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- Donations
- Disposal of Obsolete Books
- Approval of a Three-Year Extension of the McGraw-Hill Education CA Math Textbook Adoption for FVSD Middle Schools
- Approval of a Three-Year Extension of the Houghton Mifflin Harcourt Math Expressions Textbook Adoption for FVSD Elementary Schools
- Biennial Review/Updated Conflict of Interest Code
- 2019-20 5-Year Capital Facilities Fund / Developer Fees Report
- Memorandum of Understanding with Orange County Department of Education (OCDE) Teacher Induction Program 2020-21 School Year
- Special Education Settlement Agreement 2020-2021-G

SUPERINTENDENT'S COMMENTS/NEW ITEMS OF BUSINESS

- Dr. Johnson Thanked and congratulated Mrs. Galindo for her presidency during a challenging year and for her reelection. He also congratulated Mr. Schultz

on his election, noting he will be a wonderful addition to the team. He commended Dr. McLaughlin and all of the teachers a part of the materials pilots. Moreover, he commended Mrs. Fullerton and Mrs. Hawes for the work to put the item forward this evening seeking a grant for buses, noting it was done in a thoughtful way. He extended his gratitude and thanks to our new officers, Mrs. Crandall, Mrs. Schultz and Mr. Cunneen. In closing, to our teams out in the field, our grounds crew, M&O staff, our teachers and classified staff, he noted his pride that several weeks later after putting forth a plan to reopen, we are still open. He noted as well the pride in being able to also meet the needs of those choosing to go virtual. In addition, he highlighted the distribution this weekend by FV Rotary and several community partners, helping an anticipated many as 1000 families. Also, he shared a drive through at Masuda by Summer Harvest this weekend, also bringing much needed resources to our community. He thanked our 6100 kids and 700 employees for their dedication and for working harder than they ever have before. He explained that it has been one of the most challenging years and yet when we look at all that we did, he is so pleased. This holiday, he wished that everyone is safe and healthy, and finds those moments of joy wherever you can this holiday season.

CLOSED SESSION

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

CLOSED SESSION

- Personnel Matters: *Government Code 54957 and 54957.1*
Appointment/Assignment/Promotion of employees; employee discipline/dismissal/release; evaluation of employee performance; complaints/charges against an employee; other personnel matters.
- Pupil Personnel: *Education Code 35146*
Student expulsion(s) or disciplinary matters for violation of Board Policy 5144.1.
- Negotiations: *Government Code 54957.6*
Update and review of negotiations with the FVEA and CSEA Bargaining Units with the Board's designated representative, Cathie Abdel.
- Threat to Public Safety or Facilities: *Government Code 54956.5*
- Consultation with Assistant Superintendent, Personnel, Assistant Superintendent, Business Services and

Assistant Superintendent, Educational Services:
Government Code 54956.5

ADJOURNMENT

Motion: Mrs. Schultz moved to adjourn the meeting at 9:38PM.

Second: Mrs. Galindo

Vote: 5-0

/rl

**FOUNTAIN VALLEY SCHOOL DISTRICT
PERSONNEL ITEMS FOR APPROVAL
January 14, 2021**

1.0 EMPLOYMENT FUNCTIONS

1.1 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS THE APPROVAL OF THE FOLLOWING NEW CLASSIFIED EMPLOYEE:

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
1.1.1	Remo, Anne	Oka	IA Moderate/Severe	12/15/2020

1.2 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>
1.2.1	Capanash, Dana	Cox	IA Mild/Moderate	Sick Leave	11/02/2020
1.2.2	Nieves, Maria	Cox	Noon Duty Aide	Personal	12/09/2020
1.2.3	Kreger, Teresa	Virtual	IA Moderate/Severe	Family Illness	12/10/2020

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

January 14, 2021

<i>EDUCATIONAL SERVICES</i>

2.0 **INDEPENDENT CONTRACTOR AGREEMENTS/RESOLUTIONS**

	<u>NAME</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>BUDGET</u>	<u>DATE</u>
2.1	TAKACS, Whitney (Support Services)	Cyber Safety for Parents Training	500.00	01-125-9275-5813	2020/2021 school year
2.2	Acorn & Oak Behavioral & Educational Services (Support Services)	Student Engagement Training	1500.00	01-127-9275-5813	2020/2021 school year

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATIONS

BOARD APPROVAL DATE: 1/14/2021

SCHOOL	DONOR	AMOUNT	DESCRIPTION / INTENDED USE
FULTON			
	Scholarship America	\$1,000.00	PE - Soccer

**FOUNTAIN VALLEY SCHOOL DISTRICT
BOARD MEETING JAN 14, 2021**

To: Christine Fullerton

From: Thuong Nguyen

Subject: Warrant Listing and ACH Payments

Warrant Numbers: 89851 - 90088

Dates: 12/2/2020 - 1/5/2021

Fund 01	General Fund	344,136.89
Fund 12	Child Development	40,751.93
Fund 13	Cafeteria	71,489.77
Fund 14	Deferred Maintenance	80,064.90
Fund 21	GOB 2016 Election	-
Fund 22	GOB 2016 Election	457,635.66
Fund 25	Capital Facilities	-
Fund 40	Special Reserves	1,260,178.13
Fund 68	Worker Comp	103,086.24
Fund 69	Insurance	54,042.89
TOTAL		\$ 2,411,386.41

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/14/2021

FROM 12/01/2020 TO 12/31/2020

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
P20M4143	NORM'S REFRIGERATION & ICE EQU	220.00	220.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
P20M4172	INCOTECHNIC INC.	8,152.35	8,152.35	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
P20M4218	VORTEX INDUSTRIES INC	992.60	992.60	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
P20M4235	WEST LITE SUPPLY CO INC	322.99	322.99	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
P20M4236	INTERLINE BRANDS INC	4,198.84	4,198.84	013028989 4340	CARESLLM-CRF Custodial / Custodial Supplies
P20M4237	HILLYARD / LOS ANGELES	681.21	681.21	013028989 4340	CARESLLM-CRF Custodial / Custodial Supplies
P20M4238	ECOTEK CONSULTING INC.	3,500.00	3,500.00	012869390 6223	Maintenance / Tests & Exam Bldgs Improvement
P20M4239	SI HEALTH GROUP LLC	4,236.75	4,236.75	013028989 4340	CARESLLM-CRF Custodial / Custodial Supplies
P20M4241	FILTERBUY INC	10,440.06	10,440.06	013028989 4345	CARESLLM-CRF Custodial / Maintenance Supplies
P20M4242	VORTEX INDUSTRIES INC	1,665.80	1,665.80	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
P20M4243	NORM'S REFRIGERATION & ICE EQU	2,200.00	2,200.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
P20M4244	INTERLINE BRANDS INC	297.54	297.54	013028989 4349	CARESLLM-CRF Custodial / Transportation Supplies (only)
P20M4245	INTERLINE BRANDS INC	243.17	243.17	013028989 4345	CARESLLM-CRF Custodial / Maintenance Supplies
P20M4246	BEACH WIRE & CABLE INC.	1,227.77	1,227.77	012869390 4345	Maintenance / Maintenance Supplies
P20M4247	TIME AND ALARM SYSTEMS INC.	8,982.81	8,982.81	014869390 5645	STAR Building DO-Routine Maint / Outside Srvs-Repairs &
P20M4248	INTERLINE BRANDS INC	73.17	73.17	013028989 4340	CARESLLM-CRF Custodial / Custodial Supplies
P20M4249	SMD INC	562.02	562.02	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
P20M4250	MOBILE MINI STORAGE	1,700.00	1,700.00	012869390 5610	Maintenance / Outside Services - Rentals
P20M4251	REFRIGERATION CONTROL COMPANY	670.42	670.42	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
P20M4253	DAVE BANG ASSOCIATES	4,674.14	4,674.14	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
P20R0489	SCHOOL SERVICES OF CALIFORNIA	1,680.00	480.00	010059470 5210	Contractual Obligation - Cert / Travel, Conference, Workshop
			480.00	010059771 5210	Contractual Obligation - Class / Travel, Conference, Worksho
			240.00	012719380 5210	Business Department / Travel, Conference, Workshop
			240.00	012719470 5210	Personnel Department / Travel, Conference, Workshop
			240.00	012849380 5210	Fiscal Services / Travel, Conference, Workshop
P20R0498	BRAINPOP	2,950.00	2,950.00	010114055 4310	Title I - Plavan / Instructional Supplies
P20R0502	LEARNING A-Z	34.98	34.98	010114055 4310	Title I - Plavan / Instructional Supplies
P20R0503	HAWTHORNE EDUCATIONAL SERVICES	163.13	163.13	010270075 4310	CARESLLM-CRF Instructional / Instructional Supplies
P20R0504	PRO-ED INC.	716.06	716.06	010019962 4322	Medi-Cal Billing - S&L / Testing Supplies
P20R0506	E-CONTROL SYSTEMS INC.	7,425.00	4,183.60	013027381 4399	CARESLLM-CRF Food Service / Equipment Under \$500
			3,241.40	013027381 5645	CARESLLM-CRF Food Service / Outside Srvs-Repairs &

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/14/2021

FROM 12/01/2020 TO 12/31/2020

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
P20R0507	THEMES & VARIATIONS INC	99.96	99.96	010270075 5813	CARESLLM-CRF Instructional / Consultant
P20R0509	GMSN GROUP INC	1,560.00	1,560.00	012109078 5826	Tech/Media Office Operation / Licensing/Software,Maint/Supp
P20R0510	WILSON LANGUAGE TRAINING CORPO	1,297.90	1,297.90	010011010 4310	Sch Site Instr - Tamura / Instructional Supplies
P20R0511	PLANK ROAD PUBLISHING	132.45	132.45	010270075 5813	CARESLLM-CRF Instructional / Consultant
P20R0512	J W PEPPER	48.94	48.94	010143889 4311	Donations - Talbert / Elective Supplies
P20R0515	SOS SURVIVAL PRODUCTS	79.67	79.67	010014747 4310	Sch Site Instr - Courreges / Instructional Supplies
P20R0516	SOUTHWEST SCHOOL AND OFFICE SU	319.33	319.33	012719380 4325	Business Department / Office Supplies
P20R0518	LEARNING A-Z	419.90	419.90	010113755 5826	Title I - Oka / Licensing/Software,Maint/Supp
P20R0520	PHASE II SYSTEMS	536.25	536.25	012719470 5899	Personnel Department / Other Operating Expenses
P20R0521	BOOKSOURCE	1,751.21	1,751.21	010113755 4310	Title I - Oka / Instructional Supplies
P20R0522	LAKESHORE EQUIPMENT COMPANY	325.92	325.92	010113755 4310	Title I - Oka / Instructional Supplies
P20R0523	PEARSON	8,700.00	8,700.00	016158155 4322	7140 Gifted & Talented - Instr / Testing Supplies
P20R0524	GUITAR CENTER INC.	672.11	27.18	012849380 4399	Fiscal Services / Equipment Under \$500
			644.93	012849380 4410	Fiscal Services / Fixed Assets \$500-\$5000
P20R0525	AMAZON.COM LLC	92.15	92.15	012059385 4325	Publications / Office Supplies
P20R0527	BARNES AND NOBLE	119.07	119.07	010013232 4210	Sch Site Instr - Cox / Library Books
P20R0528	ROCHESTER 100 INC	540.00	540.00	010011616 4310	Sch Site Instr - Newland / Instructional Supplies
P20R0529	JAMF HOLDINGS INC & SUBSIDIARI	10,323.00	10,323.00	012109078 5826	Tech/Media Office Operation / Licensing/Software,Maint/Supp
P20R0530	COOLE SCHOOL INC	1,514.50	1,514.50	010143838 4310	Sch Site Instr - Talbert / Instructional Supplies
P20R0531	SOUTHWEST SCHOOL AND OFFICE SU	114.19	114.19	015103860 4310	Special Ed. - Talbert SDC / Instructional Supplies
P20R0532	SOUTHWEST SCHOOL AND OFFICE SU	8,260.65	8,260.65	013028989 4340	CARESLLM-CRF Custodial / Custodial Supplies
P20R0533	STAPLES	150.00	150.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
P20R0534	TEACHER SYNERGY LLC	107.88	107.88	015103860 4310	Special Ed. - Talbert SDC / Instructional Supplies
P20R0535	PERSICO, ANTHONY	47.88	47.88	015103860 4310	Special Ed. - Talbert SDC / Instructional Supplies
P20R0536	LISTEN INNOVATION INC	2,394.00	2,394.00	010143838 4310	Sch Site Instr - Talbert / Instructional Supplies
P20R0542	TEACHER SYNERGY LLC	27.99	27.99	015641660 4310	Special Ed. - Newland S&L / Instructional Supplies
P20R0543	APPLE COMPUTER ORDER DEPARTMEN	1,645.81	1,645.81	010113755 4310	Title I - Oka / Instructional Supplies
P20R0546	HARBOTTLE LAW GROUP APC	550.00	550.00	015659860 5830	Special Ed. - Legal Services / Legal Fees
P20R0549	ADVANTAGE WEST INVESTMENT ENTE	219.83	219.83	011000000 9320	Revenue Limit - State Revenues / STORES
P20R0550	THE LANGUAGE EXPRESS INC	99.00	99.00	015644760 4310	Special Ed. - Courreges S&L / Instructional Supplies
P20R0551	AMAZON.COM LLC	439.91	135.49	012719385 4320	Purchasing / Computer Supplies
			304.42	012849380 4320	Fiscal Services / Computer Supplies

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/14/2021

FROM 12/01/2020 TO 12/31/2020

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
P20R0554	RW SMITH & CO	2,802.21	2,802.21	013027381 4410	CARESLLM-CRF Food Service / Fixed Assets \$500-\$5000
P20R0555	FOLLETT SCHOOL SOLUTIONS INC.	3,801.00	3,801.00	010113255 4210	Title I - Cox / Library Books
P20R0556	TEACHER SYNERGY LLC	100.64	100.64	015644960 4310	Special Ed. - Masuda S&L / Instructional Supplies
P20R0557	PEARSON CLINICAL ASSESSMENT	487.13	487.13	012299963 5826	Medi-Cal Billing-Psychologists / Licensing/Software,Maint/Su
P20R0560	AMAZON.COM LLC	324.08	324.08	012109078 4399	Tech/Media Office Operation / Equipment Under \$500
P20R0561	PEARSON CLINICAL ASSESSMENT	324.75	324.75	012299963 5826	Medi-Cal Billing-Psychologists / Licensing/Software,Maint/Su
P20R0562	HEINEMANN	113.64	113.64	010011010 4310	Sch Site Instr - Tamura / Instructional Supplies
P20R0563	ARIEL SUPPLY INC.	132.19	132.19	012723232 4325	Sch Site Admin - Cox / Office Supplies
P20R0564	LAKESHORE EQUIPMENT COMPANY	176.00	176.00	015101660 4310	Special Ed. - Newland SDC / Instructional Supplies
P20R0565	LAKESHORE EQUIPMENT COMPANY	264.00	264.00	015101660 4310	Special Ed. - Newland SDC / Instructional Supplies
P20R0566	LAKESHORE EQUIPMENT COMPANY	242.00	242.00	015511660 4310	Special Ed. - Newland RSP / Instructional Supplies
P20R0567	STAPLES	242.00	242.00	015511660 4310	Special Ed. - Newland RSP / Instructional Supplies
P20R0568	TEACHER SYNERGY LLC	94.50	94.50	010143838 4310	Sch Site Instr - Talbert / Instructional Supplies
P20R0569	AMAZON.COM LLC	71.64	71.64	012109078 4230	Tech/Media Office Operation / Lost Books Rebate
P20R0571	CDWG	807.55	807.55	012109078 4399	Tech/Media Office Operation / Equipment Under \$500
P20R0572	HOUGHTON MIFFLIN HARCOURT	371,849.15	371,849.15	012129078 4110	Lottery Instructional Material / Basic Textbooks
P20R0573	RW SMITH & CO	3,822.12	3,822.12	013027381 4410	CARESLLM-CRF Food Service / Fixed Assets \$500-\$5000
P20R0577	MCGRAW-HILL EDUCATION INC.	164,996.80	164,996.80	012129078 4110	Lottery Instructional Material / Basic Textbooks
P20R0578	ASCD	89.00	89.00	012719165 4325	Superintendent / Office Supplies
P20R0579	AWARDS & TROPHIES	34.49	34.49	012719166 4325	Board of Trustees / Office Supplies
P20R0580	OFFICE DEPOT	236.85	236.85	012719165 4325	Superintendent / Office Supplies
P20R0581	AMPLIFY EDUCATION INC	137,942.10	137,942.10	012129078 4110	Lottery Instructional Material / Basic Textbooks
P20R0582	AMPLIFY EDUCATION INC	130,697.56	130,697.56	012129078 4110	Lottery Instructional Material / Basic Textbooks
P20R0583	AMPLIFY EDUCATION INC	132,111.13	132,111.13	012129078 4110	Lottery Instructional Material / Basic Textbooks
P20R0584	MCGRAW-HILL EDUCATION INC.	376,816.80	376,816.80	012129078 4110	Lottery Instructional Material / Basic Textbooks
P20R0585	AMPLIFY EDUCATION INC	133,753.69	133,753.69	012129078 4110	Lottery Instructional Material / Basic Textbooks
P20R0586	FIRST BOOK	122.46	122.46	011401055 4320	Library Services - Tamura / Computer Supplies
P20R0588	AMPLIFY EDUCATION INC	12.50	12.50	012129078 4110	Lottery Instructional Material / Basic Textbooks
P20R0589	IXL LEARNING INC.	495.00	495.00	010270075 2213	CARESLLM-CRF Instructional / Additional
P20S8027	SOUTHWEST SCHOOL AND OFFICE SU	1,131.00	1,131.00	011000000 9320	Revenue Limit - State Revenues / STORES
P20S8028	CANNON SPORTS	299.06	299.06	011000000 9320	Revenue Limit - State Revenues / STORES
P20S8029	XEROX CORPORATION C/O SOCAL OF	1,196.25	1,196.25	011000000 9320	Revenue Limit - State Revenues / STORES

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/14/2021

FROM 12/01/2020 TO 12/31/2020

<u>PO</u> <u>NUMBER</u>	<u>VENDOR</u>	<u>PO</u> <u>TOTAL</u>	<u>ACCOUNT</u> <u>AMOUNT</u>	<u>ACCOUNT</u> <u>NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
Fund 01 Total:		1,576,189.60	1,576,189.60		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/14/2021

FROM 12/01/2020 TO 12/31/2020

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
P20M4142	KYA SERVICES LLC	22,798.21	22,798.21	122866098 6210	ESP-Building/Site Improvement / Carpet Building Improvement
P20R0508	BUDGET BLINDS HUNTINGTON BEACH	724.24	724.24	120336098 4325	Extended School Administration / Office Supplies
P20R0538	RHODE ISLAND NOVELTY	201.91	201.91	120016098 4310	Extended School Instructional / Instructional Supplies
P20R0539	ORIENTAL TRADING COMPANY	70.93	70.93	120016098 4310	Extended School Instructional / Instructional Supplies
P20R0540	DISCOUNT SCHOOL SUPPLY	257.91	257.91	120016098 4310	Extended School Instructional / Instructional Supplies
P20R0541	PLAY THERAPY SUPPLY LLC	53.52	53.52	120016098 4310	Extended School Instructional / Instructional Supplies
P20R0547	S & S WORLDWIDE	150.00	150.00	120016098 4310	Extended School Instructional / Instructional Supplies
Fund 12 Total:		24,256.72	24,256.72		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/14/2021

FROM 12/01/2020 TO 12/31/2020

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
P20R0501	OFFICE DEPOT	433.91	433.91	133207380 4325	Cafeteria Fund / Office Supplies
P20R0505	CALIFORNIA DEPARTMENT OF EDUCA	136.80	136.80	133207380 4710	Cafeteria Fund / FOOD
P20R0519	PREMIER FOOD SAFETY	69.00	69.00	133207380 5215	Cafeteria Fund / Staff Development
P20R0526	AMAZON.COM LLC	15.21	15.21	133207380 4790	Cafeteria Fund / Food Services Supplies
Fund 13 Total:		654.92	654.92		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/14/2021

FROM 12/01/2020 TO 12/31/2020

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
P20M4140	WEST COAST AIR CONDITIONING CO	21,223.00	21,223.00	142863789 5645	Def Maint-Oka / Outside Srvs-Repairs & Mainten
P20M4167	DEPARTMENT OF GENERAL SERVICES	841.90	841.90	142861089 6222	Def Maint-Tamura / Inspection Svcs Bldg Improve
Fund 14 Total:		22,064.90	22,064.90		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/14/2021

FROM 12/01/2020 TO 12/31/2020

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
P20M4168	NINYO & MOORE	1,800.00	1,800.00	223011080 6222	GOB, ELECTION 2016-Tamura / Inspection Svcs Bldg Improv
P20M4170	MARTIN BROTHERS CONSTRUCTION S	10,000.00	10,000.00	223011080 6222	GOB, ELECTION 2016-Tamura / Inspection Svcs Bldg Improv
P20M4171	TIME AND ALARM SYSTEMS INC.	2,350.00	2,350.00	223011080 6299	GOB, ELECTION 2016-Tamura / Other Building &
P20R0591	RACHLIN PARTNERS INC	14,059.89	14,059.89	223013880 6299	GOB, ELECTION 2016-Talbert / Other Building & Improveme
	Fund 22 Total:	28,209.89	28,209.89		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/14/2021

FROM 12/01/2020 TO 12/31/2020

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
P20M4169	MARTIN BROTHERS CONSTRUCTION S	10,000.00	10,000.00	403002980 6222	MS Science Bldg - Fulton / Inspection Svcs Bldg Improve
P20M4240	HILLYARD / LOS ANGELES	983.62	983.62	403002980 4345	MS Science Bldg - Fulton / Maintenance Supplies
Fund 40 Total:		10,983.62	10,983.62		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/14/2021

FROM 12/01/2020 TO 12/31/2020

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
P20R0517	SELF INSURANCE PLANS	22,182.83	22,182.83	682719470 5899	Workers Comp Admin / Other Operating Expenses
	Fund 68 Total:	22,182.83	22,182.83		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/14/2021

FROM 12/01/2020 TO 12/31/2020

<u>PO</u> <u>NUMBER</u>	<u>VENDOR</u>	<u>PO</u> <u>TOTAL</u>	<u>ACCOUNT</u> <u>AMOUNT</u>	<u>ACCOUNT</u> <u>NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
Total Account Amount:		1,684,542.48			

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND
BOARD OF TRUSTEES 01/14/2021

PO NUMBE	VENDOR	PO TOTAL	CHANGE AMOUNT	ACCOUNT NUMBER	FRO 12/01/2020 TO 12/31/2020	<u>PSEUDO / OBJECT DESCRIPTION</u>
P20M4002	ALAN'S LAWMOWER & GARDEN CENT	3,500.00	+1,000.00	012899390 4343		Gardening / Gardening Supplies
P20M4012	EWING AND COMPANY	8,000.00	+3,000.00	012899390 4343		Gardening / Gardening Supplies
P20M4013	GRAINGER INC.	16,750.00	+5,000.00	012869390 4347		Maintenance / Repair & Upkeep Equip Supplies
P20M4017	JOHNSON CONTROLS	6,500.00	+500.00	014869390 5899		STAR Building DO-Routine Maint / Other Operating Expense
P20M4020	NAPA AUTO PARTS	8,750.00	+3,000.00	012869390 4347		Maintenance / Repair & Upkeep Equip Supplies
P20M4035	TRUCPARCO	10,000.00	+5,000.00	012869390 4347		Maintenance / Repair & Upkeep Equip Supplies
P20M4036	RAMIREZ, JUAN CARLOS	10,160.00	+2,000.00	012869390 5645		Maintenance / Outside Srvs-Repairs & Mainten
P20M4186	TIME AND ALARM SYSTEMS INC.	971.00	+121.00	012869390 4347		Maintenance / Repair & Upkeep Equip Supplies
P20M4220	TRAPPER TREVOR INC	645.00	+295.00	012869390 5645		Maintenance / Outside Srvs-Repairs & Mainten
P20R0219	SOUTHWEST SCHOOL AND OFFICE SU	7,612.50	-5,437.50	010014040 4310		Sch Site Instr - Plavan / Instructional Supplies
P20R0425	STAPLES	300.00	+150.00	010011616 4310		Sch Site Instr - Newland / Instructional Supplies
Fund 01 Total:			+14,628.50			

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND
BOARD OF TRUSTEES **01/14/2021**

PO NUMBE	VENDOR	PO TOTAL	CHANGE AMOUNT	ACCOUNT NUMBER	FRO 12/01/2020 TO 12/31/2020	<u>PSEUDO / OBJECT DESCRIPTION</u>
P20M4089	TIME AND ALARM SYSTEMS INC.	24,150.00	+2,350.00	122866098 6299		ESP-Building/Site Improvement / Other Building &
P20M4090	INCOTECHNIC INC.	797,528.88	+51,712.88	122866098 6299		ESP-Building/Site Improvement / Other Building &
P20R0142	LAKESHORE EQUIPMENT COMPANY	2,000.00	+922.50	120016198 4310		State Preschool Instructional / Instructional Supplies
P20R0145	SOUTHWEST SCHOOL AND OFFICE SU	7,542.50	+4,310.00	120336098 4325		Extended School Administration / Office Supplies
Fund 12 Total:			+59,295.38			

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND
BOARD OF TRUSTEES **01/14/2021**

PO NUMBE	VENDOR	PO TOTAL	CHANGE AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
M20R1833	RACHLIN PARTNERS INC	718,255.00	+171,793.00	223013180 6220	GOB, ELECTION 2016-Gisler / Architect/Engineer Fees-Bldg
N20M4100	WILLIAMS SCOTSMAN INC	12,000.00	+2,000.00	223012980 6299	GOB, ELECTION 2016-Fulton / Other Building &
Fund 22 Total:			+173,793.00		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND
BOARD OF TRUSTEES **01/14/2021**

PO NUMBE	VENDOR	PO TOTAL	CHANGE AMOUNT	ACCOUNT NUMBER	FRO 12/01/2020 TO 12/31/2020	PSEUDO / OBJECT DESCRIPTION
P20M4049	ECAMSECURE	20,000.00	+5,000.00	402998990 5899		Moiola Improvement Projects / Other Operating Expenses
P20M4084	TIME AND ALARM SYSTEMS INC.	49,860.00	+13,450.00	403002980 6299		MS Science Bldg - Fulton / Other Building & Improvement
Fund 40 Total:			+18,450.00			

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND
BOARD OF TRUSTEES 01/14/2021

FRO 12/01/2020 TO 12/31/2020

<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:			+266,166.88		
------------------------------	--	--	--------------------	--	--



SO: 2020-21/B21-17
Fountain Valley School District
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees
FROM: Mark Johnson, Ed.D., Superintendent
SUBJECT: **Williams Uniform Complaint Quarterly Report
(Quarter #2: October 1 – December 31, 2020)**
DATE: January 11, 2021

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.

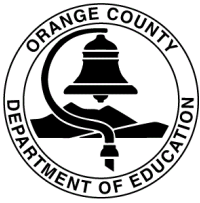
- **Instructional materials**
- **Teacher vacancy or misassignment**
- **Facilities**

Williams Quarterly Report: October 1 through December 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 second quarter of the 2020-21 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
2020-21**

District: _____

District Contact: _____

Title: _____

- | | | |
|-------------------------------------|-------------------------------|---------------------------------------|
| <input type="checkbox"/> Quarter #1 | July 1 – September 30, 2020 | Report due by October 30, 2020 |
| <input type="checkbox"/> Quarter #2 | October 1 – December 31, 2020 | Report due by January 29, 2021 |
| <input type="checkbox"/> Quarter #3 | January 1 – March 31, 2021 | Report due by April 30, 2021 |
| <input type="checkbox"/> Quarter #4 | April 1 – June 30, 2021 | Report due by July 30, 2021 |

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: _____

Signature of Superintendent: _____ Date: _____

Please submit to:

Orange County Department of Education
P.O. Box 9050, Costa Mesa, CA 92628-9050
Attention: Alicia Gonzalez, Sr. Administrative Assistant/Redhill Site

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



Fountain Valley School District
Business Services Division

MEMORANDUM

TO: Board of Trustees
FROM: Christine Fullerton, Assistant Superintendent Business Services
SUBJECT: **APPROVE THE SCOPE OF WORK WITH GOVERNMENT FINANCIAL STRATEGIES, INC. FOR THIRD ISSUANCE OF MEASURE O GENERAL OBLIGATION BONDS**
DATE: January 11, 2021

Background:

Government Financial Strategies (GFS) will provide financial services, associated with the third issuance of Measure O General Obligation Bonds. The financial advisory services GFS anticipates providing include updating of the bond financial plan based on updates in the property tax base, interest rates, and any changes in the District's facilities funding priorities, drafting the preliminary and final official statements, coordination of the credit rating call, managing the sale of bonds, including post sale activities.

Fiscal Impact:

Government Financial Services will be paid \$58,750 for the services related to the issuance of the bonds, and \$1,500 for expenses mainly associated with printing and distributing the preliminary and final official statements. The fees and expenses are payable from bond proceeds and are the same fees the District paid for the 2019 issuance.

Recommendation:

It is recommended that the Board of Trustees approves the scope of work with Government Financial Strategies, Inc. for the third issuance of Measure O General Obligation Bonds.

GOVERNMENT FINANCIAL STRATEGIES MUNICIPAL ADVISORY SERVICES AGREEMENT

THIS AGREEMENT ("Agreement") is made this December 1, 2020, between Government Financial Strategies inc., a municipal advisory firm ("Government Financial Strategies") and Fountain Valley School District ("Client") who agree as follows:

1. Scope of Work. Government Financial Strategies shall perform the services described in the scope(s) of work attached hereto as Exhibit A (the "Work"). Modifications, deletions and additions to the Work described in Exhibit A may be made, from time to time, upon the subsequent written agreement by both parties.

2. Payment.

- a. In consideration for the Work to be provided by Government Financial Strategies under this Agreement, Client agrees to pay fees and expenses as set forth in Exhibit A.
- b. For Work performed on a time and materials basis, Government Financial Strategies shall submit invoices to the Client on a monthly basis. For Work performed for a fixed fee, Government Financial Strategies shall submit invoices to the Client upon the completion of the Work or as otherwise identified in Exhibit A.

3. Term.

- a. This Agreement shall terminate upon the later of the completion of the Work or June 30, 2025, unless earlier terminated as provided in subsection (b).
- b. This Agreement may be terminated by either party upon thirty (30) days advance written notice to the other party.
- c. Upon termination of this Agreement by either party, Client shall compensate Government Financial Strategies for all Work performed prior to termination. If the compensation identified in Exhibit A was on a time and materials basis, such compensation shall be based on time and materials incurred prior to termination. If the compensation identified in Exhibit A was on a fixed fee basis, such compensation shall be the greater of: 1) the percentage of services completed through the termination date multiplied by the fixed fee, or 2) the amount based on a time and materials basis, not to exceed the fixed fee. "Payment," "Ownership of Documents," "Indemnification," "Severability," "Governing Law and Venue," and "Entire Agreement" shall survive the termination of this Agreement.



4. Professional Ability and Loyalty. Government Financial Strategies represents that it possesses the skill to competently perform the Work, that it shall perform that Work in a manner equal to or exceeding generally accepted professional practices and standards for firms performing similar work, and that it will act in a manner it believes to be in the best interest of the Client rather than any third party.

5. Ownership of Documents. Every report, study, memo, letter, spreadsheet, worksheet, plan, graph, diagram, map, photograph, computer model, computer software and other document or item prepared by Government Financial Strategies under this Agreement and provided to and paid for by the Client (the "Work Product") shall be the property of Client, and Client shall have the right to use, reuse, reproduce, publish, display, broadcast and distribute the Work Product and to prepare derivative and additional documents or works based on the Work Product without further compensation to Government Financial Strategies. Government Financial Strategies may retain a copy of any Work Product and use, reproduce, publish, display, broadcast and distribute any Work Product and prepare derivative and additional documents or works based on any Work Product; provided, however, that Government Financial Strategies shall not provide any Work Product not previously made available to the public to any third party without Client's prior approval, unless compelled to do so by legal process. If Client reuses or modifies any Work Product for a use or purpose other than that intended by the Work under this Agreement, then Client shall hold Government Financial Strategies harmless against all claims, damages, losses and expenses arising from such reuse or modification.

6. Indemnification. Each party shall indemnify, defend, protect, and hold harmless the other party, including the other party's officers, employees, volunteers and agents, from and against any and all liability, losses, claims, damages, expenses, demands, and costs (including, but not limited to, attorney's fees) directly arising from its negligent act or omission, willful misconduct or violation of law.

7. Insurance.

- a. Government Financial Strategies, at its sole cost and expense, shall procure and maintain for the duration of this Agreement workers compensation insurance in the amount required by statute, comprehensive general liability insurance with coverage of at least one million dollars (\$1,000,000) per occurrence and aggregate and professional errors and omissions insurance with coverage of at least one million dollars (\$1,000,000) per occurrence and aggregate.
- b. Upon request, Government Financial Strategies shall provide to Client the evidence of such insurance.

8. Municipal Advisor Registration. Government Financial Strategies is a municipal advisor registered with the Securities and Exchange Commission (registration number 867-00775) and the Municipal Securities Rulemaking Board (registration number K0127).



9. Conflicts of Interest. Government Financial Strategies is required to provide written disclosure to all municipal advisory clients about actual or potential conflicts of interest as well as certain other information. Exhibit B sets forth the potential conflicts of interest that we have determined presently exist as well as other information we are required to provide to you as a federally registered municipal advisor. Client acknowledges receipt of Exhibit B, and Client has been given the opportunity to discuss such matters with Government Financial Strategies. Except as expressly described in Exhibit B, Government Financial Strategies has no material conflicts of interest that might impair its fiduciary duty to the Client.

10. Independent Contractor. Government Financial Strategies shall be an independent contractor in performing the Work and shall not act as an agent or employee of Client. The employees of Government Financial Strategies and its subcontractors are not employees of Client within the meaning or application of any federal or state unemployment insurance laws, social security law or any worker's compensation, industrial accident law or other industrial or labor law.

11. Non-Discrimination. Government Financial Strategies will not discriminate in any way against any person on the basis of race, color, religious creed, national origin, ancestry, sex, sexual orientation, age, physical handicap, medical condition or marital status in connection with, or related to, the performance of this Agreement.

12. Successors and Assigns. This Agreement shall bind and inure to the benefit of the successors and assigns of the parties; however, Government Financial Strategies shall not assign its rights and obligations under this Agreement without the prior written consent of Client, which consent shall not be unreasonably withheld. Notwithstanding the foregoing, Government Financial Strategies may subcontract a portion of the Work to its wholly-owned subsidiary, GFS Australia Pty Ltd, and its sole employee, Jonathan Edwards.

13. No Waiver of Rights. Any waiver at any time by either party of its rights as to a breach or default of this Agreement shall not be deemed to be a waiver as to any other breach or default.

14. Severability. If any provision of this Agreement is held to be illegal, invalid or unenforceable, the legality, validity, and enforceability of the remaining provisions of this Agreement shall not in any way be affected or impaired.

15. Governing Law and Venue. This Agreement will be governed by and construed in accordance with the laws of the State of California. The county and federal district court where the Client's main office is located shall be venue for any state and federal court litigation concerning the enforcement or construction of this Agreement.

16. Notice. All notices that are required or permitted to be given under this Agreement shall be in writing and sent by either personal delivery, nationally recognized overnight courier service or



prepaid, first class United States postal mail. Notices shall be sent to the addresses listed below, or to such other address as either party may specify in writing:

Government Financial Strategies:

Fountain Valley School District:

Government Financial Strategies
Attn: Lori Raineri
President
1228 N Street, Suite 13
Sacramento, CA 95814-5609


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

17. Entire Agreement. This Agreement represents the sole, final, complete, exclusive and integrated expression and statement of the terms between the parties concerning the Work, and supersedes all prior oral and/or written negotiations, representations or contracts. This Agreement may be amended only by written agreement by both parties. Government Financial Strategies agrees to promptly amend or supplement this Agreement to reflect any material changes or additions to this Agreement.

IN WITNESS HEREOF, the parties have caused this Agreement to be signed by their duly authorized representatives.

Government Financial Strategies inc.

Fountain Valley School District

By: 

By: _____

Lori Raineri
President

Christine Fullerton
Assistant Superintendent, Business Services



EXHIBIT A

SCOPE(S) OF WORK

Government Financial Strategies will provide general financial planning and advisory services to Fountain Valley School District, which include but are not limited to the following: a review of facilities needs and costs, a review of short term and long term cash flow schedules, identification and classification of existing and potential revenue sources, assistance with the production of a comprehensive financial plan, municipal advisory services in connection with any debt issues, participation in real estate negotiations, general background information on real estate acquisition and lease agreements, allocation of revenues to expenditures, development of financial strategies, reviews of documents, and presentations to the governing board. Such services will be provided as requested by Fountain Valley School District.

In consideration of the services provided, Fountain Valley School District will pay Government Financial Strategies hourly fees of \$280¹ for services, plus out-of-pocket expenses (such as mileage, meals, etc.). For travel time, Fountain Valley School District will pay Government Financial Strategies hourly fees of \$140¹.

¹ It is contemplated that Government Financial Strategies will adjust its standard hourly rates under this scope of work each year effective July 1, 2022 and each July 1 thereafter unless the Agreement is terminated or this provision is modified in writing.



EXHIBIT B

DISCLOSURE OF CONFLICTS OF INTEREST AND OTHER INFORMATION

Conflicts of Interest

Government Financial Strategies is required to provide written disclosure to all municipal advisory clients about the actual or potential conflicts of interest presented by our representation of Client.

Other Municipal Advisory Clients. Government Financial Strategies serves a wide variety of clients, some of which may have overlapping jurisdictions with Client and/or may from time to time have interests that could have a direct or indirect impact on the interests of Client. For example, Government Financial Strategies serves as municipal advisor to other municipal advisory clients and, in such cases, depending on the client, may owe a fiduciary duty to such other clients. These other clients may, from time to time and depending on the specific circumstances, have competing interests. In acting in the interests of its various clients, Government Financial Strategies could potentially face a conflict of interest arising from these competing client interests. However, with respect to this potential conflict, Government Financial Strategies mitigates such conflict through adherence to its fiduciary or similar duty to its municipal advisory clients which requires it to, amongst other things, deal honestly and with good faith with its clients.

Outside Business Activity – Government Finance Education Institute. The President of Government Financial Strategies, Lori Raineri, serves on the Board of Directors and as the Executive Director of Government Finance Education Institute, a nonprofit public benefit corporation organized for the primary purpose of providing educational information to help public agencies identify practical methods to increase efficiency, reduce costs and be good stewards of public funds. In acting in her role with Government Finance Education Institute, Lori Raineri may from time to time have interests that could have a direct or indirect impact on the interests of Client and could potentially face a conflict of interest. However, with respect to this potential conflict, Government Financial Strategies mitigates such conflict through adherence to its fiduciary or similar duty to its municipal advisory clients which requires it to, amongst other things, deal honestly and with good faith with its clients.

Outside Business Activity – California League of Bond Oversight Committees. The President of Government Financial Strategies, Lori Raineri, serves on the Board of Directors of the *California League of Bond Oversight Committees (CalBOC)*, a nonprofit public benefit corporation organized with the mission of promoting school district accountability by improving the training and resources available to California's Proposition 39 school bond oversight committees,



educating the state legislature, local school boards, and the public about the oversight and reporting power these Citizens' Bond Oversight Committees (CBOCs) have, and to advocate on a state level, where appropriate, on issues of common concern to all CBOCs. In acting in her role with CalBOC, Lori Raineri may from time to time have interests that could have a direct or indirect impact on the interests of Client and could potentially face a conflict of interest. However, with respect to this potential conflict, Government Financial Strategies mitigates such conflict through adherence to its fiduciary or similar duty to its municipal advisory clients which requires it to, amongst other things, deal honestly and with good faith with its clients.

Government Financial Strategies has determined, after exercising reasonable diligence, that it has no other known material conflicts of interest that would impair its ability to provide advice to the Client in accordance with its fiduciary duty to municipal entity clients such as the Client. To the extent any material conflicts of interest arise after the date of this Agreement, Government Financial Strategies will provide information with respect to such conflicts in the form of a written amendment or supplement to this Agreement in a timely manner.

Municipal Advisor Registration, Legal and Disciplinary Events

Government Financial Strategies is registered as a "municipal advisor" pursuant to Section 15B of the Securities Exchange Act and rules and regulations adopted by the United States Securities and Exchange Commission ("SEC") (registration number 867-00775) and the Municipal Securities Rulemaking Board ("MSRB") (registration number K0127). As part of this registration Government Financial Strategies is required to disclose to the SEC information regarding criminal actions, regulatory actions, investigations, terminations, judgments, liens, civil judicial actions, customer complaints, arbitrations and civil litigation involving Government Financial Strategies. Pursuant to MSRB Rule G-42, Government Financial Strategies is required to disclose any legal or disciplinary event that is material to the Client's evaluation of Government Financial Strategies or the integrity of its management or advisory personnel. Government Financial Strategies has determined that no such event exists.

Copies of Government Financial Strategies filings with the United States Securities and Exchange Commission can be found by accessing the SEC's EDGAR system Company Search Page which is available at <https://www.sec.gov/edgar/searchedgar/companysearch.html> and searching for either Government Financial Strategies or for our CIK number which is 0001617177.

Client Brochure

The MSRB has made available on its website (www.msrb.org) a municipal advisory client brochure that describes the protections that may be provided by MSRB rules and how to file a complaint with the appropriate regulatory authority.

MEMORANDUM

To: Chris Fullerton

From: Keith Weaver *KW*
Rich Malone *RM*

Date: December 8, 2020

Re: Scope of Work to Provide Financial Advisory Services in Connection with the Issuance of Election of 2016 (Measure O), Series 2021 General Obligation Bonds

Chris, we appreciate the opportunity to assist the District in the issuance of its Election of 2016 (Measure O), Series 2021 General Obligation Bonds. This scope of work identifies the financial advisory services we will provide as the District's fiduciary along with our fees for such services.

Services Provided

We will provide the following services in connection with the District's issuance of the bonds:

- Develop and manage the schedule of events
- Assist with identifying and selecting other members of the financing team, as appropriate (e.g., paying agent bank, credit rating agency, etc.)
- Manage the costs of issuance budget
- Review and comment on the authorizing resolution(s) and legal documents
- Draft the preliminary and final official statements
- Conduct due diligence to confirm information included in the preliminary and final official statements, including a review of the District's compliance with prior continuing disclosure obligations
- Advise the District on how to structure the financing to meet the District's objectives, including funds available for projects and tax rate projections
- Based on GFOA best practices and market research, advise the District regarding the optimal method of sale
 - If a competitive sale process is selected, conduct a competitive bidding process to select the underwriter of the bonds.
 - If a negotiated sale process is selected, assist with both selecting the underwriter of the bonds and negotiating the financing terms
- Coordinate the credit rating process, including preparing materials for and participating in rating calls and/or meetings
- Assist with qualifying the bonds for bond insurance (if appropriate)
- Prepare the closing wire instructions, including coordinating the flow of funds and deposit of bond proceeds

December 8, 2020

Chris Fullerton

Re: Scope of Work to Provide Financial Advisory Services in Connection with the Issuance of Election of 2016 (Measure O), Series 2021 General Obligation Bonds

Page 2 of 2



- Coordinate with the County to confirm they have the information needed to prepare tax levy calculations
- Provide a post-sale presentation and/or memorandum to the District summarizing the sale process, sale results and projected tax levies
- In connection with the above, provide Board presentations, attend meetings, and coordinate with District staff, other members of the financing team and outside entities as needed

Fees and Expenses

Consistent with our published fee schedule, our fixed fee for the above services is \$58,750, plus \$1,500 for expenses. Our fees and expenses are payable from bond proceeds (and therefore built into the borrowing amount) when the financing closes.

In order to be able to provide independent advice to the District, if the financing process is not completed (e.g., the District decides to not move forward with the financing), then our fee would be based on the hours worked (at our rate of \$280) and expenses incurred to that point, but not to exceed the fixed fee amount.

Chris, we strive to achieve our clients' 100% satisfaction, 100% of the time. It is our goal to provide the best financial advisory services in the most economical fashion. We look forward to serving the District.

If the scope of work is acceptable, please sign and date below and return a copy to me. Thank you.

Accepted By:

Chris Fullerton
Assistant Superintendent, Business
Fountain Valley School District

Date: _____



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: January 4, 2021

Background:

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

Fiscal Impact:

There is no fiscal impact involved in the approval process.

Recommendation:

It is recommended that the Board of Trustees approves the School Plans for Student Achievement for Courreges, Cox, Fulton, Masuda, and Talbert. The remaining School Plans for Student Achievement will be included on the February 11, 2021 Board of Trustees meeting agenda.

The School Plan for Student Achievement

School: Roch Courreges Elementary School

CDS Code: 30-66498-6094635

District: Fountain Valley School District

Principal: Chris Christensen

Revision Date:

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

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

Contact Person: Chris Christensen

Position: Principal

Phone Number: 714.378.4280

Address: 18313 Santa Carlotta Street
Fountain Valley, CA 92708

E-mail Address: ChristensenC@fvsd.us

The District Governing Board approved this revision of the SPSA on January 14, 2021.

Table of Contents

School Vision and Mission	3
School Profile.....	3
Planned Improvements in Student Performance	4
School Goal #1	4
School Goal #2	6
School Goal #3	8
School Goal #4	10
District-Wide Services.....	12
Summary of Expenditures in this Plan	15
Total Expenditures by Object Type and Funding Source	15
Total Expenditures by Goal	16
Home/School Compact.....	17
School Site Council Membership	18
Recommendations and Assurances	19

School Vision and Mission

Roch Courreges Elementary School's Vision and Mission Statements

Mission Statement:

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

Vision Statement:

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

School Profile

Roch Courreges Elementary School serves approximately 495 students in Kindergarten through 5th grade. Courreges School is located in the Fountain Valley School District in Orange County and is home to a diverse population of students. It has a middle class population of students from a predominately professional community. Strong parent involvement is evident and supports the vital partnership between the home and school. In terms of ethnicity, 31% of students identify as Asian, 12% of students identify as Hispanic, 42% of students identify as White, and 14% of students identify as Multi-Ethnic. English Learners constitute 10% of Courreges' enrollment, 13% of Courreges' students are identified as socio-economically disadvantaged, and 7% of Courreges' students receive special education services. Courreges also has 155 students whose family chose for them to participate in the FVSDConnected Virtual/Remote program for the 2020-21 school year due to the COVID-19 pandemic.

Courreges has received numerous awards, including 2018 California Distinguished School, 2016 Gold Ribbon School, and 2014 California Distinguished School awards. We are fortunate to have a staff of 22 teachers who are dedicated to the education of our students, many of whom hold advanced degrees in Education or their content area(s) of expertise. Staff members participate in rigorous professional development designed to equip teachers with high-impact, research-based teaching strategies to bring out the best in students.

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

Planned Improvements in Student Performance

School Goal #1

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

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, Courreges Elementary School will incorporate professional development, technology integration, and California State Standards aligned instructional materials.
Annual Update:
Due to school closure during the pandemic, the data below are the most recent scores from 2018-19. Testing for 2019-20 was suspended due to the temporary school closure. <ul style="list-style-type: none"> SBAC ELA Results: Improved 3% school-wide from 76% Met/Exceeded Standards (2017-18) to 79% Met/Exceeded Standards (2018-19). SBAC Math Results: Improved 1% school-wide from 81% Met/Exceeded Standards (2017-18) to 82% Met/Exceeded Standards (2018-19). All students (K-5) were assessed in reading using the Fountas & Pinnell (F&P) reading assessment. Technology: The school is now at a 1:1 Student/Chromebook ratio for all students 3-5th grade, plus a computer lab for K-2, a Chromebook cart for 1st/2nd grade, and 8-10 iPads per room in K-2. Balanced Literacy Professional Development (PD): Courreges teachers and administration received extensive PD in the area of Reading Workshop (now a school-wide focus), by trainers from Momentum in Teaching.
Expected Annual Outcomes
The expected annual outcome for 2020-21 school year will be to prevent help all students achieve proficiency on the state standards in spite of the unique circumstances of the 2020-21 school year and maintain achievement levels from most recent state/local assessments: <ul style="list-style-type: none"> SBAC ELA: Increase the total % of students scoring Standard Exceeded and Standard Met in ELA by 3% on the SBAC ELA. SBAC Math: Increase the total % of students scoring Standard Exceeded and Standard Met in math by 3% on the SBAC Math. 100% of students (K-5) will be assessed in F & P and scores will be input by teachers into the district-wide assessment tracking system (IlluminateED). Technology: Chromebooks for all students to support virtual learning.
Findings from the Analysis of this Data:
There is no testing data for 2020 due to the school closure, however, analysis of local assessments indicate that Courreges students were on track to perform at or above the testing levels from the 2018-19 school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Installation, training, and implementation of View Sonic Touch Screens for 26 classrooms.	June 2021	Principal and Leadership Team	Purchase 16 View Sonic Touch Screens for selected classrooms	5000-5999: Services And Other Operating Expenditures	Site Based Gifts and Donations
			Purchase 10 View Sonic Touch Screens for selected classrooms	5000-5999: Services And Other Operating Expenditures	LCFF
Professional Development (PD) in the area of Balanced Literacy	August 2020	Principal, Leadership Team, and Teachers	Conference attendance: Teachers College (2 teachers)	5000-5999: Services And Other Operating Expenditures	LCFF
Support school/district-wide focus in reading & Balanced Literacy by expanding and updating the school library program.	August 2020 - June 2021	Library Media Technician	Update and expand access to library books.	5000-5999: Services And Other Operating Expenditures	LCFF
Leadership Capacity Development: Increase the effectiveness and input of the school leadership team to support all aspects of the school instructional program.	2020-21 school year	Principal and Leadership Team	Release time/Extra Duty Pay for Leadership Team Development.	1000-1999: Certificated Personnel Salaries	LCFF
Support the school's general music program with instructional materials and resources.	August 2020 - June 2021	Principal, Leadership Team, and General Music Teacher	Instructional materials and resources for general music.	4000-4999: Books And Supplies	LCFF
Support the school's general music program with instructional materials and resources.	2019-20 school year	General Music Teacher	Instructional materials and resources for general music.	4000-4999: Books And Supplies	LCFF - Supplemental

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	
IEA 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:	
Due to school closure during the pandemic, the data below are the most recent scores from 2018-19. Testing for 2019-20 was suspended due to the temporary school closure.	
2018-19 SBAC English Language Arts Assessment results for significant subgroups (English Learners, Low-Income Students, and Students with Disabilities) are as follows:	
* The percentage of English learners that Met/Exceeded Standards on SBAC ELA increased 30%, from 42% (2017-18) to 72% (2018-19).	
* The percentage of Low Income Students that Met/Exceeded Standards on SBAC ELA decreased 8% from 73% (2017-18) to 65% (2018-19).	
* The percentage of Students with Disabilities that Met/Exceeded Standards on SBAC ELA decreased 7% from 36% (2017-18) to 29% (2018-19).	
2018-19 SBAC Math Assessments results for significant student groups (English Learners, Low-income Students, and Students with Disabilities) are as follows: .	
* The percentage of English Learners that Met/Exceeded Standards on SBAC Math increased 6% from 70% (2017-18) to 76% (2018-19).	
* The percentage of Low Income Students that Met/Exceeded Standards on SBAC Math decreased 15% from 75% (2017-18) to 60% (2018-19).	
* The percentage of Students with Disabilities that Met/Exceeded Standards on SBAC Math decreased 19% from 52% (2017-18) to 33% (2018-19).	
Expected Annual Outcomes	
The expected annual outcome for 2020-21 school year will be to prevent help all students achieve proficiency on the state standards in spite of the unique circumstances of the 2020-21 school year and maintain achievement levels from most recent state/local assessments:	
Students from significant subgroups will decrease achievement gap on the Smarter Balanced assessments by 3% in ELA and math.	

Findings from the Analysis of this Data:

Description of possible barriers related to goal: Student Achievement of Special Populations

- Motivation needed for students who struggle and reach plateaus in ST Math and/or Reading.
- Additional professional development for classroom teachers related to Balanced Literacy
- Achievement for student sub-groups

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
EL Lead Teacher to serve as a liaison between school and families on matters related to services and support for English learners such as reclassification, bilingual aide needs, and assessments (this stipend is centrally-funded and does not require SSC approval, but directly supports students in the special populations groups)	September 2020 - June 2021	District Staff, Principal, EL Lead Teacher	Provide supports for English learners and communicate with families/school staff regarding the EL program	1000-1999: Certificated Personnel Salaries	LCFF	1,500
504 Coordinator to serve as a liaison between school and families on matters related to 504 plan services (this stipend is centrally-funded and does not require SSC approval, but directly supports students in the special populations groups)	September 2020 - June 2021	District Staff, Principal, Site 504 Coordinator	Provide supports for students on 504 plans and communicate with families/staff regarding services	1000-1999: Certificated Personnel Salaries	LCFF	1,000
Site Prevention Coordinator position to serve as lead for Student Success Team on campus which is designed to support students that are struggling with academics, attendance, or behaviors (this stipend is centrally-funded and does not require SSC approval, but directly supports students in the special populations groups)	September 2020 - June 2021	District Staff, Principal, Site Prevention Coordinator	Provides support for the school's SST process by coordinating meetings and communicating with teachers/families	0001-0999: Unrestricted: Locally Defined	LCFF	1,000

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:
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 (i.e. parent ed nights, participation in PTA, School Site Council, and school activities, and conferences).
Annual Update:
PTA membership for 2020-2021 is at 335 members. Prior to the pandemic of 2020, our membership was 500+ members. School held 17 parent events for the 2019-20 school year, but most events for 2020-21 have been canceled due to the pandemic. Percentage of parents who attended parent conferences- 99%
Expected Annual Outcomes
<ul style="list-style-type: none"> * Provide parent education opportunities related to academic and/or social-emotional development of students at Courreges or via shared offerings throughout FVSD. * Meet or exceed PTA membership goal of 400 members. * Increase social media outreach via Twitter, Facebook, Instagram, website, and Peachjar news updates.
Findings from the Analysis of this Data:
<p>Description of possible barriers related to Parent Involvement goal:</p> <ul style="list-style-type: none"> * Parents are reluctant to join PTA or serve in volunteer positions (usually in K-2). * Parents of older students tend to join the PTA board in 3-5th grade, rather than K-2. * Additional support for parents of English Learners to improve access to programming by providing primary language support.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Licensing for ParentSquare and Edlio to enhance communication with parent community by providing timely updates related to school and district activities (this action is centrally funded by FVSD and is not supported by school-site funding allocations)	July 2020 - June 2021	District Staff, Principal	Web-based communication tools to support the ongoing engagement of Gisler Elementary School's parent community	5000-5999: Services And Other Operating Expenditures LCFF	3,651
Improve communication channels with parents using various technology resources	July 2020 - June 2021	Principal	Utilize technology, website, social media, eflyers, and newsletters to communicate with parents, promote involvement, and solicit input.	5000-5999: Services And Other Operating Expenditures LCFF	500
Promotional activities to support PTA Membership Drive	July 2020 - June 2021	Principal and PTA Executive Board	Procure resources to support the work of increasing PTA membership through incentives and promotional materials	4000-4999: Books And Supplies Parent-Teacher Association (PTA)	250

Planned Improvements in Student Performance

School Goal #4

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

CATEGORY/PRIORITY AREA(S): Student Engagement and School Climate	
LEA Local Control and Accountability (LCAP) Goal:	
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 students' attendance, connection, and overall involvement in all aspects of their education.	
Annual Update:	
<p>Due to the pandemic and the current in-person hybrid instructional model, attendance goals will not be monitored for the 2020-21 school year. The data below is from the prior school year.</p> <p>The Attendance Rate for Courreges Elementary School during the 2018-19 school year was 96.7%.</p> <p>The Chronic Absenteeism Rate for Courreges Elementary School during the 2018-19 school year was 4.4% based on the CA Dashboard (Green Indicator Level).</p> <p>The Suspension Rate for Courreges Elementary School during the 2018-19 school year was 1.8% based on the CA Dashboard (Yellow Indicator Level).</p> <p>The School Climate Survey administered with 3rd-5th grade students during the 2018-19 school year showed that:</p> <ul style="list-style-type: none"> * 81% of students responded positively to the statement, "Teachers care about me." * 77% of students responded positively when presented with the survey question, "Do you feel safe at school?" * 77% of students responded positively when asked "Are you happy to be at this school?" 	
Expected Annual Outcomes	
<p>Due to the pandemic and the current in-person hybrid instructional model, attendance goals will not be monitored for the 2020-21 school year. The data below is from the prior school year.</p> <ul style="list-style-type: none"> * The attendance rate for Courreges will increase to 97% or greater for the current school year. * Courreges will reduce the percentage of students who are suspended in a school year by 0.5% or more (target of 1.3% or lower). * Reduce the number of students identified with chronic absenteeism by 50% or more (target of 2.2% or lower). * Courreges will increase the percentage of students who share a positive response to the targeted questions on the School Climate Survey by 5%. 	
Findings from the Analysis of this Data:	
<p>Description of possible barriers related to goal: Student Engagement and School Climate</p> <ul style="list-style-type: none"> * Support needed from parents to refrain from taking vacations during school time and 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
Provide incentives for excellent attendance (i.e. Perfect Attendance Brag Tags)	August 2020 - June 2021	Principal/PTA	Incentives	4000-4999: Books And Supplies	Parent-Teacher Association (PTA) 500
Provide ongoing parent education related to the negative effects (educationally and financially) of chronic absenteeism.	August 2020 - June 2021	Principal	Incentives	4000-4999: Books And Supplies	Parent-Teacher Association (PTA) 250
Ongoing promotion and support of Health and Wellness Policy. Wellness Wednesday	August 2020 - June 2021	Principal/PTA	Incentives	4000-4999: Books And Supplies	Parent-Teacher Association (PTA) 250

District-Wide Services

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

CATEGORY/PRIORITY AREA(S): State Priority Areas 1 through 7
LEA Local Control and Accountability (LCAP) Goal:
<p>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.</p> <p>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.</p> <p>Goal 3: To support academic success, all parents will be engaged and play an active role in the school community.</p> <p>Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.</p> <p>Goal 5: To support academic success, school facilities will be clean, safe, and effectively support a 21st Century education.</p>
Actions are applicable to School Goals 1 through 5.
Annual Update:
The purpose of this section of the Single School Plan for Student Achievement is to identify supports and services provided to school sites through centralized services of the Fountain Valley School District. These supports and services do not require approval from individual School Site Councils, as the actions have already been identified through community input processes and are expenditures approved by the Fountain Valley School District Board of Trustees.
Expected Annual Outcomes
Although there is no CA Dashboard for the 2020-21 school year Fountain Valley School District will strive to continue implementing practices that have led to "Standards Met" status on the CA Dashboard for prior years 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.
Findings from the Analysis of this Data:
Due to school dismissal/closure related to the COVID-19 pandemic, the 2020 CA Dashboard will only report on school details (address and contact information), student population data, and a link to DataQuest or a CDE webpage that reports 2019-20 data collected in the California Longitudinal Pupil Achievement Data System.
For planning purposes, FVSD referenced the 2019 CA Dashboard which reported that Courreges Elementary School performed as follows:
<ul style="list-style-type: none"> * CA Dashboard Academic Indicator for English Language Arts: Courreges Elementary School achieved at the highest level (Blue). * CA Dashboard Academic Indicator for Mathematics: Courreges Elementary School achieved at the second highest level (Green) * CA Dashboard Academic Engagement Indicator (Chronic Absenteeism): Courreges Elementary School achieved at the second highest level (Green) * CA Dashboard Conditions & Climate Indicator (Suspension Rate): Courreges Elementary School achieved at the highest level (Blue)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Software licensing for multiple applications to support student learning during both synchronous and asynchronous instructional time (FLVS, Zoom, Clever, IXL, NewsELA, etc.)	September 2020 - December 2020	District Staff	Expand library of educational technology resources to support remote learning for students	5000-5999: Services And Other Operating Expenditures CARES Act	61,341
Acquisition of additional Chromebooks and Internet hot spots to ensure students have access to digital learning during synchronous and asynchronous instructional time	September 2020 - December 2020	District Staff	Ensure adequate quantity of devices (Chromebooks) and Internet hotspots to support all students	6000-6999: Capital Outlay CARES Act	57,179
Acquisition of Personal Protective Equipment to ensure safety of students and staff in classrooms including desk shields, masks, and other materials to support social distancing expectations	July 2020 - December 2020	District Staff, Principals	Personal Protective Equipment provided to students and staff to ensure safety and minimize potential exposures to COVID-19	6000-6999: Capital Outlay CARES Act	42,433
Professional development for certificated and classified staff members on various educational technology platforms to prepare for the 2020-21 school year	July 2020 - June 2021	District Staff, Principals, Certificated Staff, Classified Staff	Additional duty pay to attend professional development outside of contracted hours/school year 1000-1999: Certificated Personnel Salaries Additional duty pay to attend professional development outside of contracted hours/school year 2000-2999: Classified Personnel Salaries	CARES Act CARES Act	19,018 2,114
District nursing staff to provide medical support for students in grades TK-5 and work with families of high-needs students	September 2020 - June 2021	District Staff, Elementary Principal, District Nurses, Health Aides	Health-related services 1000-1999: Certificated Personnel Salaries Health-related services 2000-2999: Classified Personnel Salaries	LCFF LCFF	43,685 27,585
Music program supported by itinerant music teachers to provide students with weekly instruction in the arts.	September 2020 - June 2021	District Staff, Principal, and Itinerant Music Teacher(s)	Weekly music instruction for students in elementary grade levels 1000-1999: Certificated Personnel Salaries	LCFF	38,183

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source Amount
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.	January 2020 - June 2021	District Staff, Principal, Intervention Teachers, Classroom Teachers	Supplemental academic support provided by certificated personnel for students not performing at grade level	1000-1999: Certificated Personnel Salaries	LCFF 28,160
Counseling services to support students social-emotional well-being	September 2020 - June 2021	District Staff, Elementary Principal, District Counselors	Social-emotional counseling services	1000-1999: Certificated Personnel Salaries	LCFF 26,273
School Site Library Media Technician support and Lead District Librarian to provide expanded access for students and library management services.	September 2020 - June 2021	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 24,183
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 2020 - June 2021	District Staff and Elementary Principal	Written and Verbal language support for stakeholders with limited English proficiency skills	2000-2999: Classified Personnel Salaries	LCFF 7,918
Bi-lingual Classroom Aide support for English learners with "emerging/novice" level English literacy skills.	September 2020 - June 2021	District Staff, Principal, Teacher, Bi-lingual Instructional Aide	English language acquisition support	2000-2999: Classified Personnel Salaries	Title III 15,071

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	CARES Act	19,018.00
2000-2999: Classified Personnel Salaries	CARES Act	2,114.00
5000-5999: Services And Other Operating	CARES Act	61,341.00
6000-6999: Capital Outlay	CARES Act	99,612.00
0001-0999: Unrestricted: Locally Defined	LCFF	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF	139,801.00
2000-2999: Classified Personnel Salaries	LCFF	59,686.00
4000-4999: Books And Supplies	LCFF	500.00
5000-5999: Services And Other Operating	LCFF	22,451.00
4000-4999: Books And Supplies	LCFF - Supplemental	500.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1,250.00
5000-5999: Services And Other Operating	Site Based Gifts and Donations	24,000.00
2000-2999: Classified Personnel Salaries	Title III	15,071.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	44,300.00
Goal 2	3,500.00
Goal 3	4,401.00
Goal 4	1,000.00
Goal 5	393,143.00

Home/School Compact

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

Student Pledge:

THE STUDENT PLEDGE:

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

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

Parents Pledge:

THE PARENT PLEDGE:

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

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

Staff Pledge:

THE TEACHER PLEDGE:

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

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

Everyone Will...

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

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Chris Christensen	X				
Mary Jo Davis		X			
Rachelle Coy		X			
Jen Hisgen		X			
Jill Dimeck			X		
Sandy O'Toole			X		
Annie Tran				X	
Gaby Monahan				X	
Jill Tanner				X	
Marcus Lee				X	
Numbers of members of each category:	1	3	2	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

Signature

X English Learner Advisory Committee

Special Education Advisory Committee

Signature

Mary Jo [Signature]

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on January , 2021.

Attested:

Chris Christensen

Typed Name of School Principal

[Signature]

Signature of School Principal

12/10/20

Date

Chris Christensen

Typed Name of SSC Chairperson

[Signature]

Signature of SSC Chairperson

12/10/20

Date

The School Plan for Student Achievement

School: James H. Cox Elementary School
CDS Code: 30-66498-6066922
District: Fountain Valley School District
Principal: Cara Robinson
Revision Date: November 2020

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: Cara Robinson
Position: Principal
Phone Number: (714) 378-4240
Address: 17615 Los Jardines East
Fountain Valley, CA 92708
E-mail Address: robinsonc@fvsd.us

The District Governing Board approved this revision of the SPSA on January 14, 2021.

Table of Contents

School Vision and Mission	3
School Profile.....	3
Planned Improvements in Student Performance	5
School Goal #1	5
School Goal #2	8
School Goal #3	12
School Goal #4	14
District-Wide Services.....	16
Summary of Expenditures in this Plan	19
Total Expenditures by Object Type and Funding Source	19
Total Expenditures by Goal	20
Home/School Compact.....	21
School Site Council Membership	22
Recommendations and Assurances.....	23

School Vision and Mission

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

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

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

School Profile

SCHOOL HISTORY & DEMOGRAPHICS:

James H. Cox Elementary School has a proud tradition of providing instructional excellence since its doors opened in March 1970. For the 2020-21 school year, Cox Elementary School serves a diverse student population of approximately 442 students including 31% of students identifying as Asian, 25% of students identify as Hispanic, 27% of students identifying as White, and 14% of students identify as Multi-Ethnic. English Learners constitute 22% of Cox's enrollment, 32% of Cox students qualify for free- or reduced-lunch (socio-economically disadvantaged), and 8% of students attending Cox Elementary receive special education services. Cox also has 212 students participating in the FVSD Connected Virtual/Remote program for the 2020-21 school year due to the COVID-19 pandemic.

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

SCHOOL DESCRIPTION:

James H. Cox Elementary School is a Gold Ribbon Award winning school, one of ten schools in the (FVSD). Our high quality instructional program is designed to meet the varied needs of the student population that we serve. All students receive core curriculum instruction in accordance with the FVSD and the California State Standards. Students experience rigor through instruction that is re-mediated and enriched according to each student's individual needs. Thanks to Measure O funding approved by the Fountain Valley community in 2016, the modernization project at Cox Elementary School was completed during the 2019-20 school year providing numerous improvements to both campus infrastructure and classroom environments.

STAFFING:

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

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

(BTSA), and the Leadership Team. Every Cox staff member is highly qualified. Classified staff provides formal and informal input for school decisions.

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

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

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

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

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

Planned Improvements in Student Performance

School Goal #1

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

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, James H. Cox Elementary School will incorporate professional development, technology integration, and when available new California State Standards aligned instructional materials, and school and District signature practices.
Annual Update:
<p>Due to state-wide school dismissal resulting from the COVID-19, standardized testing was suspended for the 2019-20 school year. The following data reflects results from the most recent state-wide assessments (2018--19) for Cox Elementary School:</p> <ul style="list-style-type: none">* SBAC ELA SCHOOL WIDE: 67% "Met or Exceeded" Standards* SBAC MATH SCHOOL WIDE: 72% "Met or Exceeded" Standards* Progress monitoring of students' reading proficiency (F&P and/or SRI): 100% of students in grades K-5 were assessed multiple times during the 2019-20 school year* Achieved 1:1 Student to Chromebook ratio students in all grade levels
Expected Annual Outcomes
<p>The expected annual outcomes for the 2020-21 school year for Cox Elementary will be:</p> <ul style="list-style-type: none">* Prevent "Learning Loss" due to unique circumstances of the 2020-21 school year and maintain achievement levels from 2018-19 state/local assessment.* 2020-21 SBAC ELA: The percentage of students achieving at the "Met or Exceeds" levels on the ELA assessment will meet or exceed levels from the most recent testing year (2018-29)* 2020-21 SBAC Math: The percentage of students achieving at the "Met or Exceeds" levels on the Math assessment will meet or exceed levels from the most recent testing year (2018-29)* Students will meet end of the year targets on district administered assessments. (Fountas & Pinnell, or SRI Lexile Levels)* Students not meeting academic achievement goals will participate in targeted interventions and supports

Findings from the Analysis of this Data:

Due to state-wide school dismissal resulting from the COVID-19 pandemic, standardized testing was suspended for the 2019-20 school year. However, local data collected during the school year (Fountas & Pinnell, SRI, benchmark Data, etc.) indicated that Cox students were on track to perform well on those assessments. Cox staff utilized all designated early-release Mondays throughout the 2020-21 school year to reflect on instructional practices, analyze district/school-based achievement metrics (SRI, etc.), and engage in collaborative discussions regarding students in need of additional support in order improve academic, behavioral, and attendance outcomes. In addition, staff members collaborated in content area and grade level teams to develop weekly distance learning modules to ensure students remained active in the learning process across all content areas during school dismissal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
K-3rd Reading Intervention	January 2021 - June 2021	Intervention Teachers	Additional "Flight School" (Reading Intervention) instructors or equivalent hourly stipend pay to current staff for reading intervention groups.	1000-1999: Certificated Personnel Salaries	Title I	20,000
Reading Resources to support Balanced Literacy	September 2021 - June 2021	District Staff, Principal, Intervention Teachers, Classroom Teachers	Grade level teams determine reading resources to support the implementation of Balanced Literacy.	4000-4999: Books And Supplies	LCFF	25,000
			Nonfiction Text-Weekly Readers Scholastic	4000-4999: Books And Supplies	Title I	4,500
Library Materials Support	September 2021 - June 2021	Principal, Librarian, Certificated Staff	Additional research materials for upper grade students to support literacy	4000-4999: Books And Supplies	LCFF	4,000
Instructional Technology Licensing	September 2021 - June 2021	District Staff, Principal, Intervention Teachers, Classroom Teachers	BrainPop - instructional support	5000-5999: Services And Other Operating Expenditures	Title I	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade Level Collaboration	September 2021 - June 2021	Principal, Certificated Staff	Ongoing collaboration in grade level teams to focus on standards-alignment, targeted student improvement and goals	1000-1999: Certificated Personnel Salaries	Title I	3,000
Leadership Team Development	September 2021 - June 2021	Principal, Certificated Staff	Leadership Development for core staff members to design and develop ongoing goals and programs	1000-1999: Certificated Personnel Salaries	LCFF	3,000

Planned Improvements in Student Performance

School Goal #2

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

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, while reducing the achievement gap between subgroups.

Annual Update:

Due to school dismissal because of Covid-19, FVSD did not complete Smarter Balanced Testing during the 2019-2020 school year. The following data summarizes student achievement for Cox's Special Populations student groups from the most recent testing year (2018-19):

ENGLISH LANGUAGE ARTS

- * Low Income: ELA 56% Met/Exceeded Standards; 4% decrease from Spring 2018 to Spring 2019. Over the 5-year period of SBAC implementation (2015-2019), the percentage of Low-income students that Met/Exceeded Standards in ELA has increased by 3%.
- * English Learner: ELA 32% at standard or exceeding; 16% decrease from Spring 2018 to Spring 2019. Over the 5-year period of SBAC implementation (2015-2019), the percentage of English Learners that Met/Exceeded Standards in ELA has decreased by 10%.
- * Special Education: ELA 10% at standard or exceeding; 5% decrease from Spring 2018 to Spring 2019. Over the 5-year period of SBAC implementation (2015-2019), the percentage of Students with Disabilities that Met/Exceeded Standards in ELA has decreased 15%.

MATHEMATICS

- * English Learner: Math 58% at standard or exceeding; 2% increase from Spring 2018 to Spring 2019. Over the 5-year period of SBAC implementation (2015-2019), the percentage of English Learners Met/Exceeded Standards in Math has increased by 20%.
- * Low Income: Math 64% Met/Exceeded Standards; 0% increase from Spring 2018 to Spring 2019. Over the 5-year period of SBAC implementation (2015-2019), the percentage of Low-income students that Met/Exceeded Standards in Math has increased by 17%.
- * Special Education: Math 33% at standard or exceeding; 2% decrease from Spring 2018 to Spring 2019. Over the 5-year period of SBAC implementation (2015-2019), the percentage of Students with Disabilities that Met/Exceeded Standards in Math has increased 14%.

COX DEMOGRAPHICS FOR 2018-19 SCHOOL YEAR

- * 31% of the 385 students tested during the 2018-19 school year were identified as Low Income.
- * 17% of the 385 students tested during the 2018-19 school year were identified as English Learners.
- * 5% of the 385 students tested are identified as Students with Disabilities.

Expected Annual Outcomes

The expected annual outcomes for students in Special Populations groups for the 2020-21 school year for Cox Elementary School are as follows:

- * Prevent "Learning Loss" due to unique circumstances of the 2020-21 school year
- * Maintain achievement levels from 2018-19 state/local assessment.
- * Students in the Special Populations learning groups, including English Learners, Low Income Students and Students with Special Needs, are will maintain or improve academic outcomes from prior testing year

Findings from the Analysis of this Data:

SBAC testing for the 2019-20 school year was suspended due to COVID-19 dismissal; however, analysis of local assessments administered during the 2019-20 school year indicated that Oka students were on track to perform at or better than the 2018-19 school year.

* More time needed for small group reading instruction with students in Special Populations groups

* More time needed for small group math instruction with students in Special Populations groups

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
EL Lead Teacher to serve as a liaison between school and families on matters related to services and support for English learners such as reclassification, bilingual aide needs, and assessments (this stipend is centrally-funded and does not require SSC approval, but directly supports students in the special populations groups)	September 2020 - June 2021	District Staff, Principal, EL Lead Teacher	Provide supports for English learners and communicate with families/school staff regarding the EL program	1000-1999: Certificated Personnel Salaries	LCFF	1,500
504 Coordinator to serve as a liaison between school and families on matters related to 504 plan services (this stipend is centrally-funded and does not require SSC approval, but directly supports students in the special populations groups)	September 2020 - June 2021	District Staff, Site Principal, Site 504 Coordinator	Provide supports for students on 504 plans and communicate with families/staff regarding services	1000-1999: Certificated Personnel Salaries	LCFF	1,000
Site Prevention Coordinator position to serve as lead for Student Success Team on campus which is designed to support students that are struggling with academics, attendance, or behaviors (this stipend is centrally-funded and does not require SSC approval, but directly supports students in the special populations groups)	September 2020 - June 2021	District Staff, Principal, Site Prevention Coordinator	Provides support for the school's SST process by coordinating meetings and communicating with teachers/families	1000-1999: Certificated Personnel Salaries	LCFF	1,000
Behavior Incentives	September 2020 - June 2021	Classified Staff, Principal, Classroom Teachers	Positive Behavior Incentives to support targeted students	4000-4999: Books And Supplies	LCFF	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Designated English Language Instruction	February 2021 - June 2021	Certificated Staff, District Staff, Principal	Language Development Instructors to provide intensive ELD support to 3rd-5th grade long-term language learners	1000-1999: Certificated Personnel Salaries	Title I	20,000
			Professional Development in Designated ELD for intensive intervention	1000-1999: Certificated Personnel Salaries	Title I	1,000
			Supplemental Materials to support intensive ELD support	4000-4999: Books And Supplies	Title I	3,000
Collaboration Meetings-Reading Intervention and Designated English Language Instructors \ General Education Teachers	September 2020 - June 2021	Intervention Teachers, Classroom Teachers	Hourly time to support after school collaboration between teachers to maximize student progress for our target students.	1000-1999: Certificated Personnel Salaries	Title I	600

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 (participation in PTO, SSC, school activities, conferences).
Annual Update:
ANNUAL UPDATE: <ul style="list-style-type: none">* Analyzed parent attendance data from Virtual Back to School Night* Analyzed parent attendance data from Virtual teacher/parent conferences* Utilized Parent Square and Cox Website for Principal/Parent Coffee Talks* Utilized Peachjar & Parent Square for weekly and monthly communication.* Encourage PTA membership and attendance to general association meetings via Zoom* Monthly calendars sent home using Weekly Wednesday Envelopes.
Expected Annual Outcomes
FINDINGS FROM THE ANALYSIS OF THIS DATA: Based on the Parent Involvement data, the expected annual outcomes for 2020-21 include: <ul style="list-style-type: none">* Increased Parent Square parent participation* Continued to utilize Peachjar.* Increased Parent Conference participation.* Conducted a comprehensive Parent PTA membership drive.* Shared School Governance by meeting parent participation requirements for School Site Council and English Learner Advisory Council.
Findings from the Analysis of this Data:
EXPECTED ANNUAL MEASURABLE OUTCOMES: <ul style="list-style-type: none">* Continue to utilize Peachjar and Parent Square communication (Sent out regular school and/or PTA flyers).* Parent Conference attendance numbers > 80%.* Parent PTA membership incentives.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Licensing for ParentSquare and Edlio to enhance communication with parent community by providing timely updates related to school and district activities (this action is centrally funded by FVSD and is not supported by school-site funding allocations)	July 2020 - June 2021	District Staff, Principal	Web-based communication tools to support the ongoing engagement of Cox Elementary School's parent community	5000-5999: Services And Other Operating Expenditures	LCFF	3,651

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:
<p>ANNUAL UPDATE:</p> <ul style="list-style-type: none">* Average daily attendance for Cox School was 96.9% matching our district's average and exceeding the county average.* The Chronic Absenteeism Rate for Cox Elementary based on the 2019 CA Dashboard was 3.4% for the 2018-19 school year.* The Suspension Rate for Cox Elementary based on the 2019 CA Dashboard was 0.8% for the 2018-19 school year <p>The School Climate Survey administered with 3rd-5th grade students during the 2018-19 school year showed that:</p> <ul style="list-style-type: none">* 82% of students responded positively to the survey question, "Do you feel safe at school?"* 83% of students responded positively to the survey question, "Are you happy to be at this school?"* 85% of students responded positively to the statement, "Teachers care about me."
Expected Annual Outcomes
<ul style="list-style-type: none">* Daily attendance will be at or above the district average.* Chronic absenteeism will stay constant or reduce in quantity (25).* Suspension rates will stay constant or reduce in quantity with alternative incentives and/or consequences established.* Based on the Climate Survey, the goal is for 100% of our students report that they feel safe at school.
Findings from the Analysis of this Data:
<p>EXPECTED ANNUAL MEASURABLE OUTCOME:</p> <ul style="list-style-type: none">* Daily attendance will be at or above the district average.* Chronic absenteeism will be reduced by 0.5% from 3.4% to 2.9%.* Suspension rates will maintain below 1.0%* Increase the percentage of students responding positively to School Climate Survey Questions to greater than 85%* Parent Conference Enrollment Numbers: 727 total enrollment of this 710 attended parent conferences in person and 6 had phone conferences in the Fall of 2018.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Two-Way Radios for Staff/Site	September 2020	Principal, Staff	Purchase two-way radios to ensure adequate communication for safety/security	4000-4999: Books And Supplies	LCFF	8,000
Additional Student Drop-Off and Departure Supervision	September 2020 - June 2021	Principal, classified staff, certificated staff	Additional personnel to support safe ingress and egress for AM and PM cohort groups	2000-2999: Classified Personnel Salaries	LCFF	2,000
			Additional personnel to support safe ingress and egress for AM and PM cohort groups	1000-1999: Certificated Personnel Salaries	LCFF	2,000
Positive Incentives & Awards	September 2020 - June 2021	Principal, Classroom Teachers	Student Awards & Incentives - End of the Year	4000-4999: Books And Supplies	LCFF	2,500
			Student Awards & Incentives - Student of the Month	4000-4999: Books And Supplies	LCFF	500
Classroom Incentives	September 2020 - June 2021	Principal, Classroom Teachers, Classified Staff	Incentives to promote positive school climate & culture	4000-4999: Books And Supplies	LCFF	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 5.
Annual Update:
The purpose of this section of the Single School Plan for Student Achievement is to identify supports and services provided to school sites through centralized services of the Fountain Valley School District. These supports and services do not require approval from individual School Site Councils, as the actions have already been identified through community input processes and are expenditures approved by the Fountain Valley School District Board of Trustees.
Expected Annual Outcomes
Although there is no CA Dashboard for the 2020-21 school year Fountain Valley School District will strive to continue implementing practices that have led to "Standards Met" status on the CA Dashboard for prior years 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.
Findings from the Analysis of this Data:
Due to school dismissal/closure related to the COVID-19 pandemic, the 2020 CA Dashboard will only report on school details (address and contact information), student population data, and a link to DataQuest or a CDE webpage that reports 2019-20 data collected in the California Longitudinal Pupil Achievement Data System. For planning purposes, FVSD referenced the 2019 CA Dashboard which reported that Cox Elementary School performed as follows: * CA Dashboard Academic Indicator for English Language Arts: Cox Elementary School achieved at the second highest level (Green). * CA Dashboard Academic Indicator for Mathematics: Cox Elementary School achieved at the highest level (Blue) * CA Dashboard Academic Engagement Indicator (Chronic Absenteeism): Cox Elementary School achieved at the middle level (Yellow) * CA Dashboard Conditions & Climate Indicator (Suspension Rate): Cox Elementary School achieved at the middle level (Yellow)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Software licensing for multiple applications to support student learning during both synchronous and asynchronous instructional time (FLVS, Zoom, Clever, IXL, NewsELA, etc.)	September 2020 - December 2020	District Staff	Expand library of educational technology resources to support remote learning for students	5000-5999: Services And Other Operating Expenditures	CARES Act	61,341
Acquisition of additional Chromebooks and Internet hot spots to ensure students have access to digital learning during synchronous and asynchronous instructional time	September 2020 - December 2020	District Staff	Ensure adequate quantity of devices (Chromebooks) and Internet hotspots to support all students	6000-6999: Capital Outlay	CARES Act	57,179
Acquisition of Personal Protective Equipment to ensure safety of students and staff in classrooms including desk shields, masks, and other materials to support social distancing expectations	July 2020 - December 2020	District Staff, Principals	Personal Protective Equipment provided to students and staff to ensure safety and minimize potential exposures to COVID-19	6000-6999: Capital Outlay	CARES Act	42,433
Professional development for certificated and classified staff members on various educational technology platforms to prepare for the 2020-21 school year	July 2020 - June 2021	District Staff, Principals, Certificated Staff, Classified Staff	Additional duty pay to attend professional development outside of contracted hours/school year	1000-1999: Certificated Personnel Salaries	CARES Act	19,018
			Additional duty pay to attend professional development outside of contracted hours/school year	2000-2999: Classified Personnel Salaries	CARES Act	2,114
District nursing staff and health aides to provide medical support for students in grades TK-5 and work with families of high-needs students	September 2020 - June 2021	District Staff, Elementary Principal, District Nurses, Health Aides	Health-related services	1000-1999: Certificated Personnel Salaries	LCFF	43,685
			Health-related services	2000-2999: Classified Personnel Salaries	LCFF	27,585
Music program supported by itinerant music teachers to provide students with weekly instruction in the arts.	September 2020 - June 2021	District Staff, Principal, and Itinerant Music Teacher(s)	Weekly music instruction for students in elementary grade levels	1000-1999: Certificated Personnel Salaries	LCFF	38,183

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.	January 2020 - June 2021	District Staff, Principal, Intervention Teachers, Classroom Teachers	Supplemental academic support provided by certificated personnel for students not performing at grade level	1000-1999: Certificated Personnel Salaries	LCFF	28,160
Counseling services to support students social-emotional well-being	September 2020 - June 2021	District Staff, Elementary Principal, District Counselors	Social-emotional counseling services	1000-1999: Certificated Personnel Salaries	LCFF	26,273
School Site Library Media Technician support and Lead District Librarian to provide expanded access for students and library management services.	September 2020 - June 2021	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	24,183
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 2020 - June 2021	District Staff and Elementary Principal	Written and Verbal language support for stakeholders with limited English proficiency skills	2000-2999: Classified Personnel Salaries	LCFF	7,918
Bi-lingual Classroom Aide support for English learners with "emerging/novice" level English literacy skills.	September 2020 - June 2021	District Staff, Principal, Teacher, Bi-lingual Instructional Aide	English language acquisition support	2000-2999: Classified Personnel Salaries	Title III	15,071

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	CARES Act	19,018.00
2000-2999: Classified Personnel Salaries	CARES Act	2,114.00
5000-5999: Services And Other Operating	CARES Act	61,341.00
6000-6999: Capital Outlay	CARES Act	99,612.00
1000-1999: Certificated Personnel Salaries	LCFF	144,801.00
2000-2999: Classified Personnel Salaries	LCFF	61,686.00
4000-4999: Books And Supplies	LCFF	41,250.00
5000-5999: Services And Other Operating	LCFF	3,651.00
1000-1999: Certificated Personnel Salaries	Title I	44,600.00
4000-4999: Books And Supplies	Title I	7,500.00
5000-5999: Services And Other Operating	Title I	3,000.00
2000-2999: Classified Personnel Salaries	Title III	15,071.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	62,500.00
Goal 2	29,100.00
Goal 3	3,651.00
Goal 4	15,250.00
Goal 5	393,143.00

Home/School Compact

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

Student Pledge:

THE STUDENT PLEDGE:

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

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

Student's Signature _____ Date _____

Parents Pledge:

THE PARENT PLEDGE:

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

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

Parent's Signature _____ Date _____

Staff Pledge:

THE TEACHER PLEDGE:

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

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

Teacher's Signature _____ Date _____

Everyone Will...

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

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Cara Robinson	X				
Nancy Raymond		X			
Jennifer Hopkins		X			
Tara Wilson		X			
Kelly Lopez			X		
Marian Barsom (year 2)				X	
Janice Vuong (year 1)				X	
Sumarlei Martone (year 1)				X	
Stacey Cutler (year 1)				X	
Numbers of members of each category:	1	3	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

X Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

Signature

Christine Carrasco

Signature

Signature

Kim O'Donnell

Signature

Signature

Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on December 9, 2020.

Attested:

Cara Robinson

Typed Name of School Principal

Cara Robinson

Signature of School Principal

12/9/20

Date

Kelly Lopez

Typed Name of SSC Chairperson

Kelly Lopez

Signature of SSC Chairperson

12/9/20

Date

The School Plan for Student Achievement

School: Harry C. Fulton Middle School
CDS Code: 30-66498-6027916
District: Fountain Valley School District
Principal: Erin Bains
Revision Date: December 8, 2020

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

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

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

The District Governing Board approved this revision of the SPSA on January 14, 2021.

Table of Contents

School Vision and Mission	3
School Profile.....	3
Planned Improvements in Student Performance	5
School Goal #1	5
School Goal #2	7
School Goal #3	10
School Goal #4	12
District-Wide Services.....	14
Summary of Expenditures in this Plan	17
Total Expenditures by Object Type and Funding Source	17
Total Expenditures by Goal	18
Home/School Compact.....	19
School Site Council Membership	20
Recommendations and Assurances.....	21

School Vision and Mission

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

SCHOOL MISSION

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

SCHOOL VISION STATEMENT

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

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

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

School Profile

Harry C. Fulton Middle School has a proud tradition of providing a world-class education for students in the Fountain Valley community since 1967. Thanks to Measure O funding approved by the Fountain Valley community in 2016, the Fulton campus underwent significant renovations that will improve infrastructure and update amenities in classrooms to continue serving students. Fulton is home to a diverse population of approximately 560 students learning through the In-person, Hybrid Model during the 2020-21 school year. In terms of ethnicity, 43% of students identify as Asian, 29% of students identify as White, 16% of students identify as Hispanic, and 10% of students identify as Multi-Ethnic. English Learners constitute 5% of Fulton's enrollment, 14% of Fulton students are identified as socio-economically disadvantaged, and 5% of students attending Fulton Middle School receive special education services. Fulton also has 175 students participating in the FVSDConnected Virtual/Remote program for the 2020-21 school year due to the COVID-19 pandemic. Unique to Fulton Middle School is that many of the students are the second or third generation to live in the neighborhood and attend Fulton, which accounts for the closeness of the community.

Fulton has received numerous awards, including California Distinguished School awards (2009, 2013, and 2019), and a California Gold Ribbon School Award in 2015. We are fortunate to have a staff of 20+ teachers who are dedicated to the education of our students - many of whom hold advanced degrees in Education or their content area of expertise. Staff members participate in rigorous professional development designed to equip teachers with high-impact, research-based teaching strategies to bring out the best in students. Fulton's number one goal is to focus on increasing student achievement through an academic, standards-based instructional program, while at the same time, providing a highly enriched educational and social environment for our middle school students resulting in high levels of student-indicated school connectedness. Fulton students benefit from outstanding classroom instruction in all areas, and a dedicated team of educational specialists, including a Resource Specialist, one Special Day Class teacher, a Speech and Language Pathologist and School Psychologist, provide the support needed to help students with special needs achieve to their full potential.

Fulton is dedicated to supporting students with needs across the full continuum of achievement including intervention support classes, co-teaching classes that provide full-inclusion opportunities for students with special needs, and honors courses - all with the goal of making sure that every student is fully prepared for success in high school and to pursue all of their college and career aspirations.

In addition, Fulton hosts Spirit Days and "Rockin' Recess" for students. Fulton is constantly striving to provide opportunities for students to be connected to the school, as research shows that school-connectedness continues to have a significant positive impact on the academic achievement of students.

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

During the Pandemic, students wear masks and social distance throughout the day. In the classroom, desk shields and hand sanitizer provide additional protection. Classrooms are sanitized between periods, ensuring learning spaces are safe and clean.

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:
The student achievement goal for Fulton Middle School is be one of the highest performing middle schools in all of Orange County. To achieve this goal, our focus will be improving the percentage of students "Meeting" or "Exceeding" standards rates on CA State Testing for ELA and Math by 2% or more on an annual basis. By leveraging FVSD District signature practices, technology, and ongoing teacher professional development the Fulton staff is confident that mastery of the CA State Standards is achievable by all students.
Annual Update:
<p>Due to state-wide school dismissal resulting from the COVID-19, standardized testing was suspended for the 2019-20 school year. The following data reflects Fulton's results from the most recent state-wide assessments (2018--19):</p> <ul style="list-style-type: none">* 2018-19 SBAC ELA Results: 84% Met or Exceeded Standards (Overall)* 2018-19 SBAC Math Results: 78% of students Met or Exceeded Standards (Overall)* Reading Assessments: 100% of students (6-8) were assessed in reading using the Scholastic Reading Inventory Lexile Range Assessment.* Technology: The school is now at a 1:1 Student/Chromebook ratio for all students
Expected Annual Outcomes
<p>The expected annual outcome for the 2020-21 school year at Fulton will be:</p> <ul style="list-style-type: none">* To prevent "learning loss" due to the unique circumstances of the 2020-21 school year and maintain achievement levels from most recent state/local assessments:* Percentage of students Meeting/Exceeding Standards on the 2020-21 SBAC ELA at or above 84%* Percentage of students Meeting/Exceeding Standards on the 2020-21 SBAC Math at or above 78%* Students will meet end-of-year reading level targets on district administered assessments (SRI Lexile Levels)* Students performing below grade level will have access to systematic academic support

Findings from the Analysis of this Data:

Due to state-wide school dismissal resulting from the COVID-19 pandemic, standardized testing was suspended for the 2019-20 school year. However, local data collected during the school year (SRI, benchmark Data, etc.) indicated that Fulton students were on track to perform well on those assessments. Fulton staff utilized all designated early-release days throughout the 2019-20 school year to reflect on instructional practices, analyzed district/school-based achievement metrics (SRI, etc.), and engage in collaborative discussions regarding students in need of additional support in order improve academic, behavioral, and attendance outcomes. In addition, staff members collaborated in content area and grade level teams to develop weekly distance learning modules to ensure students remained active in the learning process across all content areas during school dismissal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase, installation, and training for staff on the use of ViewSonic Touch Screens for 32 classrooms. Cost factored over multiple years - expenditure reflects initial year of 3-year investment.	September 2020 - June 2021	Principal, IT Support, Maintenance Department	Purchase of Viewsonic Touch Screens and training for teachers	5000-5999: Services And Other Operating Expenditures	LCFF - Base	10,000
			Purchase of Viewsonic Touch Screens and training for teachers	5000-5999: Services And Other Operating Expenditures	Donations	5,000
Offering homework help after school	September 2020 - June 2021	Admin team, counselor, teachers	Additional support for students to complete assignments and organize asynchronous and synchronous work	1000-1999: Certificated Personnel Salaries	LCFF	1,500

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:
Student achievement scores on CA State Testing will improve by 4% or more for students identified as English Learners, Low-Income, and Students with Disabilities. In addition, school-wide efforts will be made to improve achievement for students identified as Homeless, Foster Youth, or At-Promise (which are not statistically significant student groups for CAASPP reporting).
Annual Update:
<p>Due to state-wide school dismissal resulting from the COVID-19, standardized testing was suspended for the 2019-20 school year. The following data reflects Fulton's results from the most recent state-wide assessments (2018--19):</p> <ul style="list-style-type: none">* 2018-19 SBAC ELA Results: 84% Met or Exceeded Standards (Overall)* 2018-19 SBAC Math Results: 78% of students Met or Exceeded Standards (Overall)* Reading Assessments: 100% of students (6-8) were assessed in reading using the Scholastic Reading Inventory Lexile Range Assessment.* Technology: The school is now at a 1:1 Student/Chromebook ratio for all students <p>Student achievement for Fulton Middle School English Learners increased significantly in both ELA and Math last year, realizing an 8% increase in the percentage of students Meeting/Exceeding Standards in English Language Arts and 11% increase in the percentage of students Meeting/Exceeding Standards in Math. An achievement gap continues to exist between English Learners in both ELA and Math when compared to the "All Students" achievement scores (84% to 32% in ELA; 78% to 36% in Math). However, former English Learners that have reclassified to Fluent English Proficient status continue to be one of the highest achieving student groups on campus with 93% of students Meeting/Exceeding Standards in ELA and 88% of students Meeting/Exceeding Standards in Math.</p> <p>Student achievement for Fulton Middle School Low-Income students increased significantly in both ELA and Math last year, realizing a 5% increase in the percentage of students Meeting/Exceeding Standards in English Language Arts and 8% increase in the percentage of students Meeting/Exceeding Standards in Math. An achievement gap continues to exist between English Learners in both ELA and Math when compared to the "All Students" achievement scores (84% to 77% in ELA; 78% to 71% in Math). Over the past five years we have seen a 6% growth in ELA and a 13% growth in math for Low-Income students.</p> <p>Student achievement for Fulton Middle School Students with Disabilities increased significantly in both ELA and Math last year, realizing a 3% increase in the percentage of students Meeting/Exceeding Standards in English Language Arts and 3% increase in the percentage of students Meeting/Exceeding Standards in Math. An achievement gap continues to exist between English Learners in both ELA and Math when compared to the "All Students" achievement scores (84% to 38% in ELA; 78% to 26% in Math). Over the past five years we have seen a 4% growth in ELA and a 2% growth in math for Low-Income students.</p>

Expected Annual Outcomes

The expected annual outcome for the 2020-21 school year at Fulton will be:

- * To prevent "learning loss" due to the unique circumstances of the 2020-21 school year and maintain achievement levels from most recent state/local assessments:
- * Percentage of students Meeting/Exceeding Standards on the 2020-21 SBAC ELA at or above 84%
- * Percentage of students Meeting/Exceeding Standards on the 2020-21 SBAC Math at or above 78%
- * Students will meet end-of-year reading level targets on district administered assessments (SRI Lexile Levels)
- * Students performing below grade level will have access to systematic academic support

Findings from the Analysis of this Data:

Due to state-wide school dismissal resulting from the COVID-19 pandemic, standardized testing was suspended for the 2019-20 school year. However, local data collected during the school year (SRI, benchmark Data, etc.) indicated that Fulton students were on track to perform well on those assessments. Fulton staff utilized all designated early-release days throughout the 2019-20 school year to reflect on instructional practices, analyzed district/school-based achievement metrics (SRI, etc.), and engage in collaborative discussions regarding students in need of additional support in order improve academic, behavioral, and attendance outcomes. In addition, staff members collaborated in content area and grade level teams to develop weekly distance learning modules to ensure students remained active in the learning process across all content areas during school dismissal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Additional sections in master schedule dedicated for math intervention to support students achieving significantly below grade level standards (these sections are centrally funded by FVSD and do not require SSC approval, but directly support students in the special populations groups)	September 2020 - June 2021	District Staff, Site Administrative Team, Math Intervention Teacher	Academic intervention sections dedicated to support students achieving significantly below grade level standards for mathematics	1000-1999: Certificated Personnel Salaries	LCFF	37,033
EL Lead Teacher to serve as a liaison between school and families on matters related to services and support for English learners such as reclassification, bilingual aide needs, and assessments (this stipend is centrally-funded and does not require SSC approval, but directly supports students in the special populations groups)	September 2020 - June 2021	District Staff, Site Administrative Team, EL Lead Teacher	Provide supports for English learners and communicate with families/school staff regarding the EL program	1000-1999: Certificated Personnel Salaries	LCFF	1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
504 Coordinator to serve as a liaison between school and families on matters related to 504 plan services (this stipend is centrally-funded and does not require SSC approval, but directly supports students in the special populations groups)	September 2020 - June 2021	District Staff, Site Administrative Team, Site 504 Coordinator	Provide supports for students on 504 plans and communicate with families/staff regarding services	1000-1999: Certificated Personnel Salaries	LCFF	1,000
Site Prevention Coordinator position to serve as lead for Student Success Team on campus which is designed to support students that are struggling with academics, attendance, or behaviors (this stipend is centrally-funded and does not require SSC approval, but directly supports students in the special populations groups)	September 2020 - June 2021	District Staff, Site Administrative Team, Site Prevention Coordinator	Provides support for the school's SST process by coordinating meetings and communicating with teachers/families	1000-1999: Certificated Personnel Salaries	LCFF	1,000
Collaboration time to be paid to teachers of Co-teaching math sections and Co-teaching ELA sections to provide support for student with special needs	September 2020 - June 2021	Site administrator, staff	Provides support for teachers and students	1000-1999: Certificated Personnel Salaries	LCFF	2,000

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:
LCAP Goal 3: To support academic success, all parents will be engaged and play an active role in the school community.
SCHOOL GOAL #3:
Fulton will increase involvement of parents in regard to school activities and home-to-school communication. We will have a 10% increase in PTA memberships and increase community/parent opportunities by 8%.
Annual Update:
<p>Fulton offers many ways to involve parents in their student's education through volunteer and educational opportunities as well as community events. Our School Site Council has active participation by all categories of members including parents/students/classified/certificated staff.</p> <p>Nearly 40% of all parents belong to the Fulton PTA which holds monthly meetings and sends out a weekly email updating families on the programs it supports as well as assemblies and fundraising. PeachJar is utilized for electronic message distribution in addition to direct texts, emails, and all-call phone messages. All campus visitors/parents are required to sign-in and out electronically on campus. During the 2020-2021 school year, due to Covid 19, volunteers are not allowed on campus. Fulton's counselor works with the two other middle schools to provide parent education nights.</p>
Expected Annual Outcomes
Due to the changes in our enrollment with some students going 100% virtual we do not expect to increase our PTA membership but will continue communicating with parents, holding meetings, and fundraisers.
Findings from the Analysis of this Data:
<p>Due to state-wide school dismissal resulting from the COVID-19 pandemic many parent involvement activities were canceled, however, there was an increase of approximately 5% in PTA memberships. Planning committees and PTA meetings were regularly attended from September through March in person and less attended via Zoom. Communication regarding changes in schedules were done via phone calls and emails on a regular basis.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Licensing for ParentSquare and Edlio to enhance communication with parent community by providing timely updates related to school and district activities (this action is centrally funded by FVSD and is not supported by school-site funding allocations)	July 2020 - June 2021	District Staff, Principal	Web-based communication tools to support the ongoing engagement of Fulton Middle School's parent community	5000-5999: Services And Other Operating Expenditures	LCFF	3,651
Incentives for parents to join the PTA.	September 2020-June 2021	Administrative Team, teachers, staff, PTA	Purchase prizes to encourage more participation	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1,000

Planned Improvements in Student Performance

School Goal #4

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

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:
Reduce chronic absenteeism from 1.7% to 1.0% and suspension rates from 1.9% to 1.5% and continue to foster a learning environment/school climate which improves student engagement/involvement in all aspects of their education.
Annual Update:
<p>Fulton Middle School works hard at involving students in school activities and make meaningful connections. The attendance rate remained steady and in 2019-2020 was 97.7% which was an increase of .13%. Based on the CA Dashboard, the suspension rate increased from 1.4% to 2.4%. Restorative circles and practices are run by the Assistant Principal and school counselor when incidents occur and counseling services are offered to all students.</p> <p>A Climate Survey regarding remote and hybrid learning indicated that close to 60% of students feel a connection to school and results varied to the level of difficulty students are having with the workload and less time on campus.</p>
Expected Annual Outcomes
Due to the pandemic, all after school activities have been put on hold at this time. The lack of student activities will affect student morale and wellbeing on campus. The school counselor and school psychologist will support students with emotional needs. The student-teacher connection will be incredibly important in guiding students this year. We will run after school homework help to connect with students.
Findings from the Analysis of this Data:
Due to state-wide school dismissal resulting from the COVID-19 pandemic, as well as construction delays, many activities were canceled. There was also a lack of student surveys and data from 2019-2020 regarding connectedness to school. Attendance rates were difficul

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ASB Director and clerical staff stipend for supporting ASB program	September 2020 - June 2021	ASB Director, Administrative Team, Office Manager	Support of school connectedness activities	1000-1999: Certificated Personnel Salaries	LCFF	2,500
			Support of school connectedness activities	2000-2999: Classified Personnel Salaries	LCFF	2,500
Utilize the School Leadership Team to continue to build school culture.	September 2020 - June 2021	Administrative Team, Staff, Teachers	Release time for leadership team	1000-1999: Certificated Personnel Salaries	LCFF	1,000
			Additional pay for meetings occurring outside of contracted work times	1000-1999: Certificated Personnel Salaries	Donations	1,500
SOAR program offering incentives and monthly drawings to recognize positive behavior.	September 2020 - June 2021	Administrative Team, Counselor, Teachers	School climate-student behavior	4000-4999: Books And Supplies	Donations	300
After school homework help	September 2020 - June 2021	Administrative Team, Counselor, Teachers	School climate-student behavior and academics	1000-1999: Certificated Personnel Salaries	LCFF	2,000

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.
SCHOOL GOAL:
Actions are applicable to School Goals 1 through 5.
Annual Update:
The purpose of this section of the Single School Plan for Student Achievement is to identify supports and services provided to school sites through centralized services of the Fountain Valley School District. These supports and services do not require approval from individual School Site Councils, as the actions have already been identified through community input processes and are expenditures approved by the Fountain Valley School District Board of Trustees.
Expected Annual Outcomes
Although there is no CA Dashboard for the 2020-21 school year Fountain Valley School District will strive to continue implementing practices that have led to "Standards Met" status on the CA Dashboard for prior years 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.
Findings from the Analysis of this Data:
Due to school dismissal/closure related to the COVID-19 pandemic, the 2020 CA Dashboard will only report on school details (address and contact information), student population data, and a link to DataQuest or a CDE webpage that reports 2019-20 data collected in the California Longitudinal Pupil Achievement Data System. For planning purposes, FVSD referenced the 2019 CA Dashboard which reported that Fulton Middle School performed as follows: * CA Dashboard Academic Indicator for English Language Arts: Fulton Middle School achieved at the highest level (Blue). * CA Dashboard Academic Indicator for Mathematics: Fulton Middle School achieved at the highest level (Blue) * CA Dashboard Academic Engagement Indicator (Chronic Absenteeism): Fulton Middle School achieved at the highest level (Blue) * CA Dashboard Conditions & Climate Indicator (Suspension Rate): Fulton Middle School achieved at the lower level (Orange)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Software licensing for multiple applications to support student learning during both synchronous and asynchronous instructional time (FLVS, Zoom, Clever, IXL, NewsELA, etc.)	September 2020 - December 2020	District Staff	Expand library of educational technology resources to support remote learning for students	5000-5999: Services And Other Operating Expenditures	CARES Act	61,341
Acquisition of additional Chromebooks and Internet hot spots to ensure students have access to digital learning during synchronous and asynchronous instructional time	September 2020 - December 2020	District Staff	Ensure adequate quantity of devices (Chromebooks) and Internet hotspots to support all students	4000-4999: Books And Supplies	CARES Act	27,179
Acquisition of Personal Protective Equipment to ensure safety of students and staff in classrooms including desk shields, masks, and other materials to support social distancing expectations	July 2020 - December 2020	District Staff, Principals	Personal Protective Equipment provided to students and staff to ensure safety and minimize potential exposures to COVID-19	4000-4999: Books And Supplies	CARES Act	42,433
Professional development for certificated and classified staff members on various educational technology platforms to prepare for the 2020-21 school year	July 2020 - June 2021	District Staff, Principals, Certificated Staff, Classified Staff	Additional duty pay to attend professional development outside of contracted hours/school year	1000-1999: Certificated Personnel Salaries	CARES Act	19,018
			Additional duty pay to attend professional development outside of contracted hours/school year	2000-2999: Classified Personnel Salaries	CARES Act	2,114
District nursing staff and health aides to provide medical support for students in grades 6-8 and work with families of high-needs students	September 2020 - June 2021	District Staff, Elementary Principal, District Nurses, Health Aides	Health-related services	2000-2999: Classified Personnel Salaries	LCFF	43,685
			Health-related services	2000-2999: Classified Personnel Salaries	LCFF	27,585
Counseling services to support students social-emotional well-being	September 2020 - June 2021	District Staff, Middle School Principal, School Counselor	Academic and Social-emotional counseling services	1000-1999: Certificated Personnel Salaries	LCFF	26,273

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Site Library Media Technician support and Lead District Librarian to provide expanded access for students and library management services.	September 2020 - June 2021	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	24,183
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 2020 - June 2021	District Staff and Elementary Principal	Written and Verbal language support for stakeholders with limited English proficiency skills	2000-2999: Classified Personnel Salaries	LCFF	7,918
Stipend for Site Technology Coordinator	September 2020 - June 2021	Principal, Site Tech Coordinator	Technology Support	1000-1999: Certificated Personnel Salaries	LCFF	1,750
Bi-lingual Classroom Aide support for English learners with "emerging/novice" level English literacy skills.	September 2020 - June 2021	District Staff, Principal, Teacher, Bi-lingual Instructional Aide	English language acquisition support	2000-2999: Classified Personnel Salaries	Title III	15,071

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	CARES Act	19,018.00
2000-2999: Classified Personnel Salaries	CARES Act	2,114.00
4000-4999: Books And Supplies	CARES Act	69,612.00
5000-5999: Services And Other Operating	CARES Act	61,341.00
1000-1999: Certificated Personnel Salaries	Donations	1,500.00
4000-4999: Books And Supplies	Donations	300.00
5000-5999: Services And Other Operating	Donations	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF	75,056.00
2000-2999: Classified Personnel Salaries	LCFF	103,371.00
5000-5999: Services And Other Operating	LCFF	3,651.00
5000-5999: Services And Other Operating	LCFF - Base	10,000.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1,000.00
2000-2999: Classified Personnel Salaries	Title III	15,071.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,500.00
Goal 2	42,533.00
Goal 3	4,651.00
Goal 4	4,800.00
Goal 5	298,550.00

Home/School Compact

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

Student Pledge:

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

- _____ I will return completed homework on time.
- _____ When I am absent, it is my responsibility to communicate with my teachers or follow their absent procedures to ensure I make up missed assignments.
- _____ I will communicate my academic progress with my parents through the use of School Loop and/or return corrected work and tests.
- _____ I will follow the Fulton Honor Code policy and always do my own work.
- _____ I will arrive at school on time every day unless I am ill.
- _____ I will be responsible for my own behavior and show respect to all people and objects.
- _____ I will be a cooperative learner by participating in class and following directions
- _____ I will be kind and respectful to others.

Student's Signature _____ Date _____

Parents Pledge:

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

- _____ I will provide a quiet time and place for my child to study.
- _____ I will encourage my child to complete his/her homework.
- _____ I will make sure my child gets an adequate night's sleep.
- _____ I will see to it that my child arrives at school on time every day (between 7:50 and 8:05)
- _____ I will stay informed about my child's progress through the use of School Loop or another means of communication.
- _____ I will attend Back to School Night, Parent Conferences, and Open House.
- _____ I will support the school/district policies on homework, discipline and attendance.

Parent's Signature _____ Date _____

Staff Pledge:

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

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

Everyone Will...

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

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Erin Bains	X				
Thao Nguyen			X		
Jennifer Rose		X			
Erin Pitsker			X		
Cynthia Hopkins				X	
Jill Tanner				X	
Tiffany Nguyen				X	
Amelia Kawaguchi					X
Annelise Nguyen					X
Numbers of members of each category:	1	1	2	3	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

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 3, 2020.

Attested:

Erin Bains

Typed Name of School Principal



Signature of School Principal

12-8-20

Date

Jennifer Rose

Typed Name of SSC Chairperson



Signature of SSC Chairperson

12/8/2020

Date

The School Plan for Student Achievement

School: Kazuo Masuda Middle School
CDS Code: 30-66498-6094627
District: Fountain Valley School District
Principal: Jay Adams
Revision Date: December 2, 2020

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

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

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

The District Governing Board approved this revision of the SPSA on January 14, 2021.

Table of Contents

School Vision and Mission	3
School Profile.....	3
Planned Improvements in Student Performance	5
School Goal #1	5
School Goal #2.....	7
School Goal #3.....	10
School Goal #4.....	12
District-Wide Services.....	14
Summary of Expenditures in this Plan.....	17
Total Expenditures by Object Type and Funding Source	17
Total Expenditures by Goal	18
Home/School Compact.....	19
School Site Council Membership	20
Recommendations and Assurances.....	21

School Vision and Mission

Kazuo Masuda Middle School's Vision and Mission Statements

SCHOOL MISSION

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

SCHOOL VISION

Masuda Middle School is a 6-8 school located in the City of Fountain Valley, in Orange County. We strive to provide our students with a very positive and personalized setting. The school program is designed to be the bridge from elementary to high school. High academic standards, a well-maintained and orderly campus, a talented and dedicated staff, and enthusiastic student involvement have combined to make Masuda Middle School students very successful. The school offers diversified programs featuring a wide range of activities both curricular and extra-curricular, which promote high student interest, a sense of tradition, and a quality learning experience for all students. Teachers, staff, and administrators continue to act on the principle that "students come first." The educational programs at the school are tailored to meet the needs of the changing school population. Masuda Middle School is dedicated to ensuring the academic success of every student, providing them with a comprehensive educational experience that becomes an integral part of their lives.

School Profile

2020-21 Demographics

Kazuo Masuda Middle School serves approximately 560 students in grades 6-8 through the In-person, Hybrid Model for the 2020-21 school year. Masuda Middle School, located in Fountain Valley, California, is home to a diverse population of students with 47% of students identifying as Asian, 25% of students identifying as White, 17% of students identifying as Hispanic, and 8% of students identifying as Multi-Ethnic. English Learners constitute 13% of Masuda's enrollment, 30% of Fulton students are identified as socio-economically disadvantaged, and 8% of students attending Masuda Middle School receive special education services. Masuda also has 236 students participating in the FVSDConnected Virtual/Remote program for the 2020-21 school year due to the COVID-19 pandemic. Our diverse student population makes for a rich campus culture. Another admirable quality found at Masuda is strong community involvement. We offer many opportunities for parents and community members alike to become involved on a regular basis and support the partnership between the home and school connection.

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

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

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

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

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

- Spirit Days
- Classroom Competitions
- Cheerleading
- PAL (Peer Assistance Leadership)
- ASB (Student Council)

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

- Fundraisers
- Classroom Enhancement Funds
- Technology
- Library Books
- Student Awards and Recognition
- PE Equipment

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

Planned Improvements in Student Performance

School Goal #1

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

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, Masuda will incorporate Professional Development, Technology Integration, and new California State Standards-aligned instructional materials.
Annual Update:
<p>Due to state-wide school dismissal resulting from the COVID-19, standardized testing was suspended for the 2019-20 school year. The following data reflects Masuda's results from the most recent state-wide assessments (2018-19):</p> <ul style="list-style-type: none">• 2018-19 SBAC ELA Results: 73% Met or Exceeded Standards (Overall)• 2018-19 SBAC Math Results: 73% of students Met or Exceeded Standards (Overall)• Reading Assessments: 100% of students (6-8) were assessed in reading using the Scholastic Reading Inventory Lexile Range Assessment. 68% of 6th-8th graders Met/Exceeded Target rates.• Technology: The school is now at a 1:1 Student/Chromebook ratio for all students. Five classrooms are equipped with ViewSonic Smartboards.
Expected Annual Outcomes
<p>The expected annual outcome for the 2020-21 school year at Masuda will be:</p> <ul style="list-style-type: none">* To prevent "learning loss" due to the unique circumstances of the 2020-21 school year and maintain achievement levels from most recent state/local assessments:* Percentage of students Meeting/Exceeding Standards on the 2020-21 SBAC ELA at or above 73%* Percentage of students Meeting/Exceeding Standards on the 2020-21 SBAC Math at or above 73%* Percentage of students meeting end-of-year reading level targets on district administered assessments (SRI Lexile Levels) at or above 70%* Students performing below grade level will have access to systematic academic support

Findings from the Analysis of this Data:

Due to state-wide school dismissal resulting from the COVID-19 pandemic, standardized testing was suspended for the 2019-20 school year. However, local data collected during the school year (SRI, benchmark Data, etc.) indicated that Masuda students were on track to perform well on those assessments. Masuda staff utilized all designated early-release days throughout the 2019-20 school year to reflect on instructional practices, analyzed district/school-based achievement metrics (SRI, etc.), and engage in collaborative discussions regarding students in need of additional support in order improve academic, behavioral, and attendance outcomes. In addition, staff members collaborated in content area and grade level teams to develop weekly distance learning modules to ensure students remained active in the learning process across all content areas during school dismissal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher collaboration provided in conjunction with professional development.	September 2020 - June 2021	Site Administrators/Teachers	Hourly rate of additional pay	1000-1999: Certificated Personnel Salaries	LCFF	5,000
					Title I	5,000
Increase site technology (Specifically ViewSonic "Smart" Boards) for consistent full campus access	September 2020 - June 2021	Site Administrators	Acquire devices (ViewSonic)	5000-5999: Services And Other Operating Expenditures	LCFF	18,591
			Acquire devices (ViewSonic)	5000-5999: Services And Other Operating Expenditures	Title I	13,000
Maintain/Increase student literacy through ongoing access to print/digital library resources.	September 2020 - June 2021	Teachers/Site Administrators	Hourly Pay for Library Technician	2000-2999: Classified Personnel Salaries	Title I	12,250
Utilize supplemental resources in academic core classes to enhance instruction and increase student access	September 2020 - June 2021	Site Administrators/Teachers	Software Programs, online student subscriptions, and printed materials	4000-4999: Books And Supplies	Title I	12,000
Increase student/staff use of technology, including enhanced collaboration through staff development related to ViewSonic devices.	September 2020 - June 2021	Teachers/Site Administrators	No additional expense associated with this action.			

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 (51%) and Math (40%), thereby addressing the Achievement Gap.
Annual Update:
<p>STUDENT ACHIEVEMENT FOR ENGLISH LEARNERS:</p> <p>2018-19 SBAC ELA: 22% of English Learners Met/Exceeded Standards in ELA - an increase of 10% over the prior year (12% in 2017-18) and an overall decrease of 1% since the implementation of SBAC testing in 2014-15.</p> <p>2018-19 SBAC MATH: 38% of English Learners Met/Exceeded Standards in Math - an increase of 7% over the prior year (31% in 2017-18) and an overall decrease of 2% since the implementation of SBAC testing in 2014-15.</p> <p>STUDENT ACHIEVEMENT FOR STUDENTS RECLASSIFIED AS FLUENT ENGLISH PROFICIENT:</p> <p>2018-19 SBAC ELA: 94% of Reclassified Fluent English Proficient Students Met/Exceeded Standards in ELA - an increase of 5% over the prior year (89% in 2017-18) and an overall increase of 10% since the implementation of SBAC testing in 2014-15.</p> <p>2018-19 SBAC MATH: 89% of Reclassified Fluent English Proficient Students Met/Exceeded Standards in Math - an increase of 7% over the prior year (82% in 2017-18) and an overall increase of 6% since the implementation of SBAC testing in 2014-15.</p> <p>STUDENT ACHIEVEMENT FOR LOW INCOME STUDENTS:</p> <p>2018-19 SBAC ELA: 62% of Low Income Students Met/Exceeded Standards in ELA - which mirrored achievement from the prior year (62% in 2017-18) and an overall increase of 11% since the implementation of SBAC testing in 2014-15.</p> <p>2018-19 SBAC MATH: 58% of Low Income Students Met/Exceeded Standards in Math - a decrease of 1% over the prior year (59% in 2017-18) and an overall increase of 6% since the implementation of SBAC testing in 2014-15.</p> <p>STUDENT ACHIEVEMENT FOR STUDENTS WITH DISABILITIES:</p> <p>2018-19 SBAC ELA: 30% of Students with Disabilities Met/Exceeded Standards in ELA - an increase of 17% over the prior year (13% in 2017-18) and an overall increase of 14% since the implementation of SBAC testing in 2014-15.</p> <p>2018-19 SBAC MATH: 28% of Students with Disabilities Met/Exceeded Standards in Math - an increase of 19% over the prior year (9% in 2017-18) and an overall increase of 10% since the implementation of SBAC testing in 2014-15.</p> <p>ELPAC/RFEP: 2019-20 Redesignation Rate of English Learners was 18%.</p>

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

- * The percentage of English Learners that Meet/Exceed Standards on the 2020-21 SBAC ELA will increase by 5% from 22% to 27%.
- * The percentage of Low Income Students that Meet/Exceed Standards on the 2020-21 SBAC ELA will increase by 5% from 62% to 67%.
- * The percentage of Students with Disabilities that Meet/Exceed Standards on the 2020-21 SBAC ELA will increase by 5% from 30% to 35%.

EXPECTED ANNUAL OUTCOMES FOR MATH:

- * The percentage of English Learners that Meet/Exceed Standards on the 2020-21 SBAC Math will increase by 5% from 38% to 43%.
- * The percentage of Low Income Students that Meet/Exceed Standards on the 2020-21 SBAC Math will increase by 5% from 58% to 63%.
- * The percentage of Students with Disabilities that Meet/Exceed Standards on the 2020-21 SBAC Math will increase by 5% from 28% to 33%.

ADDITIONAL EXPECTED OUTCOMES:

- * Screener/SRI Assessment: School-Wide administration, 3 times per student, to include 8th grade, and an increasing usage of data to drive instructional practice.
- * ELPAC/RFEP: Redesignation rates 18% to 20%.
- * Master schedule will include one period of release time for Intervention teacher, who will be scheduled to "case manage" at-risk students and provide ongoing support and consult for regular teachers.

Findings from the Analysis of this Data:

- * General Education teachers need assistance in providing At-Risk, under-performing students with targeted intervention strategies to help them meet rigorous classroom standards.
- * English Learner "Newcomer" support (intensive) were difficult to implement due to COVID-motivated teacher assignments.
- * Academic and/or social/emotional counseling needed for most at-risk population of students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide one period of Intervention for General Ed teacher to "case manage" at-risk students.	September 2020 - June 2021	Site Administrators	Support one period of intervention daily	1000-1999: Certificated Personnel Salaries	Title I	20,000
For each trimester, appropriately place students in need of interventions according to SBAC scores, placement tests, teacher recommendations, and diagnostic tests performed at the beginning of the school year and continuing throughout the school year.	September 2020 - June 2021	Site Administrators, Teachers	STAR Reading/Accelerated Reader Subscriptions. Renaissance Learning, SRI Assessments, ST Math	5000-5999: Services And Other Operating Expenditures	Title I	11,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide regular opportunities for teachers leading the co-teaching program to collaborate on lesson plans, to develop assessments, to discuss teaching strategies, and to reflect on the co-Teaching model to continually improve instruction.	September 2020 - June 2021	Site Administrators, Teachers	Additional duty pay	1000-1999: Certificated Personnel Salaries	LCFF	3,009
			Additional duty pay	1000-1999: Certificated Personnel Salaries	Title I	3,009
Utilize web-based intervention programs (United Streaming) to support student achievement.	September 2020 - June 2021	Site Administrators, Teachers	United Streaming subscription	5000-5999: Services And Other Operating Expenditures	Title I	1,300
EL Lead Teacher to serve as a liaison between school and families on matters related to services and support for English learners such as reclassification, bilingual aide needs, and assessments (this stipend is centrally-funded and does not require SSC approval, but directly supports students in the special populations groups)	September 2020 - June 2021	District Staff, Site Administrative Team, EL Lead Teacher	Provide supports for English learners and communicate with families/school staff regarding the EL program	1000-1999: Certificated Personnel Salaries	LCFF	1,500
504 Coordinator to serve as a liaison between school and families on matters related to 504 plan services (this stipend is centrally-funded and does not require SSC approval, but directly supports students in the special populations groups)	September 2020 - June 2021	District Staff, Site Administrative Team, Site 504 Coordinator	Provide supports for students on 504 plans and communicate with families/staff regarding services	1000-1999: Certificated Personnel Salaries	LCFF	1,000
Site Prevention Coordinator position to serve as lead for Student Success Team on campus which is designed to support students that are struggling with academics, attendance, or behaviors (this stipend is centrally-funded and does not require SSC approval, but directly supports students in the special populations groups)	September 2020 - June 2021	District Staff, Site Administrative Team, Site Prevention Coordinator	Provides support for the school's SST process by coordinating meetings and communicating with teachers/families	1000-1999: Certificated Personnel Salaries	LCFF	1,000

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:
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, reflective of all student demographics, on school decision-making groups and at school events (i.e. parent nights, participation in PTSO, School Site Council, ELAC school activities, conferences).
Annual Update:
<ul style="list-style-type: none">* School Site Council had full participation, including 3 parent/2 student members in regular attendance.* Parent/Teacher Conferences were held for 82% of Masuda students.* PTSO Membership for 2020-21 is 13%.* Continue implementation of PeachJar and ParentSquare to inform parents about school events.* Expanded use of social media with Twitter/Instagram accounts throughout the school year
Expected Annual Outcomes
<ul style="list-style-type: none">* School Site Council participation will include parent/student involvement at all 5 yearly meetings.* English Learner Advisory Council will have increased (unduplicated) parent participation at school meetings throughout the year.* Increased translation of all school documents, to include site newsletters and PTSO offerings.* Parent/Teacher Conferences will be held for parents of ALL students for whom parents seek a conference, in both fall and spring sessions.* PTSO Family Membership will increase from 13-25%.* ALL school events will be advertised through PeachJar and ParentSquare, rather than through paper notification.* Daily "tweets" and InstaGram posts will be sent out with the goal of attaining at least 175/850 "followers" during the current school year.
Findings from the Analysis of this Data:
<p>Due to COVID pandemic, parent offerings are limited during the 2020-21 school year, both at the site and district levels.</p> <p>Encouraging diverse parent representation poses a challenge, as the large number of transfers and non-fluent/non-confident English Speaking parents pose a hindrance.</p> <p>A need exists to increase parent involvement as leaders on the school's PTSO and parents of new students need to be encouraged to get involved with volunteering and participating in school functions.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Licensing for ParentSquare and Edlio to enhance communication with parent community by providing timely updates related to school and district activities (this action is centrally funded by FVSD and is not supported by school-site funding allocations)	July 2020 - June 2021	District Staff, Principal	Web-based communication tools to support the ongoing engagement of Masuda Middle School's parent community	5000-5999: Services And Other Operating Expenditures	LCFF	3,651
Utilize counseling staff to inform parents about ways to support secondary academic plans	September 2020 - June 2021	Site Administrators, District Staff	College Night expenses	5000-5999: Services And Other Operating Expenditures	LCFF	500
Counselor will meet individually with parents of At-Risk students and will attend pertinent SST/504 meetings.	September 2020 - June 2021	Site Administrators, Counselor	No additional expense associated with this action.			

Planned Improvements in Student Performance

School Goal #4

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

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 improve students' attendance, school-connectedness, and overall involvement in all aspects of their education.
Annual Update:
<p>Student Attendance Rates for the 2018-19 school year were 98%.</p> <p>Based on 2019 CA Dashboard results, the Chronic Absenteeism Rate for the 2018-19 school year was 2.7%.</p> <p>Based on 2019 CA Dashboard results, the Suspension Rate for the 2018-19 school year was 2.1%.</p> <p>The School Climate Survey was administered with 6th-8th grade students during the 2018-19 school year showed that:</p> <ul style="list-style-type: none">* 63% of students responded positively to the statement, "Teachers Care About Me."* 66% of students responded positively to the statement, "I Feel Safe at School."* 84% of students responded positively to questions related to "Meaningful Participation in the School." <p>Current data for the 19-20 school year is unavailable to the disruption of in-person schooling due to the COVID pandemic.</p>
Expected Annual Outcomes
<ul style="list-style-type: none">* Student Daily Attendance Rates will maintain at 98%, or increase during the current school year.* Chronic Absenteeism Rate will decrease from 2.7% to 2.2% (0.5% improvement).* Suspension Rate will decrease from 2.1% to 1.6% (0.5% improvement).* Program will be implemented to reward students for increased/excellent attendance.* Students responding positively to the statement "Teachers Care About Me" will increase from 63% to 70%.* Students responding positively to the statement "I Feel Safe at School" will increase from 66% to 70%.* Students responding positively to the statement "I have meaningful participation in the school" will increase from 84% to 85%.
Findings from the Analysis of this Data:
<p>No formal program has been in place to encourage increased attendance, and implementing one would be of benefit.</p> <p>No positive incentive program has been in place to target and intervene with students having behavioral issues--rather a solely punitive (reactive) approach has been the norm.</p> <p>A Positive School Climate has been an ongoing focus at Masuda, and it will continue to be so throughout the coming year.</p> <p>Students continue to respond positively to campus-sponsored "spirit activities," despite the difficulties in doing so amid the current pandemic. Such offerings should be and will be continued.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ASB Director and clerical staff stipend for supporting ASB program	September 2020 - June 2021	Site Administrators/Teachers	Additional hourly rate compensation for staff supporting programs	1000-1999: Certificated Personnel Salaries	LCFF	2,500
			Additional hourly rate compensation for staff supporting programs	2000-2999: Classified Personnel Salaries	LCFF	2,500
Develop Leadership Team to promote school-wide focus on Visible Learning initiatives and ALL student achievement.	September 2020 - June 2021	Teachers, Site Administrators	Additional duty pay	1000-1999: Certificated Personnel Salaries	Title I	1,000
Identify meaningful participation activities to encourage student connectedness and student engagement.	September 2020 - June 2021	Site Administrators/Teachers	Materials and supplies to support activities	4000-4999: Books And Supplies	ASB	3,000
Analyze discipline information to identify patterns in misconduct and/or student demographics, and to increase positive conduct. Explore alternatives to suspensions and expulsions.	September 2020 - June 2021	Site Administrators	No additional expenses associated with this action.			
Educate parents regarding legalities related to attendance/chronic absenteeism.	September 2020 - June 2021	Teachers, Site Administrators, Counselor	No additional expenses associated with this action.			
CHKS and FVSD Climate Survey administration to monitor health, wellness, and school connectedness.	December 2020	Site/District Administrators, Teachers	No additional expense associated with this action.			

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.
SCHOOL GOAL:
Actions are applicable to School Goals 1 through 5.
Annual Update:
The purpose of this section of the Single School Plan for Student Achievement is to identify supports and services provided to school sites through centralized services of the Fountain Valley School District. These supports and services do not require approval from individual School Site Councils, as the actions have already been identified through community input processes and are expenditures approved by the Fountain Valley School District Board of Trustees.
Expected Annual Outcomes
Although there is no CA Dashboard for the 2020-21 school year Fountain Valley School District will strive to continue implementing practices that have led to "Standards Met" status on the CA Dashboard for prior years 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.
Findings from the Analysis of this Data:
Due to school dismissal/closure related to the COVID-19 pandemic, the 2020 CA Dashboard will only report on school details (address and contact information), student population data, and a link to DataQuest or a CDE webpage that reports 2019-20 data collected in the California Longitudinal Pupil Achievement Data System. For planning purposes, FVSD referenced the 2019 CA Dashboard which reported that Masuda Middle School performed as follows: * CA Dashboard Academic Indicator for English Language Arts: Masuda Middle School achieved at the highest level (Blue). * CA Dashboard Academic Indicator for Mathematics: Masuda Middle School achieved at the highest level (Blue) * CA Dashboard Academic Engagement Indicator (Chronic Absenteeism): Masuda Middle School achieved at the middle level (Yellow) * CA Dashboard Conditions & Climate Indicator (Suspension Rate): Masuda Middle School achieved at the lower level (Orange)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Software licensing for multiple applications to support student learning during both synchronous and asynchronous instructional time (FLVS, Zoom, Clever, IXL, NewsELA, etc.)	September 2020 - December 2020	District Staff	Expand library of educational technology resources to support remote learning for students	5000-5999: Services And Other Operating Expenditures	CARES Act	61,341
Acquisition of additional Chromebooks and Internet hot spots to ensure students have access to digital learning during synchronous and asynchronous instructional time	September 2020 - December 2020	District Staff	Ensure adequate quantity of devices (Chromebooks) and Internet hotspots to support all students	4000-4999: Books And Supplies	CARES Act	27,179
Acquisition of Personal Protective Equipment to ensure safety of students and staff in classrooms including desk shields, masks, and other materials to support social distancing expectations	July 2020 - December 2020	District Staff, Principals	Personal Protective Equipment provided to students and staff to ensure safety and minimize potential exposures to COVID-19	4000-4999: Books And Supplies	CARES Act	42,433
Professional development for certificated and classified staff members on various educational technology platforms to prepare for the 2020-21 school year	July 2020 - June 2021	District Staff, Principals, Certificated Staff, Classified Staff	Additional duty pay to attend professional development outside of contracted hours/school year	1000-1999: Certificated Personnel Salaries	CARES Act	19,018
			Additional duty pay to attend professional development outside of contracted hours/school year	2000-2999: Classified Personnel Salaries	CARES Act	2,114
District nursing staff and health aides to provide medical support for students in grades 6-8 and work with families of high-needs students	September 2020 - June 2021	District Staff, Elementary Principal, District Nurses, Health Aides	Health-related services	2000-2999: Classified Personnel Salaries	LCFF	43,685
			Health-related services	2000-2999: Classified Personnel Salaries	LCFF	27,585
Counseling services to support students social-emotional well-being	September 2020 - June 2021	District Staff, Middle School Principal, School Counselor	Academic and Social-emotional counseling services	1000-1999: Certificated Personnel Salaries	LCFF	26,273

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Site Library Media Technician support and Lead District Librarian to provide expanded access for students and library management services.	September 2020 - June 2021	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	24,183
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 2020 - June 2021	District Staff and Elementary Principal	Written and Verbal language support for stakeholders with limited English proficiency skills	2000-2999: Classified Personnel Salaries	LCFF	7,918
Stipend for Site Technology Coordinator	September 2020 - June 2021	Principal, Site Tech Coordinator	Technology Support	1000-1999: Certificated Personnel Salaries	LCFF	1,750
Bi-lingual Classroom Aide support for English learners with "emerging/novice" level English literacy skills.	September 2020 - June 2021	District Staff, Principal, Teacher, Bi-lingual Instructional Aide	English language acquisition support	2000-2999: Classified Personnel Salaries	Title III	15,071

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	ASB	3,000.00
4000-4999: Books And Supplies	ASB	3,000.00
1000-1999: Certificated Personnel Salaries	CARES Act	19,018.00
2000-2999: Classified Personnel Salaries	CARES Act	2,114.00
4000-4999: Books And Supplies	CARES Act	69,612.00
5000-5999: Services And Other Operating	CARES Act	61,341.00
1000-1999: Certificated Personnel Salaries	LCFF	39,532.00
2000-2999: Classified Personnel Salaries	LCFF	103,371.00
5000-5999: Services And Other Operating	LCFF	22,742.00
	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	24,009.00
2000-2999: Classified Personnel Salaries	Title I	12,250.00
4000-4999: Books And Supplies	Title I	12,000.00
5000-5999: Services And Other Operating	Title I	25,300.00
2000-2999: Classified Personnel Salaries	Title III	15,071.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	65,841.00
Goal 2	41,818.00
Goal 3	4,151.00
Goal 4	7,000.00
Goal 5	298,550.00

Home/School Compact

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

Student Pledge:

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

- I will register for and regularly access on School Loop with my own account.
- I will return completed homework on time.
- I will complete at least 20 minutes of outside reading nightly.
- I will return corrected work to my parent(s).
- I will arrive at school on time every day unless I am ill.
- I will attend Parent/Student/Teacher Conferences and Open House.
- I will be responsible for my own behavior.
- I will be a cooperative learner.

Student's Name _____

Student's Signature _____ Date _____

Parents Pledge:

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

- I will register for and regularly access School Loop with a parental account.
- I will provide a quiet place for my child to study.
- I will encourage my child to complete his/her homework.
- I will make sure my child gets an adequate night's sleep.
- I will see to it that my child arrives at school on time every day.
- I will ensure that my child reads at least 20 minutes per day.
- I will attend Back to School Night, Parent/Student/Teacher Conferences, and Open House.
- I will support the school/district policies on homework, discipline and attendance.

Parent's Signature _____ Date _____

Staff Pledge:

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

Everyone Will...

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

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jay Adams	X				
Matt Ploski			X		
Kate Tran			X		
Rob Covacevich		X			
Amy Jara		X			
Dana Armendariz				X	
Donna Huynh				X	
Nermeen Michael				X	
Jessica Hay					X
Karen Mekhaiei					X
Numbers of members of each category:	1	2	2	3	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

☒ English Learner Advisory Committee

☐ Special Education Advisory Committee

☐ Gifted and Talented Education Program Advisory Committee

☐ District/School Liaison Team for schools in Program Improvement

☐ Compensatory Education Advisory Committee

☐ Departmental Advisory Committee (secondary)

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

Signature

Signature

Signature

Signature

Signature

Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 12-2-20.

Attested:

Jay Adams

Typed Name of School Principal



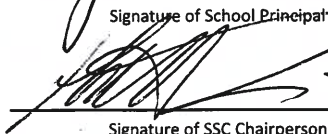
Signature of School Principal

12-2-20

Date

Matt Ploski

Typed Name of SSC Chairperson



Signature of SSC Chairperson

12-2-20

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: November 17, 2020

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 January 14, 2021.

Table of Contents

School Vision and Mission	3
School Profile.....	3
Planned Improvements in Student Performance	5
School Goal #1.....	5
School Goal #2.....	8
School Goal #3.....	11
School Goal #4.....	13
District-Wide Services.....	15
Summary of Expenditures in this Plan	18
Total Expenditures by Object Type and Funding Source	18
Total Expenditures by Goal	19
Home/School Compact.....	20
School Site Council Membership	21
Recommendations and Assurances.....	22

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 620 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 including 13% of students identifying as Asian, 18% of students identifying as Hispanic, 56% of students identify as White, and 10% of students identify as Multi-Ethnic. English Learners constitute 3% of Talbert's enrollment, 17% of Talbert students are identified as socio-economically disadvantaged, and 11% of students attending Talbert Middle School receive special education services. Talbert also has 130 students whose family chose for them to participate in the FVSDConnected Virtual/Remote program for the 2020-21 school year due to the COVID-19 pandemic.

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. Reflective of the effects of the pandemic, our theme for the 2020-2021 school year is "Together We are Talbert," which is a philosophical commitment on behalf of our staff to continue to serve all students to the best of our ability. Providing students with stability and emotional and academic support is our goal at this challenging time.

In effort to support the mental health of our students this year, PAL (Peer Assistance League) and ASB provide positive opportunities for students to participate in the culture of Talbert through events such as music at break, dress up days, and class competitions. The school psychologist and school counselor are resources that are available to all students for emotional support as well as organization skills in this new hybrid world of learning.

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. While we are limited in offering activities this year due to the pandemic, in a typical year, 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. 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.

As stated in our vision statement, "Talbert believes in ALL students." Talbert is home to 47 staff members that support our student programs. Full time staff includes 26 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. 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, Parent Teacher Association, Student Study Team, and the School Solution Action Team.

In effort to support ALL students, Talbert is focused supporting all individuals to do their best. Specialized Academic Instruction is provided for students needing additional academic support. 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.

As far as instruction, all teachers 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
- Smarter Balance Assessments
- ELA common novel units and writing assessments
- Irvine Math Project
- Math unit assessments across the district
- Scholastic Reading Inventory
- Illuminate
- Newsela

Collaboration Time

- 3 Staff Development Days
- Site Planning Meetings
- Release time offered for co-lab teachers

Intervention

- Language Live!
- Teacher afternoon office hours per hybrid schedule
- Use of IXL to practice skills in math/ELA
- Additional "on-campus" hours of support offered to SPED students on their "off-campus" days per the hybrid model schedule.

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 students are provided with a Chromebook.

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.

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.

During the pandemic, students wear masks and social distance throughout the day. In the classroom, desk shields and hand sanitizer provide additional protection. Classrooms are sanitized between periods, ensuring learning spaces are clean and safe.

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 standards aligned instructional materials.
Annual Update:
<ul style="list-style-type: none"> Due to state-wide school dismissal resulting from the COVID-19, standardized testing was suspended for the 2019-20 school year. The following data reflects Talbert's results from the most recent state-wide assessments (2018--19): <ul style="list-style-type: none"> 2018-19 SBAC ELA Results: 81% Met or Exceeded Standards (Overall) 2018-19 SBAC Math Results: 74% of students Met or Exceeded Standards (Overall) Reading Assessments: 100% of students (6-8) were assessed in reading using the Scholastic Reading Inventory Lexile Range Assessment. Technology: The school is now at a 1:1 Student/Chromebook ratio for all students Due to the pandemic, three staff development days have been scheduled first trimester. The staff has worked cohesively to develop a system that students and parents are able to navigate. While the dynamics of COVID-19 has created emotional and academic challenges for our students, our School Leadership Team has been integral in figuring out how to best support our students. The entire staff is working hard this year to provide stability and support to our students emotionally and academically. The school nurse, psychologist, counselor, instructional aides, and speech and language therapist offer students additional support as needed.

Expected Annual Outcomes	
<ul style="list-style-type: none"> ----- 	
The expected annual outcome for the 2020-21 school year at Talbert will be:	
* To prevent "learning loss" due to the unique circumstances of the 2020-21 school year and maintain achievement levels from most recent state/local assessments:	
* Percentage of students Meeting/Exceeding Standards on the 2018-19 SBAC ELA at or above 81%	
* Percentage of students Meeting/Exceeding Standards on the 2018-19 SBAC Math at or above 74%	
* Students will meet end-of-year reading level targets on district administered assessments (SRI Lexile Levels)	
* Students performing below grade level will have access to systematic academic support	
Findings from the Analysis of this Data:	
<ul style="list-style-type: none"> ----- 	
<p>Due to state-wide school dismissal resulting from the COVID-19 pandemic, standardized testing was suspended for the 2019-20 school year. However, local data collected during the school year (SRI, benchmark Data, etc.) indicated that Talbert students were on track to perform well on those assessments. Talbert staff utilized all designated early-release Mondays throughout the 2019-20 school year to reflect on instructional practices, analyzed district/school-based achievement metrics (SRI, etc.), and engage in collaborative discussions regarding students in need of additional support in order to improve academic, behavioral, and attendance outcomes. In addition, staff members collaborated in content area and grade level teams to develop weekly distance learning modules to ensure students remained active in the learning process across all content areas during school dismissal.</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Install interactive whiteboards in all ELA, math, history, and science classrooms. Budgeted over two years, half to be purchased this year. This item is multi-funded by the school site and the District.	September 2020 - June 2021	Site Administration & IT Team	Interactive Whiteboards	5000-5999: Services And Other Operating Expenditures	LCFF 30,000
Provide additional hours for supervision (e.g., rainy day coverage).	September 2020 - June 2021	Administration	Additional supervision	2000-2999: Classified Personnel Salaries	LCFF 2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize supplemental resources such as Listenwise and Scope readers.	September 2020 - June 2021	Teachers, Site Administrators	Supplemental Non-Fiction Instructional Tools	4000-4999: Books And Supplies	LCFF	3,000
Department Collaboration - Teachers meet for monthly department meetings. Additionally, teachers collaborate during site planning days as well as staff development days.	September 2020 - June 2021	Teachers, Site Administrators	Teacher collaboration supported by site admin team			

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:
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:
<p>Due to state-wide school dismissal resulting from the COVID-19, standardized testing was suspended for the 2019-20 school year. The following data reflects Talbert's results for special populations from the most recent state-wide assessments (2018--19):</p> <ul style="list-style-type: none"> • 2018-19 SBAC ELA Results for English Learners: 29% (ELA) and 29% (math) of students Met or Exceeded Standards <p>Our English learners make up 3% of our school population. They have shown a 3% growth in ELA and 2% in math since 2015 according to state test scores. All teachers are trained to use SDAIE strategies to support students and modify assignments as needed to support English learners. Students that have been redesignated have shown 6% growth since 2015, scoring 89% proficient in ELA and 83% in math on the 2019 SBAC.</p> <ul style="list-style-type: none"> • 2018-19 SBAC ELA Results for Students with Disabilities: 33% (ELA) and 26% (math) of students Met or Exceeded Standards <p>Special education students have grown 19% in ELA and 13% in math on the SBAC since 2015. SAI classes have been leveled the last few years to prepare our higher performing students in small group instruction classes to transition to the general education setting. Co-lab ELA and math classes support many of our special education students in the general education setting. While in the hybrid model, many of our students with disabilities are struggling. Many students come to school on their "at-home" days to receive extra support from our special education staff.</p> <ul style="list-style-type: none"> • 2018-19 SBAC ELA Results for Low Income Students: 68% (ELA) and 55% (math) <p>Low income students have improved 14% in ELA and 24% in math since 2015. Overall, our low income population performs well, despite their challenges.</p> <ul style="list-style-type: none"> • All students will take the SRI (Scholastic Reading Inventory) all three trimesters, providing data in reading for all special populations. • All students have access to a Chromebook and internet if needed.

Expected Annual Outcomes	
The expected annual outcome for the 2020-21 school year at Talbert will be:	
<ul style="list-style-type: none"> * To prevent "learning loss" due to the unique circumstances of the 2020-21 school year and maintain achievement levels from most recent state/local assessments: * Percentage of students Meeting/Exceeding Standards on the 2018-19 SBAC ELA: * English Learners 29% * R-FEP 89% * SPED 33% * Low Income 68% * Percentage of students Meeting/Exceeding Standards on the 2018-19 SBAC ELA: * English Learners 29% * R-FEP 83% * SPED 26% * Low Income 55% * Students will meet end-of-year reading level targets on district administered assessments (SRI Lexile Levels) * Students performing below grade level will have access to systematic academic support. 	
Findings from the Analysis of this Data:	
Due to state-wide school dismissal resulting from the COVID-19 pandemic, standardized testing was suspended for the 2019-20 school year. However, local data collected during the school year (SRI, benchmark Data, etc.) indicated that Talbert students were on track to perform well on those assessments. Talbert staff utilized all designated early-release Mondays throughout the 2019-20 school year to reflect on instructional practices, analyzed district/school-based achievement metrics (SRI, etc.), and engage in collaborative discussions regarding students in need of additional support in order to improve academic, behavioral, and attendance outcomes. In addition, staff members collaborated in content area and grade level teams to develop weekly distance learning modules to ensure students remained active in the learning process across all content areas during school dismissal.	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
EL Lead Teacher to serve as a liaison between school and families on matters related to services and support for English learners such as reclassification, bilingual aide needs, and assessments (this stipend is centrally-funded and does not require SSC approval, but directly supports students in the special populations groups)	September 2020 - June 2021	District Staff, Site Administrative Team, EL Lead Teacher	Provide supports for English learners and communicate with families/school staff regarding the EL program	1000-1999: Certificated Personnel Salaries	LCFF	1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
504 Coordinator to serve as a liaison between school and families on matters related to 504 plan services (this stipend is centrally-funded and does not require SSC approval, but directly supports students in the special populations groups)	September 2020 - June 2021	District Staff, Site Administrative Team, 504 Coordinator	Provide supports for students on 504 plans and communicate with families/staff regarding services	1000-1999: Certificated Personnel Salaries	1,000
Site Prevention Coordinator position to serve as lead for Student Success Team on campus which is designed to support students that are struggling with academics, attendance, or behaviors (this stipend is centrally-funded and does not require SSC approval, but directly supports students in the special populations groups)	September 2020 - June 2021	District Staff, Site Administrative Team, Site Prevention Coordinator	Provides support for the school's SST process by coordinating meetings and communicating with teachers/families	1000-1999: Certificated Personnel Salaries	1,000
SRI will be used to assess student progress in reading.	September 2020 - June 2021	Site Administration, teachers	No school expense associated with this action.		
Utilize co-teaching classes in ELA and math to support students with special needs.	September 2020 - June 2021	Site Administration, Teachers	No school expense associated with this action.		

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 participation of parents in traditionally under-represented subgroups (i.e., parent ed nights, participation in PTA, School Site Council, school activities, conferences).
Annual Update:
Documentation from involvement in School Site Council, PTA meetings and events, parent education nights, and parent conferences demonstrate parent involvement. One parent night on the dangers of vaping provided parents education on the prevalent topic. Our parent unit transitioned last year from a PTO to a PTA, which demonstrates the strength and dedication of our parent unit. The Talbert Weekly Email and Twitter/Instagram social media provided improved communication with parents. PTA's newly designed website also served as a great communication tool. Additionally, student groups such as ASB, PAL, STEAM, music, sports, and drama programs promoted events which result in increased parent attendance at school events.
Due to COVID 19, school was closed on March 13, 2020. The closure impacted the connection between Talbert and our families. The PTA continued to meet via Zoom. Even through the pandemic, the PTA supported the school for Teacher Appreciation Week, end of the year check outs, and promotion activities.
Expected Annual Outcomes
<ul style="list-style-type: none"> * The number of parents signing up to be a member of PTA may decrease due to the lower student activity level allowed on campus. * Since parents are not allowed to be on campus due to the pandemic safety protocols, parent involvement will suffer resulting in online only participation. * The PTA communication will continue to be strong with the use of their current website. * Monthly PTA meetings will continue. The parents will work on creative ways to support the school, especially emotionally and culturally. They are planning on hosting a webinar on cyber safety second trimester. * Fundraising will be minimal, given the safety and financial limitations of the pandemic. * Parent participation on ELAC and SSC committees. * Parents will continue to support the school and their children. 54 parents showed up to the Principal Q & A session in October. * School Loop, Parent Square, Talbert Social Media, and the PTA website will continue to be used as tools to strengthen community involvement.

Findings from the Analysis of this Data:

- * The PTO transitioned to becoming a PTA.
- * A solid turnout for parent conferences, BTSN, the FVSD Soccer Tournament, and other events as indicated by attendance (through March).
- * PTA parents do an incredible job supporting the school. Parents hosted several events and help on campus supporting students and staff (through March).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Licensing for ParentSquare and Edlio to enhance communication with parent community by providing timely updates related to school and district activities (this action is centrally funded by FVSD and is not supported by school-site funding allocations)	July 2020 - June 2021	District Staff, Principal	Web-based communication tools to support the ongoing engagement of Talbert Middle School's parent community	5000-5999: Services And Other Operating Expenditures	LCFF	3,651
Parent education webinar on cyber safety	September 2020-June 2021	PTA, principal	Cyber safety webinar	5000-5999: Services And Other Operating Expenditures	LCFF	800
					Parent-Teacher Association (PTA)	800

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
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:
<p>* Daily attendance has been steady, hovering between 96 and 97% the last six years. Due to the school campus closing in March of 2020, attendance numbers represent September 4, 2019 through March 13, 2020.</p> <p>* Several clubs and activities are offered after school including sports, STEAM opportunities, and several clubs. A lunchtime sports program was also implemented. All of these activities halted on March 13, 2020.</p> <p>* Student enrollment at Talbert grew by 44 students in Fall, 2019.</p>
Expected Annual Outcomes
<p>COVID 19 will impact student engagement on campus. A recent student survey indicates the following:</p> <ul style="list-style-type: none"> • According to a student survey conducted in October, 86% of students feel connected or somewhat connected to school. • 58% of students feel connected to friends at school and 32% of students feel somewhat connected to friends at school. • 40% of students really like coming to school right now, while 52% feel school is okay. • 97% of students feel very safe or somewhat safe at school. <p>Due to the pandemic, all after school activities have been put on hold at this time. The lack of student activities will affect student morale and wellbeing on campus. The school counselor and school psychologist will support students with emotional needs. While the numbers from the student survey (above) indicate a strong connection for our students to Talbert, the student-teacher connection will be monumental in guiding students through this school year.</p>

Findings from the Analysis of this Data:

The programs that are offered at Talbert (i.e., STEAM, ASB, sports, etc.) as well as the supportive staff and sense of community, increases connectivity to school for kids. The growth in enrollment is an indicator that the community views the school positively. While many of our programs shut down as a result of COVID, the current numbers from the student survey indicate that students are still connected to their school.

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 2020 - June 2021	ASB Director; Office Manager	School Connectedness	1000-1999: Certificated Personnel Salaries	LCFF 2,500
ASB and PAL students will shape school culture through student leadership.	September 2020 - June 2021	ASB & PAL advisors	School Connectedness	2000-2999: Classified Personnel Salaries	LCFF 2,500
The yearbook staff sends out newsletters each trimester with Talbert ongoing. The yearbook team is working to capture all of the moments of this pandemic year.	September 2020 - June 2021	Yearbook Teacher	No expenditures associated with this action		

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:
<p>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.</p> <p>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.</p> <p>Goal 3: To support academic success, all parents will be engaged and play an active role in the school community.</p> <p>Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.</p> <p>Goal 5: To support academic success, school facilities will be clean, safe, and effectively support a 21st Century education.</p>
SCHOOL GOAL:
Actions are applicable to School Goals 1 through 5.
Annual Update:
The purpose of this section of the Single School Plan for Student Achievement is to identify supports and services provided to school sites through centralized services of the Fountain Valley School District. These supports and services do not require approval from individual School Site Councils, as the actions have already been identified through community input processes and are expenditures approved by the Fountain Valley School District Board of Trustees.
Expected Annual Outcomes
Although there is no CA Dashboard for the 2020-21 school year Fountain Valley School District will strive to continue implementing practices that have led to "Standards Met" status on the CA Dashboard for prior years 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.
Findings from the Analysis of this Data:
Due to school dismissal/closure related to the COVID-19 pandemic, the 2020 CA Dashboard will only report on school details (address and contact information), student population data, and a link to DataQuest or a CDE webpage that reports 2019-20 data collected in the California Longitudinal Pupil Achievement Data System.
For planning purposes, FVSD referenced the 2019 CA Dashboard which reported that Talbert Middle School performed as follows:
<ul style="list-style-type: none"> * CA Dashboard Academic Indicator for English Language Arts: Talbert Middle School achieved at the highest level (Blue). * CA Dashboard Academic Indicator for Mathematics: Talbert Middle School achieved at the highest level (Blue) * CA Dashboard Academic Engagement Indicator (Chronic Absenteeism): Talbert Middle School achieved at the second highest level (Green) * CA Dashboard Conditions & Climate Indicator (Suspension Rate): Talbert Middle School achieved at the lower level (Orange)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Software licensing for multiple applications to support student learning during both synchronous and asynchronous instructional time (FLVS, Zoom, Clever, IXL, NewsELA, etc.)	September 2020 - December 2020	District Staff	Expand library of educational technology resources to support remote learning for students	5000-5999: Services And Other Operating Expenditures CARES Act	61,341
Acquisition of additional Chromebooks and Internet hot spots to ensure students have access to digital learning during synchronous and asynchronous instructional time	September 2020 - December 2020	District Staff	Ensure adequate quantity of devices (Chromebooks) and Internet hotspots to support all students	4000-4999: Books And Supplies CARES Act	27,179
Acquisition of Personal Protective Equipment to ensure safety of students and staff in classrooms including desk shields, masks, and other materials to support social distancing expectations	July 2020 - December 2020	District Staff, Principals	Personal Protective Equipment provided to students and staff to ensure safety and minimize potential exposures to COVID-19	4000-4999: Books And Supplies CARES Act	42,433
Professional development for certificated and classified staff members on various educational technology platforms to prepare for the 2020-21 school year	July 2020 - June 2021	District Staff, Principals, Certificated Staff, Classified Staff	Additional duty pay to attend professional development outside of contracted hours/school year Additional duty pay to attend professional development outside of contracted hours/school year	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries CARES Act CARES Act	19,018 2,114
District nursing staff and health aides to provide medical support for students in grades 6-8 and work with families of high-needs students	September 2020 - June 2021	District Staff, Elementary Principal, District Nurses, Health Aides	Health-related services Health-related services	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries LCFF LCFF	43,685 27,585
Counseling services to support students social-emotional well-being	September 2020 - June 2021	District Staff, Middle School Principal, School Counselor	Academic and Social-emotional counseling services	1000-1999: Certificated Personnel Salaries LCFF	26,273

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
School Site Library Media Technician support and Lead District Librarian to provide expanded access for students and library management services.	September 2020 - June 2021	District Staff, Elementary Principal, and Library Media Technician	Library resource management and facilitated access to library resources for students	2000-2999: Classified Personnel Salaries	24,183
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 2020 - June 2021	District Staff and Elementary Principal	Written and Verbal language support for stakeholders with limited English proficiency skills	2000-2999: Classified Personnel Salaries	7,918
Stipend for Site Technology Coordinator	September 2020 - June 2021	Principal, Site Tech Coordinator	Technology Support	1000-1999: Certificated Personnel Salaries	1,750
Bi-lingual Classroom Aide support for English learners with "emerging/novice" level English literacy skills.	September 2020 - June 2021	District Staff, Principal, Teacher, Bi-lingual Instructional Aide	English language acquisition support	2000-2999: Classified Personnel Salaries	15,071

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	CARES Act	19,018.00
2000-2999: Classified Personnel Salaries	CARES Act	2,114.00
4000-4999: Books And Supplies	CARES Act	69,612.00
5000-5999: Services And Other Operating	CARES Act	61,341.00
1000-1999: Certificated Personnel Salaries	LCFF	35,023.00
2000-2999: Classified Personnel Salaries	LCFF	106,871.00
4000-4999: Books And Supplies	LCFF	3,000.00
5000-5999: Services And Other Operating	LCFF	34,451.00
	Parent-Teacher Association (PTA)	800.00
2000-2999: Classified Personnel Salaries	Title III	15,071.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	35,000.00
Goal 2	3,500.00
Goal 3	5,251.00
Goal 4	5,000.00
Goal 5	298,550.00

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				
Molly Kuykendall			X		
Teresa Stauffer			X		
Jody Donnelly		X			
Gwen Black				X	
Kate McNally					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

X English Learner Advisory Committee

Special Education Advisory Committee

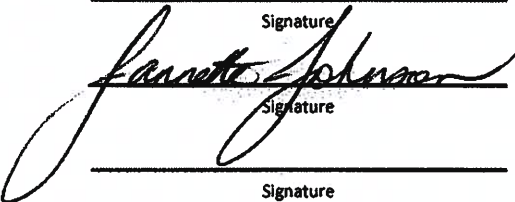
Gifted and Talented Education Program Advisory Committee

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:

Jennifer Morgan

Typed Name of School Principal



Signature of School Principal

12/18/20
Date

Gwendolyn Black

Typed Name of SSC Chairperson



Signature of SSC Chairperson

12/15/2020
Date



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: **Review and Approval of 2019-20 Financial Audit**
DATE: January 6, 2021

Background:

The 2019-20 Financial Audit, completed by EideBailly is presented to the Board of Trustees for review and acceptance. The Audit Report includes financial statements, supplemental information, compliance statements, findings and recommendations. The Audit Committee met and discussed the audit on December 18, 2020 and will make comments to the Board of Trustees. There were no restatements on the financial reports and no findings reported.

The audit received an unmodified certification in all areas, the best possible certification. A copy of the Audit Report is available in the Business Services office for review.

Fiscal Impact:

None.

Recommendation:

It is recommended that the Board of Trustees receives and accepts the 2019-20 Financial Audit.



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: **Review and Approval of 2019-20 Building Fund Measure O Financial and Performance Audit Report**
DATE: January 6, 2021

Background:

The 2019-20 Building Fund Measure O Financial and Performance Audit, completed by EideBailly is presented to the Board of Trustees for review and acceptance. The Audit Report includes financial statements, an independent Auditor's report and a schedule of findings and questioned costs. The Audit Committee met and discussed the audit on December 18, 2020 and will make comments to the Board of Trustees. There were no restatements on the financial reports and no findings reported.

The audit specifies that, in all significant respects, the District properly accounted for the expenditures held in the Building Fund (Measure O) and that such expenditures were made for authorized Bond projects. A copy of the Audit Report is available in the Business Services office for review.

Fiscal Impact:

None.

Recommendation:

It is recommended that the Board of Trustees receives and accepts the 2019-20 Building Fund Measure O Financial and Performance Audit Report.