



Fountain Valley School District

BOARD OF TRUSTEES
REGULAR MEETING

A G E N D A

10055 Slater Avenue
Fountain Valley, CA 92708
and Videoconference via Zoom

January 13, 2022

Meeting Link: https://us02web.zoom.us/webinar/register/WN_6wbD_L1iT6e3DxtPeIVvmg

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

M _____
2nd _____
V _____

- PLEDGE OF ALLEGIANCE

BOARD REPORTS AND COMMUNICATIONS

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

PUBLIC COMMENTS

Members of the community and staff are welcome to address the Board of Trustees on any item listed on the Agenda of Business or any other item of specific concern. 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 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

1. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS

M _____
2nd _____

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.

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

- 1-A.** Board Meeting Minutes from December 16th annual organizational meeting
- 1-B.** Board Meeting Minutes from December 18th regular meeting
- 1-C.** Board Meeting Minutes from January 3rd regular meeting
- 1-D.** Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- 1-E.** Donations
- 1-F.** Warrants
- 1-G.** Purchase Order Listing

Consent Items**1-H. WILLIAMS QUARTERLY REPORT FOR SECOND QUARTER 2021-22**

Superintendent's Comments: It is recommended that the Board of Trustees receives and approves the Williams Quarterly Report for the second quarter of the 2021-22 year and approves its submittal to the Orange County Department of Education.

1-I. APPROVE CHANGE ORDER #1 FOR THE NEWLAND ELEMENTARY SCHOOL MEASURE O HVAC AND MODERNIZATION PROJECT

Superintendent's Comments: It is recommended that the Board of Trustees approves Change Order #1 for the Newland Elementary School Measure O HVAC and Modernization Project.

1-J. 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 10, 2022 Board of Trustees meeting agenda.

1-K. REVIEW AND APPROVAL OF 2020-21 FINANCIAL AUDIT

Superintendent's Comments: It is recommended that the Board of Trustees receives and accepts the 2020-21 Financial Audit.

1-L. REVIEW AND APPROVAL OF 2020-21 BUILDING FUND MEASURE O FINANCIAL AND PERFORMANCE AUDIT REPORT

Superintendent's Comments: It is recommended that the Board of Trustees receives and accepts the 2020-21 Building Fund Measure O Financial and Performance Audit Report.

1-M. APPROVE DISTRICT USE OF CMAS CONTRACT WITH IMAGE2000 FOR PROCUREMENT OF RISOGRAPH DIGITAL DUPLICATORS AND SUPPLIES

Superintendent's Comments: It is recommended that the Board of Trustees approves the District's use of CMAS contract 3-22-01-1003, including any extensions, and delegates to the Assistant Superintendent of Business Services the authority to execute any related documents.

1-N. NON-PUBLIC AGENCY CONTRACTS

Superintendent's comments: under current consortium budget agreements, any unfunded cost of non-public school or non-public agency placement is a cost to the general fund of the resident district. It is recommended that the following non-public school/agency contracts/addendums be approved and that the west orange county consortium for special education be authorized to receive invoices and process payment.

Non-public School/Agency	100% Contract Cost	Effective Dates
Olive Crest Academy/Olive Crest Acad. N.	\$35,236.92	11/10/21-6/30/22
Mardan School	\$25,740.58	1/3/22-6/15/22

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*
- Public Employee Employment: *Government Code 54957.1*
Title: Superintendent
- 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 10, 2022 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
Superintendent's Office**

ANNUAL ORGANIZATONAL 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_pnHS-PtmTOCvW9hgNApBbA

December 16, 2021

MINUTES

President Crandall called the annual organizational meeting of the Board of Trustees to order at 6:30pm. CALL TO ORDER

The following board members were present: ROLL CALL

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

Motion: Mr. Schultz moved to approve the meeting agenda. AGENDA APPROVAL

Second: Mrs. Galindo

Vote: 5-0

The Pledge of Allegiance was led by Mrs. Galindo. PLEDGE OF
ALLEGIANCE

SPECIAL PRESENTATIONS

The Board of Trustees would like to recognize and thank outgoing Board President Sandra Crandall for her leadership this past year. The Board of Trustees joined staff and the community in celebrating the successes of 2021 in the Fountain Valley School District under her leadership. CELEBRATION OF
PRESIDENT SANDRA
CRANDALL

The Board of Trustees would like to recognize and thank Superintendent Mark Johnson for his lasting impacting and leadership of the FVSD Family the last seven years. The Board of Trustees joined staff and the community in wishing him a very fond farewell. CELEBRATION OF
SUPERINTEDENT DR.
MARK JOHNSON

BOARD REPORTS AND COMMUNICATIONS

Mr. Cunneen thanked FVEA for the wonderful holiday card. His activities since the last meeting included: City of FV Building and Planning Department meeting, CSBA Annual Education Conference, Studio of Dance performance of the *Nutcracker* and Clifton Dance Studio performance of *How the Grinch Stole Christmas*, both with several FVSD students participating, farewell open house for Dr. Johnson and FV Rotary Most Improved Student recognition, celebrating a Masuda student. He wished everyone a merry Christmas and happy New Year, extending his hope that everyone enjoys time with loved ones, however possible.

Mrs. Galindo's activities since the last meeting included: FVSF Festival of Trees, FVSF meeting and farewell open house for Dr. Johnson. She wished everyone a very happy holiday season.

Mr. Schultz thanked Talbert PAL for raising \$600 for books. Mr. Schultz's activities since the last meeting included: FV tree lighting ceremony where all three middle schools performed, farewell open house for Dr. Johnson, meeting with parents interested in not having homework over the holidays, elementary book fair, CSBA Annual Education Conference, and a meeting with teachers on zoom as well as receiving feedback from office managers on what we can do better. He wished everyone a happy holiday.

Mrs. Schultz's activities since the last meeting included: CSBA Annual Education Conference, noting how wonderful it was to be around others that dedicate themselves to educating our students. She noted as well the upcoming steps in the superintendent search process as the Board will interview interim superintendents at our upcoming special meeting. She wished everyone a happy holiday.

Mrs. Crandall thanked Dr. Johnson for building teams and community here, in addition to congratulating him on being the stand out candidate for TUSD. Her activities since the last meeting included: FV tree lighting, several performances by our Middle School Choir, Masuda drama performances, orchestra and rock band concerts, a tour of Masuda, FV Rotary Most Improved Student, FVSF Festival of Trees, FVSF meeting, farewell open house for Dr. Johnson, Marc Joffre webinar on other post-employment benefits. In addition, she thanked her fellow trustees for their service this month and wished everyone a joyous holiday season.

PUBLIC COMMENTS

There were four requests to address the Board of Trustees. Two parents addressed the Board regarding vaccines. One community member addressed the Board regarding kindness and another community member addressed the Board commending Dr. Johnson in addition to the Board regarding the selection process.

PUBLIC COMMENTS**LEGISLATIVE SESSION**

Motion: Mrs. Crandall moved to approve Mrs. Schultz as Board President for 2022.

Second: Mr. Schultz

Vote: 5-0

ELECTION OF
BOARD
PRESIDENT FOR
2022

Motion: Mrs. Schultz moved to approve Mr. Cunneen as President Pro Tem for 2022.

Second: Mr. Schultz

Vote: 5-0

ELECTION OF
PRESIDENT PRO
TEM FOR 2022

Motion: Mr. Cunneen moved to approve Mrs. Galindo as Board Clerk for 2022.

Second: Mrs. Schultz

Vote: 5-0

ELECTION OF
BOARD CLERK
FOR 2022

Motion: Mr. Cunneen moved to approve the Selection of Representatives to County Committees and Councils and District Committees as discussed.

Second: Mrs. Galindo

Vote: 5-0

SELECTION OF
REPRESENTATIVES
TO COUNTY
COMMITTEES AND
COUNCILS AND
DISTRICT
COMMITTEES

Motion: Mrs. Schultz moved to approve the Selection of Board Meeting Dates for 2022.

Second: Mrs. Crandall

Vote: 5-0

SELECTION OF
BOARD MEETING
DATES FOR 2022

Motion: Mr. Cunneen moved to approve the Educator Effectiveness Block Grant. EDUCATOR EFFECTIVENESS BLOCK GRANT

Second: Mrs. Galindo

Vote: 5-0

Mr. Schultz requested that Item 9-I Board Policy 6144 Controversial Issues (Second Reading and Adoption) be pulled for separate vote. CONSENT CALENDAR

Motion: Mrs. Galindo moved to approve the Consent Calendar with the exception of Item 9-I.

Second: Mr. Schultz

Vote: 5-0

Motion: Mrs. Schultz moved to approve Item 9-I Board Policy 6144 Controversial Issues (Second Reading and Adoption) with changes as indicated by the Board.

Second: Mr. Cunneen

Vote: 5-0

The Consent Calendar included:

- Board Meeting Minutes from November 18 regular meeting
- Board Meeting Minutes from November 29 special meeting
- Board Meeting Minutes from December 9 special meeting
- Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- Donations
- Warrants
- Purchase Order Listing
- Board Policy 6144 Controversial Issues (Second Reading and Adoption)
- Memorandum Of Understanding with Orange County Department of Education (OCDE) Teacher Induction Program 2021-22 School Year
- Approval Of Contract Between Fountain Valley School District and Orange County Department Of Education To

Provide Gate Certification Training Program For 3rd-8th
Grade Teachers

- Non-Public Agency Contracts

<u>Non-public School/Agency</u>	<u>100% Contract Cost</u>	<u>Effective Dates</u>
Rossier Park School	N/A	11/30/21-6/30/22
Rossier Park School	\$29,131.16	11/30/21-6/15/22

SUPERINTENDENT'S COMMENTS/NEW ITEMS OF BUSINESS

Dr. Johnson Thanked the Board of Trustees for their performance this evening, noting his heartfelt appreciation. He thanked the Board for the honor and privilege of serving this community and these children. Seven years ago when he came to FVSD, he could have not asked for a better experience. To our students, he wanted each of them to know that they are remarkable and capable of accomplishing everything that they want. He noted that our students are special, and it has been an honor to serve our 6300 students. To our staff, he remarked that they are outstanding and so good at the work that they do in the roles that they serve. It has been an honor to serve alongside of them. And to our site principals, he noted that they are the face of their schools, and it is their work to keep their schools together, which they each do so well. To the District Office team, he noted that they are all highly skilled and capable and thanked each of them for the work that they have done and will continue to do. In closing, he noted that this District has taught him so much. He noted his gratitude to this community, our staff and Board, noting that he is better because he got to serve in this community and for that he will be forever grateful. He noted so much pride in being able to say that he worked here.

CLOSED SESSION

Mrs. Crandall 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*
- Public Employee Employment: *Government Code 54957.1*
Title: Superintendent

ADJOURNMENT

Motion: Mr. Cunneen moved to adjourn the meeting at 9:34PM.

Second: Mrs. Schultz

Vote: 5-0

/rl

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

SPECIAL MEETING OF THE BOARD OF TRUSTEES

10055 Slater Avenue
Fountain Valley, CA 92708

December 18, 2021

MINUTES

President Crandall called the special meeting of the Board of Trustees to order at 6:30pm.

CALL TO ORDER

The following board members were present:

ROLL CALL

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

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

AGENDA APPROVAL

Second: Mr. Cunneen

Vote: 5-0

The Pledge of Allegiance was led by Mr. Schultz

PLEDGE OF
ALLEGIANCE

PUBLIC COMMENTS

There were no requests to address the Board of Trustees.

PUBLIC COMMENTS

CLOSED SESSION

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

CLOSED SESSION

- Public Employee Employment: *Government Code 54957.1*
Title: Superintendent

ADJOURNMENT

Motion: Mrs. Schultz moved to adjourn the meeting at 12:44PM.

Second: Mrs. Galindo

Vote: 5-0

/rl

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

REGULAR 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_miaTqepNTYimFIftnbuFvg

January 3, 2022

MINUTES

President Schultz called the special meeting of the Board of Trustees to order at 6:39pm.

CALL TO ORDER

The following board members were present:

ROLL CALL

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

Motion: Mr. Cunneen moved to approve the meeting agenda.

AGENDA APPROVAL

Second: Mrs. Galindo

Vote: 5-0

The Pledge of Allegiance was led by Mrs. Crandall.

PLEDGE OF
ALLEGIANCE

PUBLIC COMMENTS

There were no requests to address the Board of Trustees.

PUBLIC COMMENTS

LEGISLATIVE SESSION

Motion: Mrs. Galindo moved to approve the employment contract for Interim Superintendent between Fountain Valley School District with Charles Hinman, Ed.D.

APPROVAL OF
EMPLOYMENT
CONTRACT FOR
INTERIM
SUPERINTENDENC
Y BETWEEN
FOUNTAIN
VALLEY SCHOOL

Second: Mr. Cunneen

Vote: 5-0

DISTRICT WITH
CHARLES
HINMAN, ED.D.

CLOSED SESSION

Mrs. Schultz 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*
- Public Employee Employment: *Government Code 54957.1*
Title: Superintendent

ADJOURNMENT

Motion: Mrs. Crandall moved to adjourn the meeting at 7:34PM.

Second: Mr. Cunneen

Vote: 5-0

/rl

FOUNTAIN VALLEY SCHOOL DISTRICT
January 13, 2022

1.0 EMPLOYMENT FUNCTIONS:

- 1.1 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CERTIFICATED LEAVES OF ABSENCE:

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>REASON</u>	<u>EFFECTIVE</u>
1.1.1	Querry, Tracy	2nd Grade	Plavan	Maternity/Child Bonding	1/14/2022

- 1.2 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE NEW CERTIFICATED LIMITED TERM INTERVENTION TEACHERS, HOURLY RATE OF PAY \$32.25.

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>EFFECTIVE</u>
1.2.1	Mitchell, Malcolm	Courreges	12/13/2021
1.2.2	Lawson, Jennifer	Cox	12/13/2021
1.2.3	Gancherov, Amy	Newland	12/13/2021
1.2.4	Howes, Amy	Newland	12/13/2021
1.2.5	Lagana, Jaymie	Oka	12/13/2021

- 1.3 ASSISTANT SUPERINTENDENT, PERSONNEL HAS ACCEPTED THE RESIGNATION OF SUPERINTENDENT DR. MARK JOHNSON EFFECTIVE 12/31/2021.

**FOUNTAIN VALLEY SCHOOL DISTRICT
PERSONNEL ITEMS FOR APPROVAL
January 13, 2022**

2.0 EMPLOYMENT FUNCTIONS

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

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>REASON</u>	<u>EFFECTIVE</u>
2.1.1	Holmes-Hale, Karen	Gisler	Instructional Assistant	Sick Leave	11/17/2021
2.1.2	Williams, Jayne	Plavan	Noon Duty Aide	Personal	11/17/2021
2.1.3	Huynh, Ha	Courreges	IA Bilingual	Sick Leave	01/03/2022
2.1.4	Santana, Christine	Gisler	Noon Duty Aide	Sick Leave	01/01/2022
2.1.5	Sevillano, Karen	Oka	Health Assistant	Parental Leave	01/03/2022

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

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
2.2.1	Garcia, Deborah	Talbert	Instructional Assistant Applied Behavior Analysis	02/15/2022

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

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
2.3.1	Munoz, Julissa	Courreges/Fulton	Instructional Assistant Bilingual	12/03/2021

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

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
2.4.1	DuRose, Kristi	Fulton	Instructional Assistant Moderate/Severe	12/01/2021
2.4.2	Michael, Rita	Talbert	Instructional Assistant Mild/Moderate	12/01/2021
2.4.3	Cisneros, MariaElena	Newland	Behavior Intervention Assistant	12/01/2021
2.4.4	Rezk, Mariam	Masuda	Instructional Assistant Mild/Moderate	12/06/2021
2.4.5	Antonio, Julia	Courreges/Fulton	Instructional Assistant Bilingual	12/06/2021
2.4.6	Tran, Jennifer	Plavan	Instructional Assistant/Moderate-Severe	12/01/2021
2.4.7	La Vigne, Heather	Oka	Instructional Assistant	01/13/2022

3.0 WORKSHOP/CONFERENCE ATTENDANCE:

	<u>NAME</u>	<u>ATTENDING</u>	<u>LOCATION</u>	<u>COST</u>	<u>BUDGET</u>	<u>DATES</u>
3.1	Mullin, Bill McCombs, Tony Serna, Carmen	CSPCA 2022 Conference	Monterey, Ca	Actual & Necessary	012819771 -5210	March 6-8, 2022
3.2	Hinman, Charles	ACSA Superintendent Symposium	Indian Wells, Ca	Actual & Necessary	012719165 -5210	January 25-28, 2022

FOUNTAIN VALLEY SCHOOL DISTRICT DONATIONS

BOARD APPROVAL DATE: 1/13/2022

SCHOOL	DONOR	AMOUNT	DESCRIPTION / INTENDED USE
COX			
	Mimi Yang	\$100.00	Library Donation - purchase books
FULTON			
	MISL - Lily Campbell - First Team Real Estate	\$5,000.00	Principal's Discretion
GISLER			
	MISL - Lily Campbell - First Team Real Estate	\$5,000.00	Student Activities - Science, music, sports, etc.
MASUDA			
	Teresa Vuong	\$500.00	Library books & supplies
	Lytle Screenprinting	\$544.80	Principal's discretion
	MISL - Lily Campbell - First Team Real Estate	\$5,000.00	Student activities: Sports, music, science

**FOUNTAIN VALLEY SCHOOL DISTRICT
BOARD MEETING JAN 13, 2022**

To: Christine Fullerton

From: Thuong Nguyen

Subject: Warrant Listing and ACH Payments

Warrant Numbers: 93239 - 93531

Dates: 12/2/2021 - 1/5/2022

Fund 01	General Fund	825,788.54
Fund 12	Child Development	23,139.49
Fund 13	Cafeteria	83,286.96
Fund 14	Deferred Maintenance	-
Fund 22	GOB 2016 Election	-
Fund 23	GOB 2016 Election	900,733.34
Fund 25	Capital Facilities	-
Fund 40	Special Reserves	56,254.56
Fund 68	Worker Comp	164,704.65
Fund 69	Insurance	73,616.66
TOTAL		\$ 2,127,524.20

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/13/2022

FROM 12/01/2021 TO 12/31/2021

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
R20M4110	UNITED PARCEL SERVICE	32.58	32.58	012868989 5930	Maintenance / Postage, Parcel, & Delivery
R20M4112	ARMOR FENCE CONCEPTS	725.00	725.00	012868989 5645	Maintenance / Outside Srvs-Repairs & Mainten
R20M4113	TIME AND ALARM SYSTEMS INC.	1,244.36	1,244.36	012868989 5645	Maintenance / Outside Srvs-Repairs & Mainten
R20M4217	SI HEALTH GROUP LLC	2,604.00	2,604.00	012120089 4345	ESSER II Custodial / Maintenance Supplies
R20M4218	ATLAS SHEET METAL INC.	220.89	220.89	012868989 5645	Maintenance / Outside Srvs-Repairs & Mainten
R20M4220	BUDGET BLINDS HUNTINGTON BEACH	2,292.71	2,292.71	012868989 5645	Maintenance / Outside Srvs-Repairs & Mainten
R20M4221	DECKER EQUIPMENT/SCHOOL FIX	393.58	393.58	012868989 4347	Maintenance / Repair & Upkeep Equip Supplies
R20M4222	BIG JOE LIFT TRUCKS INC	3,718.00	3,718.00	012109078 4410	Tech/Media Office Operation / Fixed Assets \$500-\$5000
R20M4223	US AIR CONDITIONING	1,413.68	1,413.68	012868989 4347	Maintenance / Repair & Upkeep Equip Supplies
R20M4224	GRUETT TREE COMPANY INC	18,607.00	18,607.00	012899390 5899	Gardening / Other Operating Expenses
R20M4225	SI HEALTH GROUP LLC	3,504.55	3,504.55	012120089 4345	ESSER II Custodial / Maintenance Supplies
R20M4251	ORANGE COUNTY PUMPING INC	650.00	650.00	012868989 5645	Maintenance / Outside Srvs-Repairs & Mainten
R20M4252	MAPES INDUSTRIES INC	3,037.39	3,037.39	012868989 4347	Maintenance / Repair & Upkeep Equip Supplies
R20R0797	HEINEMANN	19,076.58	19,076.58	011403232 4310	ES Reading Support-Cox / Instructional Supplies
R20R0804	ASUEGA, FILIATA	2,000.00	2,000.00	015999860 5894	Special Ed - Administration / Regionalized Services (X-Pot)
R20R0813	GOPHER SPORTS EQUIPMENT	1,087.91	1,087.91	011404231 4310	ES PE Equipment-Gisler / Instructional Supplies
R20R0816	AMAZON.COM LLC	1,411.58	1,411.58	012719165 4325	Superintendent / Office Supplies
R20R0817	BARNES AND NOBLE	346.71	346.71	012129078 4310	Lottery Instructional Material / Instructional Supplies
R20R0818	STAPLES	115.79	115.79	012719275 4325	Educational Services Admin / Office Supplies
R20R0819	ACSA FOUNDATION FOR	1,500.00	1,500.00	015989860 5210	Special Ed DO - Instruction / Travel, Conference, Workshop
R20R0820	DISCOVERY EDUCATION INC	598.13	598.13	012129078 4110	Lottery Instructional Material / Basic Textbooks
R20R0821	DISCOVERY EDUCATION INC	516.56	516.56	012129078 4110	Lottery Instructional Material / Basic Textbooks
R20R0823	MARRIOTT HOTELS SERVICES INC	1,975.08	1,975.08	015989860 5210	Special Ed DO - Instruction / Travel, Conference, Workshop
R20R0824	OLLA	589.27	589.27	011404238 4310	MS PE Equipment-Talbert / Instructional Supplies
R20R0828	REV ROBOTICS LLC	1,271.56	1,271.56	015002975 4310	Robotics-Fulton / Instructional Supplies
R20R0829	SCHOOL SERVICES OF CALIFORNIA	1,820.00	260.00	010059470 5210	Contractual Obligation - Cert / Travel, Conference, Workshop
			520.00	010059771 5210	Contractual Obligation - Class / Travel, Conference, Worksho
			260.00	012719275 5210	Educational Services Admin / Travel, Conference, Workshop
			260.00	012719380 5210	Business Department / Travel, Conference, Workshop
			260.00	012719470 5210	Personnel Department / Travel, Conference, Workshop
			260.00	012849380 5210	Fiscal Services / Travel, Conference, Workshop

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/13/2022

FROM 12/01/2021 TO 12/31/2021

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
R20R0830	BROADWAY ON TOUR	750.00	750.00	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
R20R0832	APPLE COMPUTER ORDER DEPARTMEN	1,086.41	1,086.41	012719165 4410	Superintendent / Fixed Assets \$500-\$5000
R20R0833	PEARSON CLINICAL ASSESSMENT	2,357.52	2,357.52	010019962 4322	Medi-Cal Billing - S&L / Testing Supplies
R20R0834	J W PEPPER	10,261.53	10,261.53	010063875 4310	Course Access-Music Talbert / Instructional Supplies
R20R0835	J W PEPPER	10,289.74	10,289.74	010062975 4310	Course Access-Music Fulton / Instructional Supplies
R20R0836	LAKESHORE EQUIPMENT COMPANY	220.00	220.00	015101060 4310	Special Ed. - Tamura SDC / Instructional Supplies
R20R0837	LEVEL 27 MEDIA	82.66	82.66	012849470 4325	Payroll Fiscal Services / Office Supplies
R20R0838	BOOKSOURCE	2,000.00	2,000.00	011401010 4310	ES Reading Support-Tamura / Instructional Supplies
R20R0839	J W PEPPER	2,026.66	2,026.66	010064975 4310	Course Access-Music Masuda / Instructional Supplies
R20R0840	BERTRAND MUSIC ENTERPRISES INC	1,000.00	1,000.00	010064975 4310	Course Access-Music Masuda / Instructional Supplies
R20R0841	BERTRAND MUSIC ENTERPRISES INC	1,000.00	1,000.00	010062975 4310	Course Access-Music Fulton / Instructional Supplies
R20R0842	BERTRAND MUSIC ENTERPRISES INC	1,000.00	1,000.00	010063875 4310	Course Access-Music Talbert / Instructional Supplies
R20R0843	HEINEMANN	140.13	140.13	011403737 4310	ES Reading Support-Oka / Instructional Supplies
R20R0844	HEINEMANN	1,513.14	1,513.14	011403737 4310	ES Reading Support-Oka / Instructional Supplies
R20R0845	TANG MATH LLC	145.39	145.39	011403775 4310	ES CGI/Math-Oka / Instructional Supplies
R20R0847	FOREST PLYWOOD SALES	9,082.05	9,082.05	010142989 4311	Donations - Fulton / Elective Supplies
R20R0849	SCHOOL SPECIALTY LLC	389.76	389.76	010014040 4310	Sch Site Instr - Plavan / Instructional Supplies
R20R0850	BOOKSOURCE	1,583.48	1,583.48	010114055 4310	Title I - Plavan / Instructional Supplies
R20R0851	BRAINPOP	3,745.00	3,745.00	010113755 5826	Title I - Oka / Licensing/Software,Maint/Supp
R20R0852	HEINEMANN	59.15	59.15	011403737 4310	ES Reading Support-Oka / Instructional Supplies
R20R0853	STAPLES	100.00	100.00	015511660 4310	Special Ed. - Newland RSP / Instructional Supplies
R20R0854	BERTRAND MUSIC ENTERPRISES INC	1,241.27	1,241.27	012129078 4110	Lottery Instructional Material / Basic Textbooks
R20R0855	BRAINPOP	3,250.00	3,250.00	010014789 5826	PTA Donations - Courreges / Licensing/Software,Maint/Supp
R20R0856	LITERACY RESOURCES LLC	444.50	444.50	011403737 4310	ES Reading Support-Oka / Instructional Supplies
R20R0857	ROBOTZONE LLC	588.98	588.98	015002975 4310	Robotics-Fulton / Instructional Supplies
R20R0859	BARNES AND NOBLE	141.61	141.61	010453275 4310	Pupil Achvmnt-Library Cox / Instructional Supplies
R20R0860	BOWERS MUSEUM OF CULTURAL ART	770.00	770.00	010143887 4310	STEAM Donations - Talbert / Instructional Supplies
R20R0861	SOUTHWEST SCHOOL AND OFFICE SU	26.97	26.97	010011616 4310	Sch Site Instr - Newland / Instructional Supplies
R20R0862	PRO-ED INC.	50.25	50.25	015644060 4310	Special Ed. - Plavan S&L / Instructional Supplies
R20R0863	TEACHER SYNERGY LLC	96.99	96.99	015644060 4310	Special Ed. - Plavan S&L / Instructional Supplies
R20R0864	HEIDI HONG	3,500.00	3,500.00	010113755 5813	Title I - Oka / Consultant
R20R0865	SOUTHWEST SCHOOL AND OFFICE SU	100.00	100.00	015641060 4310	Special Ed. - Tamura S&L / Instructional Supplies

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/13/2022

FROM 12/01/2021 TO 12/31/2021

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
R20R0866	ORANGE COUNTY DEPARTMENT OF ED	800.00	800.00	012539961 5210	Tobacco-Use-OCDE Adminstrative / Travel, Conference,
R20R0868	ORANGE COUNTY DEPARTMENT OF ED	182.91	182.91	012289961 5813	MAA - Administration / Consultant
R20R0869	BRAINPOP	3,250.00	3,250.00	010013232 4310	Sch Site Instr - Cox / Instructional Supplies
R20R0876	IT'S ELEMENTARY!	4,116.18	4,116.18	010113255 4310	Title I - Cox / Instructional Supplies
R20R0877	DISCOVERY EDUCATION INC	1,141.88	1,141.88	012129078 4110	Lottery Instructional Material / Basic Textbooks
R20R0878	FOLLETT SCHOOL SOLUTIONS INC.	855.43	855.43	012129078 4110	Lottery Instructional Material / Basic Textbooks
R20R0879	ORANGE COUNTY DEPARTMENT OF ED	35,000.00	35,000.00	012109078 5826	Tech/Media Office Operation / Licensing/Software,Maint/Supp
R20R0880	LAKESHORE EQUIPMENT COMPANY	194.42	194.42	015101660 4310	Special Ed. - Newland SDC / Instructional Supplies
R20R0881	BOOKSOURCE	200.00	200.00	015511060 4310	Special Ed. - Tamura RSP / Instructional Supplies
R20R0882	PPE HERO LLC	672.70	672.70	012120061 4327	ESSER II Health Serv / Health Supplies
R20R0883	LAKESHORE EQUIPMENT COMPANY	187.49	187.49	015511060 4310	Special Ed. - Tamura RSP / Instructional Supplies
R20R0885	R.A.MEYER HOLDINGS INC	2,234.86	2,234.86	010014040 4310	Sch Site Instr - Plavan / Instructional Supplies
R20R0886	FLINN SCIENTIFIC	284.54	284.54	011405329 4310	MS Science-Fulton / Instructional Supplies
R20R0887	SCHOOL SPECIALTY LLC	325.73	325.73	015513860 4310	Special Ed. - Talbert RSP / Instructional Supplies
R20R0888	SOUTHWEST SCHOOL AND OFFICE SU	511.61	511.61	011404075 4310	ES CGI/Math-Plavan / Instructional Supplies
R20R0889	CDWG	12,518.38	10,463.38	012109078 4410	Tech/Media Office Operation / Fixed Assets \$500-\$5000
			2,055.00	012109078 5826	Tech/Media Office Operation / Licensing/Software,Maint/Supp
R20R0890	STAPLES	52.09	52.09	012109078 4325	Tech/Media Office Operation / Office Supplies
R20R0892	NARANJOS MUSIC INC	2,490.29	1,076.73	012120075 4310	ESSER II Instructional / Instructional Supplies
			1,413.56	012120075 4311	ESSER II Instructional / Elective Supplies
R20R0893	NARANJOS MUSIC INC	2,597.14	1,183.58	012120075 4310	ESSER II Instructional / Instructional Supplies
			1,413.56	012120075 4311	ESSER II Instructional / Elective Supplies
R20R0896	PRO-ED INC.	238.50	238.50	010019962 4322	Medi-Cal Billing - S&L / Testing Supplies
R20R0898	LEARNING A-Z	1,624.48	1,624.48	011403232 4310	ES Reading Support-Cox / Instructional Supplies
R20R0899	AMAZON.COM LLC	261.89	261.89	012059385 4330	Publications / Printing/Xerox Supplies
R20R0900	STAPLES	64.05	64.05	012059385 4330	Publications / Printing/Xerox Supplies
R20R0901	LEGO BRAND RETAIL INC.	2,990.08	2,990.08	015004775 4310	Robotics-Courreges / Instructional Supplies
R20R0902	JINA FREEMAN	2,000.00	2,000.00	015999860 5894	Special Ed - Administration / Regionalized Services (X-Pot)
R20R0903	SOUTHWEST SCHOOL AND OFFICE SU	63.68	63.68	012719380 4325	Business Department / Office Supplies
R20R0904	TEACHER SYNERGY LLC	53.20	53.20	010114055 4310	Title I - Plavan / Instructional Supplies
R20R0905	JOAN MARIE CASE	3,750.00	3,750.00	011535775 5813	Cotsen Foundation- 3-5 CGI / Consultant
R20R0906	IMAGE 2000	674.25	674.25	010011010 4310	Sch Site Instr - Tamura / Instructional Supplies

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/13/2022

FROM 12/01/2021 TO 12/31/2021

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
R20R0907	WEST COAST EXERCISE EQUIPMENT	13,893.28	3,349.97	011404238 4310	MS PE Equipment-Talbert / Instructional Supplies
			10,543.31	011404238 4410	MS PE Equipment-Talbert / Fixed Assets \$500-\$5000
R20R0908	SCHOOL SPECIALTY LLC	532.42	532.42	011403275 4310	ES CGI/Math-Cox / Instructional Supplies
R20R0909	LEVEL 27 MEDIA	54.38	54.38	012723838 4310	Sch Site Admin - Talbert / Instructional Supplies
R20R0911	ORANGE COUNTY TREASURER	3,113.50	3,113.50	012868989 5570	Maintenance / Sanitation Fees
R20R0912	LEE & ASSOCIATES	5,881.77	5,881.77	019509380 5899	STAR Building DO - Operations / Other Operating Expenses
R20R0913	ORANGE COUNTY REGISTER	611.45	611.45	012849380 4325	Fiscal Services / Office Supplies
R20R0914	FOLLETT SCHOOL SOLUTIONS INC.	106.88	106.88	010453175 4310	Pupil Achvmnt-Library Gisler / Instructional Supplies
R20R0915	J W PEPPER	48.04	48.04	010063875 4310	Course Access-Music Talbert / Instructional Supplies
R20R0917	REV ROBOTICS LLC	452.67	452.67	015002975 4310	Robotics-Fulton / Instructional Supplies
R20R0918	ROBOTZONE LLC	1,238.44	1,238.44	015002975 4310	Robotics-Fulton / Instructional Supplies
R20R0919	PITSCO EDUCATION LLC	728.24	728.24	015002975 4310	Robotics-Fulton / Instructional Supplies
R20R0921	ROBOTZONE LLC	255.96	255.96	015002975 4310	Robotics-Fulton / Instructional Supplies
R20R0922	REV ROBOTICS LLC	449.70	449.70	015002975 4310	Robotics-Fulton / Instructional Supplies
R20R0923	HOME DEPOT	150.00	150.00	015002975 4310	Robotics-Fulton / Instructional Supplies
R20R0926	PRO-ED INC.	171.73	171.73	010019962 4322	Medi-Cal Billing - S&L / Testing Supplies
R20R0927	HEINEMANN	5,896.55	5,896.55	014259255 4310	Exp Learning Op-AddAcademicSvc / Instructional Supplies
R20R0928	NORTHERN SPEECH SERVICES INC.	42.21	42.21	015643760 4310	Special Ed. - Oka S&L / Instructional Supplies
R20R0929	RIVERSIDE COMMUNITY CARE INC	300.00	300.00	015709860 5826	Mental Health-Psychologists / Licensing/Software,Maint/Supp
R20R0931	MOMENTUM IN TEACHING LLC	1,800.00	1,800.00	010055675 5215	State Standards-READING / Staff Development
R20R0933	RACHLIN PARTNERS INC	327,500.00	327,500.00	010144090 6220	Modernization Expenses-Plavan / Architect/Engineer Fees-Bldg
R20R0934	IMAGE 2000	65,141.25	65,141.25	010019380 4410	School Equipment / Fixed Assets \$500-\$5000
R20S8025	ADVANTAGE WEST INVESTMENT ENTE	3,210.95	3,210.95	011000000 9320	Revenue Limit - State Revenues / STORES
R20S8026	SPICERS PAPER INC	2,664.38	2,664.38	011000000 9320	Revenue Limit - State Revenues / STORES
Fund 01 Total:		643,375.68	643,375.68		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/13/2022

FROM 12/01/2021 TO 12/31/2021

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
R20R0848	S & S WORLDWIDE	380.63	380.63	120016098 4310	Extended School Instructional / Instructional Supplies
R20R0858	APPLE COMPUTER ORDER DEPARTMEN	3,237.25	3,237.25	120017598 4410	Child Dev Cntr Preschool Instr / Fixed Assets \$500-\$5000
R20R0874	UZBL LLC	315.38	315.38	120017598 4410	Child Dev Cntr Preschool Instr / Fixed Assets \$500-\$5000
R20R0894	HOME DEPOT	323.25	323.25	120016198 4310	State Preschool Instructional / Instructional Supplies
Fund 12 Total:		4,256.51	4,256.51		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/13/2022

FROM 12/01/2021 TO 12/31/2021

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
R20R0825	GRAINGER INC.	252.30	252.30	133207380 4790	Cafeteria Fund / Food Services Supplies
R20R0827	OFFICE DEPOT	543.74	543.74	133207380 4399	Cafeteria Fund / Equipment Under \$500
R20R0831	INDUSTRIAL ELECTRONIC SERVICE	800.00	800.00	133207380 5645	Cafeteria Fund / Outside Srvs-Repairs & Mainten
Fund 13 Total:		1,596.04	1,596.04		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/13/2022

FROM 12/01/2021 TO 12/31/2021

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
R20M4175	TRI STATE FIRE SYSTEMS INC	395.00	395.00	223014080 6299	GOB, ELECTION 2016-Plavan / Other Building & Improveme
	Fund 22 Total:	395.00	395.00		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/13/2022

FROM 12/01/2021 TO 12/31/2021

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
R20M4228	AESCO	2,470.00	2,470.00	233011680 6220	GOB, ELECTION 2016-Newland / Architect/Engineer Fees-Bldg
R20R0826	DIVISION OF THE STATE ARCHITEC	32,700.00	32,700.00	233014080 6222	GOB, ELECTION 2016-Plavan / Inspection Svcs Bldg Improve
Fund 23 Total:		35,170.00	35,170.00		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/13/2022

FROM 12/01/2021 TO 12/31/2021

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
R20M4226	CHAPMAN COAST ROOF CO INC.	37,661.00	37,661.00	403013780 6217	HVAC Modernization-Oka / Roof Building Improvement
R20M4227	GOLDEN STATE PAVING INC.	11,900.00	11,900.00	403003880 6299	MS Science Bldg - Talbert / Other Building & Improvement
R20R0870	DIVISION OF THE STATE ARCHITEC	750.00	750.00	402864990 6299	Modernization - Masuda / Other Building & Improvement
Fund 40 Total:		50,311.00	50,311.00		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/13/2022

FROM 12/01/2021 TO 12/31/2021

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
R20R0810	OFFICE DEPOT	1,630.14	542.66	682719470 4399	Workers Comp Admin / Equipment Under \$500
R20R0895	SELF INSURANCE PLANS	7,332.48	7,332.48	682719470 5899	Workers Comp Admin / Other Operating Expenses
Fund 68 Total:		8,962.62	7,875.14		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/13/2022

FROM 12/01/2021 TO 12/31/2021

<u>PO</u>	<u>NUMBER</u>	<u>VENDOR</u>	<u>PO</u>	<u>ACCOUNT</u>	<u>ACCOUNT</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
			<u>TOTAL</u>	<u>AMOUNT</u>	<u>NUMBER</u>	
Total Account Amount:				742,979.37		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND
BOARD OF TRUSTEES 01/13/2022

						FRO 12/01/2021 TO 12/31/2021
PO		PO	CHANGE	ACCOUNT		
NUMBE	VENDOR	TOTAL	AMOUNT	NUMBER	PSEUDO / OBJECT DESCRIPTION	
P20R0577	MCGRAW-HILL EDUCATION INC.	164,996.80	+149,417.80	012129078 4110	Lottery Instructional Material / Basic Textbooks	
			+15,579.00	012129900 9330	Lottery Instructional Material / PREPAID EXPENDITURES	
R20M4017	NAPA AUTO PARTS	9,500.00	+2,000.00	012868989 4347	Maintenance / Repair & Upkeep Equip Supplies	
R20M4026	SMARDEN SUPPLY COMPANY	27,000.00	+3,000.00	012868989 4347	Maintenance / Repair & Upkeep Equip Supplies	
R20M4033	RAMIREZ, JUAN CARLOS	12,500.00	+6,182.00	012868989 5645	Maintenance / Outside Srvs-Repairs & Mainten	
			-2,182.00	012869390 5645	Maintenance-RRM / Outside Srvs-Repairs & Mainten	
R20M4050	CITY OF FOUNTAIN VALLEY	500.00	+365.00	012868989 5860	Maintenance / Permits & Fees	
			-115.00	012869390 5860	Maintenance-RRM / Permits & Fees	
R20R0092	ATKINSON ANDELSON LOYA RUDD &	71,541.50	+1,500.00	012159275 5830	Ed Services - Legal Services / Legal Fees	
			+1,000.00	012159380 5830	Business - Legal Services / Legal Fees	
R20R0134	BEHAVIOR SOLUTIONS INC.	30,000.00	+21,500.00	015709861 5813	Federal Mental Health-Psych / Consultant	
R20R0221	RALPHS GROCERY COMPANY	300.00	+150.00	012719275 4325	Educational Services Admin / Office Supplies	
R20R0377	PROJECT LEAD THE WAY INC	1,900.00	+950.00	012069255 5826	SWP K12 Strong Workforce / Licensing/Software,Maint/Supp	
R20R0764	BARNES AND NOBLE	55.63	+6.97	010055775 4310	State Standards-CGI / Instructional Supplies	
R20S8018	ADVANTAGE WEST INVESTMENT ENTE	19,210.16	+640.75	011000000 9320	Revenue Limit - State Revenues / STORES	
Fund 01 Total:			+199,994.52			

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND
BOARD OF TRUSTEES 01/13/2022

FRO 12/01/2021 TO 12/31/2021

<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>
R20M4098	ARMOR FENCE CONCEPTS	4,000.00	-3,570.60	223011680 6299	GOB, ELECTION 2016-Newland / Other Building &
Fund 22 Total:			-3,570.60		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND
BOARD OF TRUSTEES **01/13/2022**

FRO 12/01/2021 TO 12/31/2021

<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>
R20M4098	ARMOR FENCE CONCEPTS	4,000.00	+4,000.00	233011680 6299	GOB, ELECTION 2016-Newland / Other Building &
Fund 23 Total:			+4,000.00		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND
BOARD OF TRUSTEES **01/13/2022**

FRO 12/01/2021 TO 12/31/2021

<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>
P20M4398	SANDY PRINGLE ASSOCIATES	40,000.00	+10,000.00	403013780 6222	HVAC Modernization-Oka / Inspection Svcs Bldg Improve
Fund 40 Total:			+10,000.00		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND
BOARD OF TRUSTEES **01/13/2022**

FRO 12/01/2021 TO 12/31/2021

<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>
R20R0810	OFFICE DEPOT	1,630.14	+542.66	682719470 4399	Workers Comp Admin / Equipment Under \$500
Fund 68 Total:			+542.66		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND
BOARD OF TRUSTEES 01/13/2022

FRO 12/01/2021 TO 12/31/2021

<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:	+210,966.58
------------------------------	--------------------



Fountain Valley School District
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees
FROM: Chuck Hinman, Ed.D., Interim Superintendent
SUBJECT: **Williams Uniform Complaint Quarterly Report
(Quarter #2: October 1 – December 31, 2021)**
DATE: January 6, 2022

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.

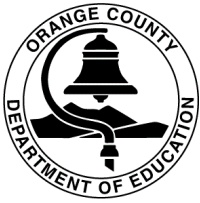
- **Instructional materials**
- **Teacher vacancy or misassignment**
- **Facilities**

Williams Quarterly Report: October 1 through December 31, 2021

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 2021-22 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
2021-22**

District: _____

District Contact: _____

Title: _____

- | | | |
|-------------------------------------|-------------------------------|---------------------------------------|
| <input type="checkbox"/> Quarter #1 | July 1 – September 30, 2021 | Report due by October 29, 2021 |
| <input type="checkbox"/> Quarter #2 | October 1 – December 31, 2021 | Report due by January 28, 2022 |
| <input type="checkbox"/> Quarter #3 | January 1 – March 31, 2022 | Report due by April 29, 2022 |
| <input type="checkbox"/> Quarter #4 | April 1 – June 30, 2022 | Report due by July 29, 2022 |

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 Service Division

M E M O R A N D U M

TO: Board of Trustees
FROM: Christine Fullerton, Assistant Superintendent Business Services
SUBJECT: **APPROVE CHANGE ORDER #1 FOR THE NEWLAND
ELEMENTARY SCHOOL MEASURE O HVAC AND
MODERNIZATION PROJECT**
DATE: January 10, 2022

Background:

On March 11, 2021, the Board of Trustees approve the Guaranteed Maximum Price (GMP) for the Measure O HVAC and Modernization at Newland Elementary School. At the same time, the Board approved District Contingencies for unforeseen conditions and owner changes.

Fiscal Impact:

The total for Change Order #1 is \$125,205.00 and will be taken from the total contingency budget for the Newland project of \$733,000.

Recommendation:

It is recommended that the Board of Trustees approves Change Order #1 for the Newland Elementary School Measure O HVAC and Modernization Project.



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, 2022

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 Fulton, Masuda, Talbert, Courreges, and Cox. The 2021-22 School Plans for Gisler, Newland, Oka, Plavan, and Tamura will be presented for consideration as part of the February 10, 2022 Board Meeting.

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: 12/10/21

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 13, 2022.

Table of Contents

School Vision and Mission	3
School Profile.....	3
Planned Improvements in Student Performance	4
School Goal #1	4
School Goal #2.....	7
School Goal #3.....	10
School Goal #4.....	12
District-Wide Services.....	14
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

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 670 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, 35% of students identify as White, 33% of students identify as Asian, 14% of students identify as Hispanic, and 16% of students identify as Multi-Ethnic. In addition, 11% of Courreges' students are identified as English Learners, 15% of Courreges students are identified as socio-economically disadvantaged, and 8% of students attending Courreges Elementary School receive special education services.

Courreges has received numerous awards, including the 2018 California Distinguished School, 2016 Gold Ribbon School, and 2014 California Distinguished School awards. We are fortunate to have a staff of 24 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 a connected, positive learning environment for students. Parents play an instrumental role in helping Courreges realize its goals by serving on the 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:
<p>Due to pandemic-related modifications to state testing, IXL Diagnostic Assessments for English Language Arts and Mathematics were utilized in lieu of SBAC assessments. The following data reflects Courreges Elementary School's results from the 2020-21 administration of the IXL Diagnostic Assessment:</p> <ul style="list-style-type: none">* 2020-21 IXL Diagnostic Assessment for English/Language Arts: 88% Met or Exceeded Standards (Overall)* 2020-21 IXL Diagnostic Assessment for Mathematics: 83% Met or Exceeded Standards (Overall)* Reading Assessments: 100% of students 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
Expected Annual Outcomes
<p>The expected annual outcomes for the 2021-22 school year for Courreges Elementary will be:</p> <ul style="list-style-type: none">* Recover "Learning Loss" due to unique circumstances of the 2020-21 school year.* 2021-22 SBAC ELA: A new post-pandemic baseline for SBAC ELA will be set during the 2021-22 school year* 2020-21 SBAC Math: A new post-pandemic baseline for SBAC Math will be set during the 2021-22 school year* Students will meet the end-of-year targets on district-administered reading assessments. (Fountas & Pinnell/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, FVSD utilized the IXL Diagnostic assessment platform in lieu of CAASPP Assessments. IXL Diagnostic data showed that 88% of Courreges students "Met or Exceeded Standards" in English Language Arts and 83% of Courreges students "Met or Exceeded Standards" in Mathematics. In addition, end-of-year district-administered reading assessments indicated that Courreges students experienced limited learning loss in reading due to pandemic-related learning environments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Installation, training, and implementation of ViewSonic Touch Screens for 26 classrooms. (Use carryover funds to pay remaining balance due to the district in the amount of \$20,000)	June 2022	Principal and Leadership Team	Purchase ViewSonic Touch Screens for all classrooms	5000-5999: Services And Other Operating Expenditures	LCFF	15,000.00
			Purchase ViewSonic Touch Screens for all classrooms	5000-5999: Services And Other Operating Expenditures	Site Based Gifts and Donations	5,000.00
Professional Development (PD) in the area of Balanced Literacy	September 2021 - June 2022	Principal, Leadership Team, and Teachers	Momentum in Teaching: PD, Coaching and Demo/Observation.	5000-5999: Services And Other Operating Expenditures	LCFF	7,500.00
Data release and collaboration for teachers.	September 2021 - June 2022	Principal and Teachers	Up to 2 release days per teacher	1000-1999: Certificated Personnel Salaries	LCFF	7,000.00
CGI/Math Resources	September 2021 - June 2022	Principal and Leadership Team	Math materials and resources to support math instruction and CGI strategies. Also provide funding and resources for 3 new teachers.	4000-4999: Books And Supplies	LCFF	2,000.00
Leadership Capacity Development: Increase the effectiveness and input of the school leadership team to support all aspects of the school instructional program.	September 2021 - June 2022	Principal & Leadership Team	Release time/Extra Duty Pay for Leadership Team Development.	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site Technology Coordinator Stipend	September 2021 - June 2022	Site Principal, Site Technology Coordinator	Provide support for educational technology platforms and supports staff through training and coaching Provide support for the school's Student Success Team process by coordinating meetings and communicating with teachers/families (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,500.00

Planned Improvements in Student Performance

School Goal #2

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

CATEGORY/PRIORITY AREA(S): Special Populations
LEA Local Control and Accountability (LCAP) Goal:
LCAP Goal 2: To support academic success in the core program, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement.
SCHOOL GOAL #2:
All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math thereby addressing the achievement gap.
Annual Update:
<p>Due to pandemic-related modifications to state testing, IXL Diagnostic Assessments for English Language Arts and Mathematics were utilized in lieu of SBAC assessments. The following data reflects Courreges Elementary School's results for English Learners, RFEs, Low-income Students, and Students with Special Needs from the 2020-21 administration of the IXL Diagnostic Assessment:</p> <p>2020-21 IXL Diagnostic Assessment for English Language Arts:</p> <ul style="list-style-type: none">* 68% of English Learners Met or Exceeded Standards* 100% of Reclassified Fluent English Proficient students Met or Exceeded Standards* 69% of Low-income students Met or Exceeded Standards* 46% of Students with Special Needs Met or Exceeded Standards <p>2020-21 IXL Diagnostic Assessment for Mathematics:</p> <ul style="list-style-type: none">* 73% of English Learners Met or Exceeded Standards* 100% of Reclassified Fluent English Proficient students Met or Exceeded Standards* 56% of Low-income students Met or Exceeded Standards* 29% of Students with Special Needs Met or Exceeded Standards <p>* Reading Assessments: 100% of English Learners, Reclassified Fluent English Proficient students, Low-income students, and Students with Special Needs were assessed using the Scholastic Reading Inventory Lexile Range Assessment.</p> <p>* Technology: The school is now at a 1:1 Student/Chromebook ratio for all students including English Learners, Reclassified Fluent English Proficient students, Low-income students, and Students with Special Needs</p>

Expected Annual Outcomes

The expected annual outcomes for the 2021-22 school year for students in Special Populations groups at Courreges Elementary will be:

- * Recover "Learning Loss" due to unique circumstances of the 2020-21 school year.
- * 2021-22 SBAC ELA: A new post-pandemic baseline for SBAC ELA will be set during the 2021-22 school year
- * 2020-21 SBAC Math: A new post-pandemic baseline for SBAC Math will be set during the 2021-22 school year
- * Students will meet the end-of-year targets on district-administered reading assessments. (Fountas & Pinnell/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, FVSD utilized the IXL Diagnostic assessment platform in lieu of CAASPP Assessments. IXL Diagnostic data for Courreges Elementary School from Spring 2021 showed:

- * 68% of EL students Met or Exceed Standards in ELA (compared to 88% for the "All Students" group) and 73% of EL Students Met or Exceed Standards in Math (compared to 83% for the "All Students" group)
- * 100% of RFEP students Met or Exceeded Standards in ELA (compared to 88% for the "All Students" group) and 100% of RFEP students Met or Exceeded Standards in Math (compared to 83% for the "All Students" group)
- * 69% of Low-income Met or Exceeded Standards in ELA (compared to 88% for the "All Students" group) and 56% of Low-income students Met or Exceeded Standards in Math (compared to 83% for the "All Students" group)
- * 46% of Students with Special Needs Met or Exceeded Standards in ELA (compared to 88% for the "All Students" group) and 29% of Students with Special Needs Met or Exceeded Standards in Math (compared to 83% for the "All Students" group)

In addition, end-of-year district-administered reading assessments indicated that Courreges students experienced limited learning loss in reading due to pandemic-related learning environments, however, learning loss for students from the "special populations" student groups was more significant than learning loss for non-special populations students. Evidence of the Achievement Gap continues to be present for English Learners, low-income students, and Students with Special Needs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide after-school targeted intervention instruction and tutoring for students who are performing below grade level in ELA and/or math.	September 2021 - June 2022	Principal and Teachers	Additional hourly pay for teachers to provide after-school instruction and/or tutoring.	1000-1999: Certificated Personnel Salaries	LCFF	7,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
EL Lead Teacher Stipend	September 2021 - June 2022	Principal, EL Coordinator	Provide supports for English learners and communication with families/school staff regarding the EL program including reclassification, need for bilingual aid support, and coordination of assessments (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
504 Coordinator Stipend	September 2021 - June 2022	Principal, 504 Coordinator	Provide supports for students on 504 plans and communicate with families/staff regarding services (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
Site Prevention Coordinator Stipend	September 2021 - June 2022	Principal, Site Prevention Coordinator	Provide support for the school's Student Success Team process by coordinating meetings and communicating with teachers/families (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00

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 was 335 members. Prior to the pandemic of 2020-21, PTA membership was 500+ members. School held 17 parent events for the 2019-20 school year, but most events for 2020-21 were 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 500 members.* Increase social media outreach via Twitter, Facebook, Instagram, website, and Peachjar news updates.
Findings from the Analysis of this Data:
Description of possible barriers related to Parent Involvement goal: <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	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)	September 2021 - June 2022	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	3,651.00
Improve communication channels with parents using various technology resources	September 2021 - June 2022	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	500.00
Promotional activities to support PTA Membership Drive	September 2021 - June 2022	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)	250.00
District Translator to promote engagement with parents of English Learners	September 2021 - June 2022	District Staff and Principal	District translator support to provide interpretation and/or translation for parent meetings	2000-2999: Classified Personnel Salaries	LCFF	7,667.00

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 in-person hybrid instructional model, attendance and overall school climate was adversely affected during the 2020-21 school year.</p> <p>The Attendance Rate for Courreges Elementary School during the 2020-21 school year was 95.9%. The majority of positive school culture and climate activities (special events, field trips, assemblies, etc.) were not able to be offered during the instructional day. The School Climate Survey administered with 3rd-5th grade students during the 2020-21 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?" <p>(updated on 12/6/21)</p>
Expected Annual Outcomes
<p>With the restoration of full-day in-person instruction, attendance data will be closely monitored and school climate activities will be restore to the greatest extent possible.</p> <ul style="list-style-type: none">* The attendance rate for Courreges will increase to 97% or greater for the current school year.* 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 allowing students to miss school, except when sick.* School climate activities were negatively impacted by the pandemic in 2020-21.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
After-school robotics/coding program for interested students/families.	September 2021 - June 2022	Principal	Contract with outside robotics company to provide after-school program.	5000-5999: Services And Other Operating Expenditures	LCFF	5,000.00
Support school/district-wide focus in reading & Balanced Literacy by expanding and updating the school library program.	September 2021 - June 2022	School Library Technician	School library books	4000-4999: Books And Supplies	LCFF	2,500.00
			Replace tables and chairs in the school library.	4000-4999: Books And Supplies	LCFF	2,500.00
Provide high-quality vocal music instruction to all students K-5.	September 2021 - June 2022	Music Teacher	Instructional materials and books to support vocal music program.	4000-4999: Books And Supplies	LCFF	1,000.00
Provide P.E. equipment for high-quality P.E. instruction and to provide equipment for students at recess/lunch.	September 2021 - June 2022	Principal	P.E. equipment	4000-4999: Books And Supplies	LCFF	1,000.00
Provide ongoing parent education related to the negative effects (educationally and financially) of chronic absenteeism. Honor students with perfect attendance brag tags each trimester.	September 2021 - June 2022	Principal	Incentives/Recognition	4000-4999: Books And Supplies	LCFF	750.00
Ongoing promotion and support of Health and Wellness Policy. Wellness Wednesday	September 2021 - June 2022	Principal	Incentives/Recognition	4000-4999: Books And Supplies	LCFF	250.00
Recognize student achievement and positive behavior through monthly awards.	September 2021 - June 2022	Principal, Teachers, Staff	Incentives/Recognition	4000-4999: Books And Supplies	LCFF	750.00

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
The expected annual outcomes for the 2021-22 school year for Fountain Valley School District are captured in the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at https://www.fvsd.us/apps/pages/LCAP .

Findings from the Analysis of this Data:

During the 2020-21 school year, FVSD administered the IXL Diagnostic Assessment in lieu of the California Assessments of Student Performance and Progress (CAASPP) as permitted by guidance from the California Department of Education. Results from that assessment showed:

English Language Arts (3rd-8th grade)

- * 74% of All Students "Met or Exceeded Standards" in English Language Arts
- * 84% of Asian Students "Met or Exceeded Standards" In English Language Arts
- * 61% of Hispanic Students "Met or Exceeded Standards" In English Language Arts
- * 71% of White Students "Met or Exceeded Standards" In English Language Arts
- * 61% of Low-income Students "Met or Exceeded Standards" In English Language Arts
- * 32% of Students with Disabilities "Met or Exceeded Standards" In English Language Arts
- * 43% of English Learners "Met or Exceeded Standards" In English Language Arts
- * 85% of Reclassified Fluent English Proficient Students "Met or Exceeded Standards" In English Language Arts

Overall, FVSD students performed well on the IXL Diagnostic Assessment for English Language Arts. FVSD remains fully committed to closing the Achievement Gap and to supporting high levels of academic success for all students. Actions intended to help close the Achievement Gap present among students in the Special Populations groups are captured in Goal 2 of the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at <https://www.fvsd.us/apps/pages/LCAP>.

Mathematics (3rd-8th grade)

- * 70% of All Students "Met or Exceeded Standards" in Mathematics
- * 82% of Asian Students "Met or Exceeded Standards" in Mathematics
- * 53% of Hispanic Students "Met or Exceeded Standards" in Mathematics
- * 63% of White Students "Met or Exceeded Standards" in Mathematics
- * 70% of All Students "Met or Exceeded Standards" in Mathematics
- * 57% of Low-income Students "Met or Exceeded Standards" in Mathematics
- * 30% of Students with Disabilities "Met or Exceeded Standards" in Mathematics
- * 51% of English Learners "Met or Exceeded Standards" in Mathematics
- * 80% of Reclassified Fluent English Proficient Students "Met or Exceeded Standards" in Mathematics

Overall, FVSD students performed well on the IXL Diagnostic Assessment for Mathematics. FVSD remains fully committed to closing the Achievement Gap and to supporting high levels of academic success for all students. Actions intended to help close the Achievement Gap present among students in the Special Populations groups are captured in Goal 2 of the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at <https://www.fvsd.us/apps/pages/LCAP>.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Health-related services	September 2021 - June 2022	District Staff, District Nurses, Health Aides	District nursing staff and health aides to provide medical support for students in grades 6-8 and work with families of high-needs students	1000-1999: Certificated Personnel Salaries	LCFF	115,343.00
				2000-2999: Classified Personnel Salaries	LCFF	38,448.00
Academic Interventions	September 2021 - June 2022	District Staff, Principal, Teachers	Reading Intervention Teachers (2), .5 Site Lead Teacher, and additional duty pay for after school academic intervention	1000-1999: Certificated Personnel Salaries	LCFF	142,407.00
COVID-19 safety-related resources	September 2021 - June 2022	District Staff	COVID-19 safety-related resources including Personal Protective Equipment (PPE), additional cleaning supplies, and other necessary resources to help maximize in-person instructional learning time for students	5000-5999: Services And Other Operating Expenditures	ESSER	128,003.00
Elementary Music Program	September 2021 - June 2022	District Staff, Principal, and Itinerant Elementary Music Teachers	Itinerant Elementary Music Teacher to ensure all elementary students have access to a music-enriched "broad course of study"	1000-1999: Certificated Personnel Salaries	LCFF	55,792.00
Expand resources to support learning within and beyond the school day	September 2021 - June 2022	District Staff, Principal	Software licensing for multiple applications to support student learning during both synchronous and asynchronous instructional time (Zoom, Clever, IXL, etc.)	5000-5999: Services And Other Operating Expenditures	LCFF	52,104.00

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	September 2021 - June 2022	District Staff, Principal, and Library Media Technician	Library resource management and facilitated access to library resources for students	2000-2999: Classified Personnel Salaries	LCFF	24,340.00
Professional development day for certificated and classified staff members on FVSD's Signature Practices for instruction	September 2021 - June 2022	District Staff, Principals, Teachers	Additional duty pay to attend professional development prior to the start of the 2021-22 school year	1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	21,271.00
Counseling services to support students' social-emotional well-being	September 2021 - June 2022	District Staff, Principal, School Counselor Interns	Academic and Social-emotional counseling services	1000-1999: Certificated Personnel Salaries	LCFF	21,527.00
English language acquisition support	September 2021 - June 2022	District Staff, Principal, Teacher, Bi-lingual Instructional Aide	Bi-lingual Classroom Aide support for English learners with "emerging/novice" level English literacy skills.	2000-2999: Classified Personnel Salaries	Title III	17,563.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	ESSER	128,003.00
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	21,271.00
1000-1999: Certificated Personnel Salaries	LCFF	355,069.00
2000-2999: Classified Personnel Salaries	LCFF	70,455.00
4000-4999: Books And Supplies	LCFF	10,750.00
5000-5999: Services And Other Operating	LCFF	83,755.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	250.00
5000-5999: Services And Other Operating	Site Based Gifts and Donations	5,000.00
2000-2999: Classified Personnel Salaries	Title III	17,563.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	39,000.00
Goal 2	10,500.00
Goal 3	12,068.00
Goal 4	13,750.00
Goal 5	616,798.00

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				
Jill Dimeck			X		
Rachelle Coy		X			
Jen Hisgen		X			
Mary Jo Davis		X			
Kerrie Kendzierski		X			
Ikila Saunders-Hill				X	
Janice Manzano				X	
Kaitlyn Chang				X	
Rebecca Quist				X	
Peter Yao				X	
Christina Clay				X	
Numbers of members of each category:	1	4	1	6	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

Signature

Signature

Signature

Signature

Signature

Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on December 14, 2021.

Attested:

Chris Christensen

Typed Name of School Principal




Signature of School Principal

12/14/21

Date

Rebecca Quist

Typed Name of SSC Chairperson



Signature of SSC Chairperson

12/15/21

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: December 16, 2021

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 13, 2022.

Table of Contents

School Vision and Mission	3
School Profile.....	3
Planned Improvements in Student Performance	5
School Goal #1	5
School Goal #2	9
School Goal #3	13
School Goal #4	15
District-Wide Services.....	17
Summary of Expenditures in this Plan.....	21
Total Expenditures by Object Type and Funding Source	21
Total Expenditures by Goal	22
Home/School Compact.....	23
School Site Council Membership	24
Recommendations and Assurances.....	25

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 of "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 had a proud tradition of providing instructional excellence since its doors opened in March 1970. Thanks to Measure O funding approved by the Fountain Valley community in 2016, the Cox campus underwent significant renovations that improved infrastructure and updated amenities in classrooms in Fall 2020. Cox Elementary serves a diverse student population of approximately 625 students including 37% of students identifying as Asian, 26% of students identifying as Hispanic, 23% of students identifying as White, and 13% of students identifying as Multi-ethnic. In addition, 21% of Cox students are identified as English Learners, 22% of Cox students are identified as socio-economically disadvantaged, and 5% of students attending Cox Elementary receive special education services.

Teachers, staff, and administrators continue to act on the belief 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, websites, etc. Technology (ELMO, laptop, and ViewSonic Displays) helps facilitate visual support in every classroom. 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 training 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 pandemic-related modifications to state testing, IXL Diagnostic Assessments for English Language Arts and Mathematics were utilized in lieu of SBAC assessments. The following data reflects Cox Elementary School's results from the 2020-21 administration of the IXL Diagnostic Assessment:</p> <ul style="list-style-type: none">* 2020-21 IXL Diagnostic Assessment for English/Language Arts: 67% Met or Exceeded Standards (Overall)* 2020-21 IXL Diagnostic Assessment for Mathematics: 70% Met or Exceeded Standards (Overall)* Reading Assessments: 100% of students were assessed in reading using the Fountas & Pinnell Reading Assessment* Technology: The school is now at a 1:1 Student/Chromebook ratio for all students
Expected Annual Outcomes
<p>The expected annual outcomes for the 2021-22 school year for Cox Elementary will be:</p> <ul style="list-style-type: none">* Recover "Learning Loss" due to unique circumstances of the 2020-21 school year.* 2021-22 SBAC ELA: A new post-pandemic baseline for SBAC ELA will be set during the 2021-22 school year* 2021-22 SBAC Math: A new post-pandemic baseline for SBAC Math will be set during the 2021-22 school year* Students will meet the end-of-year targets on district-administered reading assessments. (Fountas & Pinnell/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, FVSD utilized the IXL Diagnostic assessment platform in lieu of CAASPP Assessments. IXL Diagnostic data showed that 67% of Cox students "Met or Exceeded Standards" in English Language Arts and 70% of students "Met or Exceeded Standards" in Mathematics. In addition, end-of-year district-administered reading assessments indicated that Cox students experienced limited learning loss in reading due to pandemic-related learning environments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reading Resources to support Balanced Literacy	September 2021 - June 2022	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	20,000.00
			Nonfiction Text-Weekly Readers Scholastic for all grade levels	4000-4999: Books And Supplies	Title I	4,500.00
			Grade level teams determine classroom library enhancements to support a more diverse selection of genre, authors, and levels for students	4000-4999: Books And Supplies	Title I	5,000.00
Grade Level Collaboration	September 2021 - June 2022	Principal, Certificated Staff	Ongoing grade-level team collaboration to focus on standards-alignment, targeted student improvement, and school goals--2 days per teacher	1000-1999: Certificated Personnel Salaries	LCFF	8,400.00
			Ongoing grade-level team collaboration to focus on standards-alignment, targeted student improvement, and school goals--2 days per teacher	1000-1999: Certificated Personnel Salaries	Title I	5,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Library Materials Support	September 2021 - June 2022	Principal, Librarian Media Technician, Certificated Staff	Library reading materials enhancement to ensure engaging, current and diverse reading materials for student to check out and use in research for class.	4000-4999: Books And Supplies	LCFF	5,000.00
Instructional Technology Licensing	September 2021 - June 2022	District Staff, Principal, Intervention Teachers, Classroom Teachers	RAZ Kids online library renewal for all K-5 teachers and students for next three years	5000-5999: Services And Other Operating Expenditures	Title I	10,000.00
			Brain-pop online teaching enhancement renewal	5000-5999: Services And Other Operating Expenditures	LCFF	3,500.00
Leadership Team Development	January 2021 - June 2022	Principal, Certificated Staff	Leadership Development for core staff members to design and develop ongoing goals and programs	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
Site Technology Coordinator Stipend	September 2021 - June 2022	District Staff, Site Principal, Site Technology Coordinator	Provide support for educational technology platforms and supports staff through training and coaching Provide support for the school's Student Success Team process by coordinating meetings and communicating with teachers/families (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Additional Math materials to support hands-on learning	September 2021-June 2022	District Staff, Principal, Certificated Staff	Additional materials/resources for cognitively-guided instruction	4000-4999: Books And Supplies	LCFF	2,000.00
				4000-4999: Books And Supplies	LCFF	5,000.00
Ongoing Professional Development Opportunities for Cert Staff	September 2021-June 2022	District Staff, Principal, Certificated Staff	funding allocated to support attendance at Teacher's College annual professional development inservice	5000-5999: Services And Other Operating Expenditures	LCFF	6,000.00

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:
<p>Due to pandemic-related modifications to state testing, IXL Diagnostic Assessments for English Language Arts and Mathematics were utilized in lieu of SBAC assessments. The following data reflects Cox Elementary School's results for English Learners, RFEPs, Low-income Students, and Students with Special Needs from the 2020-21 administration of the IXL Diagnostic Assessment:</p> <p>2020-21 IXL Diagnostic Assessment for English Language Arts:</p> <ul style="list-style-type: none">* 43% of English Learners Met or Exceeded Standards* 89% of Reclassified Fluent English Proficient students Met or Exceeded Standards* 55% of Low-income students Met or Exceeded Standards* 30% of Students with Special Needs Met or Exceeded Standards <p>2020-21 IXL Diagnostic Assessment for Mathematics:</p> <ul style="list-style-type: none">* 55% of English Learners Met or Exceeded Standards* 89% of Reclassified Fluent English Proficient students Met or Exceeded Standards* 59% of Low-income students Met or Exceeded Standards* 50% of Students with Special Needs Met or Exceeded Standards <p>* Reading Assessments: 100% of English Learners, Reclassified Fluent English Proficient students, Low-income students, and Students with Special Needs were assessed using the Scholastic Reading Inventory Lexile Range Assessment.</p> <p>* Technology: The school is now at a 1:1 Student/Chromebook ratio for all students including English Learners, Reclassified Fluent English Proficient students, Low-income students, and Students with Special Needs</p>

Expected Annual Outcome

The expected annual outcomes for the 2021-22 school year for students in Special Populations student groups at Cox Elementary will be:

- * Recover "Learning Loss" due to unique circumstances of the 2020-21 school year.
- * 2021-22 SBAC ELA: A new post-pandemic baseline for SBAC ELA will be set during the 2021-22 school year
- * 2020-21 SBAC Math: A new post-pandemic baseline for SBAC Math will be set during the 2021-22 school year
- * Students will meet the end-of-year targets on district-administered reading assessments. (Fountas & Pinnell/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, FVSD utilized the IXL Diagnostic assessment platform in lieu of CAASPP Assessments. IXL Diagnostic data from Spring 2021 for Cox Elementary School showed:

- * 43% of EL students Met or Exceed Standards in ELA (compared to 67% for the "All Students" group) and 55% of EL Students Met or Exceed Standards in Math (compared to 70% for the "All Students" group)
- * 89% of RFEP students Met or Exceeded Standards in ELA (compared to 67% for the "All Students" group) and 89% of RFEP students Met or Exceeded Standards in Math (compared to 70% for the "All Students" group)
- * 55% of Low-income Met or Exceeded Standards in ELA (compared to 67% for the "All Students" group) and 59% of Low-income students Met or Exceeded Standards in Math (compared to 70% for the "All Students" group)
- * 30% of Students with Special Needs Met or Exceeded Standards in ELA (compared to 67% for the "All Students" group) and 50% of Students with Special Needs Met or Exceeded Standards in Math (compared to 70% for the "All Students" group)

In addition, end-of-year district-administered reading assessments indicated that Cox students experienced limited learning loss in reading due to pandemic-related learning environments, however, learning loss for students from the "special populations" student groups was more significant than learning loss for non-special populations students. Evidence of the Achievement Gap continues to be present for English Learners, low-income students, and Students with Special Needs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reading Intervention	September 2021 - June 2022	Principal, intervention teachers	Provide supplemental targeted reading intervention (beyond district allocation) to students who fall behind grade-level benchmark in reading during the school day	1000-1999: Certificated Personnel Salaries	Title I	20,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extended Library Times	September 2021 - June 2022	principal, library-media technician	Provide additional funding to keep the school library open for classroom rotations to span the duration of the school day M-F.	2000-2999: Classified Personnel Salaries	Title I	10,000.00
ELD Support Professional Development	September 2021 - June 2022	District Staff, Principal, Site Prevention Coordinator	Vendor TBD to support ELD pull-out support to our certificated staff	1000-1999: Certificated Personnel Salaries	Title I	1,000.00
			Vendor TBD to support ELD pull-out support to our classified bilingual tutors	2000-2999: Classified Personnel Salaries	Title I	1,000.00
After School Math and Reading Intervention	September 2021 - June 2022	principal, certificated staff, classified staff	Provide targeted math and reading intervention to at-risk students in small groups	2000-2999: Classified Personnel Salaries	LCFF	23,000.00
EL Lead Teacher Stipend	September 2021 - June 2022	Certificated Staff, District Staff, Principal	Provide supports for English learners and communication with families/school staff regarding the EL program including reclassification, need for bilingual aid support, and coordination of assessments (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
504 Coordinator Stipend	September 2021 - June 2022		Provide supports for students on 504 plans and communicate with families/staff regarding services (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
Site Prevention Coordinator Stipend	September 2021 - June 2022		Provide support for the school's Student Success Team process by coordinating meetings and communicating with teachers/families (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00

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 > 90% using zoom.* 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 2021 - June 2022	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	3,651.00
Parent Nights	January 2022 - June 2022	Principal, Certificated staff, Classified staff	Parent community-building nights focused on academics or social-emotional support	4000-4999: Books And Supplies	LCFF	1,000.00
			Parenting with Love and Logic Training	4000-4999: Books And Supplies	Title I	6,000.00
District Translator services to support connections with families	September 2021 - June 2022	District Staff, Elementary Principal	District translator support to provide interpretation and/or translation for parent meetings	2000-2999: Classified Personnel Salaries	LCFF	7,667.00

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 95.9% for the 2020-21 school year.* 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 2020-21 school year showed that:</p> <ul style="list-style-type: none">* 88% of students responded positively to the survey question, "Do you feel safe at school?"* 86% of students responded positively to the survey question, "Are you happy to be at this school?"* 76% 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 to 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 is consistent with the district average.* Suspension rates continue to be low and reflect the nature of our intervention efforts to encourage school attendance and engagement.* Students continue to feel safe at school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic/Effort and Behavior Incentives and Awards	September 2021 - June 2022	Principal, Certificated Staff	Student Incentives	4000-4999: Books And Supplies	LCFF	1,000.00
			Student Incentives	4000-4999: Books And Supplies	LCFF	4,000.00
			Student Awards	4000-4999: Books And Supplies	Title I	6,000.00
Additional Student Arrival and Lunch supervision	September 2021 - June 2022	classified staff, certificated staff	Additional personnel to support safe ingress and egress	2000-2999: Classified Personnel Salaries	LCFF	4,000.00
			Additional personnel to support engaging lunchtime activities	2000-2999: Classified Personnel Salaries	Title I	6,000.00
Second Step Curriculum	September 2021 - June 2022	Principal, Classroom Teachers, Psychologist Intern, Behavior Intervention Assistant	Curriculum to support social-emotional learning in grade level lessons	4000-4999: Books And Supplies	Title I	3,500.00
Classroom Incentives	September 2021 - June 2022	Principal, Classroom Teachers, Classified Staff	Incentives to promote positive school climate & culture	4000-4999: Books And Supplies	LCFF	250.00
PE Supplies	September 2021 - June 2022	Principal, Grade level teams	equipment to enhance PE engagement with hands-on activities	4000-4999: Books And Supplies	LCFF	1,000.00
Music Supplies	September 2021 - June 2022	Principal, Music teacher	music supplies to enhance the music pull-out curriculum	4000-4999: Books And Supplies	LCFF	1,000.00
Robotics Supplies	September 2021 - June 2022	Principal, Certificated Staff	robotics program materials to support STEM engagement	4000-4999: Books And Supplies	LCFF	1,000.00

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
The expected annual outcomes for the 2021-22 school year for Fountain Valley School District are captured in the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at https://www.fvsvd.us/apps/pages/LCAP .

Findings from the Analysis of this Data:

During the 2020-21 school year, FVSD administered the IXL Diagnostic Assessment in lieu of the California Assessments of Student Performance and Progress (CAASPP) as permitted by guidance from the California Department of Education. Results from that assessment showed:

English Language Arts (3rd-8th grade)

- * 74% of All Students "Met or Exceeded Standards" in English Language Arts
- * 84% of Asian Students "Met or Exceeded Standards" In English Language Arts
- * 61% of Hispanic Students "Met or Exceeded Standards" In English Language Arts
- * 71% of White Students "Met or Exceeded Standards" In English Language Arts
- * 61% of Low-income Students "Met or Exceeded Standards" In English Language Arts
- * 32% of Students with Disabilities "Met or Exceeded Standards" In English Language Arts
- * 43% of English Learners "Met or Exceeded Standards" In English Language Arts
- * 85% of Reclassified Fluent English Proficient Students "Met or Exceeded Standards" In English Language Arts

Overall, FVSD students performed well on the IXL Diagnostic Assessment for English Language Arts. FVSD remains fully committed to closing the Achievement Gap and to supporting high levels of academic success for all students. Actions intended to help close the Achievement Gap present among students in the Special Populations groups are captured in Goal 2 of the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at <https://www.fvsd.us/apps/pages/LCAP>.

Mathematics (3rd-8th grade)

- * 70% of All Students "Met or Exceeded Standards" in Mathematics
- * 82% of Asian Students "Met or Exceeded Standards" in Mathematics
- * 53% of Hispanic Students "Met or Exceeded Standards" in Mathematics
- * 63% of White Students "Met or Exceeded Standards" in Mathematics
- * 70% of All Students "Met or Exceeded Standards" in Mathematics
- * 57% of Low-income Students "Met or Exceeded Standards" in Mathematics
- * 30% of Students with Disabilities "Met or Exceeded Standards" in Mathematics
- * 51% of English Learners "Met or Exceeded Standards" in Mathematics
- * 80% of Reclassified Fluent English Proficient Students "Met or Exceeded Standards" in Mathematics

Overall, FVSD students performed well on the IXL Diagnostic Assessment for Mathematics. FVSD remains fully committed to closing the Achievement Gap and to supporting high levels of academic success for all students. Actions intended to help close the Achievement Gap present among students in the Special Populations groups are captured in Goal 2 of the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at <https://www.fvsd.us/apps/pages/LCAP>.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Health-related services	September 2021 - June 2022	District Staff, District Nurses, Health Aides	District nursing staff and health aides to provide medical support for students in grades 6-8 and work with families of high-needs students	1000-1999: Certificated Personnel Salaries	LCFF	115,343.00
				2000-2999: Classified Personnel Salaries	LCFF	38,448.00
Academic Interventions	September 2021 - June 2022	District Staff, Principal, Teachers	Reading Intervention Teachers (2), .5 Site Lead Teacher, and additional duty pay for after school academic intervention	1000-1999: Certificated Personnel Salaries	LCFF	142,407.00
COVID-19 safety-related resources	September 2021 - June 2022	District Staff	COVID-19 safety-related resources including Personal Protective Equipment (PPE), additional cleaning supplies, and other necessary resources to help maximize in-person instructional learning time for students	5000-5999: Services And Other Operating Expenditures	ESSER	128,003.00
Elementary Music Program	September 2021 - June 2022	District Staff, Principal, and Itinerant Elementary Music Teachers	Itinerant Elementary Music Teacher to ensure all elementary students have access to a music-enriched "broad course of study"	1000-1999: Certificated Personnel Salaries	LCFF	55,792.00
Expand resources to support learning within and beyond the school day	September 2021 - June 2022	District Staff, Principal	Software licensing for multiple applications to support student learning during both synchronous and asynchronous instructional time (Zoom, Clever, IXL, etc.)	5000-5999: Services And Other Operating Expenditures	LCFF	52,104.00

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	September 2021 - June 2022	District Staff, Principal, and Library Media Technician	Library resource management and facilitated access to library resources for students	2000-2999: Classified Personnel Salaries	LCFF	24,340.00
Professional development day for certificated and classified staff members on FVSD's Signature Practices for instruction	September 2021 - June 2022	District Staff, Principals, Teachers	Additional duty pay to attend professional development prior to the start of the 2021-22 school year	1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	21,271.00
Counseling services to support students' social-emotional well-being	September 2021 - June 2022	District Staff, Principal, School Counselor Interns	Academic and Social-emotional counseling services	1000-1999: Certificated Personnel Salaries	LCFF	21,527.00
English language acquisition support	September 2021 - June 2022	District Staff, Principal, Teacher, Bi-lingual Instructional Aide	Bi-lingual Classroom Aide support for English learners with "emerging/novice" level English literacy skills.	2000-2999: Classified Personnel Salaries	Title III	17,563.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	ESSER	128,003.00
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	21,271.00
1000-1999: Certificated Personnel Salaries	LCFF	348,969.00
2000-2999: Classified Personnel Salaries	LCFF	97,455.00
4000-4999: Books And Supplies	LCFF	41,250.00
5000-5999: Services And Other Operating	LCFF	65,255.00
1000-1999: Certificated Personnel Salaries	Title I	26,000.00
2000-2999: Classified Personnel Salaries	Title I	17,000.00
4000-4999: Books And Supplies	Title I	25,000.00
5000-5999: Services And Other Operating	Title I	10,000.00
2000-2999: Classified Personnel Salaries	Title III	17,563.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	76,900.00
Goal 2	58,000.00
Goal 3	18,318.00
Goal 4	27,750.00
Goal 5	616,798.00

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				
Jessica O'Malley		X			
Jennifer Hopkins		X			
Michele Macdonald		X			
Kelly Lopez			X		
Marian Barsom (year 1)				X	
Janice Vuong (year 2)				X	
Sumarlei Martone (year 2)				X	
Stacey Cutler (year 2)				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 8, 2021.

Attested:

Cara Robinson

Typed Name of School Principal

Cara Robinson
Signature of School Principal

12/9/21
Date

Jessica O'Malley

Typed Name of SSC Chairperson

Jess O'Malley
Signature of SSC Chairperson

12/9/21
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 17, 2021

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 13, 2022.

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	20
Total Expenditures by Object Type and Funding Source	20
Total Expenditures by Goal	21
Home/School Compact.....	22
School Site Council Membership	23
Recommendations and Assurances.....	24

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. Targeted intervention is also offered as well as after-school homework help. 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 improved infrastructure and updated amenities in classrooms in the fall of 2020. Fulton is home to a diverse population of approximately 710 students with 52% of students identifying as Asian, 25% of students identifying as White, 13% of students identifying as Hispanic, and 8% of students identifying as Multi-Ethnic. In addition, 7% of Fulton's students are identified as English Learners, 11% of Fulton students are identified as socio-economically disadvantaged, and 8% of students attending Fulton Middle School receive special education services.

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 a 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 (PTA) that supports the 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 the School Site Council, English Learner Advisory Council, and various sub-committees of the Fulton PTA. Parental involvement and support are key ingredients to making Fulton Middle School one of the finest schools in Orange County. While Fulton Middle School enjoys high levels of student achievement, the staff, parents, and administration are all committed to working together for continuous improvement and ways to maximize student learning and development.

Planned Improvements in Student Performance

School Goal #1

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

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 to 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 that "Meet or "Exceed Standards" on CA State Testing for ELA and Math by 2% or more on an annual basis. By leveraging the District's Signature Practices, technology, and ongoing teacher professional development, the Fulton staff is confident that mastery of the CA State Standards can be achieved by all students.
Annual Update:
<p>Due to pandemic-related modifications to state testing, IXL Diagnostic Assessments for English Language Arts and Mathematics were utilized in lieu of SBAC assessments. The following data reflects Fulton Middle School's results from the 2020-21 administration of the IXL Diagnostic Assessment:</p> <ul style="list-style-type: none">* 2020-21 IXL Diagnostic Assessment for English/Language Arts: 74% Met or Exceeded Standards (Overall)* 2020-21 IXL Diagnostic Assessment for Mathematics: 56% 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 outcomes for the 2021-22 school year for Fulton Middle School will be:</p> <ul style="list-style-type: none">* Recover "Learning Loss" due to unique circumstances of the 2020-21 school year* 2021-22 SBAC ELA: A new post-pandemic baseline for SBAC ELA will be set during the 2021-22 school year* 2020-21 SBAC Math: A new post-pandemic baseline for SBAC Math will be set during the 2021-22 school year* Students will meet the end-of-year targets on district-administered reading assessments (Fountas & Pinnell/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, FVSD utilized the IXL Diagnostic assessment platform in lieu of CAASPP Assessments. IXL Diagnostic data showed that 80% of Fulton students "Met or Exceeded Standards" in English Language Arts and 56% of Fulton students "Met or Exceeded Standards" in Mathematics. In addition, end-of-year district-administered reading assessments indicated that Fulton students experienced limited learning loss in reading due to pandemic-related learning environments.

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 2021 - June 2022	Principal, IT Support Team	Purchase of Viewsonic Touch Screens and training for teachers	5000-5999: Services And Other Operating Expenditures	LCFF	10,000.00
			Purchase of Viewsonic Touch Screens and training for teachers	5000-5999: Services And Other Operating Expenditures	Donations	5,000.00
Provide After-school Homework Help	September 2021 - June 2022	Administrative Team, Counselor, Teachers	Additional support for students to complete assignments	1000-1999: Certificated Personnel Salaries	LCFF	1,500.00
Provide Targeted Intervention in ELA and Math	November 2021 - June 2022	Administrative Team, Counselor, Teachers	Target ELA and Math skills for students below grade level	1000-1999: Certificated Personnel Salaries	LCFF	22,000.00
Expand Access to PE Equipment	September 2021 - June 2022	Administrative Team, PE Teachers	Purchase additional equipment to expand our robust PE program. Equipment will focus on physical fitness activities.	4000-4999: Books And Supplies	LCFF	15,000.00
Expand Library Resources	September 2021 - June 2022	Administrative Team, Library Media Technician	Purchase additional reading materials and furniture to create an inviting environment for students.	4000-4999: Books And Supplies	LCFF	5,000.00
Math-related Instructional Supplies	September 2021 - June 2022	Administrative Team, Math Lead Teacher, Math Teachers	Purchase additional materials to support teaching and learning in the area of math	4000-4999: Books And Supplies	LCFF	2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expand Access to Robotics Equipment	September 2021 - June 2022	Administrative Team, Electives Teachers	Purchase additional robotics materials to enhance our program. This is offered as an elective as well as a competitive team.	4000-4999: Books And Supplies	LCFF	25,000.00
Expand Resources to Support Music Program	September 2021 - June 2022	Administrative Team, Music Teachers	Purchase additional music supplies including speaker equipment for the MPR	4000-4999: Books And Supplies	LCFF	25,000.00
Expand Resources to Support Science Instruction	September 2021 - June 2022	Administrative Team, Science Teachers	Purchase additional materials to support teaching and learning in the area of science	4000-4999: Books And Supplies	LCFF	25,000.00
Site Technology Coordinator Stipend	September 2021 - June 2022	District Staff, Site Principal, Site Technology Coordinator	Provide support for educational technology platforms and supports staff through training and coaching Provide support for the school's Student Success Team process by coordinating meetings and communicating with teachers/families (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	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 pandemic-related modifications to state testing, IXL Diagnostic Assessments for English Language Arts and Mathematics were utilized in lieu of SBAC assessments. The following data reflects Fulton Middle School's results for English Learners, RFEPs, Low-income Students, and Students with Special Needs from the 2020-21 administration of the IXL Diagnostic Assessment:</p> <p>2020-21 IXL Diagnostic Assessment for English Language Arts:</p> <ul style="list-style-type: none">* 23% of English Learners Met or Exceeded Standards* 82% of Reclassified Fluent English Proficient students Met or Exceeded Standards* 59% of Low-income students Met or Exceeded Standards* 27% of Students with Special Needs Met or Exceeded Standards <p>2020-21 IXL Diagnostic Assessment for Mathematics:</p> <ul style="list-style-type: none">* 27% of English Learners Met or Exceeded Standards* 65% of Reclassified Fluent English Proficient students Met or Exceeded Standards* 42% of Low-income students Met or Exceeded Standards* 21% of Students with Special Needs Met or Exceeded Standards <p>* Reading Assessments: 100% of English Learners, Reclassified Fluent English Proficient students, Low-income students, and Students with Special Needs were assessed using the Scholastic Reading Inventory Lexile Range Assessment.</p> <p>* Technology: The school is now at a 1:1 Student/Chromebook ratio for all students including English Learners, Reclassified Fluent English Proficient students, Low-income students, and Students with Special Needs</p>

Expected Annual Outcomes

The expected annual outcomes for the 2021-22 school year for Fulton Middle School students in Special Populations groups will be:

- * Recover "Learning Loss" due to unique circumstances of the 2020-21 school year
- * 2021-22 SBAC ELA: A new post-pandemic baseline for SBAC ELA will be set during the 2021-22 school year
- * 2020-21 SBAC Math: A new post-pandemic baseline for SBAC Math will be set during the 2021-22 school year
- * Students will meet the end-of-year targets on district-administered reading assessments (Fountas & Pinnell/SRI Lexile Levels)
- * Students not meeting academic achievement goals will participate in targeted interventions and supports

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 teachers, 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:

Due to state-wide school dismissal resulting from the COVID-19 pandemic, FVSD utilized the IXL Diagnostic assessment platform in lieu of CAASPP Assessments. IXL Diagnostic data from Spring 2021 showed:

- * 23% of EL students "Met or Exceed Standards" in ELA (compared to 74% for the "All Students" group) and 27% of EL Students "Met or Exceed Standards" in Math (compared to 56% for the "All Students" group)
- * 82% of RFEP students "Met or Exceeded Standards" in ELA (compared to 74% for the "All Students" group) and 65% of RFEP students "Met or Exceeded Standards" in Math (compared to 56% for the "All Students" group)
- * 59% of Low-income "Met or Exceeded Standards" in ELA (compared to 74% for the "All Students" group) and 42% of Low-income students "Met or Exceeded Standards" in Math (compared to 56% for the "All Students" group)
- * 27% of Students with Special Needs "Met or Exceeded Standards" in ELA (compared to 74% for the "All Students" group) and 21% of Students with Special Needs "Met or Exceeded Standards" in Math (compared to 56% for the "All Students" group)

In addition, end-of-year district-administered reading assessments indicated that Fulton students experienced limited learning loss in reading due to pandemic-related learning environments, however, learning loss for students from the "special populations" student groups was more significant than learning loss for non-special populations students. Evidence of the Achievement Gap continues to be present for English Learners, Low-income students, and Students with Special Needs.

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 2021 - June 2022	District Staff, 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	37,033.00
Grade-level Collaboration Days	September 2021 - June 2022	Administrative team, Teachers	Collaboration time to analyze data in departments and grade levels to ensure students in need of targeted intervention receive support.	1000-1999: Certificated Personnel Salaries	LCFF	22,000.00
EL Coordinator Stipend	September 2021 - June 2022	Administrative Team & EL Lead Teacher	Provide supports for English learners and communication with families/school staff regarding the EL program including reclassification, need for bilingual aid support, and coordination of assessments (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
504 Coordinator Stipend	September 2021 - June 2022	Administrative Team & 504 Lead Teacher	Provide supports for students on 504 plans and communicate with families/staff regarding services (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
Site Prevention Coordinator Stipend	September 2021 - June 2022	Administrative Team & Site Prevention Coordinator	Provide support for the school's Student Success Team process by coordinating meetings and communicating with teachers/families (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
Collaboration time for General Education teachers and Educational Specialists that are co-teaching math and ELA sections	September 2021 - June 2022	Administrative Team, Teachers supporting co-teaching instructional model	Provides additional time for General Education teachers and Educational Specialists to collaborate regarding how to best support students in co-teaching environments	1000-1999: Certificated Personnel Salaries	LCFF	2,000.00

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:
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, classified staff, certificated staff, and students. 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 2021-2022 school year, due to COVID-19, volunteers are limited on campus and must be vaccinated, but they are able to help with a book fair, dance, and end-of-the-year activities. Fulton's counselor and guidance tech work with the two other middle schools to provide parent education nights.
Expected Annual Outcomes
Coming back onto campus will allow us to offer more parent opportunities while following safety protocols. Vaccinated parents are allowed to volunteer and parent education nights are an important part of the school's community outreach program. We expect an increase in parent and student PTA memberships due to a strong membership drive.
Findings from the Analysis of this Data:
Due to the COVID-19 pandemic, many parent involvement activities were canceled, however, there was an increase of approximately 5% in PTA memberships. All three middle schools set up a competition to drive membership up. Planning committees and PTA meetings were regularly attended via Zoom. Regular communication with families was done through Parentsquare.

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 2021 - June 2022	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	3,651.00
Incentives for parents to join the PTA.	September 2021 - June 2022	Administrative Team, Teachers, Staff, PTA	Purchase prizes to encourage more participation	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1,000.00
Parent education nights	September 2021 - June 2022	Administrative Team, Counselors, Staff	Organize parents evenings focused on the whole child: academics and social-emotional well being.	4000-4999: Books And Supplies	LCFF	2,000.00
District translator to support access for families	September 2021 - June 2022	District Staff	District translator support to provide interpretation and/or translation for parent meetings	2000-2999: Classified Personnel Salaries	LCFF	7,667.00

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%, reduce suspension rates from 1.9% to 1.5%, and continue to foster a learning environment/school climate which improves student engagement and involvement in all aspects of their education.
Annual Update:
In spite of the unique circumstances of the 2020-21 school year, the Average Daily Attendance for Fulton Middle School was 93.76%. Fulton Middle School works hard at involving students in school activities and making meaningful connections. Restorative circles and practices are run by the Assistant Principal and school counselor when incidents occur and counseling services are offered to all students. 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.
Expected Annual Outcomes
To keep in compliance with state mandates regarding COVID, activities have been limited and modified but opportunities are found to bring some sense of normalcy to school. Dances, sports tournaments, pep rallies, and student recognition will all take place this year. Student surveys were given to solicit input from students regarding clubs they would like to participate in throughout the year.
Findings from the Analysis of this Data:
During the pandemic, students were online and in a hybrid module for the majority of the 2020-2021 school year. Attendance rates dropped as well as participation in class. We have already seen an increase with students' attendance being on campus 5 days a week.

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 2021 - June 2022	ASB Director, Administrative Team, Office Manager	Support of school connectedness activities	1000-1999: Certificated Personnel Salaries	LCFF	2,500.00
			Support of school connectedness activities	2000-2999: Classified Personnel Salaries	LCFF	2,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize the School Leadership Team to continue to build school culture	September 2021 - June 2022	Administrative Team, Staff, Teachers	Release time for leadership team	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
			Additional pay for meetings occurring outside of contracted work times	1000-1999: Certificated Personnel Salaries	Donations	1,500.00
SOAR program offering incentives and monthly drawings to recognize positive behavior	September 2021 - June 2022	Administrative Team, Counselor, Teachers	School climate-student behavior	4000-4999: Books And Supplies	Donations	2,000.00
After school homework help	September 2021 - June 2022	Administrative Team, Counselor, Teachers	School climate-student behavior and academics	1000-1999: Certificated Personnel Salaries	LCFF	2,000.00

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

The expected annual outcomes for the 2021-22 school year for Fountain Valley School District are captured in the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at https://www.fvsvd.us/apps/pages/LCAP .

Findings from the Analysis of this Data:

During the 2020-21 school year, FVSD administered the IXL Diagnostic Assessment in lieu of the California Assessments of Student Performance and Progress (CAASPP) as permitted by guidance from the California Department of Education. Results from that assessment showed:

English Language Arts (3rd-8th grade)

- * 74% of All Students "Met or Exceeded Standards" in English Language Arts
- * 84% of Asian Students "Met or Exceeded Standards" In English Language Arts
- * 61% of Hispanic Students "Met or Exceeded Standards" In English Language Arts
- * 71% of White Students "Met or Exceeded Standards" In English Language Arts
- * 61% of Low-income Students "Met or Exceeded Standards" In English Language Arts
- * 32% of Students with Disabilities "Met or Exceeded Standards" In English Language Arts
- * 43% of English Learners "Met or Exceeded Standards" In English Language Arts
- * 85% of Reclassified Fluent English Proficient Students "Met or Exceeded Standards" In English Language Arts

Overall, FVSD students performed well on the IXL Diagnostic Assessment for English Language Arts. FVSD remains fully committed to closing the Achievement Gap and to supporting high levels of academic success for all students. Actions intended to help close the Achievement Gap present among students in the Special Populations groups are captured in Goal 2 of the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at <https://www.fvsd.us/apps/pages/LCAP>.

Mathematics (3rd-8th grade)

- * 70% of All Students "Met or Exceeded Standards" in Mathematics
- * 82% of Asian Students "Met or Exceeded Standards" in Mathematics
- * 53% of Hispanic Students "Met or Exceeded Standards" in Mathematics
- * 63% of White Students "Met or Exceeded Standards" in Mathematics
- * 57% of Low-income Students "Met or Exceeded Standards" in Mathematics
- * 30% of Students with Disabilities "Met or Exceeded Standards" in Mathematics
- * 51% of English Learners "Met or Exceeded Standards" in Mathematics
- * 80% of Reclassified Fluent English Proficient Students "Met or Exceeded Standards" in Mathematics

Overall, FVSD students performed well on the IXL Diagnostic Assessment for Mathematics. FVSD remains fully committed to closing the Achievement Gap and to supporting high levels of academic success for all students. Actions intended to help close the Achievement Gap present among students in the Special Populations groups are captured in Goal 2 of the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at <https://www.fvsd.us/apps/pages/LCAP>.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Health-related services	September 2021 - June 2022	District Staff, District Nurses, Health Aides	District nursing staff and health aides to provide medical support for students in grades 6-8 and work with families of high-needs students	1000-1999: Certificated Personnel Salaries	LCFF	115,343.00
				2000-2999: Classified Personnel Salaries		38,448.00
COVID-19 safety-related resources	September 2021 - June 2022	District Staff	COVID-19 safety-related resources including Personal Protective Equipment (PPE), additional cleaning supplies, and other necessary resources to help maximize in-person instructional learning time for students	5000-5999: Services And Other Operating Expenditures	ESSER	128,003.00
Counseling services to support students' social-emotional well-being	September 2021 - June 2022	District Staff, Middle School Principal, School Counselor	Academic and Social-emotional counseling services	1000-1999: Certificated Personnel Salaries	LCFF	100,162.00
Expand resources to support learning within and beyond the school day	September 2021 - June 2022	District Staff, Principal	Software licensing for multiple applications to support student learning during both synchronous and asynchronous instructional time (Zoom, Clever, IXL, NewsELA, etc.)	5000-5999: Services And Other Operating Expenditures	LCFF	52,104.00
Middle School Mathematics instructional support	September 2021 - June 2022	District Staff, Principal, Mathematics Teacher	District-funded sections in master schedule dedicated to providing academic intervention in mathematics	1000-1999: Certificated Personnel Salaries	LCFF	35,864.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English language acquisition support	September 2021 - June 2022	District Staff, Principal, Teacher, Bi-lingual Instructional Aide	Bi-lingual Classroom Aide support for English learners with "emerging/novice" level English literacy skills.	2000-2999: Classified Personnel Salaries	Title III	17,563.00
School Site Library Media Technician support and Lead District Librarian	September 2021 - June 2022	District Staff, Principal, and Library Media Technician	Library resource management and facilitated access to library resources for students	2000-2999: Classified Personnel Salaries	LCFF	24,340.00
Professional development day for certificated and classified staff members on FVSD's Signature Practices for instruction	September 2021 - June 2022	District Staff, Principals, Teachers	Additional duty pay to attend professional development prior to the start of the 2021-22 school year	1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	21,271.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Donations	1,500.00
4000-4999: Books And Supplies	Donations	2,000.00
5000-5999: Services And Other Operating	Donations	5,000.00
5000-5999: Services And Other Operating	ESSER	128,003.00
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	21,271.00
1000-1999: Certificated Personnel Salaries	LCFF	345,902.00
2000-2999: Classified Personnel Salaries	LCFF	72,955.00
4000-4999: Books And Supplies	LCFF	99,000.00
5000-5999: Services And Other Operating	LCFF	65,755.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1,000.00
2000-2999: Classified Personnel Salaries	Title III	17,563.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	137,000.00
Goal 2	64,033.00
Goal 3	14,318.00
Goal 4	11,500.00
Goal 5	533,098.00

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			
Tiffany Nguyen				X	
Cynthia Hopkins				X	
Allison Uong					X
Kara Nghiem					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

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

12.5.21
Date

Thao Nguyen

Typed Name of SSC Chairperson


Signature of SSC Chairperson

12/5/21
Date

The School Plan for Student Achievement

School: Kazuo Masuda Middle School
CDS Code: 30-66498-6094627
District: Fountain Valley School District
Principal: Jennifer Morgan
Revision Date: December 16, 2021

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) 378-4250
Address: 17415 Los Jardines West
Fountain Valley, CA 92708
E-mail Address: morganj@fvdsd.us

The District Governing Board approved this revision of the SPSA on January 13, 2022.

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.....	20
Total Expenditures by Object Type and Funding Source	20
Total Expenditures by Goal	21
Home/School Compact.....	22
School Site Council Membership	23
Recommendations and Assurances.....	24

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 grade level 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

Kazuo Masuda Middle School, located in Fountain Valley, California, has a proud tradition of providing a world-class education for students for over forty years. Thanks to Measure O funding approved by the Fountain Valley community in 2016, the Masuda campus underwent significant renovations that improved infrastructure and updated amenities in classrooms completed in the fall of 2019. Masuda is home to a diverse student population of approximately 750 students with 51% of students identifying as Asian, 20% of students identifying as White, 19% of students identifying as Hispanic, and 8% of students identifying as Multi-ethnic. In addition, 14% of Masuda's students are identified as English Learners, 19% of Masuda students are identified as socio-economically disadvantaged, and 6% of students attending Masuda Middle School receive special education services.

Masuda has received multiple awards including being recognized as a California Distinguished School (2009 and 2019), and a California Gold Ribbon School (2015). We are fortunate to have a staff of 32 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 an 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 Monarchs. We highly encourage our parents to assist their children by monitoring their daily progress and being 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.

Masuda's general education classes offer a variety of supports, including intervention and enrichment. Based on students' needs and performance, they are placed in English/Language Arts and Math courses that support or enrich their skills through the offering of co-taught classes, intervention classes, and a GATE/Honors program. In addition to our general program, Masuda has two full-time resource specialists, a special education 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 provides students with a wide range of academic programs, as well as a variety of extracurricular activities. Below is a list of some of the activities students can become involved in:

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

- School Sports- soccer, volleyball, basketball, and track
- Dance Team
- Clubs- (anime, knitting, home economics, video gaming, and running club)

Masuda also has 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
- School Sports

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 pandemic-related modifications to state testing, IXL Diagnostic Assessments for English Language Arts and Mathematics were utilized in lieu of SBAC assessments. The following data reflects Masuda Middle School's results from the 2020-21 administration of the IXL Diagnostic Assessment:</p> <ul style="list-style-type: none">* 2020-21 IXL Diagnostic Assessment for English/Language Arts: 63% Met or Exceeded Standards (Overall)* 2020-21 IXL Diagnostic Assessment for Mathematics: 61% Met or Exceeded Standards (Overall)* Reading Assessments: 100% of students (6-8) were assessed in reading using the Scholastic Reading Inventory Assessment of Lexile Levels* Technology: The school is now at a 1:1 Student/Chromebook ratio for all students
Expected Annual Outcomes
<p>The expected annual outcomes for the 2021-22 school year for Masuda will be:</p> <ul style="list-style-type: none">* Recover "Learning Loss" due to unique circumstances of the 2020-21 school year* 2021-22 SBAC ELA: A new post-pandemic baseline for SBAC ELA will be set during the 2021-22 school year* 2020-21 SBAC Math: A new post-pandemic baseline for SBAC Math will be set during the 2021-22 school year* Students will meet the end-of-year targets on district-administered reading assessments (Fountas & Pinnell/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, FVSD utilized the IXL Diagnostic assessment platform in lieu of CAASPP Assessments. IXL Diagnostic data showed that 63% of Masuda students "Met or Exceeded Standards" in English Language Arts and 61% of Masuda students "Met or Exceeded Standards" in Mathematics. In addition, end-of-year district-administered reading assessments indicated that Masuda students experienced limited learning loss in reading due to pandemic-related learning environments.

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 2021 - June 2022	Site Administrators, Teachers	Cost of substitute teachers or additional duty pay for teachers beyond regular work day/year	1000-1999: Certificated Personnel Salaries	LCFF	5,000.00
			Cost of substitute teachers or additional duty pay for teachers beyond regular work day/year	1000-1999: Certificated Personnel Salaries	Title I	5,000.00
Increase site technology (Specifically ViewSonic "Smart" Boards) for consistent full campus access	September 2021 - June 2022	Site Administrators	Acquire devices (ViewSonics)	5000-5999: Services And Other Operating Expenditures	LCFF	18,591.00
			Acquire devices (ViewSonics)	5000-5999: Services And Other Operating Expenditures	Title I	13,000.00
Maintain/Increase student literacy through ongoing access to print/digital library resources.	September 2021 - June 2022	Site Administrators, Library Media Technician	Extend hours for Library Media Technician to broaden access for students	2000-2999: Classified Personnel Salaries	Title I	12,250
			Expand Library collection to include additional high-interest fiction and non-fiction resources	4000-4999: Books And Supplies	LCFF	5000.00
Utilize supplemental resources in academic core classes to enhance instruction and increase student access	September 2021 - June 2022	Site Administrators, Teachers	Software Programs, online student subscriptions, and printed materials	4000-4999: Books And Supplies	Title I	6,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site Technology Coordinator Stipend	September 2021 - June 2022	Site Principal, Site Technology Coordinator	Provide support for educational technology platforms and supports staff through training and coaching Provide support for the school's Student Success Team process by coordinating meetings and communicating with teachers/families (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,500.00
Math Instructional Supplies	September 2021 - June 2022	Site Principal, Math Team	Provide additional instructional materials to support IMP math units.	4000-4999: Books And Supplies	LCFF	2000.00
Science Instructional Supplies	September 2021 - June 2022	Site Principal, Science Team	Provide instructional supplies to support science units.	4000-4999: Books And Supplies	LCFF - Base	25,000.00

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>Due to pandemic-related modifications to state testing, IXL Diagnostic Assessments for English Language Arts and Mathematics were utilized in lieu of SBAC assessments. The following data reflects Masuda Middle School's results for English Learners, RFEPs, Low-income Students, and Students with Special Needs from the 2020-21 administration of the IXL Diagnostic Assessment:</p> <p>2020-21 IXL Diagnostic Assessment for English Language Arts:</p> <ul style="list-style-type: none">* 21% of English Learners Met or Exceeded Standards* 83% of Reclassified Fluent English Proficient students Met or Exceeded Standards* 52% of Low-income students Met or Exceeded Standards* 8% of Students with Special Needs Met or Exceeded Standards <p>2020-21 IXL Diagnostic Assessment for Mathematics:</p> <ul style="list-style-type: none">* 32% of English Learners Met or Exceeded Standards* 81% of Reclassified Fluent English Proficient students Met or Exceeded Standards* 54% of Low-income students Met or Exceeded Standards* 8% of Students with Special Needs Met or Exceeded Standards <p>* Reading Assessments: 100% of English Learners, Reclassified Fluent English Proficient students, Low-income students, and Students with Special Needs were assessed using the Scholastic Reading Inventory Lexile Range Assessment.</p> <p>* Technology: The school is now at a 1:1 Student/Chromebook ratio for all students including English Learners, Reclassified Fluent English Proficient students, Low-income students, and Students with Special Needs</p>

Expected Annual Outcomes

The expected annual outcomes for the 2021-22 school year for Masuda Middle School students in Special Populations groups will be:

- * Recover "Learning Loss" due to unique circumstances of the 2020-21 school year.
- * 2021-22 SBAC ELA: A new post-pandemic baseline for SBAC ELA will be set during the 2021-22 school year
- * 2020-21 SBAC Math: A new post-pandemic baseline for SBAC Math will be set during the 2021-22 school year
- * Students will meet the end-of-year targets on district-administered reading assessments. (Fountas & Pinnell/SRI Lexile Levels)
- * Students not meeting academic achievement goals will participate in targeted interventions and supports

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 teachers, 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:

Due to state-wide school dismissal resulting from the COVID-19 pandemic, FVSD utilized the IXL Diagnostic assessment platform in lieu of CAASPP Assessments. IXL Diagnostic data for Special Populations student groups at Masuda Middle School from Spring 2021 showed:

- * 21% of EL students Met or Exceed Standards in ELA (compared to 63% for the "All Students" group) and 32% of EL Students Met or Exceed Standards in Math (compared to 61% for the "All Students" group)
- * 83% of RFEP students Met or Exceeded Standards in ELA (compared to 63% for the "All Students" group) and 81% of RFEP students Met or Exceeded Standards in Math (compared to 61% for the "All Students" group)
- * 52% of Low-income Met or Exceeded Standards in ELA (compared to 63% for the "All Students" group) and 54% of Low-income students Met or Exceeded Standards in Math (compared to 61% for the "All Students" group)
- * 8% of Students with Special Needs Met or Exceeded Standards in ELA (compared to 63% for the "All Students" group) and 8% of Students with Special Needs Met or Exceeded Standards in Math (compared to 61% for the "All Students" group)

In addition, end-of-year district-administered reading assessments indicated that Masuda students experienced limited learning loss in reading due to pandemic-related learning environments, however, learning loss for students from the "special populations" student groups was more significant than learning loss for non-special populations students. Evidence of the Achievement Gap continues to be present for English Learners, low-income students, and Students with Special Needs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide support for academic intervention	September 2021 - June 2022	Site Administrators	Provide one period of Intervention for General Ed teacher to "case manage" at-risk students.	1000-1999: Certificated Personnel Salaries	Title I	20,000.00
For each trimester, appropriately place students in need of interventions according to placement tests, teacher recommendations, and diagnostic tests performed at the beginning of the school year and continuing throughout the school year.	September 2021 - June 2022	Site Administrators, Teachers	STAR Reading/Accelerated Reader Subscriptions. Renaissance Learning, SRI Assessments, ST Math	5000-5999: Services And Other Operating Expenditures	Title I	11,000.00
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 2021 - June 2022	Site Administrators, Teachers	Additional duty pay and/or release time	1000-1999: Certificated Personnel Salaries	LCFF	3,000.00
Math Intervention Sections	September 2021 - June 2022	Math teachers	Three sections of math intervention support students performing below grade level.	1000-1999: Certificated Personnel Salaries	LCFF	60,000.00
EL Lead Teacher Stipend	September 2021 - June 2022	District Staff, Site Administrative Team, EL Lead Teacher	Provide supports for English learners and communication with families/school staff regarding the EL program including reclassification, need for bilingual aid support, and coordination of assessments (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
504 Coordinator Stipend	September 2021 - June 2022	District Staff, Site Administrative Team, Site 504 Coordinator	Provide supports for students on 504 plans and communicate with families/staff regarding services (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
Site Prevention Coordinator Stipend	September 2021- June 2022	District Staff, Site Administrative Team, Site Prevention Coordinator	Provide support for the school's Student Success Team process by coordinating meetings and communicating with teachers/families (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
Before and after school math & ELA intervention	September 2021- June 2022	Math and ELA teachers	Up to five hours of before or after school for each department (ELA and math) to support students that need additional support	1000-1999: Certificated Personnel Salaries	LCFF	13,000.00

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 * 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:
Due to the COVID-19 pandemic, parent offerings are limited during the 2021-22 school year, both at the site. Masuda actively encourages parent participation and is especially dedicated to reaching out to families of students identified as English Learners, students from low-income families, migrant families, students experiencing homelessness, foster youth, and students new to the Masuda school community. 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.

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 2021 - June 2022	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	3,651.00
Utilize counseling staff to inform parents about ways to support secondary academic plans	September 2021 - June 2022	Site Administrators, District Staff	College Night expenses	5000-5999: Services And Other Operating Expenditures	LCFF	500.00
District translator to support access for families	September 2021 - June 2022	Site Administrators, District Translator	District translator support to provide interpretation and/or translation for parent meetings	2000-2999: Classified Personnel Salaries	LCFF	7,667.00
The ASB, PTSO, and administration will work collaboratively to support school spirit and host events including Expect Excellence, fundraisers, and school dances.	September 2021 - June 2022	ASB, PTSO, Administration, Activities Director	Acquire school "SWAG" and provide refreshments for school connectedness events/activities	4000-4999: Books And Supplies	Title I	500.00
Counselor will meet individually with parents of At-Risk students and will attend pertinent SST/504 meetings.	September 2021 - June 2022	Site Administrators, Counselor	No additional expense is associated with this action.	None Specified	None Specified	0.00

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:
In spite of the unique circumstances of the 2020-21 school year, attendance at Masuda Middle School remained strong, with an average attendance rate for the school year of 94.78%. In addition, the reduced number of students on campus (due to the Hybrid Instructional Model) and expanded access to school counseling services resulted in a significantly lower number of discipline issues.
Expected Annual Outcomes
<ul style="list-style-type: none">* Student Daily Attendance Rates above 95%* Chronic Absenteeism Rate will decrease* Suspension Rate will decrease* 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:
Masuda would benefit from launching a formal attendance program, including incentives and additional counseling support for students. A positive school climate has been an ongoing focus at Masuda, and it will continue to be so throughout the coming year. Students continue to respond positively to campus-sponsored "spirit activities," despite the difficulties in doing so amid the current pandemic.

Action 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	2,500.00
			Additional hourly rate compensation for staff supporting programs	2000-2999: Classified Personnel Salaries	LCFF	2,500.00
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	1,000.00
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	3,000.00

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
The expected annual outcomes for the 2021-22 school year for Fountain Valley School District are captured in the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at https://www.fvsd.us/apps/pages/LCAP .

Findings from the Analysis of this Data:

During the 2020-21 school year, FVSD administered the IXL Diagnostic Assessment in lieu of the California Assessments of Student Performance and Progress (CAASPP) as permitted by guidance from the California Department of Education. Results from that assessment showed:

English Language Arts (3rd-8th grade)

- * 74% of All Students "Met or Exceeded Standards" in English Language Arts
- * 84% of Asian Students "Met or Exceeded Standards" In English Language Arts
- * 61% of Hispanic Students "Met or Exceeded Standards" In English Language Arts
- * 71% of White Students "Met or Exceeded Standards" In English Language Arts
- * 61% of Low-income Students "Met or Exceeded Standards" In English Language Arts
- * 32% of Students with Disabilities "Met or Exceeded Standards" In English Language Arts
- * 43% of English Learners "Met or Exceeded Standards" In English Language Arts
- * 85% of Reclassified Fluent English Proficient Students "Met or Exceeded Standards" In English Language Arts

Overall, FVSD students performed well on the IXL Diagnostic Assessment for English Language Arts. FVSD remains fully committed to closing the Achievement Gap and to supporting high levels of academic success for all students. Actions intended to help close the Achievement Gap present among students in the Special Populations groups are captured in Goal 2 of the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at <https://www.fvsd.us/apps/pages/LCAP>.

Mathematics (3rd-8th grade)

- * 70% of All Students "Met or Exceeded Standards" in Mathematics
- * 82% of Asian Students "Met or Exceeded Standards" in Mathematics
- * 53% of Hispanic Students "Met or Exceeded Standards" in Mathematics
- * 63% of White Students "Met or Exceeded Standards" in Mathematics
- * 57% of Low-income Students "Met or Exceeded Standards" in Mathematics
- * 30% of Students with Disabilities "Met or Exceeded Standards" in Mathematics
- * 51% of English Learners "Met or Exceeded Standards" in Mathematics
- * 80% of Reclassified Fluent English Proficient Students "Met or Exceeded Standards" in Mathematics

Overall, FVSD students performed well on the IXL Diagnostic Assessment for Mathematics. FVSD remains fully committed to closing the Achievement Gap and to supporting high levels of academic success for all students. Actions intended to help close the Achievement Gap present among students in the Special Populations groups are captured in Goal 2 of the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at <https://www.fvsd.us/apps/pages/LCAP>.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Health-related services	September 2021 - June 2022	District Staff, District Nurses, Health Aides	District nursing staff and health aides to provide medical support for students in grades 6-8 and work with families of high-needs students	1000-1999: Certificated Personnel Salaries	LCFF	115,343.00
				2000-2999: Classified Personnel Salaries	LCFF	38,448.00
COVID-19 safety-related resources	September 2021 - June 2022	District Staff	COVID-19 safety-related resources including Personal Protective Equipment (PPE), additional cleaning supplies, and other necessary resources to help maximize in-person instructional learning time for students	5000-5999: Services And Other Operating Expenditures	ESSER	128,003.00
Counseling services to support students social-emotional well-being	September 2021 - June 2022	District Staff, Middle School Principal, School Counselor	Academic and Social-emotional counseling services	1000-1999: Certificated Personnel Salaries	LCFF	100,162.00
Expand resources to support learning within and beyond the school day	September 2021 - June 2022	District Staff, Principal	Software licensing for multiple applications to support student learning during both synchronous and asynchronous instructional time (FLVS, Zoom, Clever, IXL, NewsELA, etc.)	1000-1999: Certificated Personnel Salaries	LCFF	52,104.00
			Additional duty pay to attend professional development outside of contracted hours/school year	2000-2999: Classified Personnel Salaries	CARES Act	2,114

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Middle School Mathematics instructional support	September 2021 - June 2022	District Staff, Principal, Mathematics Teacher	District-funded sections in master schedule dedicated to providing academic intervention in mathematics	1000-1999: Certificated Personnel Salaries	LCFF	35,864.00
			Health-related services	2000-2999: Classified Personnel Salaries	LCFF	27,585
English language acquisition support	September 2021 - June 2022	District Staff, Principal, Teacher, Bi-lingual Instructional Aide	Bi-lingual Classroom Aide support for English learners with "emerging/novice" level English literacy skills.	2000-2999: Classified Personnel Salaries	Title III	17,563.00
School Site Library Media Technician support and Lead District Librarian	September 2021 - June 2022	District Staff, Principal, and Library Media Technician	Library resource management and facilitated access to library resources for students	2000-2999: Classified Personnel Salaries	LCFF	24,340.00
Professional development day for certificated and classified staff members on FVSD's Signature Practices for instruction	September 2021 - June 2022	District Staff, Principals, Teachers	Additional duty pay to attend professional development prior to the start of the 2021-22 school year	1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	21,271.00
Bi-lingual Classroom Aide support for English learners with "emerging/novice" level English literacy skills.	September 2021 - June 2022	District Staff, Principal, Teacher, Bi-lingual Instructional Aide	English language acquisition support	2000-2999: Classified Personnel Salaries	Title III	15,071.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	ASB	3,000.00
2000-2999: Classified Personnel Salaries	CARES Act	2,114.00
5000-5999: Services And Other Operating	ESSER	128,003.00
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	21,271.00
1000-1999: Certificated Personnel Salaries	LCFF	391,473.00
2000-2999: Classified Personnel Salaries	LCFF	100,540.00
4000-4999: Books And Supplies	LCFF	7,000.00
5000-5999: Services And Other Operating	LCFF	22,742.00
4000-4999: Books And Supplies	LCFF - Base	25,000.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	26,000.00
2000-2999: Classified Personnel Salaries	Title I	12,250.00
4000-4999: Books And Supplies	Title I	6,500.00
5000-5999: Services And Other Operating	Title I	24,000.00
2000-2999: Classified Personnel Salaries	Title III	32,634.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	93,341.00
Goal 2	110,000.00
Goal 3	12,318.00
Goal 4	9,000.00
Goal 5	577,868.00

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		
Robyn Liger			X		
Deborah Alvarez		X			
April Bandy		X			
Tonya Vasquez				X	
Laura Dorman				X	
Christopher Nguyen				X	X
Effie Chen					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

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:

Jennifer Morgan

Typed Name of School Principal

Signature of School Principal

1/3/22
Date

Laura Dorman

Typed Name of SSC Chairperson

Signature of SSC Chairperson

1/3/22
Date

The School Plan for Student Achievement

School: Samuel E. Talbert Middle School
CDS Code: 30-66498-6071096
District: Fountain Valley School District
Principal: Jay Adams
Revision Date: December 13, 2021

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) 378-4220
Address: 9101 Brabham Drive
Huntington Beach, CA 92646
E-mail Address: adamsj@fvsd.us

The District Governing Board approved this revision of the SPSA on January 13, 2022.

Table of Contents

School Vision and Mission	3
School Profile.....	3
Planned Improvements in Student Performance	6
School Goal #1.....	6
School Goal #2	9
School Goal #3	13
School Goal #4.....	15
District-Wide Services.....	18
Summary of Expenditures in this Plan.....	22
Total Expenditures by Object Type and Funding Source	22
Total Expenditures by Goal	23
Home/School Compact.....	24
School Site Council Membership	25
Recommendations and Assurances.....	26

School Vision and Mission

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

VISION

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

STATEMENT

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 will provide a safe, stimulating, inspiring educational environment that challenges each student's capacity to grow intellectually, while at the same time respecting and supporting 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 own 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 720 students in 6th-8th grade. Located in Huntington Beach, California but part of the Fountain Valley School District, Talbert is home to a diverse population of students including 15% of students identifying as Asian, 21% of students identifying as Hispanic, 49% of students identifying as White, and 9% of students identifying as Multi-Ethnic. English Learners constitute 3% of Talbert's enrollment, 11% of Talbert students are identified as socio-economically disadvantaged, and 9% of students attending Talbert Middle School receive special education services.

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 an 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 during lunch, 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 strengthen the connection to school for students 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 a principal. Part-time staff includes a librarian, instructional aides, office staff, a school nurse assistant, a 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 an effort to support ALL students, Talbert is focused on 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 student to become 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 with an excellent middle school education.

Professional Development & Assessments

- Depth & Complexity
- Smarter Balanced 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 are 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. Dress code and cell phone policies 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:
<p>Due to pandemic-related modifications to state testing, IXL Diagnostic Assessments for English Language Arts and Mathematics were utilized in lieu of SBAC assessments. The following data reflects Talbert Middle School's results from the 2020-21 administration of the IXL Diagnostic Assessment:</p> <ul style="list-style-type: none">* 2020-21 IXL Diagnostic Assessment for English/Language Arts: 66% Met or Exceeded Standards (Overall)* 2020-21 IXL Diagnostic Assessment for Mathematics: 54% Met or Exceeded Standards (Overall)* Reading Assessments: 100% of students (6-8) were assessed in reading using the Scholastic Reading Inventory Assessment of Lexile Levels* Technology: The school is now at a 1:1 Student/Chromebook ratio for all students
Expected Annual Outcomes
<p>The expected annual outcomes for the 2021-22 school year for Talbert Middle School will be:</p> <ul style="list-style-type: none">* Recover "Learning Loss" due to unique circumstances of the 2020-21 school year.* 2021-22 SBAC ELA: A new post-pandemic baseline for SBAC ELA will be set during the 2021-22 school year* 2020-21 SBAC Math: A new post-pandemic baseline for SBAC Math will be set during the 2021-22 school year* Students will meet the end-of-year targets on district-administered reading assessments. (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, FVSD utilized the IXL Diagnostic assessment platform in lieu of CAASPP Assessments. IXL Diagnostic data showed that 66% of Talbert students "Met or Exceeded Standards" in English Language Arts and 54% of Talbert students "Met or Exceeded Standards" in Mathematics. In addition, end-of-year district-administered reading assessments indicated that Talbert students experienced limited learning loss in reading due to pandemic-related learning environments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Departmental Collaboration - Teachers meet for monthly department meetings. Additionally, teachers collaborate during site planning days as well as staff development days.	September 2021 - June 2022	Site Administrators, Teachers	Teacher collaboration supported by site admin team	1000-1999: Certificated Personnel Salaries	LCFF	13,000.00
Install interactive ViewSonics schoolwide in all classrooms. Training for staff on effective use of ViewSonics. Budgeted over four years. This item is multi-funded by the school site and the District.	September 2021 - June 2022	Site Administration & IT Team	Purchase of ViewSonic Interactive Classroom Technology	5000-5999: Services And Other Operating Expenditures	LCFF	10,000.00
After School Homework Club - this item is dually funded between the school and Talbert PTA	September 2021 - June 2022	Teachers, Site Administrators	Multiple weekly sessions after school to assist with student homework	1000-1999: Certificated Personnel Salaries	LCFF	5,000.00
Utilize supplemental resources such as Listenwise and Scholastic readers.	September 2021 - June 2022	Teachers, Site Administrators	Supplemental Non-Fiction Instructional Tools	4000-4999: Books And Supplies	LCFF	2,000.00
STEAM Coordinator to help with program development and implementation, field trip/activity coordination, and articulation with elementary/high schools	September 2021 - June 2022	Site Administrator, STEAM Coordinator	Personnel; STEAM coordinator	1000-1999: Certificated Personnel Salaries	LCFF	17,000.00
Provide additional hours for supervision (e.g., rainy day coverage).	September 2021 - June 2022	Administration	Additional supervision to support a positive campus climate for students	2000-2999: Classified Personnel Salaries	LCFF	2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
STEAM elective curricular support DEFINED LEARNING to be used by 7th/8th grade elective teacher	September 2021 - June 2022	Teachers, Site Administrators	Online/digital curricular support for one teacher, multiple classes	4000-4999: Books And Supplies	LCFF	1,000.00
Site Technology Coordinator Stipend	September 2021 - June 2022	Site Principal, Site Technology Coordinator	Provide support for educational technology platforms and supports staff through training and coaching Provide support for the school's Student Success Team process by coordinating meetings and communicating with teachers/families (this stipend is centrally- funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,500.00
Acquire lab materials and equipment to provide resources for hands-on learning in new science labs	September 2021 - June 2022	Site Adminstrators, Science Teachers	Purchase lab equipment including scales, beakers/flasks/stoppers, hands-on experiment resources, and measurement devices to enable hands-on inquiry-based instruction	4000-4999: Books And Supplies	LCFF	15,000.00
Science-related Instructional Assemblies for each grade level	September 2021 - June 2022	Site Adminstrators, Science Teachers	Services contracts with local museums/science centers to provide school-site assemblies for all students	5000-5999: Services And Other Operating Expenditures	LCFF	10,000.00

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 pandemic-related modifications to state testing, IXL Diagnostic Assessments for English Language Arts and Mathematics were utilized in lieu of SBAC assessments. The following data reflects Talbert Middle School's results for English Learners, RFEs, Low-income Students, and Students with Special Needs from the 2020-21 administration of the IXL Diagnostic Assessment:</p> <p>2020-21 IXL Diagnostic Assessment for English Language Arts:</p> <ul style="list-style-type: none">* 31% of English Learners Met or Exceeded Standards* 71% of Reclassified Fluent English Proficient students Met or Exceeded Standards* 52% of Low-income students Met or Exceeded Standards* 25% of Students with Special Needs Met or Exceeded Standards <p>2020-21 IXL Diagnostic Assessment for Mathematics:</p> <ul style="list-style-type: none">* 38% of English Learners Met or Exceeded Standards* 60% of Reclassified Fluent English Proficient students Met or Exceeded Standards* 42% of Low-income students Met or Exceeded Standards* 14% of Students with Special Needs Met or Exceeded Standards <p>* Reading Assessments: 100% of English Learners, Reclassified Fluent English Proficient students, Low-income students, and Students with Special Needs were assessed using the Scholastic Reading Inventory Lexile Range Assessment.</p> <p>* Technology: The school is now at a 1:1 Student/Chromebook ratio for all students including English Learners, Reclassified Fluent English Proficient students, Low-income students, and Students with Special Needs</p>

Expected Annual Outcomes

The expected annual outcomes for the 2021-22 school year for students in Special Populations groups at Talbert Middle School will be:

- * Recover "Learning Loss" due to unique circumstances of the 2020-21 school year.
- * 2021-22 SBAC ELA: A new post-pandemic baseline for SBAC ELA will be set during the 2021-22 school year
- * 2020-21 SBAC Math: A new post-pandemic baseline for SBAC Math will be set during the 2021-22 school year
- * Students will meet the end-of-year targets on district-administered reading assessments. (Fountas & Pinnell/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, FVSD utilized the IXL Diagnostic assessment platform in lieu of CAASPP Assessments. IXL Diagnostic data for Talbert Middle School from Spring 2021 showed:

- * 31% of EL students Met or Exceed Standards in ELA (compared to 66% for the "All Students" group) and 38% of EL Students Met or Exceed Standards in Math (compared to 54% for the "All Students" group)
- * 71% of RFEP students Met or Exceeded Standards in ELA (compared to 66% for the "All Students" group) and 60% of RFEP students Met or Exceeded Standards in Math (compared to 54% for the "All Students" group)
- * 52% of Low-income Met or Exceeded Standards in ELA (compared to 66% for the "All Students" group) and 42% of Low-income students Met or Exceeded Standards in Math (compared to 54% for the "All Students" group)
- * 25% of Students with Special Needs Met or Exceeded Standards in ELA (compared to 66% for the "All Students" group) and 14% of Students with Special Needs Met or Exceeded Standards in Math (compared to 54% for the "All Students" group)

In addition, end-of-year district-administered reading assessments indicated that Talbert students experienced limited learning loss in reading due to pandemic-related learning environments, however, learning loss for students from the "special populations" student groups was more significant than learning loss for non-special populations students. Evidence of the Achievement Gap continues to be present for English Learners, low-income students, and Students with Special Needs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
EL Lead Teacher Stipend	September 2021 - June 2022	Site Administrative Team, EL Lead Teacher	Provide supports for English learners and communication with families/school staff regarding the EL program including reclassification, need for bilingual aid support, and coordination of assessments (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,500.00
504 Coordinator Stipend	September 2021 - June 2022	Site Administrative Team, 504 Coordinator	Provide supports for students on 504 plans and communicate with families/staff regarding services (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
Site Prevention Coordinator Stipend	September 2021 - June 2022	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	1,000.00
Before/After-School Academic Intervention	January 2021 - June 2022	Site Administration, Teachers	Teachers work with small groups of students outside of school to support curricular content areas.(High dose tutoring)	1000-1999: Certificated Personnel Salaries	LCFF	11,250.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Acquire math manipulatives to support hands-on learning for students from special populations	September 2021 - June 2022	Site Leadership Team, Math Teachers	Purchase manipulatives and other materials to engage students in hands-on learning experience in mathematics	4000-4999: Books And Supplies	LCFF	2,000.00

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:
<p>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 recently 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 accounts provided improved communication with parents and students. PTA's newly designed website also serves as a great communication tool. Additionally, student groups such as ASB, PAL, STEAM, music, sports, and club programs promote events which result in increased parent attendance at school events.</p> <p>Due to the recent pandemic, the 2020-21 school year was a hybrid model for student attendance. This closure and disruption has impacted the typically strong connection between Talbert and our families. The PTA continues to meet via Zoom and/or in person. Even through the pandemic, the PTA supported the school through Teacher Appreciation Week, end of the year check-outs, and promotion activities. As we have returned to on-campus activities, parental involvement is slowly being increased bit by bit.</p>
Expected Annual Outcomes
<ul style="list-style-type: none">* The number of parents signing up to be members of PTA will likely increase due to the additional student activity levels returning to campus.* 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.* Fundraising will be increasing to a more "typical" level, with the decreased COVID implications this year.* Parent participation on ELAC and SSC committees will continue.* Parents will continue to support the school and their children. PTA will sponsor four Principal Q & A sessions this year to increase parent comfort levels on campus.* 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:
<ul style="list-style-type: none">* Talbert has had solid turnouts for parent conferences, BTSN, the FVSD Soccer Tournament, and other events as indicated by attendance.* PTA parents do an incredible job of supporting the school. Parents are hosting several events and are helping on campus again supporting students and staff.

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 2021 - June 2022	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	3,651.00
Parent Education Nights	September 2021-June 2022	PTA, principal, teachers	Parent academy offerings including Asset Building and Cyber Safety	5000-5999: Services And Other Operating Expenditures	LCFF	2,000.00
					Parent-Teacher Association (PTA)	500.00
District translator to support access for families	September 2021-June 2022	District Staff	District translator support to provide interpretation and/or translation for parent meetings	2000-2999: Classified Personnel Salaries	LCFF	7,667.00

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% over the past six years, with a slight drop to 92.8% for the 2020-21 school year which can be attributed to COVID-19 pandemic circumstances.</p> <p>*SART Contracts are being developed for students with Chronic Absenteeism/Tardies.</p> <p>* Several clubs and activities are offered after school, including sports, STEAM opportunities, and multiple clubs. A lunchtime intramural sports program has also been implemented, along with ASB-sponsored homeroom activities promoting teamwork.</p>
Expected Annual Outcomes
<p>COVID 19 definitely impacted student engagement on campus. A recent student survey indicated the following:</p> <ul style="list-style-type: none">• According to a student survey conducted in 2020, 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>After-school activities are slowly being reintroduced to the Talbert student community. The previous lack of student activities has affected student morale and well-being on campus. The school counselor, guidance technician, and school psychologist will support students with emotional and academic needs, as we move forward toward our "new normal." 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 and its continued challenges.</p>
Findings from the Analysis of this Data:
<p>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. Continued growth in enrollment is an indicator that the community views our school positively. While many of our programs were shut down as a result of COVID, the reflective numbers from the student climate survey indicated that students remained connected to our school.</p>

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 2021 - June 2022	ASB Director; Office Manager	Additional hours for certificated staff member to provide leadership to ASB outside of regular school hours	1000-1999: Certificated Personnel Salaries	LCFF	2,500.00
			Additional hours for classified staff member to support ASB program outside of assigned contract hours	2000-2999: Classified Personnel Salaries	LCFF	2,500.00
Assemblies to promote positive school campus environment and increased levels of student engagement	September 2021 - June 2022	Site Administrators, School Leadership Team	Professional services contract(s) with vendor that provides character building and school climate assemblies	5000-5999: Services And Other Operating Expenditures	LCFF	2,000.00
Additional hours for School Leadership Team	August 2021 - June 2022	Site Administrators, School Leadership Team members	Funding to facilitate meetings with School Leadership Team outside of school hours/days to develop and execute plan for promoting a positive school environment	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
Acquire resources to expand school's library program	September 2021 - June 2022	Principal, Library Media Technician	Acquire high-interest reading selection and flexible seating furniture to enhance students' library experiences	4000-4999: Books And Supplies	LCFF	5,000.00
Acquire resources to enrich the school's Physical Education program	September 2021 - June 2022	Principal, Physical Education Teachers	Acquire pickle ball equipment, fitness center circuit training equipment, fitness mats, and other sports-related equipment to enrich students' health and wellness education	4000-4999: Books And Supplies	LCFF	15,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expand Robotics/STEAM program	September 2021 - June 2022	Site Administrators, Project Lead the Way Teachers (PLTW)	Provide training to support PLTW program	5000-5999: Services And Other Operating Expenditures	LCFF	20,000.00
			Purchase instructional materials and interactive resources to support PLTW program	4000-4999: Books And Supplies	LCFF	5,000.00
Acquire instruments and other resources to expand school's music program	September 2021 - June 2022	Site Administrators, Music Teachers	Purchase class set of string instruments, furniture for music rooms, lighting and stage equipment, and music to support choir/band program	4000-4999: Books And Supplies	LCFF	25,000.00
Promote positive school culture and student connectedness	September 2021 - June 2022	Principal, School Leadership Team, PTA	Talbert-themed school swag to promote connectedness and acknowledge positive school behaviors	4000-4999: Books And Supplies	LCFF	5,000.00
			Talbert-themed school swag and incentives to promote connectedness and acknowledge positive school behaviors	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	2,000.00

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
The expected annual outcomes for the 2021-22 school year for Fountain Valley School District are captured in the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at https://www.fvsd.us/apps/pages/LCAP .

Findings from the Analysis of this Data:

During the 2020-21 school year, FVSD administered the IXL Diagnostic Assessment in lieu of the California Assessments of Student Performance and Progress (CAASPP) as permitted by guidance from the California Department of Education. Results from that assessment showed:

English Language Arts (3rd-8th grade)

- * 74% of All Students "Met or Exceeded Standards" in English Language Arts
- * 84% of Asian Students "Met or Exceeded Standards" In English Language Arts
- * 61% of Hispanic Students "Met or Exceeded Standards" In English Language Arts
- * 71% of White Students "Met or Exceeded Standards" In English Language Arts
- * 61% of Low-income Students "Met or Exceeded Standards" In English Language Arts
- * 32% of Students with Disabilities "Met or Exceeded Standards" In English Language Arts
- * 43% of English Learners "Met or Exceeded Standards" In English Language Arts
- * 85% of Reclassified Fluent English Proficient Students "Met or Exceeded Standards" In English Language Arts

Overall, FVSD students performed well on the IXL Diagnostic Assessment for English Language Arts. FVSD remains fully committed to closing the Achievement Gap and to supporting high levels of academic success for all students. Actions intended to help close the Achievement Gap present among students in the Special Populations groups are captured in Goal 2 of the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at <https://www.fvsd.us/apps/pages/LCAP>.

Mathematics (3rd-8th grade)

- * 70% of All Students "Met or Exceeded Standards" in Mathematics
- * 82% of Asian Students "Met or Exceeded Standards" in Mathematics
- * 53% of Hispanic Students "Met or Exceeded Standards" in Mathematics
- * 63% of White Students "Met or Exceeded Standards" in Mathematics
- * 70% of All Students "Met or Exceeded Standards" in Mathematics
- * 57% of Low-income Students "Met or Exceeded Standards" in Mathematics
- * 30% of Students with Disabilities "Met or Exceeded Standards" in Mathematics
- * 51% of English Learners "Met or Exceeded Standards" in Mathematics
- * 80% of Reclassified Fluent English Proficient Students "Met or Exceeded Standards" in Mathematics

Overall, FVSD students performed well on the IXL Diagnostic Assessment for Mathematics. FVSD remains fully committed to closing the Achievement Gap and to supporting high levels of academic success for all students. Actions intended to help close the Achievement Gap present among students in the Special Populations groups are captured in Goal 2 of the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at <https://www.fvsd.us/apps/pages/LCAP>.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Health-related services	September 2021-June 2022	District Staff, District Nurses, Health Aides	District nursing staff and health aides to provide medical support for students in grades 6-8 and work with families of high-needs students	1000-1999: Certificated Personnel Salaries	LCFF	115,343.00
				2000-2999: Classified Personnel Salaries		38,448.00
COVID-19 safety-related resources	September 2021-June 2022	District Staff	COVID-19 safety-related resources including Personal Protective Equipment (PPE), additional cleaning supplies, and other necessary resources to help maximize in-person instructional learning time for students	5000-5999: Services And Other Operating Expenditures	ESSER	128,003.00
Counseling services to support students social-emotional well-being	September 2021-June 2022	District Staff, Middle School Principal, School Counselor	Academic and Social-emotional counseling services	1000-1999: Certificated Personnel Salaries	LCFF	100,162.00
Expand resources to support learning within and beyond the school day	September 2021-June 2022	District Staff, Principal	Software licensing for multiple applications to support student learning during both synchronous and asynchronous instructional time (Zoom, Clever, IXL, NewsELA, etc.)	1000-1999: Certificated Personnel Salaries	LCFF	52,104.00
Middle School Mathematics instructional support	September 2021-June 2022	District Staff, Principal, Mathematics Teacher	District-funded sections in master schedule dedicated to providing academic intervention in mathematics	1000-1999: Certificated Personnel Salaries	LCFF	35,864.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English language acquisition support	September 2021-June 2022	District Staff, Principal, Teacher, Bi-lingual Instructional Aide	Bi-lingual Classroom Aide support for English learners with "emerging/novice" level English literacy skills.	2000-2999: Classified Personnel Salaries	Title III	17,563.00
School Site Library Media Technician support and Lead District Librarian	September 2021-June 2022	District Staff, Principal, and Library Media Technician	Library resource management and facilitated access to library resources for students	2000-2999: Classified Personnel Salaries	LCFF	24,340.00
Professional development day for certificated and classified staff members on FVSD's Signature Practices for instruction	September 2021-June 2022	District Staff, Principals, Teachers	Additional duty pay to attend professional development prior to the start of the 2021-22 school year	1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	21,271.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	ESSER	128,003.00
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	21,271.00
1000-1999: Certificated Personnel Salaries	LCFF	358,223.00
2000-2999: Classified Personnel Salaries	LCFF	74,955.00
4000-4999: Books And Supplies	LCFF	75,000.00
5000-5999: Services And Other Operating	LCFF	47,651.00
	Parent-Teacher Association (PTA)	500.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	2,000.00
2000-2999: Classified Personnel Salaries	Title III	17,563.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	76,500.00
Goal 2	16,750.00
Goal 3	13,818.00
Goal 4	85,000.00
Goal 5	533,098.00

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 they 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 that students make up any missing work.
- _ Ensure attendance and punctuality.
- _ Ensure their child is adhering to school and district rules.
- _ Balance praise and reward to support student effort.
- _ Ensure their 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 students 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
Jay Adams	X				
Molly Kuykendall			X		
Valeh Khavari		X			
Michal Margala			X		
Angie Urrutia			X		
Cheyenne King			X		
Grace Oishi				X	
Kenan House				X	
Nikki De Prosperis				X	
Connor Lucier					X
Molly Sherwood					X
Numbers of members of each category:	1	1	4	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

X English Learner Advisory Committee

Special Education Advisory Committee

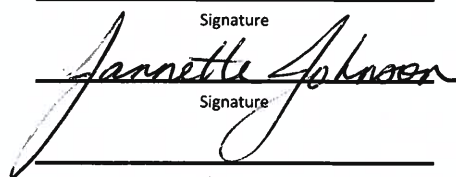
Gifted and Talented Education Program Advisory Committee

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 13, 2021.

Attested:

Jay Adams

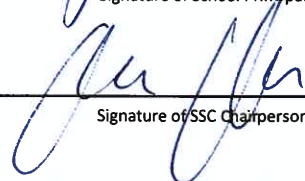
Typed Name of School Principal


 Signature of School Principal

12.13.21
 Date

Angie Urrutia

Typed Name of SSC Chairperson


 Signature of SSC Chairperson

12/13/21
 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 2020-21 Financial Audit**
DATE: January 4, 2022

Background:

The 2020-21 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 17, 2021 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 receive and accept the 2020-21 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 2020-21 Building Fund Measure O Financial and Performance Audit Report**
DATE: January 4, 2022

Background:

The 2020-21 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 17, 2021 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 receive and accept the 2020-21 Building Fund Measure O Financial and Performance Audit Report.



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: **Approve District Use of CMAS Contract with Image2000 for
Procurement of Risograph Digital Duplicators and Supplies**
DATE: January 4, 2022

Background:

The California Multiple Award Schedules (CMAS) offers a wide variety of commodities, non-IT services and information technology products and services at prices which have been assessed to be fair, reasonable and competitive by the California Department of General Services (DGS).

In January 2022, CMAS 3-22-01-1003 was issued to Image2000 for the sale of Risograph digital duplicators, printers and accessories by the State of California. Board approval is required to utilize the contract and take advantage of substantial cost savings. It has been determined that it is in the best interest of the District to utilize this CMAS contract to purchase Risograph digital duplicators and supplies.

Fiscal Impact:

There are no ongoing costs to utilize CMAS contracts.

Recommendation:

It is recommended that the Board of Trustees approve the District's use of CMAS contract 3-22-01-1003, including any extensions, and to delegate to the Assistant Superintendent of Business Services the authority to execute any related documents.

2021/2022

WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION
CONFIDENTIAL MEMO

To: FVSD Board Members

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

Date: January 5, 2022

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

Board Meeting Date: January 13, 2022

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

Student's Name	Non-Public School/Agency	100% Contract	Effective Dates
	Olive Crest Academy / Olive Crest Academy – North W22170	\$35,236.92	November 10, 2021 to June 30, 2022
	Mardan School W22171	\$25,740.58	January 3, 2022 to June 15, 2022

Approved by the FVSD Board of Trustees
January 13, 2022

Charles Hinman, Ed.D.
Interim Superintendent

Date:

2021/2022

HBUHSD Contract # W22170

Please refer to this number on correspondence, invoices, etc

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

This agreement is effective on November 10, 2021 or the date student begins attending a nonpublic school or begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2022, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency (LEA)	FOUNTAIN VALLEY SCHOOL DISTRICT			Nonpublic School/Agency	OLIVE CREST ACADEMY & OLIVE CREST ACADEMY - NORTH		
Address	10055 SLATER AVENUE			Address	2190 N CANAL STREET		
City, State Zip	FOUNTAIN VALLEY, CA 92708			City, State, Zip	ORANGE, CA 92865		
LEA Case Manager				Phone	714-998-6571	Fax	714-998-6573
				E-Mail	www.olivecrest.org		
Student Last Name		Student First Name		Program Contact Name	BOB HENNING, Ed.D. DIRECTOR OF SPECIAL EDUCATION		
D.O.B.		I.D. #		Phone	714-998-6571, ext. 1508	Fax	714-998-6573
				E-Mail	Bob-Henning@olivecrest.org		
Grade Level		Sex (M or F)		Education Schedule – Regular School Year			
Parent/Guardian Last Name		Parent/Guardian First Name		Number of Days	180	Number of Weeks	38
Address				Education Schedule – Extended School Year			
City, State Zip				Number of Days	20	Number of Weeks	5
				Contract Begins	11/10/21	Ends	06/30/22
Home Phone		Business/Mobile Phone		Master Contract Approved by the Governing Board on:			06/24/21

DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES:

<u>SERVICES</u>	<u>PROVIDER</u>				Cost and Duration of Session	Number of Sessions per dy/wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	<u>LEA</u>	<u>NPS</u>	<u>NPA</u>	<u>OTHER (Specify)</u>			<u>Reg School Year</u>	<u>ESY</u>	
A. BASIC EDUCATION		X			\$ 195 18	PER DIEM	130	8	\$ 26,934 84
B. RELATED SERVICES									
1 Transportation <input type="checkbox"/>									
a Paid to NPS/A		X			\$60 16/day	1 RT/Daily	130	8	\$ 8,302 08
b Reimburse Parent									
2 Counseling									
a Group		X			INCLUSIVE	1x30min/wk	28	2	\$ -
b Individual		X			INCLUSIVE	1x30min/wk	28	2	\$ -
c Family									
3 Adapted P E									
4 Speech/Language <input type="checkbox"/>									
a Therapy									
b Consultation									
5 Occupational Therapy <input type="checkbox"/>									
a Therapy									
b Consultation									

2021/2022

HBUHSD Contract # W22170

Please refer to this number on correspondence, invoices, etc

B. RELATED SERVICES (cont'd)	PROVIDER				Cost and Duration of Session	Number of Sessions per dy/wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER (Specify)			Reg School Year	ESY	
6 Physical Therapy									
a Therapy									
b Consultation									
7 ABA - Behavior Intervention									
a Consult									
b Direct									
c Supervision									
d Assessment									
8 One-to-One Aide									
9 Other									
10 Residential Services									
a Board and Care									
b Mental Health Services									
c Transportation Public Carrier									
						A + B TOTAL COST			\$ 35,236.92

ESTIMATED MAXIMUM RELATED SERVICES COST (B) \$

\$ 8,302.08

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

\$ 35,236.92

Other Provisions/Attachments:

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

APPROVED BY THE GOVERNING BOARD ON: 01/13/22

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

-CONTRACTOR-

-LEA-

OLIVE CREST ACADEMY / OLIVE CREST ACADEMY-NORTH
(Name of Nonpublic School/Agency)

FOUNTAIN VALLEY SCHOOL DISTRICT
(Name of School District)

(Contracting Officer's Signature) (Date)

(Signature) (Date)

(Name and Title)

CHARLES HINMAN, Ed D , INTERIM SUPERINTENDENT
(Name of Superintendent or Authorized Designee)

2021/2022

HBUHSD Contract # W22171

Please refer to this number on correspondence, invoices, etc

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

This agreement is effective on January 3, 2022 or the date student begins attending a nonpublic school or begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2022, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency (LEA)	FOUNTAIN VALLEY SCHOOL DISTRICT			Nonpublic School/Agency	MARDAN SCHOOL		
Address	10055 SLATER AVENUE			Address	1 OSBORN		
City, State Zip	FOUNTAIN VALLEY, CA 92708			City, State, Zip	IRVINE, CA 92604		
LEA Case Manager				Phone	949-733-1500	Fax	949-733-9234
				E-Mail			
Student Last Name		Student First Name		Program Contact Name	DAVID EISENMAN, EXECUTIVE DIRECTOR TERI GERO-SMEAD, DIRECTOR OF FINANCE		
D.O.B.		I.D. #		Phone	949-733-1500	Fax	949-733-9234
				E-Mail			
Grade Level		Sex (M or F)		Education Schedule – Regular School Year			
Parent/Guardian Last Name		Parent/Guardian First Name		Number of Days	180	Number of Weeks	39
Address				Education Schedule – Extended School Year			
City, State Zip				Number of Days	23	Number of Weeks	5
				Contract Begins	01/03/22	Ends	06/30/22
Home Phone		Business/Mobile Phone		Master Contract Approved by the Governing Board on:			06/24/01

DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES:

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per dy/wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER (Specify)			Reg School Year	ESY	
A. BASIC EDUCATION		X			\$ 196 58	PER DIEM	104	9	\$ 22,213 54
B. RELATED SERVICES									
1 Transportation <input type="checkbox"/>									
a Paid to NPS/A									
b Reimburse Parent									
2 Counseling									
a Group									
b Individual		X			\$170 00/hr	1x30min/wk	22	2	\$ 2,040 00
c Family									
3 Adapted P E									
4 Speech/Language <input type="checkbox"/>									
a Therapy - Group		X			\$61 96/hr	2x30min/wk	22	2	\$ 1,487 04
b Consultation									
5 Occupational Therapy <input type="checkbox"/>									
a Therapy									
b Consultation									

2021/2022

HBUHSD Contract # W22171

Please refer to this number on correspondence, invoices, etc

B. RELATED SERVICES (cont'd)	PROVIDER				Cost and Duration of Session	Number of Sessions per dy/wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER (Specify)			Reg School Year	ESY	
6 Physical Therapy									
a Therapy									
b Consultation									
7 ABA - Behavior Intervention									
a Consult									
b Direct									
c Supervision									
d Assessment									
8 One-to-One Aide									
9 Other									
10 Residential Services									
a Board and Care									
b Mental Health Services									
c Transportation Public Carrier									
						A + B TOTAL COST			\$ 25,740.58

ESTIMATED MAXIMUM RELATED SERVICES COST (B) \$

\$ 3,527.04

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

\$ 25,740.58

Other Provisions/Attachments:

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

APPROVED BY THE GOVERNING BOARD ON: 01/13/22

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

-CONTRACTOR-

-LEA-

MARDAN SCHOOL

(Name of Nonpublic School/Agency)

FOUNTAIN VALLEY SCHOOL DISTRICT

(Name of School District)

(Contracting Officer's Signature)

(Date)

(Signature)

(Date)

(Name and Title)

CHARLES HINMAN, Ed D , INTERIM SUPERINTENDENT

(Name of Superintendent or Authorized Designee)