



Fountain Valley School District

BOARD OF TRUSTEES  
REGULAR MEETING

**A G E N D A**

10055 Slater Avenue  
Fountain Valley, CA 92708

**June 23, 2022**

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

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

- PUBLIC COMMENTS

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

- 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.
- PLEDGE OF ALLEGIANCE

**SPECIAL PRESENTATIONS**

**1. INTRODUCTION OF KIVA SPIRATOS AND BRANDON LOMONACO**

Superintendent Dr. Katherine Stopp will join the Board of Trustees in welcoming the newest members of the FVSD Family, Dr. Kiva Spiratos and Brandon

*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.*

LoMonaco. Dr. Spiratos joins FVSD as Director, Educational Services and Mr. LoMonaco joins us as Assistant Principal.

## STAFF REPORTS AND PRESENTATIONS

### 2. 2022 CALIFORNIA DASHBOARD LOCAL INDICATOR REPORT

Assistant Superintendent, Educational Services, Dr. Jerry Gargus will review the Local Performance Indicators and provide an update on the Local Control Accountability Plan for the Fountain Valley School District for the Board of Trustees.

## 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

### 3. APPROVAL OF THE 2022-23 LOCAL CONTROL ACCOUNTABILITY PLAN FOR FOUNTAIN VALLEY SCHOOL DISTRICT

As part of the Local Control Funding Formula, every school district in California is required to develop and adopt a Local Control Accountability Plan (LCAP).

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

Superintendent's Recommendation: It is recommended that the Board of Trustees approves the 2022-23 Local Control Accountability Plan for Fountain Valley School District.

### 4. APPROVAL OF CA DASHBOARD LOCAL PERFORMANCE INDICATOR SELF-REFLECTION

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

The California School Dashboard is an online tool that shows how local education agencies and schools are performing on the state and local indicators included in California's school accountability system. Beginning with the Fall 2017 CA Dashboard release, local education agencies were required to annually complete the self-reflection tools for the local indicators.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves the 2022 Local Performance Indicator Self-Reflection for the Fountain Valley School District.

**5. APPROVAL OF 2022-23 DISTRICT BUDGET**

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

The 2022-23 District budget represents the results of the Board's direction of maintaining the current high-quality programs in a fiscally prudent manner. All required reserves are maintained, all funds will end with a positive ending balance and the budget meets State standards and criteria. Pursuant to expected State Budget passage or within 45 days of the State Budget passing, our budget will be updated and revised in September and throughout the year as needed.

Superintendent's Recommendation: It is recommended that the Board of Trustees adopts the budget for fiscal year 2022-23.

**6. DECLARATION OF NEED**

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

Each year we file the Declaration of Need for Fully Qualified Educators with the California Commission on Teacher Credentialing. This Declaration shows estimated hiring needs for certain positions, which may require an emergency credential. We only estimate what we think we might need. We can adjust our estimates any time during the school year. The Commission expects us to be within ten percent (10%) of what we actually request. We have never gone over that percent.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves the Declaration of Need for Fully Qualified Educators so that staffing can be completed with the best possible candidates and we can retain our substitute teachers.

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

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

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

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

**Routine Items of Business**

- 7-A.** Board Meeting Minutes from June 16<sup>th</sup> regular meeting
- 7-B.** Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- 7-C.** Donations
- 7-D.** Warrants

**Consent Items****7-E. CONTRACT WITH DR. CAROLYN SEATON**

Superintendent's Comments: It is recommended that the Board of Trustees approves the consultant contract between Dr. Carolyn Seaton and the Fountain Valley School District for mentoring services.

**7-F. APPROVE CONSULTING AGREEMENT WITH THE SIMPLE LEARNING COMPANY, INC., IN ORDER TO PROFESSIONAL DEVELOPMENT RELATED TO MATHEMATICS**

Superintendent's Comments: It is recommended that the Board of Trustees approves the Agreement with The Simple Learning Company, Inc. in order to provide professional development for teachers and staff related to mathematics.

**7-G. RESOLUTION 2023-01: AUTHORIZATION OF SIGNATURES ON REPLACEMENT WARRANTS**

Superintendent's Comments: It is recommended that the Board of Trustees adopts Resolution 2023-01: Authorization of Signatures on Replacement Warrants.

**7-H. RESOLUTION 2023-02: APPOINTMENT OF CUSTODIAN OF REVOLVING CASH FUND**

Superintendent's Comments: It is recommended that the Board of Trustees adopts Resolution 2023-02 naming Christine Fullerton, Assistant Superintendent, Business Services, custodian of the Revolving Cash Fund.

**7-I. RESOLUTION 2023-03: AUTHORIZATION OF APPROVAL OF VENDOR CLAIMS/ORDERS**

Superintendent's Comments: It is recommended that the Board of Trustees adopts Resolution 2023-03: Authorization of Approval of Vendor Claims/Orders.

**7-J. RESOLUTION 2023-04: AUTHORIZATION OF SIGNATURES**

Superintendent's Comments: It is recommended that the Board of Trustees adopts Resolution 2023-04: Authorization of Signatures.

**7-K. WILLIAMS UNIFORM COMPLAINT QUARTERLY REPORT (QUARTER #4: APRIL 1 – JUNE 30, 2022)**

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

**7-L. 2022-23 MANDATE BLOCK GRANT**

Superintendent's Comments: It is recommended that the Fountain Valley School District elects Block Grant funding effective for the 2022-23 fiscal year and authorizes the Superintendent or her designee to sign all documents.

**7-M. CONSOLIDATED APPLICATION - SPRING 2022 RELEASE**

Superintendent's Comments: It is recommended that the Board of Trustees approves transmittal of the CONAPP Spring Release to the CDE.

**7-N. APPROVAL OF AGREEMENT WITH AIR TUTORS, INC.**

Superintendent's Comments: It is recommended that the Board of Trustees approves the agreement with Air Tutors, Inc. for the 2022-23 school year.

**7-O. AUTHORIZATION OF SIGNATURES – FACSIMILE SIGNATURES (BANK OF AMERICA)**

Superintendent's Comments: It is recommended that the Board of Trustees approves authorization of Katherine Stopp, Christine Fullerton, and Isidro Guerra's signatures.

**7-P. APPROVE THE CONTRACT WITH CATAPULTK12 WETIP2.0 FOR ANONYMOUS REPORTING**

Superintendent's Comments: It is recommended that the Board of Trustees approves the contract with CatapultK12 WeTip for anonymous reporting for the 2022-2023 and 2023-2024 school years.

**7-Q. RESOLUTION 2023-05 EDUCATION PROTECTION ACCOUNT (EPA) FUNDING AND SPENDING DETERMINATIONS FOR THE 2022-23 FISCAL YEAR**

Superintendent's Comments: It is recommended that the Board of Trustees adopts Resolution 2023-05, approving the expenditure of Education Protection Account funds to be received quarterly during the 2022-23 fiscal year.

**7-R. RESOLUTION 2023-06 TEMPORARY INTER-FUND TRANSFERS FROM FUND 40 IN 2022-23 FISCAL YEAR**

Superintendent's Comments: It is recommended that the Board of Trustees adopts **RESOLUTION 2023-06**, allowing the temporary inter-fund transfer of funds from Fund 40 in the 2022-23 fiscal year.

**7-S. APPROVAL OF OCDE POWERSCHOOL AND ELECTRONIC DOCUMENT MANAGEMENT SYSTEM AGREEMENTS FOR 2022-23**

Superintendent's Comments: It is recommended that the Board approves Agreement Number 51655 "BusinessPLUS System Support", Agreement 46315 – Amendment #4 "Human Resources Application" and Agreement 10001334 "Electronic Document Management" with the Orange County Department of Education and authorizes the Superintendent or designee to sign all documents.

**7-T. AGREEMENT WITH REVENUE ENHANCEMENT GROUP, INC. FOR ASSESSMENT REFUND SERVICES**

Superintendent's Comments: It is recommended that the Board of Trustees approves Agreement 10080HA with Revenue Enhancement Group, Inc., for the period outlined above and authorizes the Superintendent or designee to sign all documents.

**7-U. STUDENT ACCIDENT INSURANCE – 2022-23**

Superintendent's Comments: It is recommended that the Board of Trustees approves the selection of CHUBB ACE American Insurance Company, administered by Myers-Stevens & Toohey & Company, Inc., to distribute information regarding student accident insurance to parents in the 2022-23 school year.

**7-V. PERMISSION TO UTILIZE CMAS #1-22-23-20D TO PURCHASE VEHICLES AND LARGE EQUIPMENT**

Superintendent's Comments: It is recommended that the Board of Trustees approves the District use of the 2022 CMAS contract #1-22-23-20D, and any extensions, to purchase vehicles and large equipment to meet the needs of the District.

**7-W. PERMISSION TO UTILIZE CMAS NO. 4-22-03-1024 FOR THE PURCHASING OF PLAYGROUND EQUIPMENT**

Superintendent's Comments: It is recommended that the Board of Trustees approves the District use of the 2022 CMAS Contract No. 4-22-03-1024 and any extensions to purchase play equipment from Dave Bang Associates, Inc. to meet the needs of the District.

**7-X. APPROVAL OF THE DISTRICT'S UNIVERSAL PREKINDERGARTEN PLAN**

Superintendent's Comments: It is recommended that the Board of Trustees approves the District's Universal Prekindergarten Plan.

**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.

- **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, August 4, 2022 at 6:30PM.**

*A copy of the Board Meeting agenda is posted on the District's web site ([www.fvsvd.us](http://www.fvsvd.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@fvsvd.us](mailto:luccheser@fvsvd.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@fvsvd.us](mailto:luccheser@fvsvd.us) or calling 714.843.3255.

Board meeting of June 23, 2022



Fountain Valley School District  
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees  
FROM: Katherine Stopp, Ed.D., Superintendent  
**SUBJECT: Introduction of Kiva Spiratos and Brandon LoMonaco**  
DATE: June 13, 2022

---

**Background:**

Superintendent Dr. Katherine Stopp will join the Board of Trustees in welcoming the newest members of the FVSD Family, Dr. Kiva Spiratos and Brandon LoMonaco. Dr. Spiratos joins FVSD as Director, Educational Services and Mr. LoMonaco joins us as Assistant Principal.





Fountain Valley School District  
Educational Services

M E M O R A N D U M

TO: Board of Trustees  
FROM: Jerry Gargus, Ed.D., Assistant Superintendent, Educational Services  
SUBJECT: **2022 California Dashboard Local Indicator Report**  
DATE: June 13, 2022

---

**Background:**

The California School Dashboard is an online tool that shows how local education agencies and schools are performing on the state and local indicators included in California's school accountability system. Beginning with the Fall 2017 CA Dashboard release, local education agencies were required to annually complete the self-reflection tools for the local indicators. California Senate Bill 98 established that the CDE shall not publish the CA Dashboard in December 2020 based on performance data on the state and local indicators.

In January 2020, the State Board of Education revised the performance standards for each local indicator to require school district to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Through the Local Indicator Self-Reflection Tool, FVSD demonstrated that District actions meet the targets for addressing the following LCFF Priority Areas:

- **LCFF Priority 1** – Basic Services
- **LCFF Priority 2** – Implementation of State Academic Standards
- **LCFF Priority 3** – Parent and Family Engagement
- **LCFF Priority 6** – School Climate
- **LCFF Priority 7** – Access to a Broad Course of Study

LCFF Priority Areas 4, 5, and 8 are reported on in the Local Control Accountability Plan, rather than the Local Performance Indicator Self-Reflection, and LCFF Priority Areas 9 and 10 apply only to County Offices of Education.



Fountain Valley School District  
Educational Services

M E M O R A N D U M

TO: Board of Trustees  
FROM: Jerry Gargus, Assistant Superintendent, Educational Services  
SUBJECT: **APPROVAL OF LOCAL CONTROL ACCOUNTABILITY PLAN**  
DATE: June 13, 2022

---

**Background:**

Each year, every school district in California is required to develop and adopt a Local Control Accountability Plan (LCAP). The LCAP serves as the instrument through which schools present detailed plans for the utilization of funding received through the Local Control Funding Formula.

Pursuant to Education Code Section 52060, the LCAP must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code Section 52052. LCAP goals must be written to address each of the identified eight state priority areas, including:

- Basic Services
- Implementation of Common Core State Standards
- Student Achievement
- Other Student Outcomes
- Course Access
- Student Engagement
- School Climate
- Parent Involvement.

A significant requirement of the LCAP development process is to gather input from multiple stakeholder groups including parents, staff, students, and community members. Over the past six months, input from over one thousand stakeholders contributed to the development of the goals, actions, and evaluative metrics included in the 2022-23 LCAP. The 2022-23 LCAP serves as the middle year of the three-year LCAP cycle that begin with the LCAP for the 2021-22 school year and concludes with the LCAP for the 2023-24 school year.

The final steps in the input process is taken by the Board of Trustees. As required by CA Education Code Section 52060, a public hearing was held at the regular meeting of the Board of Trustees on June 16, 2022 to solicit comments from members of the community regarding the specific actions and expenditures proposed in the LCAP. Per Education Code 52060, the Governing Board shall adopt the LCAP and the annual budget in a subsequent public meeting on or before June 30.

**Fiscal Impact:**

There is no fiscal impact involved in the approval process.

**Recommendation:**

It is recommended that the Board of Trustees approve the Local Control Accountability Plan, including the Budget Overview for Parents, for the Fountain Valley School District.



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fountain Valley School District

CDS Code: 30664986027924

School Year: 2022-23

LEA contact information:

Jerry Gargus, Ed.D.

Assistant Superintendent, Educational Services

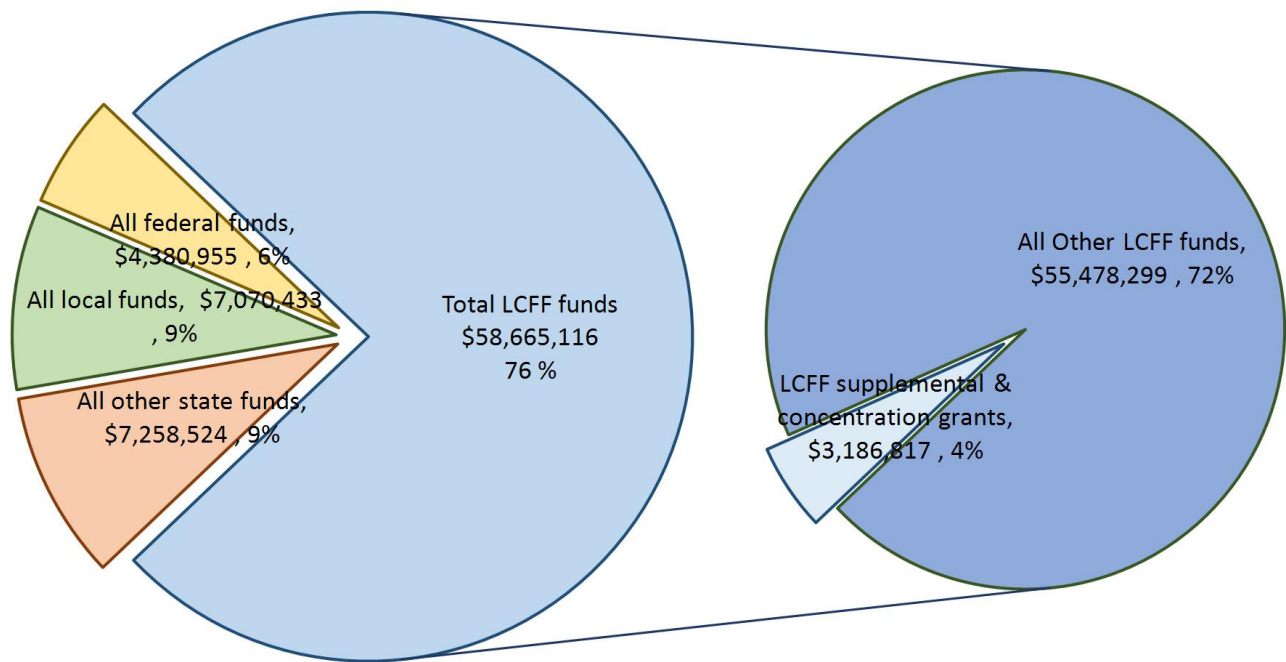
[gargusj@fvsd.us](mailto:gargusj@fvsd.us)

714-843-3286

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2022-23 School Year

## Projected Revenue by Fund Source

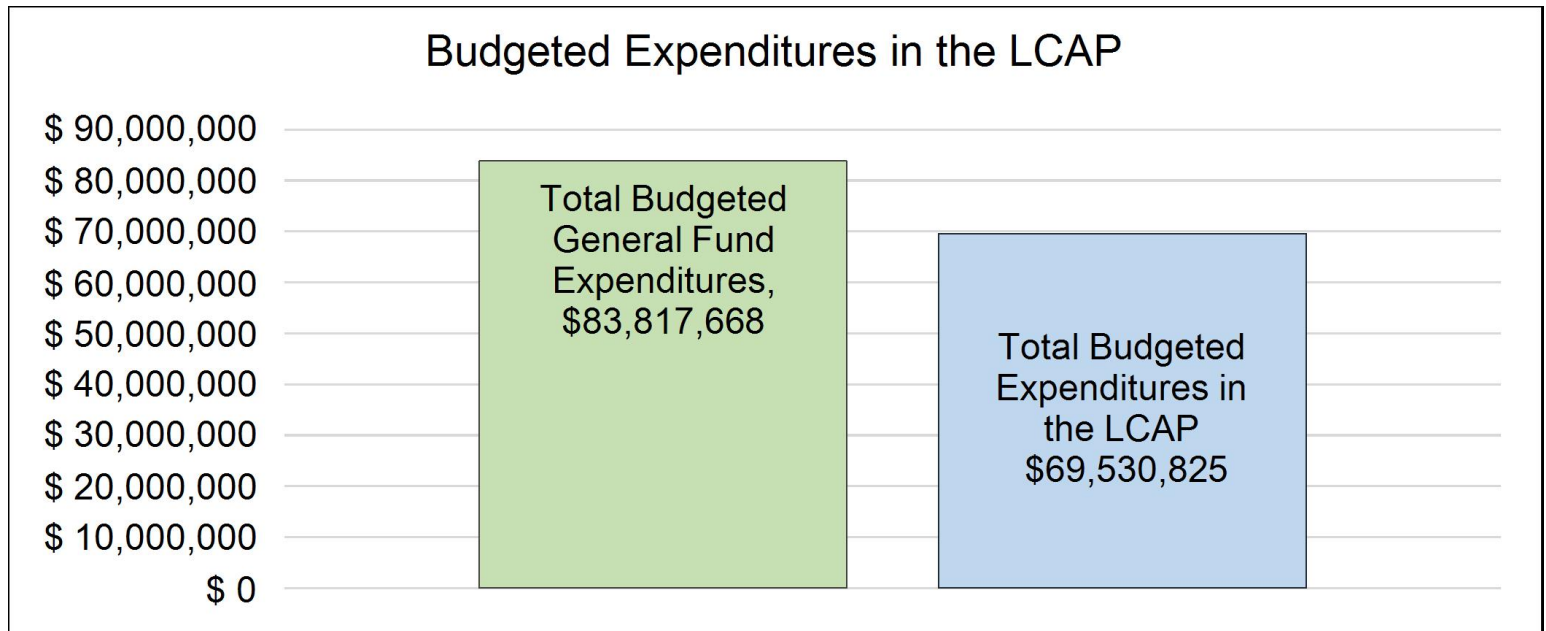


This chart shows the total general purpose revenue Fountain Valley School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fountain Valley School District is \$77,375,028.00, of which \$58,665,116.00 is Local Control Funding Formula (LCFF), \$7,258,524.00 is other state funds, \$7,070,433.00 is local funds, and \$4,380,955.00 is federal funds. Of the \$58,665,116.00 in LCFF Funds, \$3,186,817.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Fountain Valley School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fountain Valley School District plans to spend \$83,817,668.00 for the 2022-23 school year. Of that amount, \$69,530,825.00 is tied to actions/services in the LCAP and \$14,286,843.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

All other general fund operating expenditures not directly related to instructional activities or otherwise outlined in the LCAP.

## Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Fountain Valley School District is projecting it will receive \$3,186,817.00 based on the enrollment of foster youth, English learner, and low-income students. Fountain Valley School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fountain Valley School District plans to spend \$3,771,102.00 towards meeting this requirement, as described in the LCAP.

FVSD's 2022-23 LCAP features numerous actions targeted to increase or improve services for high needs students including:

### Action 1.9 - Improve School Library Program

FVSD will continue to provide a comprehensive school library program with expanded access to reading-level aligned texts that support teaching, learning, and access to resources for all students. The anticipated immediate impact of this action on staff will be the continued provision of part-time Library Media Technicians at all schools to facilitate access to school libraries, as well as providing ongoing resources to support the expansion of school

library collections. The anticipated long-term positive impact of this action on student achievement and behavior will be greater access to appropriate reading material through regularly scheduled access to the school library which is of particularly great benefit to English learners, students from low-income homes, homeless students, and foster youth. Research has shown that students from these groups visit community libraries less frequently than their affluent peers and have a greater need for access to reading materials in the home.

#### Action 1.10 - Elementary Physical Education Program

FVSD will hire and retain a cadre of certificated Physical Education Teachers to provide instruction for students on a weekly basis at all seven elementary schools. The anticipated immediate impact of this action on staff will be the creation of planning time for elementary classroom teachers. The anticipated long-term positive impact of this action on student achievement and behavior will be improved quality of instruction in physical education due to the required single-subject credentialing of elementary PE teachers and the specialized content knowledge they possess.

#### Action 2.1 - Provide Coordinated Services for English Learners at School Sites

FVSD will utilize the Initial ELPAC data to identify English learners with "Novice" level English language skills with primary language support in the classroom to complement core instruction and English Language Development instruction. In addition, FVSD will provide comprehensive ELD instruction for English Learners through an integrated instructional delivery model that leverages research-based instructional strategies and instructional resources across all grade levels. The anticipated immediate impact on our practices will be that novice-level students will receive instructional support from bi-lingual aides to assist with instructional activities led by the classroom teacher, and all other English learners will benefit from integrated ELD support in the classroom. The anticipated long-term impact of this action on student learning and behavior will be an acceleration of the English language development process for all English Learners. Overall, the impact of this action will be to ensure FVSD's instructional program supports the implementation of State Standards and ensure that English Learners benefit from a Broad Course of Study.

#### Action 2.4 - Provide intervention for students identified as performing below grade level

FVSD will provide intensive interventions to ensure that students from special populations (including English Learners, Low-Income Students, and Students with Special Needs) receive the additional academic support needed to close the Achievement Gap. Intervention supports will follow a three-tiered model built featuring (1) differentiated "Best First" instruction in the classroom, (2) targeted reading and/or math support provided by reading/math intervention teachers, and (3) intensive interventions provided by educational specialists. The anticipated immediate impact on our practices will be systematic efforts to provide targeted intervention for students performing below grade level during the school day, beyond the school day, and outside of the traditional 180-day school calendar. The anticipated long-term impact of this action on student learning and behavior will be higher levels of academic achievement for students from special populations through participating in targeted instructional opportunities during the school day, beyond the school day, and outside of the traditional 180-day school calendar.

#### Action 2.5 - Utilize Teachers on Special Assignment (TOSAs) to support teachers in meeting the needs of students from special populations

FVSD will identify teachers who possess specific content-area and grade-level expertise to serve as Teachers on Special Assignment. The anticipated immediate impact on our practices will be the provision of ongoing professional development and coaching for classroom teachers by their colleagues to support the ongoing implementation of FVSDs Signature Practices of Balanced Literacy, Cognitively-Guided Instruction (CGI), and common curriculum components across grade levels. The anticipated long-term impact of this action on student learning and behavior will be improved academic outcomes for students from special populations (including English Learners, Low-Income Students, and Students with Special Needs) due to continuous improvement of "Best" First Instruction in all classrooms.

#### Action 3.1 - Parent and volunteer training

FVSD will provide parent and volunteer training to support involvement in school-based activities including parent organizations (PTA/PTO), campus activities, school advisory councils, and student achievement. The anticipated immediate impact on practices will be enhanced outreach to parents of English learners, low-income students, homeless students, foster youth, and families of students with special needs. The anticipated long-term positive impact of this action will be improved student learning and behavior due to increased parent awareness of academic/behavioral expectations for students and instructional pedagogy utilized in FVSD classrooms.

#### Action 3.3 - Bi-lingual Community Liaison

FVSD will provide a District Bi-lingual Community Liaison (Vietnamese-fluent) to support oral interpretations and written translations. The anticipated immediate impact on practices is enhanced access and support for non-English speaking parents provided in the form of oral interpretation support for various parent meetings and written translation of documents (i.e., LCAP, Federal Addendum, School Accountability Report Cards, etc.). The anticipated long-term positive impact on student learning and behavior of this action is a better-informed parent population that is equipped with more accessible information about the school district, instructional practices, and programs available to support students from non-English speaking homes.

#### Action 3.4 - Outreach to parents of students from special populations

FVSD will engage in ongoing outreach efforts to involve parents of students in special populations (EL, Low-Income, Homeless, Foster Youth, and Students receiving Special Education Services) on district-level and school-level committees such as School Site Council, leadership roles within PTA/PTO groups, membership on English Learner Advisory Committees (district and school), the SELPA Community Advisory Committee (Special Education), Superintendent's Parent Council, Safe Schools Task Force, and the LCAP Leadership Team. In addition, the District will gather input from parents of English learners and parents of Low-income students through the annual EL Parent Survey and Title I Parent Survey. The anticipated immediate impact on staff will be to engage in active, ongoing, and targeted recruitment efforts to encourage parents of students from special populations to participate in the aforementioned parent leadership roles. The anticipated long-term positive impact of this action on student learning and behavior will be better-informed practices by District staff resulting from input gathered through more diverse representation within these important stakeholder groups.

#### Action 4.1 - Develop leadership capacity needed to promote engagement and school connectedness

Continue to develop the leadership capacity within the District to successfully implement instructional initiatives and build a culture of continuous improvement by providing training and coaching related to school-wide systems of support for staff. Implementation of this action will revolve around ongoing professional growth opportunities for site and district administrators, as well as resources to support the ongoing work of School Leadership Teams. The anticipated immediate impact of this action will be the dedication of time for training of site administrators and opportunities for school leadership teams to collaborate on issues related to school culture and student connectedness. The anticipated long-term positive impact of this action will be improved safety and school climates, where there are ever-expanding opportunities for students to become engaged and connected to their school.

#### Action 4.3 - Health services and health education

Health services and health education will be provided to ensure the physical safety and well-being of students throughout the school day. Implementation of this action will involve the staffing of school nurses and health aides, ongoing training for those team members, and providing resources necessary to administer basic first aid at school sites. The anticipated immediate impact of this action will be ongoing access to health-related support and health education for students, resulting in improved physical safety for students throughout the school day, as well as a broader knowledge base related to healthy lifestyle choices which promote overall wellness. The anticipated long-term positive impact of this action will be a healthier student population that is prepared to make informed decisions regarding lifestyle choices that promote social-emotional and physical wellness.

#### Action 4.4 - Social-emotional support for elementary students

Provide social-emotional support to help ensure the emotional well-being of students by providing access to mental health professionals and instructional activities related to social-emotional wellness throughout the school



year. The anticipated immediate impact of this action will be improved social-emotional learning experiences for all elementary-aged students, as well as access to counseling and support services for students in need of additional support. The anticipated long-term positive impact of this action will be improved social-emotional wellness for all elementary-aged students as they prepare to transition from the elementary school setting to the middle school setting.

#### Action 4.5 - Middle school counseling program

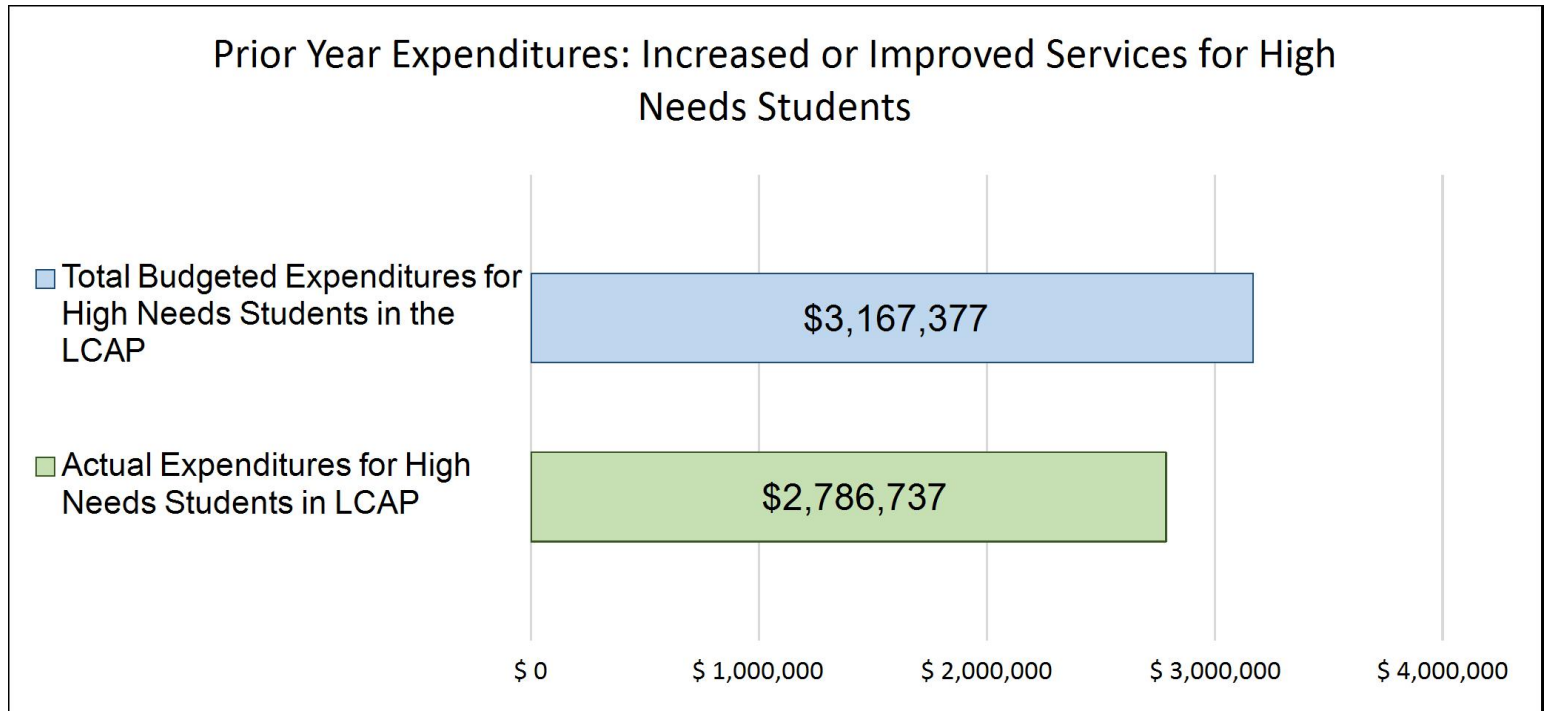
Utilize middle school counselors to provide social-emotional support for students and help to create secondary academic plans focused on college and career goals. The anticipated immediate impact of this action will be improved social-emotional learning experiences for all middle school students, as well as access to counseling and support services to assist students in need of additional support. The anticipated long-term positive impact of this action will be improved social-emotional wellness for all middle school-aged students as they prepare to transition from the middle school setting to the high school setting. The focus on helping students to create secondary academic plans focused on college and career goals will help to expand students' knowledge base related to high school instructional programming opportunities, college admissions requirements, degree options (Associates, Bachelor's, etc.), and help students to engage in the exploration of career goals.

#### Action 4.7 - Promote student engagement and school connectedness

Promote student engagement and school connectedness through ongoing activities such as noon sports leagues, inter-scholastic athletics competitions at the middle school level, and student clubs (e.g., chess clubs, debate clubs, reading clubs, lego clubs, and robotics clubs). The anticipated immediate impact of this action will be the ongoing expansion of elective offerings and student activities to better engage students and improve school connectedness. This will also help students to explore areas of interest to prepare for high school instructional programming, as well as college and career opportunities. The anticipated long-term positive impact of this action will be an expanded repertoire of elective offerings and student activities offered on FVSD campuses that will help broaden students' areas of interest.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Fountain Valley School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Fountain Valley School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Fountain Valley School District's LCAP budgeted \$3,167,377.00 for planned actions to increase or improve services for high needs students. Fountain Valley School District actually spent \$2,786,737.00 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$380,640.00 had the following impact on Fountain Valley School District's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of \$380,640.00 had a minimal impact on Fountain Valley School District's ability to increase or improve services for high needs students due to the fact that the District was able to leverage other one-time funds, such as the Expanded Learning Opportunities Block Grant and Elementary and Secondary Schools Emergency Relief funding to expand services for high needs students.



## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fountain Valley School District	Jerry Gargus, Ed.D., Director of Educational Services	(714) 843-3268

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Fountain Valley School District included all applicable funds in its adopted 2021-22 Local Control Accountability Plan, which was approved by the FVSD Board of Trustees on June 24, 2021. The LCAP included all adjustments made to the LCFF allocations over the course of Spring 2021, as well as the required supplemental plan developed to address funding received by the District through the Expanded Learning

## Opportunities Grant.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Fountain Valley School District does not receive LCFF Concentration Funding due to fact that the District's unduplicated count of students does not meet the 55% threshold.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Fountain Valley School District has a longstanding tradition of working collaboratively to ensure that we meet the high expectations of our parents, staff, and community. As such, the District actively engaged educational partners in the development of the ESSER III Expenditure Plan through a variety of methods including (1) reflecting on input received by educational partners associated with the development of the 2021-22 LCAP and the Expanded Learning Opportunities Grant plan, (2) hosting an additional input session with the 2021-22 LCAP Leadership Team specifically dedicated to ESSER III input, and (3) conducting a survey of educational partners specific to the development of the ESSER III plan.

### COMPONENT ONE: REFLECTING ON EDUCATIONAL PARTNER INPUT INTO THE 2021-22 LCAP & EXPANDED LEARNING OPPORTUNITIES GRANT

FVSD conducted a robust educational partner input process to develop both the 2021-22 LCAP and the Expanded Learning Opportunities Grant plan between January 2021 and June 2021. This work leveraged multiple virtual meetings with educational partner groups including the LCAP Leadership Team, District English Learner Advisory Committee, School Site Councils, Superintendent's Parent's Council, English Learner Lead Teachers, and GATE Lead Teachers. The District's LCAP Leadership Team represents a diverse group of educational partners including parent representatives from each school site, certificated and classified bargaining unit representatives, principal/assistant principal representatives, and district administrators. In addition, the District conducted a Local Control Accountability Plan Input Survey and received over 1,100 survey responses. Input gathered through this process helped serve as the backbone of the ESSER III Expenditure Plan development process.

### COMPONENT TWO: DEDICATED ESSER III EDUCATIONAL PARTNER INPUT SESSION WITH 2021-22 LCAP LEADERSHIP TEAM

On October 13, 2021, FVSD hosted an additional in-person meeting of the 2021-22 LCAP Leadership Team to gather input specific to the ESSER III Expenditure Plan. Highlights of the input received by FVSD through this meeting included the Leadership Teams interest in supporting the following actions in the ESSER III Expenditure Plan:

- \* Continuing to provide necessary PPE for staff and students, as well as providing additional custodial support to help ensure safe/healthy learning environments on campus (included as Action 1 in the ESSER III Expenditure Plan)
- \* Expanding access to health-related services/support on school campuses (included as Action 2 in the ESSER III Expenditure Plan)
- \* Ensuring access to COVID-19 testing resources at school sites (included as Action 2 in the ESSER III Expenditure Plan)
- \* Ensuring robust summer learning opportunities for students (included as Action 3 in the ESSER III Expenditure Plan)
- \* Creating opportunities for "Beyond the Bell" learning through high-dose tutoring (included as Action 3 in the ESSER III Expenditure Plan)
- \* Increasing opportunities for teachers to work with small groups of students through additional staffing (included as Action 3 in the ESSER III Expenditure Plan)
- \* Increasing opportunities for students to participate in social-emotional and academic counseling, as well as expanding the implementation of MTSS services at schools (included as Action 3 in the ESSER III Expenditure Plan)
- \* Providing teachers/staff with training opportunities related to Social-Emotional Learning and increasing opportunities for academic intervention during the school day (included as Action 4 in the ESSER III Expenditure Plan)

### COMPONENT THREE: DEDICATED ESSER III COMMUNITY INPUT SURVEY

In October 2021, FVSD distributed the FVSD ESSER III Community Input Survey to all parents and staff. The District received over 650 responses to the survey - of which 22% were received from families of low-income students and 4% were received from families of English Learners. Highlights of the input received by FVSD through the ESSER III Community Input Survey included:

- \* 87% support for providing PPE and maintaining safe learning environments (included as Action 1 of the ESSER III Expenditure Plan)
- \* 80% support for expanding access to health-related services provided by district staff, as well as additional support for contact tracing (included as Action 2 of the ESSER III Expenditure Plan)
- \* 84% support for expanding access to timely and no-cost COVID-19 testing for students and staff (included as Action 2 of the ESSER III Expenditure Plan)
- \* 92% support for expanding the summer school program for students across all grade levels (included as Action 3 of the ESSER III Expenditure Plan)
- \* 93% support for providing students with "beyond-the-bell" learning activities or high-dose tutoring (included as Action 3 of the ESSER III Expenditure Plan)
- \* 87% support for providing teachers with opportunities to work with students in small groups through additional staffing (included as Action 3 of the ESSER III Expenditure Plan)
- \* 90% support for expanding access to social-emotional support for students (included as Action 3 of the ESSER III Expenditure Plan)
- \* 88% support for providing ongoing professional development, instructional support, and coaching for teachers/staff (included as Action 4 of the ESSER III Expenditure Plan)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Fountain Valley School District is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief Fund plan by executing the following actions:

**ACTION 1: STRATEGIES FOR CONTINUOUS AND SAFE IN-PERSON LEARNING**

Providing safe and healthy learning environments for students and staff to help maximize in-person instructional time for students

Budgeted Amount: \$804,028.00

**UPDATE ON ACTION 1**

FVSD will utilize ARPA/ESSER III funding to acquire and distribute Personal Protective Equipment (PPE), establish and maintain safe learning environments, provide additional custodial support and resources, ensure optimal ventilation in the classroom, and implement COVID safety measures on district-provided transportation vehicles. The attendance rate for the 2021-22 school year through 12/17/2021 was 95.07%. For comparison purposes, the attendance rate for the 2020-21 school year for FVSD was 95.73%. As of the 1st Interim Report, there were no expenditures of ESSER III funds on this action. Expenditures of ESSER III funds on this action will be initiated once the District has exhausted all remaining ESSER II funding.

**ACTION 2: STRATEGIES FOR CONTINUOUS AND SAFE IN-PERSON LEARNING**

Expand access to health-related services for students and staff to help maximize instructional time for students

Budgeted Amount: \$708,110.00

**UPDATE ON ACTION 2**

FVSD will utilize ARPA/ESSER III funding to expand access to health-related services provided by nurses, health aides, and other district staff. This support included expanded support for contact tracing and pandemic-related communication with families. FVSD will utilize ESSER III funding to expand ongoing access to timely and cost-free COVID-19 testing.

Funding allocated to this action will enable FVSD to continue to increase work hours for health aides at school sites and provide resources needed to fund additional hours for District nursing staff. As of the 1st Interim Report, there were no expenditures of ESSER III funds on this action. Expenditures of ESSER III funds on this action will be initiated once the District has exhausted all remaining ESSER II funding.

**ACTION 3: ADDRESSING THE IMPACT OF LOST INSTRUCTIONAL TIME**

Expand programming to mitigate the impact of lost instructional time by supporting the academic success and social-emotional wellness of students

Budgeted Amount: \$1,212,031.00

#### UPDATE ON ACTION 3

FVSD will utilize ARPA/ESSER III funding to support academic inventions including "beyond-the-bell" learning activities and expanding opportunities for teachers to leverage small-group instruction in classrooms. The District is currently exploring options for high-dose tutoring leveraging the support of FVSD teachers/staff outside of contract hours and educational partners from the private sector. The District intends to utilize ARPA/ESSER III funds to offer an expanded Summer Learning Program to extend learning opportunities beyond the traditional school year. In addition, FVSD continues to utilize ARPA/ESSER III funds to expand and extend social-emotional support programs, including the Behavioral Intervention Aide program at each FVSD elementary school. As of the 1st Interim Report, there were no expenditures of ESSER III funds on this action. Expenditures of ESSER III funds on this action will be initiated once the District has exhausted other funding sources.

#### ACTION 4: ADDRESSING THE IMPACT OF LOST INSTRUCTIONAL TIME

Provide ongoing professional development, instructional support, and coaching for FVSD staff to support collaboration and high levels of academic achievement.

#### Update on Action 4

FVSD will utilize ARPA/ESSER III funding to provide professional development, instructional support, and coaching for teachers and staff related to the implementation of "best" first instruction, academic interventions, and social-emotional support. The District intends to utilize ESSER III funds to extend Site Lead Teacher positions into "out-years" beyond the 2021-22 school year (funded through ELOG for 2021-22 school year). As of the 1st Interim Report, there were no expenditures of ESSER III funds on this action. Expenditures of ESSER III funds on this action will be initiated once the District has exhausted other funding sources.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Fountain Valley School District continues to utilize the fiscal resources received for the 2021-22 school year in a manner consistent with the 2021-22 Local Control Accountability Plan, Expanded Learning Opportunities Grant plan, Safe Return to In-person Instruction & Continuity of Services Plan, and the ESSER III Expenditure Plan. FVSD will continue to utilize fiscal resources in a manner that provides the most appropriate levels of support for students, while strategically leveraging resources in a manner that aligns with corresponding expenditure deadlines.

District's plans mentioned above are available on the FVSD website, and educational partners are encouraged to review these documents at the following web addresses:

#### 2021-22 LOCAL CONTROL ACCOUNTABILITY PLAN ([www.fvsd.us/apps/pages/LCAP](http://www.fvsd.us/apps/pages/LCAP))

Serves as the backbone for all instructional and operational activities of the Fountain Valley School District and is aligned with FVSD's District Priorities as adopted by the FVSD Board of Trustees which include (1) increasing student academic success for all students, (2) sustaining an inclusive, caring, and collaborative culture, (3) aligning resources to maximize achievement for all students, (4) expanding communication with staff, families, and community members to increase engagement, and (5) modernizing schools to provide a safe and productive learning environment. These District Priorities serve as the guiding principles in developing the Local Control Accountability Plan.

#### EXPANDED LEARNING OPPORTUNITIES GRANT PLAN ([www.fvsd.us/apps/pages/ELOGrantPlan](http://www.fvsd.us/apps/pages/ELOGrantPlan))

This plan, approved by the Board of Trustees on June 24, 2021, specifies how the district plans to provide supplemental instruction and support strategies. Actions included in this plan include (1) extending instructional learning time; (2) accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports; (3) additional academic services for students; and, (4) training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs. These actions align with numerous actions in the 2021-22 LCAP including:

- \* LCAP Action 1.5 - Professional development for certificated and classified staff (aligns with ELOG Action 4)
- \* LCAP Action 2.1 - Provide coordinated services for English Learners at school sites (aligns with ELOG Actions 1-3)
- \* LCAP Action 2.2 - Implement co-teaching service delivery model (aligns with ELOG Actions 2 and 3)
- \* LCAP Action 2.3 - Utilize common assessments to monitor the progress of students in special populations (aligns with ELOG Actions 1-3)
- \* LCAP Action 2.4 - Provide intervention for students identified as performing below grade level (aligns with ELOG Actions 1-3)
- \* LCAP Action 4.4 - Social-emotional support for elementary students (aligns with ELOG Actions 3 and 4)
- \* LCAP Action 4.5 - Middle school counseling program (aligns with ELOG Actions 3 and 4)
- \* LCAP Action 4.6 - District-wide support for student behaviors (aligns with ELOG Actions 3 and 4)
- \* LCAP Action 4.7 - Promote student engagement and school connectedness (aligns with ELOG Actions 1-3)

#### 2021-22 COVID-19 SAFETY PLAN ([www.fvsd.us/apps/pages/CovidSafetyPlan\\_21-22](http://www.fvsd.us/apps/pages/CovidSafetyPlan_21-22))

This plan is also referred to as the "Safe Return to In-person Instruction & Continuity of Services Plan" aligns with numerous actions in the 2021-22 LCAP including:

- \* LCAP Action 4.2 - Communicating with parents regarding student absences and the importance of school attendance
- \* LCAP Action 4.3 - Health services and health education
- \* LCAP Action 5.1 - Providing clean and well-maintained school campuses
- \* LCAP Action 5.4 - Site safety resources, supplies, and training



ESSER III EXPENDITURE PLAN ([www.fvsvd.us/apps/pages/ESSER\\_III](http://www.fvsvd.us/apps/pages/ESSER_III))

This plan, approved by the Board of Trustees on October 21, 2021, clearly delineates the alignment of fiscal resources between the actions of the ESSER III Plan with both the 2021-22 LCAP and the Expanded Learning Opportunities Grant Plan in the designated column on the tables located Page 5 and Page 6 of the document.

## Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents

- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff

providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



## Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fountain Valley School District	Jerry Gargus, Ed.D. Assistant Superintendent, Educational Services	<a href="mailto:gargusj@fvsd.us">gargusj@fvsd.us</a> 714-843-3286

## Plan Summary [2022-23]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Fountain Valley School District (FVSD) founded in 1876, is comprised of 10 schools (7 elementary and 3 middle schools) serving approximately 6,000 students from the cities of Fountain Valley and Huntington Beach, CA. FVSD seeks to promote a foundation for academic excellence, mastery of basic skills, responsible citizenship, and a desire by students to achieve their highest potential through a partnership with home and community. The FVSD core values – High Expectations, Be a Learner, Be a Good Teammate, and All Kids –

guide adult interactions and decision-making. Three of FVSD's elementary schools (Cox Elementary, Oka Elementary, and Plavan Elementary) and one middle school (Masuda Middle School) are identified as Title I schools.

Fountain Valley School District's dedicated team of educators strives to meet the needs of all students each day. The District is fully committed to meeting the academic and social-emotional needs of all students - including the 24.2% of students who live in economic poverty (low-income) and 10.4% of students who are English learners (ELs). Students educated by FVSD represent the diverse communities served by the school district including White, non-Hispanic students (33.6%), Asian students (36.1%), Hispanic students (18.5%), and students identifying with Two or more races (7.1%). Fountain Valley School District has a long-standing tradition of supporting high levels of academic achievement, as well as supporting the social-emotional development of our students. FVSD's District Motto, "Preparing today's youth for tomorrow's future," embodies the commitment of FVSD employees and the community we serve to help students achieve excellent outcomes both in and out of the classroom.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 CA School Dashboard. However, FVSD is proud to share that the District performed at the highest possible level in both English Language Arts (Blue) and Mathematics (Blue) on the most recent CA Dashboard reporting that included information related to academic outcomes (2019).

The 2021 CA School Dashboard report only included information about the Local Indicators, schools (addresses), student population data (e.g., enrollment data). FVSD provided comprehensive narrative responses to the Local Indicators component of the 2021 CA School Dashboard including narrative responses related to (1) the Implementation of Academic Standards, (2) Access to a Broad Course of Study, (3) Basics: Teachers, Instructional Materials, and Facilities, (4) Parent and Family Engagement, and (5) Local Climate Survey.

FVSD also reflected on data released by the California Department of Education through the DataQuest web portal. This included data related to suspension and expulsion rates, chronic absenteeism, and data related to English Learners from the 2020-21 school year. As was the case on CA Dashboards prior to the COVID-19 Pandemic, FVSD had a very low suspension rate for the 2020-21 school year (0.1%), and no students were expelled from FVSD during the 2020-21 school year. In terms of successes related to working with English learners, FVSD continues to experience success, as reflected by the 74 students that were reclassified from English learner to Fluent English Proficient status during the 2020-21 school year.

Fountain Valley School District did not administer the CAASPP assessments during the 2020-21 school year, choosing instead to administer a locally-determined alternative to the CAASPP assessments. FVSD chose to administer IXL Diagnostic Assessments in the areas of English Language Arts and Mathematics with students across all grade levels and reported data for all students in 3rd-8th grade (including statistically significant student groups) as required by state law. Results from these assessments mirrored the academic success that students in Fountain Valley School District experienced pre-pandemic, as 74% of 3rd-8th grade students met or exceeded grade-level

standards on the English Language Arts assessment, and 70% of 3rd-8th grade students met or exceeded grade-level standards on the Math assessment. Although evidence of the Achievement Gap continued to be present in the IXL Diagnostic Assessment data from the 2020-21 school year for students in special populations student groups (i.e., English learners, Low-income students, Homeless, Foster Youth, and Students with Disabilities), that Achievement Gap for these students did not widen in spite of the negative impacts of the pandemic. Of particular note, is the fact that students identified as "Reclassified Fluent English Proficient" (RFEs) performed significantly better on the IXL Diagnostic Assessment in both English Language Arts (85%) and Mathematics (80%) than the "All Students" percentages (74% ELA and 70% Math). Finally, FVSD is very proud to share that the participation rate on the IXL Diagnostic Assessments continued to exceed the 95% participation rate expectations associated with pre-pandemic state-wide testing initiatives.

In order to build on the successes, FVSD plans to implement the actions associated with the 2022-23 Local Control Accountability Plan which maintain the District's focus on increasing student achievement, implementing targeted supports for "special populations" students, strengthening connections with parents, promoting school connectedness, and maintaining safe, clean campuses for all students. The descriptions of the specific actions to be taken are provided in subsequent sections of the 2022-23 Local Control Accountability Plan.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a review of the 2021 CA School Dashboard and data reported, FVSD identified the need to implement strategies to reduce the Chronic Absenteeism Rate (9.8% for 2020-21) to align more closely with pre-pandemic levels (3.8% in 2018-19). A significant reduction in the Chronic Absenteeism rate is not anticipated for the 2021-22 school year; however, district and school staff are diligently tracking attendance data and working closely with families to provide support in improving school attendance. The District also reflected on data reported in the 2021 CA School Dashboard from the Local Indicators component related to the "Local Climate Survey." Fountain Valley School District administered the CA Healthy Kids Survey during the 2020-21 school year and identified limited regression related to school connectedness and school safety, which were to be expected in light of the limitations placed on schools by the COVID-19 pandemic. FVSD recognizes the ongoing need to provide social-emotional support for students which will be reflected in the goals and actions of the 2022-23 LCAP.

As there were fewer areas of reporting on the 2021 CA School Dashboard, FVSD embraced the importance of relying on local data to identify performance gaps among student groups. FVSD utilized results from the 2020-21 IXL Diagnostic Assessments for English Language Arts and Mathematics to identify trends on the "macro-level" related to student group performance, and also on the "micro-level" to identify specific students in need of intensive academic intervention during the 2021-22 school year. Macro-level trends that were identified through analysis of the English Language Arts IXL Diagnostic data showed that performance discrepancies remain across ethnic groups, with the percentage of students meeting or exceeding grade-level standards ranging from 85% for Asian students, 71% for White students, and 61% for Hispanic students. A similar pattern was identified through analysis of the Mathematics IXL Diagnostic data with the percentage of students meeting or exceeding grade-level standards ranging from 82% for Asian students, 63% for White students, and 53% for Hispanic students. A continued focus on analyzing formative assessment data through the lens of ethnicity, as well as ongoing professional



development related to the District's Signature Practices in ELA and Math, will continue to be actions in the 2022-23 LCAP to help close the Achievement Gap. Macro-level trends were also identified through the analysis of English Language Arts and Mathematics IXL Diagnostic data for students in the District's special populations groups (i.e., English learners, low-income students, and Students with Disabilities). In the area of English Language Arts, 74% of "All Students" met or exceeded grade-level standards on the IXL Diagnostic Assessment, which was higher than the percentages for English learners (43%), Low-income students (61%), and Students with Disabilities (32%). In the area of Mathematics, 70% of "All Students" met or exceeded grade-level standards on the IXL Diagnostic Assessment, which was higher than the percentages for English learners (57%), Low-income students (51%), and Students with Disabilities (30%). In reflecting on both Dashboard data and local data, FVSD acknowledges the ongoing existence of the "Achievement Gap" and maintains its strong resolve to leverage all resources available to improve outcomes for students.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

FVSD is committed to providing students with an effective, high-quality core instructional program. FVSD's LCAP has been designed with the philosophy that there is no single factor more critical to ensuring high levels of learning for all students than the delivery of "Best" First Instruction by highly skilled teachers. FVSD believes that this is especially the case for students from low-income backgrounds (LI), English learners (ELs), Students with Disabilities (SWD), and students facing the myriad of challenges associated with being identified as Homeless or Foster Youth. In fact, study after study continues to find that initiatives that systematically build consistent practices with teachers are the best way to improve learning outcomes for all students (Fullan, 2014; Hattie, 2012; Odden, 2011; Schmoker, 2011).

At both district and site levels, significant funds are allocated for professional development, coaching, collaboration, instructional observations, training in the District's Signature Practices, and the use of District common assessments with a system to analyze results, leading to improved instructional practices for every teacher. These efforts demonstrate an increase in both expenditures and the quality of services for our students. While it could be argued that all students proportionally benefit from expert teachers, we know, unequivocally from the aforementioned research studies, that LI, ELs, FY, and any students not yet performing to expectations, make significantly greater gains in learning when taught by an expert teacher.

Academic achievement and the social-emotional well-being of all students continue to be the highest priority in FVSD. The goals, metrics, and actions articulated in FVSD LCAPs during the prior three-year cycle provided elements that FVSD values as critical to success - stability, expectation, and flexibility. The goal areas within FVSD's LCAP remain unchanged from the District's prior LCAP cycle, providing a clear, consistent vision for ongoing success. The metrics associated with those goals provide a consistent structure for measuring the District's success in meeting those goals. The actions associated with each goal provided the flexibility needed to ensure constant progress toward achieving the District's LCAP goals.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

FVSD is pleased to share that there are no schools in the Distrtict that have been identified for Comprehensive Support and Improvement Services during the 2022-23 school year.

## ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable to FVSD.

## ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable to FVSD.



# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

FVSD engaged in an extensive process of consulting with a wide array of educational partners as part of the planning and development process for the 2022-23 LCAP. Following the guidance provided in CA Education Code, FVSD formed an LCAP Advisory Committee consisting of parent representatives from each school site, representatives of the Fountain Valley Educators Association (teachers), representatives of the California School Employees Association Fountain Valley Chapter #358 (classified employees), SELPA staff, principals, and district administrators.

The District leveraged in-person LCAP input meetings, as well as the 2022 FVSD LCAP Input Survey to access a broad continuum of educational partners. FVSD's in-person LCAP Input Meetings were conducted with the following groups:

- FVSD LCAP Leadership Team (January 25, 2022; March 29, 2022; May 10, 2022)
- District English Learner Advisory Council & District Advisory Council (January 27, 2022; February 24, 2022; March 24, 2022)
- Site Administrators (January 18, 2022; March 22, 2022)
- EL & GATE Lead Teachers (February 9, 2022; February 28, 2022)
- Middle School Student Input Session (February 4, 2022; March 9, 2022; March 23, 2022)
- Superintendent's Parent's Council (March 16, 2022)
- Board Presentation (February 10, 2022)
- Community Information Session (March 30, 2022)
- School Site Council Meetings (February-March 2022)
- LCAP Development Consultation with Orange County Department of Education (April 26, 2022)
- Public Hearing on LCAP conducted at FVSD Board Meeting (June 10, 2022)

In addition to in-person LCAP Input Meetings, FVSD conducted the 2022 FVSD LCAP Input Survey, which was open from February 5, 2022, through April 4, 2022. FVSD is pleased to share that there was a high level of participation in the survey, with over 750 responses collected. Survey respondents represent a diverse collection of educational partners from across FVSD as demonstrated through the following data points:

- 79% of survey respondents identified as "Parents of FVSD Students"
- 16% of survey respondents identified as "Certificated Staff"
- 8% of survey respondents identified as "Classified Staff"
- 6% of survey respondents identified as "Community Members"

In addition, the survey asked parents to indicate if their children participated in the District's English Learner programs (11% confirmed), Free- or Reduced-Lunch program (20% confirmed), or Gifted and Talented Program (21% confirmed).

FVSD staff reviewed both the quantitative and qualitative responses to the LCAP Input Survey (nearly 800 responses). Quantitative responses were reviewed, and all qualitative responses were systematically coded and analyzed to identify areas of emphasis for actions

and services.

#### A summary of the feedback provided by specific educational partners.

Fountain Valley School District places great value on the feedback provided by all stakeholders through the LCAP development process. Extensive efforts were made to gather, analyze, and synthesize both quantitative and qualitative input from consultations with the various stakeholder groups. The LCAP Survey (to which FVSD received nearly 1,150 responses) provides statistical validation of the goals, actions, and services articulated in the LCAP. To summarize the results of the LCAP survey, 96.9% of responses associated with Goal #1 were favorable (“strongly” or “moderately” supportive), 91.3% of responses to Goal #2 were favorable, 96.1% of responses to Goal #3 were favorable, 97.0% of responses to Goal #4 were favorable, and 98.3% of responses to Goal #5 were favorable. There were multiple open-ended response statements included in the 2022-23 LCAP Input Survey, and several trends emerged from those qualitative responses. All open-ended survey responses were reviewed, coded, and synthesized to enable FVSD to develop a clear understanding of trends with the qualitative data set.

For Goal 1, Student Achievement, the following themes emerged from the open-ended survey items:

- Providing teachers with opportunities to collaborate, plan, and engage in professional development
- Expanding programming related to STEM/Robotics, Career/Technical Education, Gifted Education programming, and Physical education
- Continuing to provide music education and expanding access to visual arts
- Continuing to support the school library program and expand resources for classroom libraries

For Goal 2, Special Populations, the following themes emerged from the open-ended survey items:

- Continuing to provide academic interventions during the school day and expand access to academic support beyond-the-bell
- Continuing to improve instructional programming to support English learners
- Providing more support and inclusion opportunities for students with special needs, including training opportunities for teachers serving in the co-teaching model

For Goal 3, Parent Involvement, the following themes emerged from the open-ended survey items:

- Expanding outreach to parents new to the district to strengthen the connection to schools
- Offering parent engagement activities specifically for parents of students with special needs and parents, English Learners, and parents representing diverse cultures
- Varying the times of parent organization meetings and special events so that more parents can attend
- Providing communication through multi-media platforms as well as sending paper copies home to increase chances of messaging reaching families

For Goal 4, Climate & Engagement, the following themes emerged from the open-ended survey items:

- Expanding access to school counselors at the middle school level and additional counselors to support elementary students
- Providing social-emotional learning for students at all grade levels

- Expanding access to health-related support and education through nurses

For Goal 5, Facilities, the following themes emerged from the open-ended survey items:

- Ensuring safe and clean learning environments and restrooms
- Continuing to provide access to educational technology while balancing with non-digital learning resources
- Maintaining infrastructure to support technology use on school campuses
- Continuing to improve landscaping and physical appearance of district facilities

In addition to the LCAP Survey, numerous educational partner groups attended meetings specifically purposed to gain input into the LCAP update process. These stakeholder groups included the District LCAP Leadership Team, Superintendents Parent Council, FVSD Cabinet, FVSD Administrative Team, District Advisory Committee, District English Learner Advisory Committee, School Site Councils, and a joint committee of FVSDs GATE and EL Lead Teachers/Coordinators. The input of these committees also served as strong validation for the actions & services outlined in the FVSD LCAP, and in many cases echoed results from the District's LCAP Survey.

For Goal 1, Student Achievement, the following themes emerged from the stakeholder engagement meetings:

- Expanding resources to support instruction in English Language Arts and English Language Development (LCAP Leadership Team, Teacher Group Input, EL/GATE Leads, Site Lead Teachers & TOSAs, Admin Team)
- Expanding electives options at the middle schools and enrichment activities across all campuses including fine arts, music, coding, and robotics (LCAP Leadership Team, Superintendent's Parent Council, Student Groups, Admin Team, DAC/DELAC, Site Councils)
- Continuing to provide relevant professional development integrating teacher collaboration related to FVSD's Signature Practices, and instructional technology (LCAP Leadership Team, Admin Team, Teacher Groups, Site Lead Teachers & TOSAs)

For Goal 2, Special Populations, the following themes emerged from the educational partner engagement meetings:

- Expanding programs to support English learners including bilingual aides, instructional resources, and teacher professional development (DAC/DELAC, Site Lead Teachers & TOSAs, LCAP Leadership Team, EL/GATE Leads, Superintendent's Parent Council)
- Continuing to support academic interventions related to reading/language arts and expanding resources to support math intervention (DAC/DELAC, Site Lead Teachers & TOSAs, LCAP Leadership Team, Admin Team, Superintendent's Parent Council)
- Continuing to provide support for instructional programming (co-teaching) for students with special needs and providing professional development (Admin Team, Site Lead Teachers & TOSAs, LCAP Leadership Team)
- Expanding programs to support students identified as Gifted & Talented through enrichment activities (GATE Lead Teachers, Site Lead Teachers & TOSAs, LCAP Leadership Team, Admin Team, Superintendent's Parent Council)

For Goal 3, Parent Involvement, the following themes emerged from the educational partner engagement meetings:

- Expanding parent education and engagement activities related to instructional programming and social-emotional wellness (LCAP Leadership Team, Admin Team, DAC/DELAC, Superintendent's Parent Council)
- Ensuring ongoing communication between teachers and parents related to students' academic and social-emotional development (LCAP Leadership Team, Admin Team, DAC/DELAC, Superintendent's Parent Council)

- Expanding outreach to parents from under-represented populations through digital and paper-based communication (LCAP Leadership Team, Admin Team, DAC/DELAC, Superintendent's Parent Council)

For Goal 4, Climate & Engagement, the following themes emerged from the educational partner engagement meetings:

- Continuing to expand activities for students including lunchtime activities, clubs, and student leadership opportunities (Students, LCAP Leadership Team, Site Councils, Superintendent's Parent Council, EL/GATE Lead Teachers, Admin Team)
- Continuing to develop positive behavior interventions and supports programming at all schools (All input groups highlighted this action as an area to focus on in 2022-23)
- Supporting social-emotional learning for all students across all sites (All input groups highlighted this action as an area to focus on in 2022-23)
- Expanding programming related to counseling, mental health and wellness, and connections to community-based resources (All input groups highlighted this action as an area to focus on in 2022-23)

For Goal 5, Facilities, the following themes emerged from the educational partner engagement meetings:

- Continuing to maintain clean, safe campuses for students, staff, and the community (All input groups highlighted this action as an area to focus on in 2022-23)
- Making improvements to campus amenities such as shade structures, water bottle filling stations, PA systems, murals, and buddy benches (LCAP Leadership Team, Superintendent's Parent Council, Admin Team, DAC/DELAC)
- Updating playground equipment and providing resources to support recess and physical education activities (Student Groups, LCAP Leadership Team, DAC/DELAC, Superintendent's Parent Council)
- Continuing to focus on campus safety through partnerships with parents and community agencies (LCAP Leadership Team, DAC/DELAC, Site Admin, Superintendent's Parent Council)

FVSD greatly values the input of stakeholders and dedicated substantial time to gathering input as part of the LCAP development process. Input gathered through the LCAP Survey and targeted activities with numerous educational partner groups is directly reflected in the Goals, Actions, and Services associated with the 2022-23 LCAP.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Input from educational partners heavily influenced the LCAP as evidenced by the tight alignment between the actions articulated in the LCAP and the themes that emerged through the input process. First and foremost, responses from the LCAP Input Survey validated FVSD's practice of continuing to construct the LCAP around the same five goal areas that served as a strong framework for the prior 3-year LCAP cycle. In addition, the LCAP Leadership Team reviewed the various metrics utilized to monitor the District's progress over the lifecycle of the prior LCAP and indicated that continued use of those metrics enabled the District to analyze its progress over an extended period of time, beyond the confines of a 3-year LCAP cycle.

The following actions were directly impacted by qualitative and/or quantitative data gathered through the educational partner input process:

- Action 1.3 which allocates \$450,000.00 to expand elective programs at middle schools (budgeted expenditure increased over 2021-22 level for 2022-23)
- Action 1.6 which allocates \$274,940.00 to ensure 1:1 access to devices for students (budgeted expenditure decreased due to availability of other 1-time funding sources)
- Action 1.8 which allocates \$425,000.00 to ensure all elementary students participate in regularly scheduled music instruction (budgeted expenditure increased over 2021-22 level for 2022-23)
- Action 1.9 which allocates \$396,500.00 to expand access to school libraries and improve collections (budgeted expenditure increased over 2021-22 level for 2022-23)
- Action 1.10 which allocates \$500,000.00 to implement an Itinerant PE Program across the District's elementary sites (new action - new allocation of resources)
- Action 2.1 which allocates \$428,431.00 to provide coordinated services for English Learners (budgeted expenditure increased over 2021-22 level)
- Action 2.4 which allocates \$450,000.00 to provide intervention for students performing below grade level (decreased due to availability of other 1-time funding sources)
- Action 2.6 which allocates \$70,000.00 to provide coordinated services for gifted students (budgeted expenditure increased over 2021-22 level for 2022-23)
- Action 3.1 which allocates \$10,000.00 to provide parent and volunteer training at school sites (no change to allocation)
- Action 3.2 which allocates \$108,812.00 to utilize multiple technology platforms to communicate with parents and families (budgeted expenditure increased over 2021-22 level for 2022-23)
- Action 3.3 which allocates \$80,000.00 to provide a District-level Bilingual Community Liaison to facilitate outreach to families (budgeted expenditure increased over 2021-22 level for 2022-23)
- Action 3.5 which allocates \$32,000.00 to expand outreach to parents of students from special populations (no change to allocation)
- Action 4.2 which allocates \$50,000.00 to improve student attendance and parent communication related to student attendance (budgeted expenditure increased over 2021-22 level for 2022-23)
- Action 4.3 which allocates \$637,515.00 to provide health services and health education for students (budgeted expenditure increased over 2021-22 level for 2022-23)
- Action 4.4 which allocates \$395,519.00 to provide social-emotional support for elementary students (budgeted expenditure increased over 2021-22 level for 2022-23)
- Action 4.5 which allocates \$291,882.00 to provide a middle school counseling program to support the social-emotional needs of students (budgeted expenditures decreased slightly for 2022-23)
- Action 4.6 which allocates \$143,000.00 to expand programming that provides positive behavior interventions and supports (budgeted expenditure increased over 2021-22 level for 2022-23)
- Action 4.7 which allocates \$30,000.00 to promote student engagement and school connectedness through electives and student activities (no change to allocation)
- Action 5.4 which allocates \$71,443.00 to provide supplies for school site emergency bins and training for staff (budgeted expenditure decreased due to availability of other 1-time funding sources)

Please review the "Summary of feedback from specific educational partners groups" component of this section of the LCAP as a reference point for drawing relationships between the increased expenditures associated with these actions and input from stakeholders. Of the aforementioned actions, Actions 1.3, 1.9, 1.10, 2.1, 2.4, 3.1, 3.3, 3.4, 4.3, 4.4, 4.5, 4.6, and 4.7 contribute to increased or improved services for unduplicated student populations.

# Goals and Actions

## Goal

Goal #	Description
1	Fountain Valley School District's goal is to support academic success by ensuring students 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.

An explanation of why the LEA has developed this goal.

The Fountain Valley School District developed this goal based on input from multiple educational partner groups and results from the 2022-23 LCAP Input Survey. In addition, the Board Priorities of the Fountain Valley School Board consistently hold the increased academic success of ALL students as the District's top priority. FVSD has an excellent track record of providing students with an outstanding, well-rounded education that supports high academic achievement in all content areas as demonstrated by the fact that FVSD ranks 2nd in SBAC Math Proficiency (2018-19 data) and 3rd in SBAC Math Proficiency (2018-19 data) in all of Orange County. During the most recent year of state testing (2020-21), FVSD took advantage of the flexibility to administer a locally-determined assessment, the IXL Diagnostic Assessment for English Language Arts and Mathematics, due to the unique circumstances arising as a result of the COVID-19 pandemic. For the 2020-21 assessment year, 74% of 3rd-8th grade students "met or exceeded" grade-level standards on the IXL Diagnostic Assessment for English Language Arts, and 70% of 3rd-8th grade students "met or exceeded" grade-level standards on the IXL Diagnostic Assessment for Mathematics. The results achieved by FVSD related to student achievement are the byproduct of students having highly qualified staff supporting the academic needs of students, the implementation of "Best" First Instruction in the classroom, access to appropriate standards-aligned instructional materials, access to technology, and access to a broad course of study. Over 93% of respondents to the District's 2022 LCAP Input Survey indicated that they "Strongly" or "Moderately" supported this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of staff qualified to support the academic needs of students	100% of staff qualified to support academic needs of students	100% of FVSD certificated staff are qualified to support the academic needs of students			100% of staff qualified to support the academic needs of students
Percentage of students with access to textbooks and	100% of students have access to textbooks and	100% of students have access to textbooks and			100% of students have access to textbooks and



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards-aligned instructional materials	standards-aligned instructional materials	standards-aligned instructional materials			standards-aligned instructional materials
Percentage of students Meeting or Exceeding grade level standards as measured on the Smarter Balance Assessment for English Language Arts	<p>77% of FVSD students in grades 3-8 "Met or Exceeded Standards" on the 2018-19 Smarter Balanced Assessment for English Language Arts</p> <p>(Please note that FVSD followed CDE flexibility guidelines and administered a locally-determined assessment not statistically correlated to prior SBAC results for the 2020-21 school year)</p>	<p>Due to flexibility in state testing protocols, FVSD administered the IXL Diagnostic Assessment for English Language Arts in lieu of the Smarter Balanced Assessment for English Language Arts during the 2020-21 school year with 74% of students demonstrating grade level proficiency. Results from the assessment can not be directly compared to Smarter Balance Assessments administered prior to the COVID-19 pandemic</p>			Increase percentage of 3rd-8th grade students Meeting or Exceeding standards on SBAC ELA by 2-3% annually
Percentage of students Meeting or Exceeding on the Smarter Balanced Assessment for Mathematics	<p>77% of FVSD students in grades 3-8 "Met or Exceeded Standards" on the 2018-19 Smarter Balanced Assessment for Mathematics</p>	<p>Due to flexibility in state testing protocols, FVSD administered the IXL Diagnostic Assessment for Mathematics in lieu of the Smarter Balanced Assessment for Mathematics during</p>			Increase percentage of 3rd-8th grade students Meeting or Exceeding standards on SBAC Mathematics by 2-3% annually



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Please note that FVSD followed CDE flexibility guidelines and administered a locally-determined assessment not statistically correlated to prior SBAC results for the 2020-21 school year)	the 2020-21 school year with 70% of students demonstrating grade level proficiency. Results from the assessment can not be directly compared to Smarter Balance Assessments administered prior to the COVID-19 pandemic			
Percentage of students Meeting or Exceeding standards on the California Science Test (CAST)	59% of FVSD 5th and 8th grade students "Met or Exceeded Standards" on the 2018-19 CA Science Test	Due to flexibility in state testing protocols, FVSD did not administer the CAST assessment during the 2020-21 school year.			Increase percentage of 5th and 8th grade students Meeting or Exceeding standards on the California Science Test (CAST) by 2-3% annually
Percentage of 3rd Grade students demonstrating grade level proficiency on the 3rd Grade Literacy Screener (Fountas & Pinnell Assessment)	62% of FVSD 3rd Grade students demonstrated proficiency on the 3rd Grade Literacy Screener at the conclusion of the 2018-19 school year	50% of FVSD 3rd Grade students demonstrated proficiency on the 3rd grade literacy assessment at the conclusion of the 2020-21 school year			75% of FVSD 3rd Grade students demonstrating proficiency on the 3rd Grade Literacy Screener on the 2023-24 End-of-Year literacy screener assessment
Percentage of students reporting Daily/Almost-daily Use of Technology to support learning	75% of FVSD students surveyed reported Daily/Almost-daily Use of	100% of FVSD students engaged in Daily/Almost Daily use of technology to support learning			90% of FVSD students surveyed reporting Daily/Almost-daily Use

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Technology to support learning	throughout the 2020-21 school year			of Technology to support learning
Percentage of students with access to a "Broad Course of Study"	100% of FVSD students have access to a Broad Course of Study	100% of FVSD students have access to a Broad Course of Study			100% of FVSD students have access to a Broad Course of Study

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Recruit, select, and retain highly qualified staff to support student learning	FVSD will recruit, select, and retain a highly qualified staff with multiple authorizations to support students. The anticipated immediate impact of this action on practices will be that students will receive instruction and support from educators and staff who possess the skills and knowledge necessary to deliver curriculum and programming effectively. The anticipated long-term positive impact of this action on student learning and behavior will be high-quality classroom instruction delivered by an expert teacher and continued access to a broad course of study to prepare them for college and career.	\$52,633,453.00	No
1.2	Provide an Induction Program for new teachers	FVSD will support new teachers in obtaining a clear credential by providing an induction program. The anticipated immediate impact of this action on practices will be a higher retention rate of educators who are new to the profession, the establishment of a mentor and network of support for participating teachers, and increased levels of preparedness for assuming the responsibilities associated with serving as a classroom teacher. The anticipated long-term positive impact of this action on student achievement will be high-quality classroom instruction that supports broader and deeper levels of learning through enhanced classroom management, instructional planning, and general teacher effectiveness.	\$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Expand elective options across middle schools	FVSD will provide funding to support expanded arts and foreign language elective programming at each middle school, as well as a one-time stipend to support the acquisition of additional District-approved authorizations in order to standardize electives. The anticipated immediate impact of this action on practices will be support for expanded elective programs at the District's three middle schools. The anticipated long-term positive impact of this action on student achievement and behavior will be expanded elective offerings which present the opportunity to enhance school connectedness for students.	\$205,068.00	No
1.4	Provide standards-aligned instructional materials and supplies	FVSD will provide instructional materials and supplies aligned with California State Standards, English Language Development Standards, and Next Generation Science Standards. The anticipated immediate impact of this action on practices will be the expansion of access to instructional materials and supplies that promote student engagement, access to resources that serve to elevate the rigor of instruction, and increased programmatic fidelity across classrooms/school sites that emerge from collaboration focused on implementing common instructional resources. The anticipated long-term positive impact of this action on student achievement will be high-quality classroom instruction that supports broader and deeper levels of learning through the implementation of rigorous instructional materials. Overall, the impact of this action will be to ensure FVSD's instructional program supports the implementation of State Standards.	\$935,500.00	No
1.5	Professional development for certificated and classified staff	FVSD will provide certificated, classified staff, and administrative staff with professional development and time to collaborate on content standards (CA State Standards, CA English Language Development Standards, and Next Generation Science Standards), District-adopted instructional materials, District Signature Practices, GATE, technology, and Multi-Tiered Systems of Support. The anticipated immediate impact of this action on practices will be improved classroom instructional practices by teachers and staff participating in	\$125,000.00	No

Action #	Title	Description	Total Funds	Contributing
		professional development activities. The anticipated long-term positive impact of this action on student achievement will be more effective classroom instruction that supports higher levels of learning by students due to increased proficiency related to instructional practices and instructional resources on the part of teachers/staff.		
1.6	Improve access to technology to support student achievement	FVSD will provide and maintain classroom technology in the form of student/staff devices and/or software programs in order to increase opportunities for students to utilize technology in the core program. The anticipated immediate impact of this action on practices will be greater access to technology to support learning and the production of learning artifacts that are reflective of the technology-driven work environments that students will encounter throughout their lives. The anticipated long-term positive impact of this action on student learning and behavior will be students who are better prepared to leverage the power of technology to demonstrate their learning and to share their knowledge/learning beyond the traditional confines of an individual classroom.	\$408,482.00	No
1.7	Support and maintain infrastructure, classroom technology, and devices	FVSD will support and maintain infrastructure, classroom technology, and devices by providing District IT staff and Site Technology Coordinators. The anticipated immediate impact of this action on practices will be appropriate staffing to support the ongoing expansion of technology across the District, and improved technology infrastructure to support the additional networking demands associated with the significant increase in the number of devices used by students and staff. The anticipated long-term positive impact on student learning and behavior will be greater access to technology, enhanced network performance, and timely support to assist when devices or infrastructure are compromised.	\$851,895.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.8</b>	Elementary Music Program for all elementary students	FVSD will utilize itinerant music teachers in elementary schools to ensure all students regularly participate in engaging performing arts instruction. The anticipated immediate impact of this action on staff will be weekly teacher release time for administering assessments, analyzing data from assessments, and planning targeted classroom instruction. The anticipated long-term positive impact of this action on student achievement and behavior will be access to a broad course of study that systematically includes the visual and performing arts, opportunities to develop an appreciation for, and interest in, music at an early age.	\$443,659.00	No
<b>1.9</b>	Improve School Library Program	FVSD will continue to provide a comprehensive school library program with expanded access to reading-level aligned texts that support teaching, learning, and access to resources for all students. The anticipated immediate impact of this action on staff will be the continued provision of part-time Library Media Technicians at all schools to facilitate access to school libraries, as well as providing ongoing resources to support the expansion of school library collections. The anticipated long-term positive impact of this action on student achievement and behavior will be greater access to appropriate reading material through regularly scheduled access to the school library which is of particularly great benefit to English learners, students from low-income homes, homeless students, and foster youth. Research has shown that students from these groups visit community libraries less frequently than their affluent peers and have a greater need for access to reading materials in the home.	\$390,957.00	Yes
<b>1.10</b>	Elementary Physical Education	FVSD will hire and retain a cadre of certificated Physical Education Teachers to provide instruction for students on a weekly basis at all seven elementary schools. The anticipated immediate impact of this action on staff will be the creation of planning time for elementary classroom teachers. The anticipated long-term positive impact of this action on student achievement and behavior will be improved quality of instruction in physical education due to the required single-subject	\$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		credentialing of elementary PE teachers and the specialized content knowledge they possess.		

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Fountain Valley School District implemented each of the actions intended to support the achievement of LCAP Goal 1, supporting the academic success of students by ensuring their participation in a rigorous academic program. For Action 1.1, 100% of FVSD classrooms were staffed with appropriately-credentialed certificated teachers. For Action 1.2, the District ensured that all teachers required to participate in a new teacher Induction Program successfully completed all of the necessary course work under the supervision of a designated program lead and mentor teacher. For Action 1.3, FVSD expanded the middle school choir program, the world languages program, and continued to support the implementation of robotics programming within the elective programs at all three middle school sites. For Action 1.4, the District introduced new instructional materials for science instruction at all grade levels, new instructional materials for middle school history/social studies, expanded access to instructional materials to support phonics and phonemic awareness, and continued to provide standards-aligned instructional materials to support other aspects of English/Language Arts and mathematics. For Action 1.5, FVSD provided a comprehensive program of professional development focused on broadening content-area knowledge and instructional pedagogy related to the District's Signature Practices, newly-introduced instructional materials, and use of educational technology platforms. For Actions 1.6 and 1.7, FVSD continued to support a 1:1 device program for students at all grade levels, provided technology support at school sites through the Site Lead Technology Teacher program, and expand the capabilities of network infrastructure to support the rapid expansion of educational technology platforms. For Action 1.8, FVSD expanded the Elementary Music Program by hiring an additional itinerant music teacher to improve scheduling flexibility for school sites. For Action 1.9, the District provided substantial resources to support the expansion of library media assistant hours, as well as the expansion of library collections. As was the case for school districts across the country, FVSD encountered significant challenges in executing the actions articulated to help reach this goal due to the unprecedented challenges presented by the COVID-19 pandemic which included virtual and hybrid learning models, attendance-related issues due to student and staff quarantines, and compromised ability to engage in in-person professional development activities throughout the 2020-21 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For Goal 1, Budgeted Expenditures totaled \$51,423,258.00 and the Estimated Actual Expenditures total \$52,033,234.00 (101.2% of Budgeted Expenditures). Within Goal 1, material differences exist between Budgeted Expenditures and Estimated Actual Expenditures for Action 1.5 and Action 1.6.

\* The primary cause for the difference between Budgeted Expenditures (\$300,000.00) and Estimated Actual Expenditures (\$138,553.00) for Action 1.5 was the decision to reduce the number of professional development days during the 2021-22 school year due to the well-documented labor shortages that especially impacted the availability of substitute teachers, as well as the utilization of one-time funding sources not connected to the LCAP to accomplish the action associated with this goal. The District continued to provide professional development through other venues such as individual and site-specific training; however, several full-day grade-level wide professional development sessions were suspended for the 2021-22 school year. As a result, Estimated Actual Expenditures totaled 46.1% of the budgeted expenditures for Action 1.5.

\* The primary cause for the difference between Budgeted Expenditures (\$456,340.00) and Estimated Actual Expenditures (\$311,993.00) for Action 1.6 was the flexibility afforded to school districts to utilize an influx of COVID-10 Pandemic Relief funds to purchase devices and educational technology platforms for the 2021-22 school year. As a result, Estimated Actual Expenditures totaled 68.3% of the budgeted expenditures for Action 1.6.

\* The primary cause for the difference between Budgeted Expenditures (\$646,250.00) and Estimated Actual Expenditures (\$752,977.00) for Action 1.7 is attributed to the higher than anticipated costs associated with the employment of staff to procure, prepare, distribute, and support personal devices within the District's 1:1 computing program than was initially anticipated. As a result, Estimated Actual Expenditures totaled 116.5% of the budgeted expenditures for Action 1.7.

Within Goal 1, only Action 1.9 is identified as contributing to increased or improved services, and Estimated Actual Expenditures (\$400,359.00) for this action exceeded Budgeted Expenditures (\$365,225.00) by 9.6%.

#### An explanation of how effective the specific actions were in making progress toward the goal.

The consistent trend of high achievement in Fountain Valley School District over the past five years provides strong evidence that the actions associated with this goal are highly effective. In spite of the unique circumstances in public education over the past two years, data from common assessments indicate that FVSD students continued to learn at high levels (74% of students meeting or exceeding standards in English Language Arts in 2020-21 and 70% of students meeting or exceeding standards in mathematics in 2020-21). In the five school years prior to the onset of the pandemic, FVSD realized some of the highest proficiency levels in all of Orange County (#2 in Mathematics and #3 in English Language Arts), as well as the highest growth in proficiency rates of the high-achieving districts in Orange County (14% increase in Mathematics and 8% increase in English Language Arts). Goal #1 of FVSD's LCAP has remained consistent since the initial implementation of the LCAP, while there have been adaptations to the actions associated with the goal over the course of time. This approach of maintaining consistent LCAP goals and building in the flexibility to reach those goals by making adaptations or additions to the actions is reflective of the FVSD Board of Trustee's District Priorities and provides tight alignment to the LCFF State Priority Areas. It is a tremendous credit to all FVSD staff that the specific actions articulated to support the achievement of this goal were executed in a manner that continued to support student progress, as the District continued to navigate the unique circumstances schools face as a result of the ongoing pandemic. Exemplary work was done by the District's Personnel Services Division to recruit, select, and retain highly qualified staff within both the certificated and classified ranks (Action 1.1) and to provide an Induction Program for new teachers (Action 1.2) while navigating COVID-



related quarantines that caused a significantly elevated need for substitute personnel and overall shortages within the labor market. The Educational Services Division continued to expand elective options at each middle school and supported the implementation of two new adoptions (K-8 Science and 6-8 Social Studies). In addition, teams of teachers began the work of exploring new instructional resources to support middle school English Language Arts and English Language Development (Actions 1.3 and 1.4). FVSD was able to re-engage in professional development through in-person venues, while also continuing to leverage virtual learning for teachers and staff (Action 1.5). FVSD hired an additional teacher to support the elementary music program and increased hours for library media personnel to expand access for students (Action 1.8 and 1.9). The Information Technology Division was also called on to expand access to educational technology resources (hardware and software) and to provide additional tech support needs for teachers, staff, and students (Action 1.6 and 1.7). Success in making progress toward this goal must be viewed, not only through the lens of student achievement data as would be the case in a non-pandemic impacted school year but also through the lens of minimizing the impact of the pandemic on the experiences of educators and students to the greatest extent possible. Through both lenses, the execution of the actions associated with LCAP Goal 1 was successful in helping students make progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on input from educational partners, FVSD added Action 1.10 to enhance the District's delivery of physical education instruction at the elementary level. It is anticipated that the addition of this action will significantly improve physical education instructional activities for students, as the District plans to hire and retain a cadre of certificated physical education teachers that possess specialized knowledge of health and fitness instructional activities, as well as the Physical Education Model Content Standards for California Public Schools. FVSD added this action to the 2022-23 Local Control Accountability Plan based on feedback from numerous educational partner input groups including classroom teachers, parents, and school administrators.

The 2022-23 LCAP also includes adjustments to allocations for Action 1.4 and Action 1.5 as the District seeks to leverage resources from one-time funding sources (Expanded Learning Opportunities Grant, Elementary & Secondary Schools Education Relief III, and Educator Effectiveness Block Grant) to complement LCAP resources in supporting professional development for certificated and classified staff, as well as procurement of educational technology platforms and devices.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



# Goals and Actions

## Goal

Goal #	Description
2	Fountain Valley School District's goal is to support the academic success of English learners, homeless students, foster youth, students from low-income homes, and students with special needs in the core program, and to provide additional supports needed to ensure equal access, engagement, and high levels of achievement.

An explanation of why the LEA has developed this goal.

The Fountain Valley School District developed this goal based on input from multiple educational partner groups, all of which consistently communicated that the District should continue to prioritize the practice of providing additional support for students that face unique challenges on the pathway to academic success such as English learners, students from low-income homes, homeless students, foster youth, and students with special needs. In addition, the Board Priorities of the Fountain Valley School Board consistently hold the increased academic success of ALL students (including English learners, homeless students, foster youth, students from low-income homes, and students with special needs) as the District's top priority. FVSD has an excellent track record of supporting students from these target student groups as demonstrated by the fact that English learners, students from low-income homes, homeless students, foster youth, and students with special needs in Fountain Valley School District significantly outperform students from these same groups in Orange County and the State of California on state-wide assessments. The results achieved by FVSD are the byproduct of using assessment results to improve instruction, systematic intervention for students not meeting academic targets, and providing all students with access to a broad course of study. Over 91% of respondents to the District's 2022 LCAP Input Survey indicated that they "Strongly" or "Moderately" supported this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of English Learners Meeting or Exceeding grade level standards on the Smarter Balance Assessment for English Language Arts	39% of FVSD's 3rd-8th grade English Learners "Met or Exceeded Standards" on the 2018-19 Smarter Balanced Assessment for English Language Arts	Due to flexibility in state testing protocols, FVSD administered the IXL Diagnostic Assessment for English Language Arts in lieu of the Smarter Balanced Assessment for			Increase percentage of 3rd-8th grade English Learners "Meeting or Exceeding Standards" on the Smarter Balanced Assessment for English Language Arts by 2-3% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Please note that FVSD followed CDE flexibility guidelines and administered a locally-determined assessment not statistically correlated to prior SBAC results for the 2020-21 school year)	English Language Arts during the 2020-21 school year with 43% of 3rd-8th grade English learners demonstrating grade level proficiency. Results from the assessment can not be directly compared to Smarter Balance Assessments administered prior to the COVID-19 pandemic			
Percentage of English Learners Meeting or Exceeding grade level standards on the Smarter Balance Assessment for Mathematics	<p>52% of FVSD's 3rd-8th grade English Learners "Met or Exceeded Standards" on the 2018-19 Smarter Balanced Assessment for Mathematics</p> <p>(Please note that FVSD followed CDE flexibility guidelines and administered a locally-determined assessment not statistically correlated to prior SBAC results for the 2020-21 school year)</p>	Due to flexibility in state testing protocols, FVSD administered the IXL Diagnostic Assessment for Mathematics in lieu of the Smarter Balanced Assessment for Mathematics during the 2020-21 school year with 51% of 3rd-8th grade English learners demonstrating grade level proficiency. Results from the assessment can not be directly compared to Smarter Balance Assessments			Increase percentage of 3rd-8th grade English Learners "Meeting or Exceeding Standards" on the Smarter Balanced Assessment for Mathematics by 2-3% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		administered prior to the COVID-19 pandemic			
Percentage of English Learners Meeting or Exceeding standards on the California Science Test (CAST)	11% of FVSD's 5th and 8th grade English Learners "Met or Exceeded Standards" on the 2018-19 California Science Test (CAST)	Due to flexibility in state testing protocols, FVSD did not administer the CAST assessment during the 2020-21 school year.			Increase percentage of 5th and 8th grade English Learners "Meeting or Exceeding Standards" on the California Science Test (CAST) by 2-3% annually
Percentage of English Learners achieving Overall Level 4 on the Summative English Language Proficiency Assessment for California (Summative ELPAC)	29% of FVSD English Learners achieved at the "Well-Developed" Overall Performance Level on the Summative ELPAC	27% of FVSD's English Learners achieved Overall Level 4 on the 2020-21 Summative ELPAC			Maintain 25% or more of English Learners achieving at the "Well-Developed" Overall Performance Level on the Summative ELPAC
Percentage of English learners reclassifying to Fluent English Proficient (RFEP) status	FVSD will maintain reclassification rate of English Learners at or above 15% (average of 4-year period prior to COVID-19)	11.6% of FVSD English Learners were reclassified during the 2020-21 school year			Maintain annual reclassification rate at or above 15% of English Learners
Percentage of Low-Income students Meeting or Exceeding standards on the Smarter Balance Assessment for English Language Arts	67% of FVSD 3rd-8th grade Low-Income students "Met or Exceeded Standards" on the 2018-19 Smarter Balanced Assessment for English Language Arts	Due to flexibility in state testing protocols, FVSD administered the IXL Diagnostic Assessment for English Language Arts in lieu of the Smarter Balanced Assessment for			Increase percentage of 3rd - 8th grade Low-income students "Meeting or Exceeding Standards" on the Smarter Balanced Assessment for English Language Arts by 2-3% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Please note that FVSD followed CDE flexibility guidelines and administered a locally-determined assessment not statistically correlated to prior SBAC results for the 2020-21 school year)	English Language Arts during the 2020-21 school year with 61% of 3rd-8th grade Low-income students demonstrating grade level proficiency. Results from the assessment can not be directly compared to Smarter Balance Assessments administered prior to the COVID-19 pandemic			
Percentage of Low-Income students Meeting or Exceeding on the Smarter Balance Assessment for Mathematics	<p>64% of FVSD 3rd-8th grade Low-Income students "Met or Exceeded Standards" on the 2018-19 Smarter Balanced Assessment for Mathematics</p> <p>(Please note that FVSD followed CDE flexibility guidelines and administered a locally-determined assessment not statistically correlated to prior SBAC results for the 2020-21 school year)</p>	Due to flexibility in state testing protocols, FVSD administered the IXL Diagnostic Assessment for Mathematics in lieu of the Smarter Balanced Assessment for Mathematics during the 2020-21 school year with 57% of 3rd-8th grade English learners demonstrating grade level proficiency. Results from the assessment can not be directly compared to Smarter Balance Assessments			Increase percentage of 3rd - 8th grade Low-income students "Meeting or Exceeding Standards" on the Smarter Balanced Assessment for Mathematics by 2-3% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		administered prior to the COVID-19 pandemic			
Percentage of Low Income students Meeting or Exceeding standards on the California Science Test (CAST)	49% of FVSD's 5th and 8th grade Low-Income students "Met or Exceeded Standards" on the 2018-19 California Science Test (CAST)	Due to flexibility in state testing protocols, FVSD did not administer the CAST assessment during the 2020-21 school year.			Increase percentage of 5th and 8th grade Low-income students "Meeting or Exceeding Standards" on the California Science Test (CAST) by 2-3% annually
Percentage of Students with Special Needs Meeting or Exceeding standards on the Smarter Balance Assessment for English Language Arts	32% of FVSD 3rd-8th grade Students with Disabilities "Met or Exceeded Standards" on the 2018-19 Smarter Balanced Assessment for English Language Arts  (Please note that FVSD followed CDE flexibility guidelines and administered a locally-determined assessment not statistically correlated to prior SBAC results for the 2020-21 school year)	Due to flexibility in state testing protocols, FVSD administered the IXL Diagnostic Assessment for English Language Arts in lieu of the Smarter Balanced Assessment for English Language Arts during the 2020-21 school year with 32% of 3rd-8th grade Low-income demonstrating grade level proficiency. Results from the assessment can not be directly compared to Smarter Balance Assessments administered prior to			Increase percentage of 3rd - 8th grade Students with Disabilities "Meeting or Exceeding Standards" on the Smarter Balanced Assessment for English Language Arts by 2-3% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		the COVID-19 pandemic			
Percentage of Students with Special Needs Meeting or Exceeding standards on the Smarter Balance Assessment for Mathematics	<p>31% of FVSD 3rd-8th grade Students with Disabilities "Met or Exceeded Standards" on the 2018-19 Smarter Balanced Assessment for Mathematics</p> <p>(Please note that FVSD followed CDE flexibility guidelines and administered a locally-determined assessment not statistically correlated to prior SBAC results for the 2020-21 school year)</p>	Due to flexibility in state testing protocols, FVSD administered the IXL Diagnostic Assessment for Mathematics in lieu of the Smarter Balanced Assessment for Mathematics during the 2020-21 school year with 31% of 3rd-8th grade Low-income demonstrating grade level proficiency. Results from the assessment can not be directly compared to Smarter Balance Assessments administered prior to the COVID-19 pandemic			Increase percentage of 3rd - 8th grade Students with Disabilities "Meeting or Exceeding Standards" on the Smarter Balanced Assessment for Mathematics by 2-3% annually
Percentage of Students with Special Needs Meeting or Exceeding standards on the California Science Test (CAST)	24% of FVSD's 5th and 8th grade students with disabilities "Met or Exceeded Standards" on the 2018-19 California Science Test (CAST)	Due to flexibility in state testing protocols, FVSD did not administer the CAST assessment during the 2020-21 school year.			Increase percentage of 5th and 8th grade Students with Disabilities "Meeting or Exceeding Standards" on the California Science Test (CAST) by 2-3% annually

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide coordinated services for English Learners at school sites	FVSD will utilize the Initial ELPAC data to identify English learners with "Novice" level English language skills with primary language support in the classroom to complement core instruction and English Language Development instruction. In addition, FVSD will provide comprehensive ELD instruction for English Learners through an integrated instructional delivery model that leverages research-based instructional strategies and instructional resources across all grade levels. The anticipated immediate impact on our practices will be that novice-level students will receive instructional support from bi-lingual aides to assist with instructional activities led by the classroom teacher, and all other English learners will benefit from integrated ELD support in the classroom. The anticipated long-term impact of this action on student learning and behavior will be an acceleration of the English language development process for all English Learners. Overall, the impact of this action will be to ensure FVSD's instructional program supports the implementation of State Standards and ensure that English Learners benefit from a Broad Course of Study.	\$418,584.00	Yes
2.2	Support the Co-Teaching service delivery model	FVSD will continue providing opportunities for full inclusion of students with special needs by implementing a Co-Teaching service delivery model. In addition, the District will continue to strive to provide inclusive learning environments for students with special needs to the extent determined by site-based IEP teams. The anticipated immediate impact on our practices will be that multiple subject elementary classroom teachers, single-subject middle school teachers, and educational specialists will be provided with additional release time to support collaborative instructional planning and program specialists will provide on-site support to ensure the success of the service delivery model. The anticipated long-term impact of this action on student learning and behavior will be greater access to core curriculum alongside general education peers which enhances academic achievement and socialization opportunities for students with special needs. Overall, the impact of this action will be to ensure	\$159,044.00	No

Action #	Title	Description	Total Funds	Contributing
		FVSD's instructional program supports the implementation of State Standards and ensure that students with disabilities benefit from a Broad Course of Study.		
<b>2.3</b>	Utilize common assessments to monitor progress of students in special populations	FVSD will ensure that students from special populations (including English Learners, Low-Income Students, and Students with Special Needs) receive highly effective instruction, tightly aligned to the CA State Standards, that effectively closes the Achievement Gap. The anticipated immediate impact on our practices will be that teachers will utilize common assessments which are tightly aligned with the CA State Standards to track the progress of students from special populations in English Language Arts, Mathematics, and other content areas. Teachers will utilize data collected from these common assessments to continuously improve "Best" First Instruction and strategically-targeted instruction for students. In addition, they will be empowered to track the progress of students from special populations in comparison to other student groups and monitor the impact of their instructional practices on student learning. The anticipated long-term impact of this action on student learning and behavior will be higher levels of academic achievement for students from special populations through better informed instructional practices and efficient/effective teacher professional development practices.	\$149,000.00	No
<b>2.4</b>	Provide intervention for students identified as performing below grade level	FVSD will provide intensive interventions to ensure that students from special populations (including English Learners, Low-Income Students, and Students with Special Needs) receive the additional academic support needed to close the Achievement Gap. Intervention supports will follow a three-tiered model built featuring (1) differentiated "Best First" instruction in the classroom, (2) targeted reading and/or math support provided by reading/math intervention teachers, and (3) intensive interventions provided by educational specialists. The anticipated immediate impact on our practices will be systematic efforts to provide targeted intervention for students performing below grade level during the school day, beyond the	\$687,610.00	Yes



Action #	Title	Description	Total Funds	Contributing
		school day, and outside of the traditional 180-day school calendar. The anticipated long-term impact of this action on student learning and behavior will be higher levels of academic achievement for students from special populations through participating in targeted instructional opportunities during the school day, beyond the school day, and outside of the traditional 180-day school calendar.		
<b>2.5</b>	Utilize Teachers on Special Assignment (TOSAs) to support teachers in meeting the needs of students from special populations	FVSD will identify teachers who possess specific content-area and grade-level expertise to serve as Teachers on Special Assignment. The anticipated immediate impact on our practices will be the provision of ongoing professional development and coaching for classroom teachers by their colleagues to support the ongoing implementation of FVSDs Signature Practices of Balanced Literacy, Cognitively-Guided Instruction (CGI), and common curriculum components across grade levels. The anticipated long-term impact of this action on student learning and behavior will be improved academic outcomes for students from special populations (including English Learners, Low-Income Students, and Students with Special Needs) due to continuous improvement of "Best" First Instruction in all classrooms.	\$858,850.00	Yes
<b>2.6</b>	Provide coordinated services for students identified as Gifted & Talented	FVSD will utilize the OLSAT-8 and other metrics to identify students for participation in the Gifted & Talented Education Program. The identification criteria will be differentiated to ensure maximized opportunities for students in special population groups (including English Learners, Low-Income Students, and Students with Special Needs). In addition, resources will be designated to ensure coordination of programming at school sites and to provide teachers with training related to the Depth & Complexity Prompts. The anticipated immediate impact on our practices will be that students will participate in rigorous instructional activities that extend learning and engage in content through deeper and more complex thinking. The anticipated long-term impact of this action on student learning will be the development of complex thinking strategies and improved	\$70,000.00	No

Action #	Title	Description	Total Funds	Contributing
		preparation for advanced curriculum/advanced placement courses in high school.		

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Fountain Valley School District implemented each of the actions intended to support the achievement of LCAP Goal 2, supporting the academic success of English learners, homeless students, foster youth, students from low-income homes, and students with special needs in the core program, and providing additional supports needed to ensure equal access, engagement, and high levels of achievement. For Action 2.1, FVSD continued to provide coordinated services for English learners by identifying new instructional resources, implementing high-dose tutoring for students with emerging English skills during and outside of the school day, and expanding hours for bilingual aides assigned to provide primary language support for students with emerging English skills in the classroom. For Action 2.2, FVSD continued to provide resources and collaboration time for teachers supporting students through the co-teaching instructional model throughout the 2021-22 school year. For Action 2.3, the district continued to utilize common assessments such as the F&P reading assessment, Scholastic Reading Inventory (SRI) Lexile assessment, CGI common assessments, Smarter Balanced Interim Assessment Blocks, Initial and Summative ELPAC, and other classroom-based assessment platforms to closely monitor the progress students in the special populations student groups. Data from these assessments were used throughout the school year to identify students for academic interventions within and beyond the school day, as well as to identify students for 2022 summer learning programs. For Action 2.4, FVSD continued to implement a robust intervention program at both the elementary and middle school levels. The District continued to follow the philosophy of providing reading interventions in the primary grades to mitigate reading problems through an "early, often, and intensive" intervention model. In addition, FVSD expanded intervention programs at each of the three middle schools by supporting multiple sections with each school's master schedule to provide intervention in English Language Arts and Mathematics. The District also initiated a partnership with a high-dose tutoring company to provide individual and small-group tutoring for students with failing grades in English Language Arts and mathematics during the 3rd trimester of the 2021-22 school year. For Action 2.5, FVSD expanded support for classroom teachers by expanding two part-time Teacher-on-Special-Assignment (TOSA) positions to full-time status, while maintaining four other part-time TOSA positions. For Action 2.6, FVSD continued its practice of conducting universal screening of 3rd-grade students for giftedness, worked in partnership with the Orange County Department of Education to host Depth & Complexity/GATE Certification training programs throughout the school year, and continued to participate in the Orange County Council for Gifted & Talented Education. As was the case for school districts across the country, FVSD encountered significant challenges in executing the actions articulated to help reach this goal due to the unprecedented challenges presented by the COVID-19 pandemic which included attendance-related issues due to student and staff quarantines and compromised ability to engage in in-person professional development activities throughout the 2020-21 school year due to lack of availability of substitute teachers.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For Goal 2, Budgeted Expenditures totaled \$1,967,776.00 and the Estimated Actual Expenditures total \$1,626,740.00 (82.6% of Budgeted Expenditures). Within Goal 2, material differences exist between Budgeted Expenditures and Estimated Actual Expenditures for Action 2.1, 2.3, 2.4, 2.5, and 2.6.

\* The primary causes for the difference between Budgeted Expenditures (\$383,150.00) and Estimated Actual Expenditures (\$269,360.00) for Action 2.1 were (1) the decision to defer the purchase of additional instructional materials to support ELD instruction into the 2022-23 school year and (2) challenges faced when attempting to staff bilingual aide positions to support "newcomer" students. As a result, Estimated Actual Expenditures totaled 70.3% of the budgeted expenditures for Action 2.1.

\* The primary cause for the difference between Budgeted Expenditures (\$119,096.00) and Estimated Actual Expenditures (\$137,586.00) for Action 2.3 was higher than anticipated software licensing costs. As a result, Estimated Actual Expenditures totaled 115.5% of the budgeted expenditures for Action 2.3.

\* The primary cause for the differences between Budgeted Expenditures (\$762,608.00) and Estimated Actual Expenditures (\$475,195.00) for Action 2.4 was related to the challenges faced when attempting to staff part-time reading intervention teaching positions with appropriately-credentialed teachers. As a result, the Estimated Actual Expenditures totaled 62.3% of the Budgeted Expenditures for Action 2.4.

\* The primary cause for the differences between Budgeted Expenditures (\$510,000.00) and Estimated Actual Expenditures (\$583,962.00) for Action 2.5 was related to increased staffing costs associated with the District's TOSA program due to negotiated increases in compensation on the 2021-22 salary schedule, the increased role played by the team in developing content and delivering training for the District's summer school program, and the transition of professional development activities from during the school day to outside of the school day. As a result, the Estimated Actual Expenditures totaled 114.5% of the Budgeted Expenditures for Action 2.5.

\* The primary causes for the difference between Budgeted Expenditures (\$60,000.00) and Estimated Actual Expenditures (\$26,965.00) for Action 2.6 were (1) reduced costs related to Universal Screening of 3rd-grade students and (2) lower than anticipated costs associated with professional development related to the District's GATE program. As a result, Estimated Actual Expenditures totaled 44.9% of Budgeted Expenditures for Action 2.6.

Within Goal 2, Action 2.1, 2.3, 2.4, 2.5, and 2.6 were identified as contributing to increased or improved services. As previously mentioned, Estimated Actual Expenditures represent 70.3% of Budget Expenditures for Action 2.1, Estimated Actual Expenditures represented 115.5% of Budgeted Expenditures for Action 2.3, and Estimated Actual Expenditures represent 62.3% of Budgeted Expenditures for Action 2.4. For Action 2.5, Estimated Actual Expenditures exceeded Budgeted Expenditures by 14.5%.

An explanation of how effective the specific actions were in making progress toward the goal.

The consistent trend of high achievement in Fountain Valley School District over the past seven years provides strong evidence that the actions associated with this goal are highly effective. In spite of the unique circumstances in public education over the past two years due to the COVID-19 pandemic, data indicates that students in FVSD's special populations student groups continue to learn at high levels, as performance patterns continued to mirror pre-pandemic successes. Still, there is evidence that the Achievement Gap continues to exist for English learners, low-income students, and Students with Special Needs based on outcomes on the 2020-21 locally-determined assessments for English Language Arts and Mathematics. Achievement patterns in the 2020-21 data reflect patterns found in data sets from CAASPP testing during the period between 2014-15 and 2018-19, during which time students in FVSD's special population groups significantly outperformed their peers in those groups from across Orange County and the State of California. Goal 2 of FVSD's LCAP has remained consistent since the initial implementation of the LCAP, while there have been adaptations to the actions associated with the goal over the course of time. This approach of maintaining consistent LCAP goals and building in the flexibility to reach those goals by making adaptations or additions to the actions is reflective of the FVSD Board of Trustee's District Priorities and provides tight alignment to the LCFF State Priority Areas. Exemplary work was done by the District's classroom teachers and instructional aides in terms of providing coordinated services for English Learners (Action 2.1) and supporting the Co-teaching service delivery model for students with special needs (Action 2.2). In particular, the District's team of bilingual aides embraced additional responsibilities and work hours within the school day to provide elevated levels of support for "newcomers." The District's Personnel Services Division also worked diligently to identify reading intervention teachers to provide additional academic support for struggling readers (Action 2.4) and the team of reading intervention teachers demonstrated flexibility in scheduling that allowed them to support students throughout the school year. FVSD's team of Teachers on Special Assignment played an integral role in re-engaging teachers in the District's Signature Practices by providing training and coaching, and the District continued to identify students for the Gifted program through Universal Screening and teacher/parent referrals, as well as providing GATE certification training opportunities for teachers (Action 2.6). Success in making progress toward this goal must be viewed, not only through the lens of student achievement data as would be the case in a non-pandemic impacted school year but also through the lens of minimizing the impact of the ongoing pandemic on the experiences of educators and students to the greatest extent possible. Through both lenses, the execution of the actions associated with LCAP Goal 2 was successful in helping students make progress toward the goal. It is a tremendous credit to all FVSD staff that the specific actions articulated to support the achievement of this goal were executed in a manner that continued to support student progress in spite of the unique circumstances of the 2021-22 school year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were no additional actions introduced for Goal 2, nor were any actions eliminated from the prior LCAP year. There are adjustments to allocations for Action 2.4 and Action 2.5 as the District seeks to leverage resources from one-time funding sources (Expanded Learning Opportunities Grant, Elementary & Secondary Schools Education Relief III, and Educator Effectiveness Block Grant) to complement LCAP resources in supporting professional development for certificated and classified staff, as well as procurement of educational technology platforms and devices.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Fountain Valley School District's goal is to support the academic success of students by working to ensure that all parents are engaged and play an active role in the school community.

An explanation of why the LEA has developed this goal.

The Fountain Valley School District developed this goal based on input from multiple educational partner groups that consistently communicated the importance of constantly working to improve opportunities for parents to become engaged in their child's educational process and play an active role in the school community. In addition, the Board Priorities of the Fountain Valley School Board provide direction that the staff should work to sustain and enhance the inclusive, caring, and collaborative culture which has been a pillar of the District since its inception. FVSD has an outstanding reputation within the community, as evidenced by the significant levels of involvement by parents in school activities, District advisory committees, school-site advisory committees, parent groups (PTA/PTOs), and the Fountain Valley Schools Foundation. The results achieved by FVSD related to parent engagement are the byproduct of years of fostering welcoming school environments, parent outreach efforts, and community-building practices implemented through the school district. Over 96% of respondents to the District's 2022 LCAP Input Survey indicated that they "Strongly" or "Moderately" supported this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Leadership and Involvement Opportunities	Maintain at or above 175 opportunities				Maintain at or above 175 opportunities
Fall Parent-Teacher Conferences	Maintain at or above 95% parent participation rate	95% of parents participated in Fall Parent-Teacher conferences			Maintain at or above 98% parent participation rate
Daily Volunteers in Classroom	Re-engage parents in classroom volunteer program in manner compliant with COVID-19 safety	FVSD initiated parent volunteer activities in October 2021 and continued to expand opportunities through			Maintain at or above 20 volunteers daily on each campus

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	guidance from the California Department of Public Health	the remainder of the 2021-22 school year			
Written Translations of Documents	Maintain at or above 200 documents translated annually	300+ documents were translated by FVSD staff for distribution to families during the 2021-22 school year			Increase at or above 250 documents translated annually
Oral Interpretations for Families	Oral Interpretation provided at 130 scheduled meetings in baseline year	200+ meetings with families were supported by FVSD translators during the 2021-22 school year			Increase to Oral Interpretation provided at 150 or more scheduled meetings annually

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>3.1</b>	Parent and volunteer training	FVSD will provide parent and volunteer training to support involvement in school-based activities including parent organizations (PTA/PTO), campus activities, school advisory councils, and student achievement. The anticipated immediate impact on practices will be enhanced outreach to parents of English learners, low-income students, homeless students, foster youth, and families of students with special needs. The anticipated long-term positive impact of this action will be improved student learning and behavior due to increased parent awareness of academic/behavioral expectations for students and instructional pedagogy utilized in FVSD classrooms.	\$13,000.00	Yes
<b>3.2</b>	Use of technology solutions, social media venues, and newsletters	FVSD will leverage multiple technology solutions, social media venues, and newsletters to inform parents, promote involvement, and solicit input. The anticipated immediate impact on practices will be the presentation of timely and accurate information for parents on the District website, school websites, technology platforms, and social	\$121,670.00	No



Action #	Title	Description	Total Funds	Contributing
		media platforms. In addition, the Superintendent and school principals will draft and distribute newsletters on a recurring basis during the school year and send frequent communications via various technology platforms. The anticipated long-term positive impact on student achievement and behavior will be a better-informed parent community that is well-informed about campus activities and parent involvement opportunities at the District level.		
<b>3.3</b>	Bi-lingual Community Liaison	FVSD will provide a District Bi-lingual Community Liaison (Vietnamese-fluent) to support oral interpretations and written translations. The anticipated immediate impact on practices is enhanced access and support for non-English speaking parents provided in the form of oral interpretation support for various parent meetings and written translation of documents (i.e., LCAP, Federal Addendum, School Accountability Report Cards, etc.). The anticipated long-term positive impact on student learning and behavior of this action is a better-informed parent population that is equipped with more accessible information about the school district, instructional practices, and programs available to support students from non-English speaking homes.	\$85,191.00	Yes
<b>3.4</b>	Outreach to parents of students from special populations	FVSD will engage in ongoing outreach efforts to involve parents of students in special populations (EL, Low-Income, Homeless, Foster Youth, and Students receiving Special Education Services) on district-level and school-level committees such as School Site Council, leadership roles within PTA/PTO groups, membership on English Learner Advisory Committees (district and school), the SELPA Community Advisory Committee (Special Education), Superintendent's Parent Council, Safe Schools Task Force, and the LCAP Leadership Team. In addition, the District will gather input from parents of English learners and parents of Low-income students through the annual EL Parent Survey and Title I Parent Survey. The anticipated immediate impact on staff will be to engage in active, ongoing, and targeted recruitment efforts to encourage parents of students from special	\$32,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		populations to participate in the aforementioned parent leadership roles. The anticipated long-term positive impact of this action on student learning and behavior will be better informed practices by District staff resulting from input gathered through more diverse representation within these important stakeholder groups.		
3.5	Targeted support for students promoting from middle school to high school	FVSD will utilize middle school counselors to inform parents about ways to support their students' secondary school academic plans to ensure a focus on college and career goals. The anticipated immediate impact on practices will be the planning of parent nights to be hosted in February/March 2022 and the promotion of the event(s) with students and parents. The anticipated long-term positive impact of this action on student learning and behavior will be a more seamless transition from middle school in Fountain Valley Elementary School District to high school in Huntington Beach Union High School District. Students will also benefit from developing an understanding of high school "broad course of study" options, unique programming offered by the high school they are interested in attending, and the importance of meeting the A-G requirements to ensure access to post-secondary educational opportunities.	\$3,000.00	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Fountain Valley School District implemented each of the actions intended to support the achievement of LCAP Goal 3, supporting the academic success of students by working to ensure that all parents are engaged and play an active role in the school community. For Action 3.1, FVSD was able to provide parent and volunteer training, but to a much lesser extent due to the safety precautions implemented to navigate the COVID-19 pandemic. This was particularly the case for the months of September 2021 through February 2022 when guidance from the State of California regarding COVID testing and vaccination provided significant barriers to conducting parent engagement activities. Schools were able to expand their offerings of parent and volunteer training during the period between March 2022 and June 2022. For Action 3.2, FVSD continued to leverage technology solutions, social media venues, and newsletters to inform parents, promote involvement, and solicit input. In December 2021, FVSD established a Public Information Officer position to take the lead in developing weekly district newsletters using the Constant Contact platform, principals continued the practice of distributing weekly updates to their school communities

via the ParentSquare platform which also provided classroom teachers with a direct link to families. For Action 3.3, there were no significant differences between the planned action and the implementation of this action. The District's Bilingual Community Liaison continued to provide translations of countless documents for distribution to families whose primary language is not English, as well as continuing to provide interpreter support for numerous Individualized Education Plan meetings and parent conferences. For Action 3.4, FVSD continued to outreach to encourage parents to participate in district-level and school-level parent leadership groups including the District's LCAP Leadership Team, DELAC/ELAC, PTA/PTO meetings, and Superintendent's Parent Council, as well as the SELPA Community Advisory Council. For Action 3.5, FVSD continued the practice of partnering with the Huntington Beach Union High School District to conduct parent/student nights with middle school families. These events served to prepare students for the transition from middle school to high school, inform families about specialized programming and academic tracks, educate families about the A-G requirements, and provide information about the numerous student/parent engagement activities available at the high school level. As was the case for school districts across the country, FVSD encountered significant challenges in executing the actions articulated to help reach this goal due to the unprecedented challenges presented by the COVID-19 pandemic which included compromised capacity to have parents volunteer on school campuses, alternative approaches to outreach to families, and limited on-campus parent involvement and engagement activities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For Goal 3, Budgeted Expenditures totaled \$185,595.00 and the Estimated Actual Expenditures total \$191,169.00 (103.0% of Budgeted Expenditures). Within Goal 3, there were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

Fountain Valley School District is proud of its long tradition of deep connections within the community. Although the COVID-19 pandemic has undoubtedly impacted the ability of school districts and schools to connect with families, FVSD has remained committed to engaging the community in meaningful ways. Unfortunately, the District's ability to provide parent and volunteer training (Action 3.1) was somewhat limited during the 2021-22 school year; however, there continued to be high levels of participation rates for virtual parent education events. During the 2021-22 school year, FVSD has continued to expand on the actions intended to engage with the community by increasing the frequency of newsletters from the District through Constant Contact, establishing a Public Information Officer position to serve as a point person for outreach, continued to leverage communication technologies to engage with families on a more frequent basis (Action 3.2), and improving access to information through translation/interpretation services for families with primary languages other than English (Action 3.3). FVSD continued to host School Site Council (SSC), English Learner Advisory Council (ELAC/DELAC), PTA/PTO monthly meetings, and Superintendent's Parent Council (SPC) meetings throughout the school year, providing numerous opportunities for parents of students from special populations groups to participate in leadership activities (Action 3.4).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Through reflection on prior practices, and input shared through various LCAP Input outreach activities, FVSD recognizes the need to continue to reach out to families of students from the special populations student groups including parents of English learners, Low-income students, Homeless/Foster Youth, and Students with Special needs to promote involvement in all aspects of district leadership including PTA/PTO participation, School Site Councils (SSC), District English Learner Advisory Committee (DELAC), LCAP Leadership Team, and Superintendent's Parent Council. In addition, school site leadership needs to be especially attentive to the importance of engaging in targeted outreach to encourage families of students in the special populations student group to participate in school activities such as Back-to-School Night, Open House, PTA/PTO meetings, and other parent activities. This does not require changes to the LCAP Goal or Actions; however, it does require a higher level of intentionality in executing the actions associated with Goal 3.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
4	Fountain Valley School District's goal is to support the academic success of students by ensuring they have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.

An explanation of why the LEA has developed this goal.

The Fountain Valley School District developed this goal based on input from multiple educational partner groups that consistently communicated that ensuring students have access to safe, supportive, and nurturing environments, where student engagement and school connectedness are emphasized, is a high priority. In addition, the Board Priorities of the Fountain Valley School Board articulate that sustaining an inclusive, caring, and collaborative culture is among FVSD's top priorities. FVSD has an excellent track record of meeting the social-emotional needs of students, promoting outstanding attendance, and encouraging positive behaviors on campus. Over 96% of respondents to the District's 2022 LCAP Input Survey indicated that they "Strongly" or "Moderately" supported this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	Maintain suspension rate "at or below" 1.0%	Suspension rate for the 2020-21 school year was 0.1%			Maintain suspension rate at or below 1.0%
Expulsion Rate	Maintain expulsion rate at 0.0%	Expulsion rate for the 2020-21 school year was 0%			Maintain expulsion rate at 0.0%
Attendance Rate	Maintain attendance rate "at or above" 97.0%	Attendance rate for the 2020-21 school year was 95.73%			Maintain attendance rate "at or above" 97.0%
Chronic Absenteeism	Maintain chronic absenteeism rate "at or below" 3.5%	Chronic absenteeism rate for the 2020-21 school year was 9.8%			Maintain chronic absenteeism rate "at or below" 3.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Drop-out Rate	Maintain middle school drop-out rate at 0.0%	Middle school dropout rate for the 2020-21 school year was 0%			Maintain middle school drop-out rate at 0.0%
Percentage of 5th grade students reporting that they "feel like they are part of this school" on CHKS or Local Climate Survey	82% of 5th grade students reported that they "feel like they are part of this school" on 2020-21 CHKS	Results from the 2021-22 CHKS will not be available to FVSD until July/August 2022			Increase percentage of 5th grade students reporting that "they feel like they are part of this school" on CHKS or Local Climate Survey to 85% or higher
Percentage of 7th grade students reporting that they "feel like they are part of this school" on CHKS or Local Climate Survey	57% of 7th grade students reported that they "feel like they are part of this school" on 2020-21 CHKS	Results from the 2021-22 CHKS will not be available to FVSD until July/August 2022			Increase percentage of 7th grade students reporting that "they feel like they are part of this school" on CHKS or Local Climate Survey to 70% or higher
Percentage of 5th grade students reporting that they "feel safe or very safe at school" on CHKS or Local Climate Survey	87% of 5th grade students reported that they "feel safe or very safe at school" on 2020-21 CHKS	Results from the 2021-22 CHKS will not be available to FVSD until July/August 2022			Increase percentage of 5th grade students reporting that "they feel safe or very safe at school" on CHKS or Local Climate Survey to 90% or higher
Percentage of 7th grade students reporting that they "feel safe or very safe at school" on CHKS or Local Climate Survey	76% of 7th grade students reported that they "feel safe or very safe at school" on 2020-21 CHKS	Results from the 2021-22 CHKS will not be available to FVSD until July/August 2022			Increase percentage of 7th grade students reporting that "they feel safe or very safe at school" on CHKS or Local Climate Survey to 80% or higher

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Develop leadership capacity needed to promote engagement and school connectedness	Continue to develop the leadership capacity within the District to successfully implement instructional initiatives and build a culture of continuous improvement by providing training and coaching related to school-wide systems of support for staff. Implementation of this action will revolve around ongoing professional growth opportunities for site and district administrators, as well as resources to support the ongoing work of School Leadership Teams. The anticipated immediate impact of this action will be the dedication of time for training of site administrators and opportunities for school leadership teams to collaborate on issues related to school culture and student connectedness. The anticipated long-term positive impact of this action will be improved safety and school climates, where there are ever-expanding opportunities for students to become engaged and connected to their school.	\$20,000.00	Yes
4.2	Communicate with parents regarding student absences and the importance of school attendance	Maintain timely communication with parents, both oral and written, about attendance policies and the impact of absences on learning. Leverage multi-tiered systems of support, including site-level interventions and the School Attendance Review Board process, to address chronic absenteeism and promote re-engagement and school connectedness. The anticipated immediate impact of this action will be a positive impact on parent awareness related to student attendance. The anticipated long-term positive impact of this action will be the continued fostering of a community culture that places high value on the importance of school attendance as a direct, contributing component of academic and social-emotional success of students.	\$50,000.00	No
4.3	Health services and health education	Health services and health education will be provided to ensure the physical safety and well-being of students throughout the school day. Implementation of this action will involve the staffing of school nurses and health aides, ongoing training for those team members, and providing resources necessary to administer basic first aid at school	\$456,294.00	Yes

Action #	Title	Description	Total Funds	Contributing
		sites. The anticipated immediate impact of this action will be ongoing access to health-related support and health education for students, resulting in improved physical safety for students throughout the school day, as well as a broader knowledge base related to healthy lifestyle choices which promote overall wellness. The anticipated long-term positive impact of this action will be a healthier student population that is prepared to make informed decisions regarding lifestyle choices that promote social-emotional and physical wellness.		
<b>4.4</b>	Social-emotional support for elementary students	Provide social-emotional support to help ensure the emotional well-being of students by providing access to mental health professionals and instructional activities related to social-emotional wellness throughout the school year. The anticipated immediate impact of this action will be improved social-emotional learning experiences for all elementary-aged students, as well as access to counseling and support services for students in need of additional support. The anticipated long-term positive impact of this action will be improved social-emotional wellness for all elementary-aged students as they prepare to transition from the elementary school setting to the middle school setting.	\$388,560.00	Yes
<b>4.5</b>	Middle school counseling program	Utilize middle school counselors to provide social-emotional support for students and help to create secondary academic plans focused on college and career goals. The anticipated immediate impact of this action will be improved social-emotional learning experiences for all middle school students, as well as access to counseling and support services to assist students in need of additional support. The anticipated long-term positive impact of this action will be improved social-emotional wellness for all middle school-aged students as they prepare to transition from the middle school setting to the high school setting. The focus on helping students to create secondary academic plans focused on college and career goals will help to expand students' knowledge base related to high school instructional programming opportunities, college admissions requirements, degree	\$337,953.00	Yes

Action #	Title	Description	Total Funds	Contributing
		options (Associates, Bachelor's, etc.), and help students to engage in the exploration of career goals.		
<b>4.6</b>	District-wide support for student behaviors	Implement and communicate to educational partners a consistent, district-wide approach for supporting student behavior including alternatives to suspension and expulsion. The anticipated immediate impact of this action will be ongoing training for teachers, staff, and administrators related to student behavior management and the development of school-wide systems of support to establish and instill an understanding of school-related behavioral expectations. The anticipated long-term positive impact of this action will be reduced suspension and expulsion rates, improved campus climates, and higher levels of positive behaviors by students achieved through education and positive reinforcement of school-appropriate behaviors.	\$199,440.00	No
<b>4.7</b>	Promote student engagement and school connectedness	Promote student engagement and school connectedness through ongoing activities such as noon sports leagues, inter-scholastic athletics competitions at the middle school level, and student clubs (e.g., chess clubs, debate clubs, reading clubs, lego clubs, and robotics clubs). The anticipated immediate impact of this action will be the ongoing expansion of elective offerings and student activities to better engage students and improve school connectedness. This will also help students to explore areas of interest to prepare for high school instructional programming, as well as college and career opportunities. The anticipated long-term positive impact of this action will be an expanded repertoire of elective offerings and student activities offered on FVSD campuses that will help broaden students' areas of interest.	\$30,000.00	Yes



## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Fountain Valley School District implemented each of the actions intended to support the achievement of LCAP Goal 4, supporting the academic success of students by ensuring they have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness. For Action 4.1, FVSD continued to develop the leadership capacity needed to promote engagement and school connectedness, as School Leadership Teams (SLTs) at each school site continued to meet throughout the school year to plan and implement student activities. For Action 4.2, FVSD continued to leverage resources available through the District's Student Information System to track absences, communicate with families regarding student attendance, conduct Site-level and District-level attendance intervention meetings, and provide incentives for students with exemplary attendance records. For Action 4.3, FVSD continued to provide health services and health education, leveraging the skills of the District's team of nurses and health aids. Their work was particularly crucial during the 2021-22 school year as they played a lead role in contact tracing and communication with families related to COVID-19 cases. For Action 4.4, FVSD continued to develop programs to provide social-emotional support for elementary students including the provision of access to counseling support through district staff, as well as counseling interns and behavior intervention assistants. FVSD also provided site administrators with comprehensive California Healthy Kids Survey data for sharing with School Leadership Teams to determine site-based actions related to social-emotional wellness. For Action 4.5, FVSD's cadre of middle school counselors (1 per school site) continued to team with site administration, guidance technicians, and teachers to provide social-emotional support for students. For Action 4.6, FVSD provided each school site with an allocation of funding to purchase "school swag" for distribution to students as incentives for positive behaviors throughout the school year. For Action 4.7, FVSD provided an allocation of resources to each middle school to support stipends for teachers playing leadership roles in clubs and activities during lunch and after school and to plan school-wide student engagement activities such as assemblies, dances, and other events. As was the case for school districts across the country, FVSD encountered significant challenges in executing the actions articulated to help reach this goal due to the unprecedented challenges presented by the COVID-19 pandemic which included virtual and hybrid learning models, attendance-related issues due to student and staff quarantines, and compromised ability to engage in typical student engagement activities throughout the 2020-21 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For Goal 4, Budgeted Expenditures totaled \$996,379.00 and the Estimated Actual Expenditures total \$796,919.00 (79.9% of Budgeted Expenditures). Within Goal 4, material differences exist between Budgeted Expenditures and Estimated Actual Expenditures for Actions 4.3 and 4.4.

\* The primary causes for the difference between Budgeted Expenditures (\$583,370.00) and Estimated Actual Expenditures (\$386,915.00) for Action 4.3 were (1) the flexibility to support aspects of this action with one-time COVID-19 pandemic relief resources: and (2),

challenges faced when attempting to staff nursing and health aide positions due to shortages in the labor market. As a result, Estimated Actual Actual Expenditures totaled 66.3% of the Budgeted Expenditures for Action 4.3.

\* The primary cause for the difference between Budgeted Expenditures (\$31,360.00) and Estimated Actual Expenditures (\$40,783.00) for Action 4.4 was related to the elevated costs of staff assigned to school sites to provide social-emotional support at the elementary level. As a result, Estimated Actual Expenditures totaled 130.0% of Budgeted Expenditures for Action 4.4.

Within Goal 4, Actions 4.1, 4.3, 4.4, 4.5, and 4.7 were identified as contributing to increased or improved services. As previously mentioned, Estimated Actual Expenditures represent 66.3% of Budget Expenditures for Action 4.3 and 130.0% of Budgeted Expenditures for Action 4.4. For Action 4.1, and 4.7, Estimated Actual Expenditures matched the Budgeted Expenditures. For Action 4.5, the negligible difference between Budgeted Expenditures (\$298,379.00) and Estimated Actual Expenditures (\$290,725.00) can be attributed to the placement of the middle school counselors on the FVSD salary schedule.

#### An explanation of how effective the specific actions were in making progress toward the goal.

FVSD places tremendous importance on ensuring students have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness. Although the COVID-19 pandemic impacted many aspects of education during the 2020-21 school year, its impact on the social-emotional wellness of students and staff continues to be significant. FVSD recognized this impact during the 2020-21 school year and elevated support for services during the 2021-22 school year based on input from educational partners and data gathered through the California Healthy Kids Survey. Outcomes on a number of the metrics used to measure progress toward Goal 4 continued to remain strong as evidenced by the District's low suspension rate, expulsion rate, and drop-out rate, as well as the continued perceived safety at school by the District's 5th-grade students. FVSD anticipates that attendance rates and chronic absenteeism rates will return to pre-pandemic levels in the upcoming years, as much of the drop in attendance rates can be directly attributed to quarantining requirements and parent concerns over safety related to the pandemic.

Throughout the 2021-22 school year, the District continued to support the development of leadership capacity to promote engagement and school connectedness by providing resources for School Leadership Teams to meet to plan events and activities on each campus (Action 4.1). The District, and school sites, continued to track the daily attendance of all students, communicate with families via automated phone messages and direct outreach from school office personnel, recognize students for outstanding attendance, and provide counseling/interventions for students demonstrating less than desirable attendance rates (Action 4.2). During the 2022-23 school year, FVSD combined LCFF resources with other pandemic-related funding to expand hours for school nurses and health aides to help navigate the all-consuming task of contact tracing throughout the fall and to provide students with expanded access to health staff during the school day (Action 4.3). Due to staffing challenges, FVSD had to seek out innovative ways of providing social-emotional support at the elementary level (Action 4.4). The district was able to expand the hours of instructional aides and hire Behavioral Intervention Assistants (BIAs) to help support student behaviors at the elementary level, as well as hire Guidance Technicians at each of the District's three middle schools (Action 4.5). These two actions were supported by both LCFF funding and other pandemic-related funding. Each school site also received

allocations of LCFF funding to support student clubs and activities to help promote school connectedness and student engagement (Action 4.6 and 4.7). Clubs and activities supported by these resources helped schools establish lunchtime and after-school activities to bring the student communities together in positive, meaningful ways.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

FVSD plans two significant changes to the actions associated with Goal 4 within the 2022-23 LCAP. The first significant change is the planned expansion of Goal 4.4 to include the hiring of four counselors to support social-emotional programs and provide support for students across the District's seven elementary schools. This represents a significant investment in expanding social-emotional wellness programs at the elementary level, which was strongly advocated for by numerous educational partner groups throughout the LCAP Input process. The second significant change is the planned expansion of Action 4.6 to include the hiring of Coordinator of Safety and Student Services to support the systematic implementation of safety and wellness programming across all ten FVSD schools.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
5	To support the academic success of students, school facilities will be clean, safe, and effectively support a 21st Century education.

An explanation of why the LEA has developed this goal.

The Fountain Valley School District developed this goal based on input from multiple educational partner groups that consistently communicated that providing students with school facilities that are clean, safe, and effectively support a 21st Century education, is a high priority. In addition, the Board Priorities of the Fountain Valley School Board articulate that modernizing schools to provide safe and productive learning environments is among FVSD's top priorities. FVSD has an excellent track record of maintaining clean and safe facilities, as well as equipping learning environments with advanced technologies to engage students in the learning process. Over 95% of respondents to the District's 2021 LCAP Input Survey indicated that they "Strongly" or "Moderately" supported this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool (FIT)	Overall "Good" status: Maintain 100%	Overall "Good" status or better achieved for 100% of District Facilities on the 2021-22 Facilities Inspection Tool report			Overall "Good" status: Maintain 100%

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Provide clean and well-maintained school campuses	Provide appropriate staffing, supplies, and services to ensure District facilities are clean and well-maintained. The anticipated immediate benefits of this action are improved academic outcomes for students due to the positive impact of clean and well-maintained classrooms on student attendance and improved staff morale. The anticipated long-	\$8,722,895.00	No

Action #	Title	Description	Total Funds	Contributing
		term positive benefits of this action are reduced costs of maintaining facilities and aesthetically appealing campuses which are great sources of pride within the community.		
<b>5.2</b>	Fund and execute the District's Deferred Maintenance Plan	Fund a deferred maintenance plan based on the priorities identified in the FVSD Facilities Master Plan. The anticipated immediate benefit of this action is the availability of resources to ensure FVSD campuses are properly maintained and have properly functioning systems and infrastructure. The anticipated long-term positive benefits of this action are reduced costs of maintaining facilities and aesthetically appealing campuses that are great sources of pride within the community.	\$500,000.00	No
<b>5.3</b>	Provide and maintain the infrastructure to support instructional technology	Procurement of necessary hardware and software to support the District's technology infrastructure. The anticipated immediate benefits of this action are universal access to individual devices for students across all grade levels and a state-of-the-art network backbone providing infrastructure to ensure uninterrupted access to high-speed internet for staff and students. The anticipated long-term positive benefits of this action are increased levels of student engagement and achievement and greater access to emerging technologies.	\$52,000.00	No
<b>5.4</b>	Site safety resources, supplies and training	Support for site safety through the maintenance of emergency supplies and staff training. The anticipated immediate and long-term benefits of this action include school staff members who are better prepared to navigate emergency situations and improved resources available for staff to utilize in the event of an emergency.	\$106,250.00	No

Action #	Title	Description	Total Funds	Contributing
5.5	Execute the District's Facilities Master Plan	Implement the prioritized recommendations from the Facilities Master Plan, including but not limited to airflow in classrooms and facility infrastructure upgrades. The anticipated immediate benefits of this action are the ongoing construction projects associated with the District's Measure O construction bond, including the completion of Phase 3 construction (Talbert Middle School and Gisler Elementary), the initiation of Phase 4 construction (Newland Elementary and Oka Elementary), and planning of Phase 5 construction (Plavan Elementary). The anticipated long-term positive benefits of this action are well-maintained and recently upgraded campuses across Fountain Valley School District featuring air conditioning in all rooms.	\$0.00	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Fountain Valley School District implemented each of the actions intended to support the achievement of LCAP Goal 5, providing students with school facilities that are clean, safe, and effectively support a 21st Century education. For Action 5.1, FVSD staff worked tirelessly throughout the 2021-22 school year to ensure that all classroom cleaning protocols needed to minimize the impact of the COVID-19 pandemic were implemented on a regularly scheduled basis. In addition, district staff continued to complete maintenance projects needed to ensure the effective daily operations of each school site and maintain the aesthetic appeal of all FVSD facilities. For Action 5.2, the District continued the long-standing practices of allocating resources to fund and execute the Deferred Maintenance Plan. For Action 5.3, the District continued to provide and maintain the infrastructure to support instructional technology, and significantly expanded the bandwidth across all campuses to maximize uninterrupted access to the educational technology platforms students access to support learning on a daily basis. For Action 5.4, there were two substantive differences between the planned and implemented actions, as the District did not hire a Safety Coordinator, altered plans related to safety training due to pandemic circumstances, and faced supply chain issues in procuring replacement safety bins for each district facility. For Action 5.5, FVSD continued to execute the District's Facilities Master Plan including ongoing campus modernization projects associated with Measure O.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For Goal 5, Budgeted Expenditures totaled \$7,105,393.00 and the Estimated Actual Expenditures totaled \$8,598,815.00 (121.0% of Budgeted Expenditures). Within Goal 5, material differences exist between Budgeted Expenditures and Estimated Actual Expenditures for Actions 5.1 and 5.4.

\* The primary causes for the difference between Budgeted Expenditures (\$6,375,700.00) and Estimated Actual Expenditures (\$8,035,922.00) for Action 5.1 were (1) increased staffing costs due to the need for additional staff to execute the planned activities, and (2) elevated costs for materials and supplies due to inflation. As a result, Estimated Actual Expenditures totaled 122.4% of the Budgeted Expenditures for Action 5.1.

\* The primary causes for the difference between Budgeted Expenditures (\$177,693.00) and Estimated Actual Expenditures (\$10,893.00) for Action 5.4 were (1) changes in staffing plans related to the Safety Coordinator position initially included in the LCAP budget for 2021-22, and (2) supply chain issues related to the procurement of replacement safety bins for each district facility. As a result, Estimated Actual Expenditures totaled 6.1% of the Budgeted Expenditures for Action 5.4.

Within Goal 5, there are no actions that are identified as contributing to increased or improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

FVSD takes great pride in providing students and staff with school facilities that are clean, safe, and effectively support a 21st Century education. District staff from the maintenance and operations team continued to demonstrate an unwavering commitment to supporting this goal as evidenced by the fact that 100% of district facilities received "Overall Good" rankings on the 2021-22 Facilities Inspection Tool report. In addition, the District significantly expanded broadband internet access at all district facilities and progress toward the completion of Measure O facilities modernization projects outlined in the District's Master Plan for Facilities continued to meet completion target dates.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

FVSD plans to continue implementation of all aspects of the actions associated with this goal. One aspect of Action 5.4, hiring a district safety coordinator, has been shifted to Action 4.6 in the 2022-23 LCAP as significant aspects of the role will involve supporting the District's social-emotional wellness programming.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$3,186,817.00	\$0.00

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.69%	0.62%	\$327,980.00	6.31%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

### Action 1.9 - Improve School Library Program:

The services included in Action 1.9 support the academic achievement of English Learners, Low-Income students, Foster Youth, and students experiencing homelessness by providing greater access to reading and reference materials, as well as technology resources. This action was also a component of the 2018-19 LCAP, and the budgeted expenditure for Action 1.9 represents an increase over the amount allocated in the 2018-19 LCAP. Research shows that students from the aforementioned student groups tend to have significantly less access to reading materials than students for whom English is their primary language (Rojas, 2011). In addition, expanding access to reading materials, technology, and school libraries promotes improved educational outcomes (Lance & Kachel, 2018; Gretes, 2013). This action is supported as effective use of funds based on (1) research into best practices for supporting students from the targeted student groups, (2) FVSD's prior successes in supporting students from the targeted groups (as demonstrated through the consistent pattern of outperforming their peers at the county and state level on state-wide testing), and (3) input from multiple educational partner groups that participated in the development of the LCAP (97.7% of 2022-23 LCAP survey respondents "strongly or moderately" support this action).

FVSD remains deeply committed to providing students with an effective, high-quality core instructional program. FVSD's LCAP has been designed with the philosophy that there is no single factor more critical to ensuring high levels of learning for all students than the delivery of

“Best” First Instruction by a highly skilled teacher. Through the actions described above, increases in both spending and quality of services are achieved to support the needs of English Learners, Low-Income students, Foster Youth, students experiencing homelessness, and students with special needs. In fact, study after study continues to find that school-wide initiatives that systematically build consistent practices with teachers are the best way to improve learning outcomes for all students (Fullan, 2014; Hattie, 2012; Odden, 2011; Schmoker, 2011). At both the district and site levels, significant funds are allocated for professional development, coaching, collaboration, instructional observations, and training in the District’s Signature Practices, leading to improved instructional practices and strategies for every teacher. These efforts demonstrate an increase in both spending and the quality of services for our students. And while it could be argued that all students proportionally benefit from expert teachers, we know, unequivocally, that LI, EL, FY, and any non-proficient or underperforming student make significantly greater gains in learning when taught by an expert teacher. Services for foster youth, English learners, and low-income students are being increased or improved by the percentage required through increased expenditures on academic supports, targeted parent engagement activities, increased expenditures related to health services and health education, increased expenditures on counseling supports, and increased expenditures on student engagement and school connectedness activities.

FVSD is fully-dedicated to closing the Achievement Gap for students and recognizes the fact that although our "special populations" student groups outperform their peers across the county and the state, the Achievement Gap continues to exist for FVSD's English learners, low-income students, students experiencing homelessness, Foster Youth, and students with special needs (special populations groups).

Data from the 2020-21 IXL Diagnostic Assessment for English Language Arts (ELA) which was utilized in lieu of SBAC showed that:

- \* 74% of All Students met or exceeded standards in English Language Arts
- \* 61% of low-income students met or exceeded standards in English Language Arts
- \* 43% of English learners met or exceeded standards in English Language Arts
- \* 32% of students with special needs met or exceeded standards in English Language Arts
- \* The number of FVSD students identified as Homeless or Foster Youth is below the reporting threshold

As the data indicates, a significant achievement gap persists in English Language Arts (ELA) as demonstrated through state testing scores. FVSD remains committed to closing the Achievement Gap by implementing all of the actions in the 2022-23 LCAP and remaining intensively focused on executing the actions specifically identified to support students in our "special populations" student groups. Differentiated classroom instruction, extensive intervention during the school day, a comprehensive summer school program, and high-dose tutoring will continue to serve as integral components of the District's efforts to close the Achievement Gap in English Language Arts.

Data from the 2020-21 IXL Diagnostic Assessment for Mathematics which was utilized in lieu of SBAC showed that:

- \* 70% of All Students met or exceeded standards in Mathematics
- \* 57% of low-income students met or exceeded standards in Mathematics
- \* 51% of English learners met or exceeded standards in Mathematics
- \* 30% of students with special needs met or exceeded standards in Mathematics
- \* The number of FVSD students identified as Homeless or Foster Youth is below the reporting threshold

As the data indicates, a significant achievement gap persists in Mathematics as demonstrated through state testing scores. FVSD remains committed to closing the Achievement Gap by implementing all of the actions in the 2022-23 LCAP and remaining intensively focused on executing the actions specifically identified to support students in our "special populations" student groups. Differentiated classroom instruction, extensive intervention during the school day, a comprehensive summer school program, and high-dose tutoring will continue to serve as integral components of the District's efforts to close the Achievement Gap in Mathematics.

#### Action 1.10 - Elementary Physical Education:

The services included in Action 1.10 support the health and well-being of English learners, Low-income students, Foster Youth, and students experiencing homelessness by providing greater access to educators possessing specific expertise in combating childhood obesity and promoting healthy lifestyles. This action is new in the 2022-23 LCAP and it represents a significant investment in providing students with enhanced access to a broad course of study. A recent joint research project from the University of California - San Francisco and the University of California - Berkeley demonstrated that school-based physical education plays a key role in curbing obesity and improving fitness for students from low-income communities, where childhood obesity continues to be a major public health concern. This action is supported as effective use of funds based on (1) research into best practices for supporting the health and wellness of students from low-income (many of whom are also English learners, Foster Youth, and students experiencing homelessness), (2) data from the most recent CA Physical Fitness Test (2018-19) which showed that 30% of Low-income students performed at the "Needs Improvement" level in Aerobic Capacity and 31% of Low-income students performed at the "Needs Improvement" level in Upper Body Strength, and (3) input from multiple FVSD educational partner groups that participated in the development of the LCAP.

#### Action 2.1 - Coordinated EL Services:

The services included in Action 2.1 support the academic achievement of English Learners across the Fountain Valley School District. This action was also a component of the 2018-19 LCAP, and the expenditure budgeted expenditure for Action 2.1 represents an increase over the amount allocated in the 2018-19 LCAP. Research shows that effective academic programs for ELs help to eliminate achievement gaps by providing cohesive, sustained systems of support. (Valentino & Reardon, 014; Baker et al, 2014; Calderon, Slavin & Sanchez, 2011); English Learner Toolkit (Rev. Ed.). U.S. Department of Education, Office of Language Acquisition, 2016). This action is supported as effective use of funds based on (1) research into best practices for supporting students from the targeted student groups, (2) FVSD's prior successes in supporting students from the targeted groups (as demonstrated through the consistent pattern of outperforming their peers at the county and

state level on state-wide testing), and (3) input from multiple FVSD educational partner groups that participated in the development of the LCAP (89.4% of 2022-23 LCAP survey respondents "strongly or moderately" support this action).

#### Action 2.4 - Providing intervention for students identified as performing below grade level:

The services included in Action 2.4 support the academic achievement of English Learners, Low-Income students, Foster Youth, and students experiencing homelessness by providing targeted academic interventions during the school day, beyond the school day, and outside of the traditional 180-day school year. This action was also a component of the 2018-19 LCAP, and the budgeted expenditure for Action 2.4 represents an increase over the amount allocated in the 2018-19 LCAP. Research shows that providing timely and targeted interventions and supports is critical to systematically close the achievement gap in schools for students from historically underperforming student groups (Dufour, Dufour, Eaker, Many & Mattos, 2006; Buffum & Mattos, 2009; Fuchs, Fuchs & Compton, 2012). This action is supported as effective use of funds based on (1) research into best practices for supporting students from the targeted student groups, (2) FVSD's prior successes in supporting underperforming students as demonstrated through improvements to F&P and SRI reading scores and improved academic grades, and (3) input from multiple FVSD educational partner groups that participated in the development of the LCAP (93.4% of 2022-23 LCAP survey respondents "strongly or moderately" support this action).

#### Action 2.5 - Utilizing Teachers on Special Assignment (TOSAs) to support teachers in meeting the needs of students from special populations:

The services included in Action 2.5 support the academic achievement of English Learners, Low-Income students, Foster Youth, and students experiencing homelessness by ensuring each teacher possesses the pedagogical knowledge and instructional strategies needed to meet the needs of students, especially those from historically underperforming student groups. This action was also a component of the 2018-19 LCAP, and the budgeted expenditure for Action 2.5 represents a decrease in the overall amount allocated in the 2018-19 LCAP due to the short-term availability of Expanded Learning Opportunities Grant funding which is being utilized by FVSD to support site-embedded coaching support for teachers. Research shows that systematically building consistent practices with teachers is among the best way to improve learning outcomes for all students and that in doing so, students from historically underperforming student groups make significantly greater gains than their "advantaged" peers (Fullan, 2014; Hattie, 2012; Odden, 2011; Schmoker, 2011). This action is supported as effective use of funds based on (1) research into best practices for supporting students from the targeted student groups, (2) FVSD's prior successes in supporting teachers by providing comprehensive training and coaching experiences throughout the school year, and (3) input from multiple FVSD educational partner groups that participated in the development of the LCAP (gathered through in-person LCAP input sessions).

#### Action 3.1 - Parent and volunteer training:

The services included in Action 3.1 support the academic achievement of English Learners, Low-Income students, Foster Youth, and students experiencing homelessness by providing school sites with resources to develop parent education and involvement programming. This action was also a component of the 2018-19 LCAP, and the budgeted expenditure for Action 3.1 is equal to the amount allocated in the 2018-19 LCAP. Research shows that parent involvement at home and at school has a measurable impact on student performance in school

and is particularly important for English Learners and students from low-income families (EdSource, 2014). This action is supported as effective use of funds based on (1) research into best practices for supporting students from the targeted student groups, (2) FVSD's prior successes in supporting parents by providing virtual and in-person parent education nights, and (3) input from multiple FVSD educational groups that participated in the development of the LCAP (90.4% of 2022-23 LCAP survey respondents "strongly or moderately" support this action).

### Action 3.3 - Bilingual Community Liaison:

The services included in Action 3.3 support the academic achievement of English Learners across Fountain Valley School District by promoting higher levels of parent engagement and school connectedness for families of English Learners. This action was also a component of the 2018-19 LCAP, and the expenditure budgeted expenditure for Action 3.3 represents an increase over the amount allocated in the 2018-19 LCAP. Research shows that providing primary language support for parents of English Learners helps build home-school bridges that have a measurable impact on student performance in school (Hughes, Reumann-Moore, Rowland & Lin, 2016). This action is supported as effective use of funds based on (1) research into best practices for supporting students from the targeted student groups, (2) FVSD's prior successes in supporting students and families whose primary language is something other than English (as measured by the number of documents translated and the number of meetings facilitated in languages other than English), and (3) input from multiple FVSD educational partner groups that participated in the development of the LCAP (89.3% of 2022-23 LCAP survey respondents "strongly or moderately" support this action).

### Action 3.4 - Outreach to parents of students from special populations:

The services included in Action 3.4 support the academic achievement of English Learners, Low-Income students, Foster Youth, and students experiencing homelessness by providing school sites with resources to develop parent education and involvement programming. This action was also a component of the 2018-19 LCAP, and the budgeted expenditure for Action 3.4 represents an increase over the amount allocated in the 2018-19 LCAP. Research shows that parent involvement at home and at school has a measurable impact on student performance in school and is particularly important for English Learners and students from low-income families (EdSource, 2014; Hughes, Reumann-Moore, Rowland & Lin, 2016). This action is supported as effective use of funds based on (1) research into best practices for supporting students from the targeted student groups, (2) FVSD's prior successes in engaging families in school-related activities (as demonstrated through the high percentage of parents attending school functions such as Back-to-School night), and (3) input from multiple FVSD educational partner groups that participated in the development of the LCAP (90.9% of 2022-23 LCAP survey respondents "strongly or moderately" support this action).

### Action 4.1 - Develop leadership capacity needed to promote engagement and school connectedness:

Fowler, 2015; providing site leaders (principals and teachers) with resources to implement system communication and collaboration related to the needs of students in historically underperforming student groups. This action was also a component of the 2018-19 LCAP, and the budgeted expenditure for Action 4.1 is equal to the amount allocated in the 2018-19 LCAP. Research consistently demonstrates the important role that school leaders play in helping to close the Achievement Gap (Haycock, 2001; Dufour, Dufour, Eaker, Many & Mattos,

2006; Fowler, 2015). This action is supported as an effective use of funds based on (1) research into best practices for supporting students from the targeted student groups, (2) ongoing patterns of improved academic achievement as demonstrated by the consistent improvement pattern in state-wide testing scores over the past seven years, and input from multiple FVSD educational partner groups that participated in the development of the LCAP (gathered through in-person LCAP input sessions).

#### Action 4.3 - Health services and health education:

Research reflects the important role of schools in providing health services and health education for students, especially for students from the aforementioned student groups that may have more limited knowledge of or access to health services at home (A Blueprint for Great Schools, 2011; Schubel, 2017). This action is supported as effective use of funds based on (1) research into best practices for supporting students from the targeted student groups, (2) FVSD's ability to engage in in-person instruction throughout the 2021-22 school year while mitigating the impact of COVID-19 through proactive safety practices and contact tracing, and (3) input from multiple FVSD educational partner groups that participated in the development of the LCAP (91.8% of 2022-23 LCAP survey respondents "strongly or moderately" support this action).

#### Action 4.4 - Social-emotional support for elementary students:

The services included in Action 4.4 support the social-emotional needs of elementary school English Learners, Low-Income students, Foster Youth, and students experiencing homelessness by providing access to counseling supports, classroom-based social-emotional learning (SEL), connecting families with community-based health resources, and providing health and wellness education for students. This action was also a component of the 2018-19 LCAP, and the budgeted expenditure represents an increase over the amount allocated in the 2018-19 LCAP. FVSD recognizes that mental health is as important as physical health to children's quality of life and directly impacts their learning and development. Research shows that providing access to counseling and support at school, while important for all students, is especially important for English Learners, Low-income students, Foster Youth, and students experiencing homelessness that may not have means of accessing these services (NASP, 2021). This action is supported as effective use of funds based on research into best practices for supporting students from the targeted student groups, FVSD's prior successes in supporting students from the targeted groups as demonstrated through achievement metrics, and input from multiple FVSD stakeholder groups that participated in the development of the LCAP (91.8% of 2022-23 LCAP survey respondents "strongly or moderately" support this action).

#### Action 4.5 - Middle school counseling program:

The services included in Action 4.5 support the social-emotional needs of middle school English Learners, Low-Income students, Foster Youth, and students experiencing homelessness by providing access to counseling supports, classroom-based social-emotional learning (SEL), and connecting families with community-based health resources, and providing health and wellness education for students. This action was also a component of the 2018-19 LCAP, and the budgeted expenditure represents an increase over the amount allocated in the 2018-19 LCAP. FVSD recognizes that mental health is as important as physical health to children's quality of life and directly impacts their learning and development. Research shows that providing access to counseling and support at school, while important for all students, is especially important for English Learners, Low-income students, Foster Youth, and students experiencing homelessness that may not have



means of accessing these services (NASP, 2021). This action is supported as effective use of funds based on (1) research into best practices for supporting students from the targeted student groups, (2) data from the 2020-21 CHKS highlighting the need for ongoing counseling services for middle school students, and (3) input from multiple FVSD educational partner groups that participated in the development of the LCAP (95.5% of 2022-23 LCAP survey respondents "strongly or moderately" support this action).

#### Action 4.7 - Promote student engagement and school connectedness:

The services included in Action 4.7 support the programming to increase student engagement and school connectedness for English Learners, Low-Income students, Foster Youth, and students experiencing homelessness by providing resources for schools to implement in-school and after-school student engagement activities throughout the school year. These activities may include, but are not limited to, events or clubs targeted to engage students in high-interest areas. This action was also a component of the 2018-19 LCAP, and the budgeted expenditure represents an increase over the amount allocated in the 2018-19 LCAP. Research shows that students who feel connected to school - independent of how these students are faring academically - are less likely to use substances, exhibit emotional distress, demonstrate violent or deviant behavior, experience suicidal thoughts, or attempt suicide (Blum, 2005; Longczak, Abbot, Hawkins, Kosterman & Catalano, 2002; Samdal, Nutbeam, Wold & Kannas, 1998). This action is supported as effective use of funds based on (1) research into best practices for supporting students from the targeted student groups, (2) FVSD's prior Board Priority of sustaining an inclusive, caring, and collaborative culture, and (3) input from multiple FVSD educational partner groups that participated in the development of the LCAP (gathered through in-person LCAP input sessions).

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

FVSD is addressing the need to increase or improve services by the required percentages as described in the summary of actions in the previous prompt.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

FVSD does not receive LCFF Concentration funding as the District's unduplicated count of foster youth, English learners, and low-income students is significantly lower than the 55% of enrollment threshold.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:19.80	0
Staff-to-student ratio of certificated staff providing direct services to students	1:18.46	0



## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$55,810,249.00	\$7,467,268.00	\$3,058,577.00	\$3,694,261.00	\$70,030,355.00	\$63,268,787.00	\$6,761,568.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Recruit, select, and retain highly qualified staff to support student learning	All Students with Disabilities	\$42,513,296.00	\$6,532,370.00	\$265,506.00	\$3,322,281.00	\$52,633,453.00
1	1.2	Provide an Induction Program for new teachers	All Students with Disabilities	\$75,000.00				\$75,000.00
1	1.3	Expand elective options across middle schools	All Students with Disabilities	\$205,068.00				\$205,068.00
1	1.4	Provide standards-aligned instructional materials and supplies	All Students with Disabilities	\$435,500.00	\$500,000.00			\$935,500.00
1	1.5	Professional development for certificated and classified staff	All Students with Disabilities	\$125,000.00				\$125,000.00
1	1.6	Improve access to technology to support student achievement	All Students with Disabilities	\$408,482.00				\$408,482.00
1	1.7	Support and maintain infrastructure, classroom technology, and devices	All Students with Disabilities	\$851,895.00				\$851,895.00
1	1.8	Elementary Music Program for all elementary students	All Students with Disabilities	\$443,659.00				\$443,659.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Improve School Library Program	English Learners Foster Youth Low Income	\$390,957.00				\$390,957.00
1	1.10	Elementary Physical Education	English Learners Foster Youth Low Income	\$500,000.00				\$500,000.00
2	2.1	Provide coordinated services for English Learners at school sites	English Learners	\$328,728.00			\$89,856.00	\$418,584.00
2	2.2	Support the Co-Teaching service delivery model	Students with Disabilities	\$159,044.00				\$159,044.00
2	2.3	Utilize common assessments to monitor progress of students in special populations	All	\$149,000.00				\$149,000.00
2	2.4	Provide intervention for students identified as performing below grade level	English Learners Foster Youth Low Income	\$687,610.00				\$687,610.00
2	2.5	Utilize Teachers on Special Assignment (TOSAs) to support teachers in meeting the needs of students from special populations	English Learners Foster Youth Low Income	\$858,850.00				\$858,850.00
2	2.6	Provide coordinated services for students identified as Gifted & Talented	All	\$70,000.00				\$70,000.00
3	3.1	Parent and volunteer training	English Learners Foster Youth Low Income	\$13,000.00				\$13,000.00
3	3.2	Use of technology solutions, social media venues, and newsletters	All	\$95,953.00			\$25,717.00	\$121,670.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.3	Bi-lingual Community Liaison	English Learners	\$85,191.00				\$85,191.00
3	3.4	Outreach to parents of students from special populations	English Learners Foster Youth Low Income	\$32,000.00				\$32,000.00
3	3.5	Targeted support for students promoting from middle school to high school	All	\$3,000.00				\$3,000.00
4	4.1	Develop leadership capacity needed to promote engagement and school connectedness	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
4	4.2	Communicate with parents regarding student absences and the importance of school attendance	All	\$50,000.00				\$50,000.00
4	4.3	Health services and health education	English Learners Foster Youth Low Income	\$456,294.00				\$456,294.00
4	4.4	Social-emotional support for elementary students	English Learners Foster Youth Low Income	\$30,519.00	\$358,041.00			\$388,560.00
4	4.5	Middle school counseling program	English Learners Foster Youth Low Income	\$337,953.00				\$337,953.00
4	4.6	District-wide support for student behaviors	All	\$199,440.00				\$199,440.00
4	4.7	Promote student engagement and school connectedness	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
5	5.1	Provide clean and well-maintained school campuses	All	\$5,596,560.00	\$76,857.00	\$2,793,071.00	\$256,407.00	\$8,722,895.00
5	5.2	Fund and execute the District's Deferred Maintenance Plan	All	\$500,000.00				\$500,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.3	Provide and maintain the infrastructure to support instructional technology	All	\$52,000.00				\$52,000.00
5	5.4	Site safety resources, supplies and training	All	\$106,250.00				\$106,250.00
5	5.5	Execute the District's Facilities Master Plan	All					\$0.00

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$55,978,299	\$3,186,817.00	5.69%	0.62%	6.31%	\$3,771,102.00	0.00%	6.74 %	<b>Total:</b>	\$3,771,102.00
								<b>LEA-wide Total:</b>	\$2,942,374.00
								<b>Limited Total:</b>	\$328,728.00
								<b>Schoolwide Total:</b>	\$500,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Improve School Library Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$390,957.00	
1	1.10	Elementary Physical Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Courreges Elementary, Cox Elementary, Gisler Elementary, Newland Elementary, Oka Elementary, and Tamura Elementary Transitional Kindergarten through 5th Grade	\$500,000.00	
2	2.1	Provide coordinated services for English Learners at school sites	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$328,728.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Provide intervention for students identified as performing below grade level	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$687,610.00	
2	2.5	Utilize Teachers on Special Assignment (TOSAs) to support teachers in meeting the needs of students from special populations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$858,850.00	
3	3.1	Parent and volunteer training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,000.00	
3	3.3	Bi-lingual Community Liaison	Yes	LEA-wide	English Learners	All Schools	\$85,191.00	
3	3.4	Outreach to parents of students from special populations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,000.00	
4	4.1	Develop leadership capacity needed to promote engagement and school connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
4	4.3	Health services and health education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$456,294.00	
4	4.4	Social-emotional support for elementary students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,519.00	
4	4.5	Middle school counseling program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Fulton Middle School, Masuda Middle School, Talbert Middle School 6th-8th grade	\$337,953.00	
4	4.7	Promote student engagement and school connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$65,014,112.00	\$63,246,877.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Recruit, select, and retain highly qualified staff to support student learning	No	\$51,423,258.00	\$48,745,545.00
1	1.2	Provide an Induction Program for new teachers	No	\$50,400.00	\$52,200.00
1	1.3	Expand elective options across middle schools	No	\$159,589.00	\$188,312.00
1	1.4	Provide standards-aligned instructional materials and supplies	No	\$974,000.00	\$1,035,905.00
1	1.5	Professional development for certificated and classified staff	No	\$300,000.00	\$138,553.00
1	1.6	Improve access to technology to support student achievement	No	\$456,340.00	\$311,993.00
1	1.7	Support and maintain infrastructure, classroom technology, and devices	No	\$646,250.00	\$752,977.00
1	1.8	Elementary Music Program for all elementary students	No	\$383,907.00	\$407,390.00
1	1.9	Improve School Library Program	Yes	\$365,225.00	\$400,359.00
2	2.1	Provide coordinated services for English Learners at school sites	Yes	\$383,150.00	\$269,360.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Implement Co-Teaching service delivery model	No	\$132,922.00	\$133,672.00
2	2.3	Utilize common assessments to monitor progress of students in special populations	Yes	\$119,096.00	\$137,586.00
2	2.4	Provide intervention for students identified as performing below grade level	Yes	\$762,608.00	\$475,195.00
2	2.5	Utilize Teachers on Special Assignment (TOSAs) to support teachers in meeting the needs of students from special populations	Yes	\$510,000.00	\$583,962.00
2	2.6	Provide coordinated services for students identified as Gifted & Talented	Yes	\$60,000.00	\$26,965.00
3	3.1	Parent and volunteer training	Yes	\$10,000.00	\$10,008.00
3	3.2	Use of technology solutions, social media venues, and newsletters	No	\$89,012.00	\$90,998.00
3	3.3	Bilingual Community Liaison	Yes	\$77,033.00	\$81,315.00
3	3.4	Outreach to parents of students from special populations	Yes	\$6,550.00	\$5,848.00
3	3.5	Targeted support for students promoting from middle school to high school	No	\$3,000.00	\$3,000.00
4	4.1	Develop leadership capacity needed to promote engagement and school connectedness	Yes	\$10,000.00	\$10,836.00
4	4.2	Communicate with parents regarding student absences and the importance of school attendance	No	\$30,270.00	\$24,660.00



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	Health services and health education	Yes	\$583,370.00	\$386,915.00
4	4.4	Social-emotional support for elementary students	Yes	\$31,360.00	\$40,783.00
4	4.5	Middle school counseling program	Yes	\$298,379.00	\$290,725.00
4	4.6	District-wide support for student behaviors	No	\$13,000.00	\$13,000.00
4	4.7	Promote student engagement and school connectedness	Yes	\$30,000.00	\$30,000.00
5	5.1	Provide clean and well-maintained school campuses	No	\$6,375,700.00	\$8,035,922.00
5	5.2	Fund and execute the District's Deferred Maintenance Plan	No	\$500,000.00	\$500,000.00
5	5.3	Provide and maintain the infrastructure to support instructional technology	No	\$52,000.00	\$52,000.00
5	5.4	Site safety resources, supplies and training	No	\$177,693.00	\$10,893.00
5	5.5	Execute the District's Facilities Master Plan	No	\$0.00	\$0.00

## 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$3,114,717	\$3,167,377.00	\$2,786,737.00	\$380,640.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.9	Improve School Library Program	Yes	\$365,225.00	\$368,518.00	0	0
2	2.1	Provide coordinated services for English Learners at school sites	Yes	\$303,756.00	\$177,694.00	0	0
2	2.3	Utilize common assessments to monitor progress of students in special populations	Yes	\$119,096.00	\$187,587.00	0	0
2	2.4	Provide intervention for students identified as performing below grade level	Yes	\$762,608.00	\$537,950.00	0	0
2	2.5	Utilize Teachers on Special Assignment (TOSAs) to support teachers in meeting the needs of students from special populations	Yes	\$510,000.00	\$555,030.00	0	0
2	2.6	Provide coordinated services for students identified as Gifted & Talented	Yes	\$60,000.00	\$42,980.00	0	0
3	3.1	Parent and volunteer training	Yes	\$10,000.00	\$10,000.00	0	0
3	3.3	Bilingual Community Liaison	Yes	\$77,033.00	\$87,340.00	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Outreach to parents of students from special populations	Yes	\$6,550.00	\$6,550.00	0	0
4	4.1	Develop leadership capacity needed to promote engagement and school connectedness	Yes	\$10,000.00	\$10,000.00	0	0
4	4.3	Health services and health education	Yes	\$583,370.00	\$469,561.00	0	0
4	4.4	Social-emotional support for elementary students	Yes	\$31,360.00	\$25,544.00	0	0
4	4.5	Middle school counseling program	Yes	\$298,379.00	\$277,983.00	0	0
4	4.7	Promote student engagement and school connectedness	Yes	\$30,000.00	\$30,000.00	0	0

## 2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$52,943,573.00	\$3,114,717	0%	5.88%	\$2,786,737.00	0.00%	5.26%	\$327,980.00	0.62%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## Plan Summary

### Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.



- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### **Focus Goal(s)**

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### **Broad Goal**

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### **Maintenance of Progress Goal**

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

## Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.



Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)



- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### **LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022



Fountain Valley School District  
Educational Services

M E M O R A N D U M

TO: Board of Trustees  
FROM: Jerry Gargus, Ed.D., Assistant Superintendent, Educational Services  
SUBJECT: **APPROVAL OF CA DASHBOARD LOCAL PERFORMANCE INDICATOR SELF-REFLECTION**  
DATE: June 16, 2022

---

**Background:**

The California School Dashboard is an online tool that shows how local education agencies and schools are performing on the state and local indicators included in California's school accountability system. Beginning with the Fall 2017 CA Dashboard release, local education agencies were required to annually complete the self-reflection tools for the local indicators. California Senate Bill 98 established that the CDE shall not publish the CA Dashboard in December 2020 based on performance data on the state and local indicators.

In January 2020, the State Board of Education revised the performance standards for each local indicator to require school district to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Through the Local Indicator Self-Reflection Tool, FVSD demonstrated that District actions meet the targets for addressing the following LCFF Priority Areas:

- **LCFF Priority 1** – Appropriately assigning teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities
- **LCFF Priority 2** – Implementation of State Academic Standards
- **LCFF Priority 3** – Parent and Family Engagement
- **LCFF Priority 6** – School Climate
- **LCFF Priority 7** – Access to a Broad Course of Study

LCFF Priority Areas 4, 5, and 8 are reported on in the Local Control Accountability Plan, rather than the Local Performance Indicator Self-Reflection, and LCFF Priority Areas 9 and 10 apply only to County Offices of Education.

**Fiscal Impact:**

There is no fiscal impact involved in the approval process.

**Recommendation:**

It is recommended that the Board of Trustees approves the 2022 Local Performance Indicator Self-Reflection for the Fountain Valley School District.



Fountain Valley School District  
**BUSINESS SERVICES DIVISION**

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

TO: Board of Trustees  
FROM: Christine Fullerton, Assistant Superintendent Business Services  
Isidro Guerra, Director, Fiscal Services  
SUBJECT: **Approval of 2022-23 District Budget**  
DATE: June 14, 2022

---

**Background:**

Education Code § 42103 requires the governing board of each school district to hold a public hearing on the proposed budget for their district. Additionally, Education Code § 42127(d)(2) states that a budget shall not be adopted before an LCAP for the budget year is approved. Finally, the budget must be approved at a regularly scheduled Board meeting occurring on a date subsequent to that of the public hearing.

A public hearing for the budget was held on June 16, 2022 at the regularly scheduled meeting of the Board of Trustees. The budget document represents the results of the Board's direction of maintaining the current high quality programs in a fiscally prudent manner. The budget was developed in connection with the Local Control Accountability Plan.

All required reserves are maintained; all funds will end with a positive ending balance and the budget meets State standards and criteria.

Pursuant to expected State Budget passage or within 45 days of the State Budget passing, our budget will be updated for any material changes. The budget is updated throughout the year and presented to the Board at first and second interim reporting periods.

**Recommendation:**

It is recommended that the Board of Trustees approve the budget for fiscal year 2022-23.



PLEASE NOTE:

A copy of the **2022-23 Budget**  
for the Fountain Valley School District  
is available for review through the District Office  
and will be available on our website  
subsequent to Board approval.

Please contact the Superintendent's office at 714.843.3255.

**FOUNTAIN VALLEY SCHOOL DISTRICT**

**PERSONNEL**

TO: Katherine Stopp, Superintendent  
FROM: Cathie Abdel, Assistant Superintendent, Personnel  
SUBJECT: Declaration of Need 2022-2023 School Year  
DATE: June 16, 2022

---

**BACKGROUND**

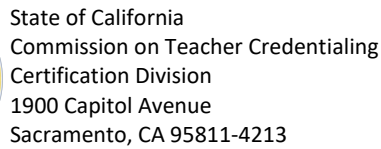
Each year we file the Declaration of Need for Fully qualified Educators with the California Commission on Teacher Credentialing. This Declaration shows estimated hiring needs for certain positions, which may require an emergency credential. We only estimate what we think we might need. We can adjust our estimates any time during the school year. The Commission expects us to be within ten percent (10%) of what we actually request. We have never gone over that percent.

**IMPACT**

The Declaration will allow all positions to be staffed with appropriate credentials, emergency credentials, or credential waivers. This also is required for substitute teachers. We cannot apply for substitute teacher permits until this form is submitted.

**RECOMMENDATION**

It is recommended that the Board of Trustees approves the Declaration of Need for Fully Qualified Educators so that staffing can be completed with the best possible candidates and we can retain our substitute teachers.



## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Revised Declaration of Need for year: \_\_\_\_\_

Name of County: \_\_\_\_\_ County CDS Code: \_\_\_\_\_

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, \_\_\_\_\_.

---

---

*E-Mail Address*

## Page 1 of 4



The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_\_/\_\_\_\_/\_\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
_____ <i>Mailing Address</i>		
_____ <i>E-Mail Address</i>		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

**Type of Emergency Permit**

**Estimated Number Needed**

CLAD/English Learner Authorization (applicant already holds teaching credential)

\_\_\_\_\_

Bilingual Authorization (applicant already holds teaching credential)

\_\_\_\_\_

List target language(s) for bilingual authorization:

\_\_\_\_\_

Resource Specialist

\_\_\_\_\_

Teacher Librarian Services

\_\_\_\_\_

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

### **EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

### **EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program?	Yes	No
--	-----	----

If no, explain. \_\_\_\_\_

Does your agency participate in a Commission-approved college or university internship program?	Yes	No
---	-----	----

If yes, how many interns do you expect to have this year? \_\_\_\_\_

If yes, list each college or university with which you participate in an internship program.

---

---

---

If no, explain why you do not participate in an internship program.

---

---

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

**REGULAR MEETING OF THE BOARD OF TRUSTEES**

10055 Slater Avenue  
Fountain Valley, CA 92708

**June 16, 2022**

**MINUTES**

President Schultz 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

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

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

AGENDA APPROVAL

Second: Mrs. Crandall

Vote: 5-0

The Pledge of Allegiance was led by Mr. Schultz.

**SPECIAL PRESENTATIONS**

The Board of Trustees welcomed Orange County Department of Education Superintendent Dr. Al Mijares to celebrate Isojiro Oka Elementary School, recently named a National Blue Ribbon School. Dr. Stopp joined Principal Julie Ballesteros and Oka staff in accepting this recognition from Dr. Mijares.

It is an interest of the Board of Trustees to recognize outstanding parent volunteers who give generously of their time and talents to our schools. From our Superintendent Parent Council, the Board recognized and thanked Petra Erlandson, Alina Newton, Elizabeth Hindman, James Hindman, Gen Maciel and Sherri Witcher, in addition to PTA/O Presidents Carrie Lustig, Kelly Shepherd, Kristi Hata, Marisa Winch, Ryan Beacham, Joelle Walton, Jessica Reed, Jamie Yeung, Laura Ehrlich, April Twenhafel and Lindsey Soderberg. The Board joined staff in expressing gratitude for the dedication of these fantastic volunteers.

CELEBRATION OF  
NATIONAL BLUE  
RIBBON SCHOOL  
ISOJIRO OKA  
ELEMENTARY  
SCHOOL  
RECOGNITION OF  
SUPERINTENDENT  
PARENT COUNCIL  
PARENT  
VOLUNTEERS

The Board of Trustees joined staff and the community to honor Plavan Teacher, Jill Summerhays, celebrated this evening as Fountain Valley School District's Teacher of the Year 2022.

The Board of Trustees joined staff and the community to honor Bus Driver, Annie Reyes, celebrated this evening as Fountain Valley School District's Classified Employee of the Year 2022.

It is an interest of the Board of Trustees to recognize dedication to the teaching profession and our students and therefore, the Board recognized the following teachers who have completed the Fountain Valley School District's rigorous two-year Induction Program and are now eligible to receive their clear teaching credential: Brooke Elsasser, Heather Mishler, Hannah Lipman, Heather Spenser and Charles Vosough. In addition, the District recognizes their commitment and hard work as well as that of their mentors, Lauren Voss, Randi Hubbard, Kristi Manthorne, Alyssa Brignardello and Kathy Lewis, who supported them while they completed the program.

CELEBRATION OF  
FOUNTAIN VALLEY  
SCHOOL DISTRICT  
TEACHER OF THE  
YEAR JILL  
SUMMERHAYS  
CELEBRATION OF  
FOUNTAIN VALLEY  
SCHOOL DISTRICT  
CLASSIFIED  
EMPLOYEE OF THE  
YEAR ANNIE REYES  
CELEBRATION OF  
FVSD TEACHERS  
COMPLETING TWO-  
YEAR INDUCTION  
PROGRAM

## **STAFF REPORTS AND PRESENTATIONS**

Assistant Superintendent, Business, Christine Fullerton and Director, Fiscal Services, Isidro Guerra provided an update for the Board of Trustees on the State Budget and its effect on the Fountain Valley School District. Mrs. Fullerton and Mr. Guerra shared a State economic overview, details of the May Revise, 2022-2023 District budget and multi-year projections, in addition to a review of other District funds.

BUDGET UPDATE  
(ORAL AND  
WRITTEN)

## **BOARD REPORTS AND COMMUNICATIONS**

Mr. Cunneen's activities since the last meeting included: FV Rotary Teacher Celebration, Memorial Day Remembrance in Veteran's Park and Induction Colloquium.

Mrs. Galindo's activities since the last meeting included: Induction Colloquium and the Certificated Luncheon celebrating retiring teachers and certificated years of service. In addition, she reached out again to legislators regarding raising the base and increasing contributions to pension plans.

Mr. Schultz shared his thoughts as he addressed some health concerns in the past weeks, noting the number of elements involved in making a district successful, much like running a very busy hospital. Given this, he expressed thanks to every member of our team from classified to certificated for ensuring that our students are taken care of.

Mrs. Crandall expressed her thanks for all of those participating in end of the year meetings with reflection and planning ahead very much a focus. Her activities since the last meeting included: FV Rotary Teacher Celebration, OCSBA Budget workshop with Capitol Advisors, Classified Celebration, Certificated Luncheon celebrating retiring teachers and certificated years of service, Induction Colloquium, Talbert band concert, Masuda drama performance, Fulton symphonic and rock band concerts, combined Middle School Choir concert, Gisler Carnival, FVSF meeting and SPC meeting.

Mrs. Schultz's activities included: Classified Celebration. She noted the impact of her recent injury on her participation in events. She thanked Mrs. Crandall for her assistance in getting her around, including to tonight's meeting. She thanked her fellow trustees for their service this month.

## **PUBLIC HEARINGS**

A public hearing was held for the purpose of discussing the Fountain Valley School District's Local Control Accountability Plan for the year ending June 30, 2023. Public input was welcomed. There were no requests to address the Board of Trustees and the hearing was closed.

2022-2023 LOCAL  
CONTROL  
ACCOUNTABILITY  
PLAN

A public hearing was held for the purpose of discussing the proposed 2022-2023 final budget prior to approval by the Board of Trustees. Public input was welcomed. There was one request to address the Board of Trustees. Following this, the hearing was closed.

PUBLIC HEARING  
FOR 2022-2023  
BUDGET

## **PUBLIC COMMENTS**

There were three requests to address the Board of Trustees. Two members of the community addressed the Board regarding safety and one member of the community addressed the Board regarding the LCAP.

PUBLIC COMMENTS

## **LEGISLATIVE SESSION**

Motion:	Mr. Cunneen moved to adopt Resolution 2022-21 Biennial Governing Board Election.	RESOLUTION 2022-21 BIENNIAL GOVERNING BOARD ELECTION
Second:	Mr. Schultz	
Vote:	5-0	
Motion:	Mrs. Galindo moved to approve the Consent Calendar.	CONSENT CALENDAR/ ROUTINE ITEMS OF BUSINESS
Second:	Mrs. Crandall	
Vote:	5-0	

The Consent Calendar included:

- Board Meeting Minutes from May 19<sup>th</sup> regular meeting
- Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- Donations
- Warrants
- Purchase Order Listing
- Budget Transfers and Adjustments
- School-Based Medi-Cal Administrative Activities (SMAA) Participation Agreement
- Bio-Acoustical Corporation
- Educational Technologies Annual Renewals
- Appointment of Parents to the Community Advisory Committee (CAC) as Representatives for the Fountain Valley School District for the 2022-2023 School Year
- Authorize the Use of the Anaheim Union High School District Bid #2021-18 Milk and Dairy Products for the Purchase of Milk, Juice and Dairy Products
- Review of Investment Policy
- Award Bid #22-03 Asphalt Paving – Various Sites

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

- |             |   |
|-------------|---|
| Mr. Schultz | Shared interest in discussion of ethics and civics education for our middle schools; Lighthouse Leadership award from the Board; and homework.  |
| Dr. Stopp   | Thanked Mrs. Fullerton, Mr. Guerra and their team for their amazing work in sharing the budget in such a digestible form. In addition, she thanked Mrs. Abdel, Mrs. Serna and the Personnel Department as the amount of work going on is truly remarkable as they hire so many new staff. Moreover, she commended Mrs. Green and the Child Care Department given the great impact |

of Universal Prekindergarten (UPK) and the planning around this on our early childcare programs. And, she commended and thanked Dr. Christmas for her efforts in special education. Lastly, she thanked and commended Dr. Gargus as he is currently taking on two jobs. Dr. Stopp noted how much she has enjoyed meeting and working with the Board of Trustees over these last weeks. She shared that throughout her numerous meetings with parents, community members and staff, there has been great discussion regarding safety, noting the opportunity to share the many layers currently in place and needed going forward. She noted that while we welcome suggestions, she emphasized that we remain partners with our community, focused on student and staff safety. With the end of the school year approaching, Dr. Stopp noted her visits to every classroom to wish our students and staff a wonderful summer and thank our staff for everything that they do for our students and families. It has been a fantastic experience!

## ADJOURNMENT

Mrs. Schultz announced that there was not a need for Closed Session.

## ADJOURNMENT

**Motion:** Mrs. Crandall moved to adjourn the meeting at 8:51PM.

**Second:** Mr. Cunneen

**Vote:** 5-0

/rl



**FOUNTAIN VALLEY SCHOOL DISTRICT**  
**June 23, 2022**

**1.0 EMPLOYMENT FUNCTIONS:**

- 1.1 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF BRANDON LOMONACO, MIDDLE SCHOOL ASSISTANT PRINCIPAL, EFFECTIVE 08/04/2022.
- 1.2 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF KIVA SPIRATOS, DIRECTOR OF EDUCATIONAL SERVICES, EFFECTIVE 07/01/2022.
- 1.3 ASSISTANT SUPERINTENDENT, PERSONNEL REQUEST APPROVAL OF THE FOLLOWING CERTIFICATED EMPLOYEES FOR THE EXTENDED SCHOOL YEAR PROGRAM AT TAMURA & COX ELEMENTARY SCHOOLS FROM TUESDAY, JUNE 28, 2022 TO THURSDAY, JULY 28, 2022 FOR 4.5 HOURS PER DAY AT THE REGULAR PER DIEM HOURLY RATE EFF. 07/01/2022.

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>
1.3.1	Lara Epling	Summer School Principal	Tamura
1.3.2	Robin Carter	Speech & Language	Tamura
1.3.3	Nicole Burtle	Speech & Language	Tamura
1.3.4	Jill Summerhayes	Adapted PE	Tamura
1.3.5	Aleea Turner	Pre-School	Tamura
1.3.6	Jessica Craig	TK-1 <sup>st</sup> Grades M/M	Tamura
1.3.7	Jody Donnelly	1 <sup>st</sup> -3 <sup>rd</sup> Grades M/S	Tamura
1.3.8	Desirae Brucator	2nd-6 <sup>th</sup> Grades M/M	Tamura
1.3.9	Elizabeth Rowland	4 <sup>th</sup> -6 <sup>th</sup> Grades M/S	Tamura
1.3.10	Debbe Stair	Resource	Cox
1.3.11	Vincent Saporito	DHH	Cox

- 1.4 ASSISTANT SUPERINTENDENT, PERSONNEL REQUEST APPROVAL OF THE FOLLOWING CERTIFICATED EMPLOYEES FOR THE SUMMER ACADEMIC INTERVENTION PROGRAM AT COX ELEMENTARY SCHOOL FROM TUESDAY, JULY 5, 2022 TO THURSDAY, AUGUST 4, 2022 FOR 4.5 HOURS PER DAY AT THE REGULAR PER DIEM HOURLY RATE EFF. 07/01/2022.

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>
1.4.1	Amy Jara	Summer School Principal
1.4.2	Lisa Hornbuckle	Kindergarten
1.4.3	Heather Lopez	Kindergarten
1.4.4	Katie Cowper	Kindergarten
1.4.5	Brooke Elsasser	Kindergarten
1.4.6	Mai Pham	1 <sup>st</sup> Grade
1.4.7	Kathy Lewis	1 <sup>st</sup> Grade
1.4.8	Teri Emerson	1 <sup>st</sup> Grade
1.4.9	Sibel Yilmaz	1 <sup>st</sup> Grade
1.4.10	Joanna Burch	2 <sup>nd</sup> Grade
1.4.11	Niki Buck	2 <sup>nd</sup> Grade
1.4.12	Christine Carrasco	2 <sup>nd</sup> Grade
1.4.13	Michele MacDonald	3 <sup>rd</sup> Grade
1.4.14	Deborah Huelle	3 <sup>rd</sup> Grade
1.4.15	Phil Lopez	3 <sup>rd</sup> Grade
1.4.16	Brit Hughes	3 <sup>rd</sup> Grade
1.4.17	Dana Armendariz	4 <sup>th</sup> Grade
1.4.18	Ari Klusmeyer	4 <sup>th</sup> Grade
1.4.19	Carrie Negro	4 <sup>th</sup> Grade
1.4.20	Todd Kubota	5 <sup>th</sup> Grade
1.4.21	Staci Trestik	5 <sup>th</sup> Grade
1.4.22	Beth Fockler	5 <sup>th</sup> Grade
1.4.23	Connie Yang	5 <sup>th</sup> Grade
1.4.24	Jennifer Renaud	6 <sup>th</sup> Grade/ELA
1.4.25	Cathy Ho	6 <sup>th</sup> Grade/Math

<p><b>FOUNTAIN VALLEY SCHOOL DISTRICT</b> <b>February 10, 2022</b></p>
--

1.4.26 Larissa Perkins  
1.4.27 Malia Gharios

7<sup>th</sup> Grade/ELA  
7<sup>th</sup> Grade/Math

**FOUNTAIN VALLEY SCHOOL DISTRICT  
PERSONNEL ITEMS FOR APPROVAL  
June 23, 2022**

**2.0 EMPLOYMENT FUNCTIONS**

**2.1 ASSISTANT SUPERINTENDANT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CLASSIFIED EMPLOYEES TO WORK AS RECREATION COORDINATORS FOR THE 2022 SUMMER CAMP PROGRAM:**

	<b><u>EMPLOYEE</u></b>	<b><u>LOCATION</u></b>	<b><u>TERM</u></b>
2.1.1	Ramirez, Jana	Tamura	June 27-August 19, 2022
2.1.2	Silva, Catherine	Cox	June 27-August 19, 2022

**2.2 ASSISTANT SUPERINTENDANT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CLASSIFIED EMPLOYEES TO WORK AS RECREATION LEADERS FOR THE 2022 SUMMER CAMP PROGRAM:**

	<b><u>EMPLOYEE</u></b>	<b><u>LOCATION</u></b>	<b><u>TERM</u></b>
2.2.1	Wardlow, Kathleen	Tamura	June 27-August 19, 2022
2.2.2	Trieu, Son	Tamura	June 27-August 19, 2022
2.2.3	Fuchigami, Reina	Cox	June 27-August 19, 2022
2.2.4	Allen, Teresa	Tamura	June 27-August 19, 2022
2.2.5	Krause, Alexa	Tamura	June 27-August 19, 2022
2.2.6	Inda, Guadalupe	Cox	June 27-August 19, 2022
2.2.7	Gonzales, Alexander	Cox	June 27-August 19, 2022
2.2.8	Hightower, Teresa	Tamura	June 27-August 19, 2022
2.2.9	Kiesel, Janice	Tamura	June 27-August 19, 2022
2.2.10	Silva, Keziah	Tamura	June 27-August 19, 2022
2.2.11	Sy, Kristel	Cox	June 27-August 19, 2022
2.2.12	Chavez, Marianna	Tamura	June 27-August 19, 2022
2.2.13	Perez, Elizabeth	Cox	June 27-August 19, 2022
2.2.14	Mai, Nhi	Tamura	June 27-August 19, 2022
2.2.15	Geertson, Danna	Tamura	June 27-August 19, 2022
2.2.16	Sanchez, Carissa	Cox	June 27-August 19, 2022
2.2.17	Hickmon, Ron	Cox	June 27-August 19, 2022
2.2.18	Laursen, Weston	Cox	June 27-August 19, 2022
2.2.19	Cortez, Joshua	Cox	June 27-August 19, 2022
2.2.20	You, Rathana	Cox	June 27-August 19, 2022
2.2.21	McCobb, Rylie	Tamura	June 27-August 19, 2022
2.2.22	Lammers, Amy	Cox	June 27-August 19, 2022
2.2.23	Musacchio, Kathleen	Tamura	June 27-August 19, 2022

2.2.24	Remo, Ann	Cox	June 27-August 19, 2022
--------	-----------	-----	-------------------------

2.3 ASSISTANT SUPERINTENDANT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CLASSIFIED EMPLOYEES TO WORK PRESCHOOL FOR THE 2022 SUMMER CAMP PROGRAM:

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>TERM</u>
2.3.1	Korhonen, Cayce	Tamura	June 27-July 29, 2022
2.3.2	Russo, Donna	Tamura	June 27-July 29, 2022
2.3.3	Hayes, Michele	Tamura	June 27-July 29, 2022

2.4 ASSISTANT SUPERINTENDANT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CLASSIFIED EMPLOYEE TO WORK AS FOOD SERVICE WORKERS FOR THE 2022 SUMMER CAMP PROGRAM:

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>TERM</u>
2.4.1	Trinh, Nien	Tamura	June 28-July 28, 2022
2.4.2	Solorzano, Rebecca	Tamura	June 28-July 28, 2022
2.4.3	Willis, Romy	Cox	July 5-August 4, 2022
2.4.4	Martinez, Alba	Cox	July 5-August 4, 2022

2.5 ASSISTANT SUPERINTENDANT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING EMPLOYEES TO WORK AS BUS DRIVERS FOR THE 2022 EXTENDED SCHOOL YEAR PROGRAM:

	<u>EMPLOYEE</u>	<u>TERM</u>
2.5.1	Rivas, Sergio	June 28-July 28, 2022
2.5.2	Reza, Martha	June 28-July 28, 2022
2.5.3	Gonzalez, Ramiro	June 28-July 28, 2022
2.5.4	Guerrero, Stephanie	June 28-July 28, 2022
2.5.5	Reyes, Annie (Rover)	June 28-July 28, 2022
2.5.6	Bustillos, Maria	June 28-July 28, 2022
2.5.7	Owens, William	June 28-July 28, 2022

2.6 ASSISTANT SUPERINTENDANT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CLASSIFIED EMPLOYEES TO WORK AS BUS AIDES SPECIAL-EDUCATION FOR THE 2022 EXTENDED SCHOOL YEAR PROGRAM:

	<u>EMPLOYEE</u>	<u>TERM</u>
2.6.1	Rivas, Yvette	June 28-July 28, 2022
2.6.2	Mello, Madison	June 28-July 28, 2022
2.6.3	Mendes, Susana	June 28-July 28, 2022
2.6.4	Bustillos, Mario	June 28-July 28, 2022

2.7 ASSISTANT SUPERINTENDANT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CLASSIFIED EMPLOYEES TO WORK FOR THE 2022 EXTENDED SCHOOL YEAR PROGRAM:

<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>TERM</u>
-----------------	-----------------	-------------

2.7.1	Munoz, Beatrice	Cox	June 28-July 28, 2022
2.7.2	Plemons, Lori	Tamura	June 28-July 28, 2022
2.7.3	Ocheltree, Sherri	Tamura	June 28-July 28, 2022
2.7.4	Alonso, Alejandra	Tamura	June 28-July 28, 2022
2.7.5	Buddemeyer, Adrienne	Tamura	June 28-July 28, 2022
2.7.6	Curoso, Sheree	Tamura	June 28-July 28, 2022
2.7.7	Dayan, Pamela	Tamura	June 28-July 28, 2022
2.7.8	DiCorpo, Louise	Tamura	June 28-July 28, 2022
2.7.9	Flavia, Heather	Tamura	June 28-July 28, 2022
2.7.10	Ford, Kelly	Tamura	June 28-July 28, 2022
2.7.11	Fragoso, Ashley	Tamura	June 28-July 28, 2022
2.7.12	Freeman, Sharai	Tamura	June 28-July 28, 2022
2.7.13	Gagnon, Marina	Tamura	June 28-July 28, 2022
2.7.14	Garrison, Rachel	Tamura	June 28-July 28, 2022
2.7.15	Howard, Jana	Tamura	June 28-July 28, 2022
2.7.16	Kimmons, Melissa	Tamura	June 28-July 28, 2022
2.7.17	Cowper, Matthew	Tamura	June 28-July 28, 2022
2.7.18	Morales, Kaily	Tamura	June 28-July 28, 2022
2.7.19	Moreno, Jenna	Tamura	June 28-July 28, 2022
2.7.20	Musacchio, Kathleen	Tamura	June 28-July 28, 2022
2.7.21	Naber, Hanan	Tamura	June 28-July 28, 2022
2.7.22	Nguyen, Augustin	Tamura	June 28-July 28, 2022
2.7.23	Nguyen, Kelly	Tamura	June 28-July 28, 2022
2.7.24	Torre-Carpenter, Bonnie	Tamura	June 28-July 28, 2022
2.7.25	Brewster, Cora	Tamura	June 28-July 28, 2022
2.7.26	Westfall, Jennifer	Tamura	June 28-July 28, 2022
2.7.27	You, Rathana	Tamura	June 28-July 28, 2022
2.7.28	Olive, Sydney (Rover)	Tamura	June 28-July 28, 2022
2.7.29	Dean Lozano, Irene	Tamura	June 28-July 28, 2022
2.7.30	Mercado, Christine	Tamura	June 28-July 28, 2022
2.7.31	Summerville, Anaiya	Tamura	June 28-July 28, 2022

2.8 ASSISTANT SUPERINTENDANT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CLASSIFIED EMPLOYEES TO WORK THE 2022 ACADEMIC INTERVENTION PROGRAM:

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>TERM</u>
2.8.1	Stinsman, Kristi	Cox	July 5-August 4, 2022
2.8.2	Harris, Cathy	Cox	July 5-August 4, 2022
2.8.3	Quynhnhu, Phan (Terry)	Cox	July 5-August 4, 2022
2.8.4	Crooks, Sharon	Cox	July 5-August 4, 2022
2.8.5	Willhite, Angela	Cox	July 5-August 4, 2022
2.8.6	Austin, Jamie	Cox	July 5-August 4, 2022

2.8.7	Lew, Huong (April)	Cox	July 5-August 4, 2022
2.8.8	Ledezma, Candelaria	Cox	July 5-August 4, 2022
2.8.9	Miranda, Caitlin	Cox	July 5-August 4, 2022
2.8.10	Remo, Ann	Cox	July 5-August 4, 2022
2.8.11	Sandler, Eric	Cox	July 5-August 4, 2022
2.8.12	Goutier, Renatte	Cox	July 5-August 4, 2022
2.8.13	Clements, Mary	Cox	July 5-August 4, 2022
2.8.14	Gutierrez, Crystal	Cox	July 5-August 4, 2022
2.8.15	Lopez, Kelly	Cox	July 5-August 4, 2022
2.8.16	Camacho, Betsy	Cox	July 5-August 4, 2022
2.8.17	Brewster, Shaina	Cox	July 5-August 4, 2022
2.8.18	Wagoner, Cynthia	Cox	July 5-August 4, 2022
2.8.19	Alvarez, Maia	Cox	July 5-August 4, 2022
2.8.20	Nguyen, Yvonne	Cox	July 5-August 4, 2022
2.8.21	Schimkus, Rose	Cox	July 5-August 4, 2022
2.8.22	Urrutia, Angelica	Cox	July 5-August 4, 2022
2.8.23	Doan, Lan	Cox	July 5-August 4, 2022
2.8.24	Carrigan, Linda	Cox	July 5-August 4, 2022
2.8.25	Collins, Christie	Cox	July 5-August 4, 2022
2.8.26	Hile, Grace	Cox	July 5-August 4, 2022

2.9 ASSISTANT SUPERINTENDANT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CLASSIFIED EMPLOYEE TO WORK AS CUSTODIAN FOR THE 2022 SUMMER CAMP PROGRAM:

<u>EMPLOYEE</u>	<u>TERM</u>
2.9.1 Sanden, Robert	June 27-July 29, 2022

2.10 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS THE APPROVAL OF THE FOLLOWING ASSIGNMENT OF CLASSIFIED EMPLOYEE:

<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
2.10.1 Sandler, Eric	Masuda	Instructional Assistant- Bilingual	09/07/2022

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

<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
2.11.1 Mendez, Susan	Tamura	Preschool Instructor	06/23/2022

2.12 ASSISTANT SUPERINTENDENT, PERSONNEL HAS ACCEPTED THE PROMOTION OF THE FOLLOWING CLASSIFIED EMPLOYEE:

<u>EMPLOYEE</u>	<u>PREVIOUS CLASS</u>	<u>PROMOTION TO</u>	<u>EFFECTIVE</u>
-----------------	-----------------------	---------------------	------------------



FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATIONS

**BOARD APPROVAL DATE: 6/23/2022**

SCHOOL	DONOR	AMOUNT	DESCRIPTION / INTENDED USE
<b>DIST. OFC.</b>			
	Fountain Valley Rotary Charitable Association	\$326.25	Teacher of the Year Centerpieces
<b>MASUDA</b>			
	Blackbaud Giving Fund	\$100.00	Student Activities
<b>PLAVAN</b>			
	Plavan PTO	\$4,918.08	Transportation Reimbursement 5th gr. - Outdoor Ed 2nd gr - Natural History Museum
	Plavan PTO	\$623.49	Transportation Reimbursement 3rd gr. - Bolsa Chica Wetlands



**FOUNTAIN VALLEY SCHOOL DISTRICT  
BOARD MEETING JUNE 23, 2022**

To: Christine Fullerton

From: Thuong Nguyen

Subject: Warrant Listing and ACH Payments

Warrant Numbers: 95331 - 95420

Dates: 6/8/2022 - 6/13/2022

Fund 01	General Fund	112,500.07
Fund 12	Child Development	3,705.54
Fund 13	Cafeteria	10.94
Fund 14	Deferred Maintenance	-
Fund 22	GOB 2016 Election	-
Fund 23	GOB 2016 Election	23,693.81
Fund 25	Capital Facilities	-
Fund 40	Special Reserves	340,543.39
Fund 68	Worker Comp	-
Fund 69	Insurance	270.00
<b>TOTAL</b>		<b>\$ 480,723.75</b>

Board meeting of June 23, 2022

Fountain Valley School District  
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees  
FROM: Katherine Stopp, Ed.D., Superintendent  
SUBJECT: **Contract with Dr. Carolyn Seaton**  
DATE: June 17, 2022

---

**Background:**

During 2022-2023 calendar year, Dr. Carolyn Seaton shall work directly with the Dr. Stopp on leadership and management organizational matters that include, but are not limited to, internal and external communications, strategic planning, operational protocols, superintendent evaluation, goal setting, time management and various labor and management considerations.

**Recommendation:**

It is recommended that the Board of Trustees approves the consultant contract between Dr. Carolyn Seaton and the Fountain Valley School District for mentoring services.

## AGREEMENT FOR CONSULTANT SERVICES

THIS AGREEMENT is made this **1st day of June 2022** between **DR. CAROLYN SEATON**, hereinafter called the Contractor, and **FOUNTAIN VALLEY SCHOOL DISTRICT** hereinafter called the District.

The Contractor agrees to perform services for the District as follows:

**Beginning June 1, 2022, through June 30, 2023, the Contractor shall work directly with the Superintendent on leadership and management organizational matters that include, but are not limited to, internal and external communications, strategic planning, operational protocols, superintendent evaluation, goal setting, time management and various labor and management considerations.**

The District agrees to pay the Contractor **FIVE THOUSAND DOLLARS (\$5,000)** all expenses included, for services provided. The Contractor will submit an invoice to the District within 45 days of the approval of the contract. Payment is due within 30 days of receipt of invoice.

Contractor agrees to hold harmless and indemnify the District, its officers, agents, and employees with respect to all damages, costs, expenses or claims, in law or in equity, arising or asserted because of injuries to or death of person or damage to, destruction, loss, or theft of property arising out of faulty performance of the services to be performed by Contractor hereunder.

It is expressly understood and agreed to by both parties hereto that the Contractor, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent, or employee of the aforesaid District. Either party may terminate this agreement by providing the other party with ten (10) days written notice. Upon such termination, fees will be determined on a pro rata basis.

In accordance with Education Code Section 39656, this contract is not valid or an enforceable obligation against the District until approved or ratified by motion of the governing board duly passed and adopted.

CONTRACTOR:  
DR. CAROLYN SEATON

COUNTY:  
FOUNTAIN VALLEY SCHOOL DISTRICT

By Dr. Carolyn Seaton

By \_\_\_\_\_

Name DR. CAROLYN SEATON

Name DR. KATHERINE STOPP

Date June 1, 2022

Date June 1, 2022



Fountain Valley School District  
Business Service Division

M E M O R A N D U M

TO: Board of Trustees  
FROM: Jerry Gargus, Ed.D., Assistant Superintendent, Educational Services  
SUBJECT: **APPROVE CONSULTING AGREEMENT WITH THE SIMPLE LEARNING COMPANY, INC., IN ORDER TO PROFESSIONAL DEVELOPMENT RELATED TO MATHEMATICS**  
DATE: June 17, 2022

---

**Background:**

The Simple Learning Company, Inc. (TSLC) is a professional development company specializing in training teachers in mathematics instruction. Similar in nature to the work taking place with FVSD's upper grade teachers that are working with Joan Case, TSLC provides professional development on research- and evidence-based mathematics instructional strategies that are grounded in the *Mathematics Framework for California Public Schools*, integrate pedagogy associated with Cognitively Guided Instruction, and leverage the Standards for Mathematical Practice articulated in the CA Common Core State Standards.

The format of the professional development initiative follows the "fellowship format" that FVSD has experienced previous success with in our work with the Cotsen Foundation. Selected teachers will participate in:

- An August Kick-off Event
- Six days of in-class support which will include lesson planning, classroom demonstrations, and lesson debriefs
- End-of-Year Reflection/Celebration

FVSD hopes to support a cohort of 21-28 teachers participate in the training initiative during the 2022-23 school year.

**Fiscal Impact:**

The agreement, through June 2023, includes consultant fees of \$1,500.00 per day not to exceed \$30,000 during the 2022-23 school year.

**Recommendation:**

It is recommended that the Board of Trustees approves the Agreement with The Simple Learning Company, Inc. in order to provide professional development for teachers and staff related to mathematics.



Proposal for  
**Fountain Valley School District**

Offered by  
**Ron Carmi**  
*The Simple Learning Company*



***The Simple Learning Company*** is an independent professional development company founded by Ron Carmi, a life-long educator and learning specialist committed to training teachers in mathematics instruction who want their students to become confident and patient problem solvers. All of the instructional practices he embraces are research- and evidence-based and governed by the standards highlighted in the *Mathematics Framework for California Public Schools*. Ron, a former classroom teacher and educator since 1993, has experience helping teachers implement the Standards for Mathematical Practice (SMP) articulated by the California Common Core State Standards for Mathematics (CA-CCSSM) since they have been adopted over a decade ago.

### **Objectives**

Ron will design and deliver a series of professional development trainings in the Fountain Valley School District (FVSD) in the way of a Math Teaching Fellowship for a cohort of primary elementary school teachers, TOSAs Joanna Burch and Kimberly Costigan, and lead teachers at each elementary school. Chief among Ron's goals is to help teachers become well versed in using *Cognitively Guided Instruction* as a way to give students the skills to become patient and effective mathematics problem-solvers and to provide practical strategies for FVSD-articulated Major and Minor math goals for the 2022-23 academic year.

### **Structure**

- Provide out-of-class support to teachers and TOSAs with a Fellowship Kickoff in August, a full day professional development training outlining the objectives for the 2022-23 academic year
- Provide six full days of in-classroom support for each grade level team (TK/K – 2<sup>nd</sup> Grade), which will include a preview meeting, a classroom demonstration, and a debrief session, and a lesson-planning session
- Provide technical assistance and resources to school district leaders, school site administrators, TOSAs and school site lead teachers

A typical professional development training day will include TOSAs, a lead teacher and a grade level team of teaching fellows who will meet at one of the seven elementary schools in the district. Ron will rotate the PD trainings among the schools over the course of the year.

## **Implementation**

The 2022-23 Math Teaching Fellows will be made up of a cohort of participants, namely between three and four teachers from each elementary school in the district, for a total of 21 to 28 teachers. The Math Teaching Fellows will further be subdivided into teams according to grade level:

2022-23 FVSD Math Fellows:      TK/K Team  
   1<sup>st</sup> Grade Team  
   2<sup>nd</sup> Grade Team

August 29 Kickoff (TOSAs, all fellows, and Lead Teachers from each school)

September PD 1 (TOSAs, fellows in specified team, lead teachers)

(date TBD) TK/K Team  
(date TBD) 1<sup>st</sup> Grade Team  
(date TBD) 2<sup>nd</sup> Grade Team

October PD 2 (TOSAs, fellows in specified team, lead teachers)

(date TBD) TK/K Team  
(date TBD) 1<sup>st</sup> Grade Team  
(date TBD) 2<sup>nd</sup> Grade Team

November/December PD 3 (TOSAs, fellows in specified team, lead teachers)

(date TBD) TK/K Team  
(date TBD) 1<sup>st</sup> Grade Team  
(date TBD) 2<sup>nd</sup> Grade Team

January PD 4 (TOSAs, fellows in specified team, lead teachers)

(date TBD) TK/K Team  
(date TBD) 1<sup>st</sup> Grade Team  
(date TBD) 2<sup>nd</sup> Grade Team

February/March Workshop 5 (TOSAs, fellows in specified team, lead teachers)

(date TBD) TK/K Team  
(date TBD) 1<sup>st</sup> Grade Team  
(date TBD) 2<sup>nd</sup> Grade Team

April Workshop 6 (TOSAs, fellows in specified team, lead teachers)

(date TBD) TK/K Team  
(date TBD) 1<sup>st</sup> Grade Team  
(date TBD) 2<sup>nd</sup> Grade Team

May End-of-Year Reflection/Celebration (TOSAs and all fellows)

Supports Provided	Possible Dates of Service
<p>20 days of customized professional development for a cohort of elementary school primary teachers, TOSAs, and lead teachers.</p> <p><b>Additional Support:</b>  <i>The Simple Learning Company</i> will work and consult with Dr. Katherine Stopp and Jerry Gargus</p> <p><b>Instructional Resources</b>  <i>The Simple Learning Company</i> will provide templates, materials, and online resources to support teacher practices</p>	<p>August 29, 2022</p> <p>3 dates in September (TBD)</p> <p>3 dates in October (TBD)</p> <p>3 dates in Nov/Dec (TBD)</p> <p>3 dates in January (TBD)</p> <p>3 dates in Feb/Mar (TBD)</p> <p>3 dates in April (TBD)</p> <p>1 May date (TBD)</p>

Daily rate	Days of service not to exceed	Total cost not to exceed
\$1500	20	\$30,000

### **Commitment**

*The Simple Learning Company* will provide a high quality professional development service to FVSD in the 2022-23 academic year. This proposal is offered with the best of intentions and can be modified to meet school needs.

<p align="center"><b>The Simple Learning Company</b>  426 Main Street, Ste. E  El Segundo, CA 90245  Ron Carmi (tel.) 310-543-2155 (email) roncarmi@yahoo.com</p>
---



Fountain Valley School District  
**BUSINESS SERVICES DIVISION**

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

**TO:** Board of Trustees  
**FROM:** Christine Fullerton, Assistant Superintendent, Business Services  
**SUBJECT:** **RESOLUTION 2023-01: AUTHORIZATION OF SIGNATURES ON REPLACEMENT WARRANTS**  
**DATE:** June 15, 2022

---

**Background:**

Any warrant that is presented to the County Treasurer within six months after it was issued is void and said warrants are then voided and replaced by issuing another warrant. In order to eliminate the necessity of obtaining a second board approval for the same warrant, a Resolution authorizing district employees to sign is required.

**Recommendation:**

It is recommended that the Board of Trustees adopts **RESOLUTION 2023-01: Authorization of Signatures on Replacement Warrants.**



# RESOLUTION 2023-01

## **AUTHORIZATION OF SIGNATURES ON REPLACEMENT WARRANTS**

WHEREAS, Education Code Section 42660/85270 states that any school warrant not presented to the County Treasurer within six months after it was issued is void;

NOW, THEREFORE BE IT RESOLVED, that the following district employees are hereby authorized to sign replacement warrants within the provisions of Education Code Section 42660/85270; said warrants to replace warrants that are not presented to the County Treasurer within six months, or as otherwise provided after issuance, and thus become void:

Katherine Stopp, Superintendent  
Christine Fullerton, Assistant Superintendent, Business Services  
Cathie Abdel, Assistant Superintendent, Personnel  
Isidro Guerra, Director, Fiscal Services

MOTION:

SECOND:

AYES:

ABSTAIN:

ABSENT:

STATE OF CALIFORNIA) ) SS.  
COUNTY OF ORANGE)

I, Jeanne Galindo, Clerk of the Board of Trustees of Fountain Valley School District of Orange County, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 23<sup>rd</sup> of June, 2022, and passed by a \_\_\_\_\_ vote of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 23<sup>rd</sup> day of June, 2022.

Clerk



Fountain Valley School District  
BUSINESS SERVICES DIVISION

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

TO: Board of Trustees  
FROM: Christine Fullerton, Assistant Superintendent, Business Services  
SUBJECT: **RESOLUTION 2023-02: APPOINTMENT OF CUSTODIAN  
THE REVOLVING CASH FUND**  
DATE: June 15, 2022

---

**BACKGROUND**

Education Code Section 42800 provides that the Governing Board may establish a Revolving Cash Fund in an amount not more than two percent (2%) of the district's estimated expenditures during the fiscal year, and not in any event, to exceed \$35,000 for an elementary school district.

**RECOMMENDATION**

It is recommended that the Board of Trustees adopts **RESOLUTION 2023-02** naming Christine Fullerton, Assistant Superintendent, Business Services, custodian of the Revolving Cash Fund.

kf

FOUNTAIN VALLEY SCHOOL DISTRICT

**RESOLUTION 2023-02**  
**APPOINTMENT OF CUSTODIAN OF REVOLVING CASH FUND**

**WHEREAS**, Education Code section 42800 authorizes the Governing Board of any school district to establish a Revolving Cash Fund; and

**WHEREAS**, Education Code section 42800 requires that the Governing Board adopt a resolution setting forth the need for a Revolving Cash Fund and designate the officer authorized to sign checks from the Revolving Cash Fund; and

**WHEREAS**, the Revolving Cash Fund may be used for any lawful education purpose authorized under Education Code section 35160; and

**WHEREAS**, the maximum amount of the revolving cash shall not exceed the limits set forth in Education Code section 42800;

**NOW, THEREFORE, BE IT RESOLVED**, the Board of Trustees authorizes the Assistant Superintendent, Business Services, be appointed as custodian of said Fund and that the signature of the custodian be required on checks drawn on the Revolving Cash Fund.

Christine Fullerton  
Assistant Superintendent  
Business Services

SIGNATURE:



AYES: MEMBERS

NOES: MEMBERS

ABSENT: MEMBERS

STATE OF CALIFORNIA)  
 ) SS.  
COUNTY OF ORANGE )

I, Jeanne Galindo, Clerk of the Board of Trustees of the Fountain Valley School District of Orange County, California, hereby certify that the above and foregoing Resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 23<sup>rd</sup> day of June, 2022, and passed by \_\_\_\_\_ vote of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 23<sup>rd</sup> day of June, 2022.

\_\_\_\_\_  
Clerk of Board of Trustees

Appoint Custodian RC



Fountain Valley School District  
BUSINESS SERVICES DIVISION

M E M O R A N D U M

TO: Board of Trustees  
FROM: Christine Fullerton, Assistant Superintendent, Business Services  
SUBJECT: **RESOLUTION 2023-03: AUTHORIZATION OF APPROVAL OF  
VENDOR CLAIMS/ORDERS**  
DATE: June 15, 2022

---

**Background:**

Authorization of Approval of Vendor Claims/Orders is required to approve vendor orders for payment, warrant registers as indicated, (this will also include electronic warrants within the Accounting Systems) and that all previous authorizations of signatures are rescinded.

**Recommendation:**

It is recommended that the Board of Trustees adopts **RESOLUTION 2023-03: Authorization of Approval of Vendor Claims/Orders.**

## RESOLUTION 2023-03

### AUTHORIZATION OF APPROVAL OF VENDOR CLAIMS/ORDERS

FOUNTAIN VALLEY SCHOOL DISTRICT

DATE June 15, 2022

I, Jeanne Galindo, Clerk of the governing Board of the above named School District of Orange County, California, hereby certify that the said Board at a regular meeting thereof, held on the 23<sup>rd</sup> day of June, 2022, adopted by a majority vote of said Board, a resolution that the following named persons be authorized to approve vendor payments electronically, effective the 23<sup>rd</sup> day of June, 2022, and that all previous authorizations for approval are rescinded. This resolution further states that when the authorization is exercised, the claims and orders have been ordered paid by said Board, and have been processed pursuant to the provisions of Education Code Sections 42630-34/85230-34.

This authorization is subject to the following provisions:

NAME TYPED

SPECIMEN SIGNATURE

Katherine Stopp

Christine Fullerton

Isidro Guerra

Kim Fogarty

IN WITNESS WHEREOF, I have hereunto set my hand this 23<sup>rd</sup> day of June, 2022.

Clerk \_\_\_\_\_



Fountain Valley School District  
BUSINESS SERVICES DIVISION

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

TO: Board of Trustees  
FROM: Christine Fullerton, Assistant Superintendent, Business Services  
SUBJECT: **RESOLUTION 2023-04: AUTHORIZATION OF SIGNATURES**  
DATE: June 15, 2022

---

**Background:**

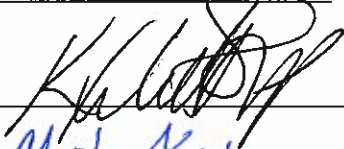




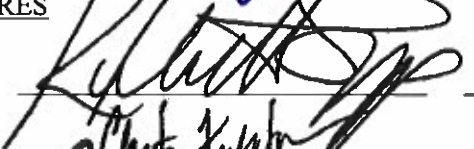
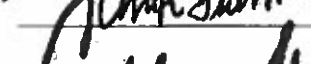



Authorization of Signatures is required to sign payroll notices of employment/changes of status (NOE/CS), time sheets, vendor orders for payment, warrant registers as indicated, (this will also include electronic warrants within the Accounting Systems), and that all previous authorization of signatures are rescinded.

**Recommendation:**

It is recommended that the Board of Trustees adopts **RESOLUTION 2023-04: Authorization of Signatures**.

**RESOLUTION 2023-04: AUTHORIZATION OF SIGNATURES**FOUNTAIN VALLEY SCHOOL DISTRICTDATE: June 15, 2022

I, Jeanne Galindo, Clerk of the governing Board of the above named School District of Orange County, California, hereby certify that the said Board at a regular/special meeting thereof, held on the 23<sup>rd</sup> day of June, 2022, adopted by a majority vote of said Board, a resolution that the following named persons be authorized to sign payroll notices of employment/changes of status (NOE/CS), Time Sheets, vendor orders for payment and warrant registers as indicated, and that all previous authorization of signatures are rescinded. This resolution further states that the authorization is subject to the following provisions:

<u>NAME TYPED</u>	<u>SPECIMEN SIGNATURE</u>	<u>AUTHORIZED TO SIGN:</u>			
		<u>PAYROLL</u>		<u>VENDOR PAYMENTS</u>	
		<u>NOE/CS</u>	<u>TIME SHEET</u>	<u>ORDERS</u>	<u>REGISTERS</u>
Katherine Stopp		X	X	X	X
Christine Fullerton		X	X	X	X
Cathie Abdel		X	X	X	X
Isidro Guerra		X	X	X	X
Kim Fogarty				X	X
<u>FACSIMILE SIGNATURES</u>					
Katherine Stopp		X	X	X	X
Christine Fullerton		X	X	X	X
Cathie Abdel		X	X	X	X
Isidro Guerra		X	X	X	X
Kim Fogarty				X	X

I further certify that the signatures following are those of the members of the governing Board not mentioned above.

<u>NAME TYPED</u>	<u>SIGNATURE</u>
Lisa Schultz	
Jim Cunneen	
Jeanne Galindo	
Sandra Crandall	
Steve Schultz	

IN WITNESS WHEREOF, I have hereunto set my hand this 23<sup>rd</sup> day of June, 2022.

Authorize Signatures

Clerk \_\_\_\_\_



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 #4: April 1, 2022 – June 30, 2022)**  
DATE: June 17, 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**

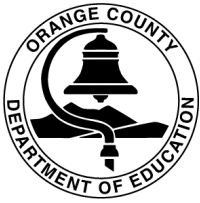
Williams Quarterly Report: April 1 through June 30, 2022

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

**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](mailto:aliciagonzalez@ocde.us)    Fax: (714) 327-1371



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: **2022-23 Mandate Block Grant**  
DATE: June 14, 2022

---

**Background:**

Senate Bill (SB) 1016 established a Mandate Block Grant program. School Districts may receive funding through the Mandate Block Grant or through the long-standing claims reimbursement process. The State has encouraged districts to elect the Block Grant as funding for the previously traditional method of individual filing has all but been eliminated in the current year's State Budget. Additionally, over the past ten years, districts have received Block Grant funds in a timelier manner than those who chose to file individual claims.

The District has elected to participate in the Mandate Block Grant program in each of the last ten years. The adopted state budget for 2022-23 includes a Mandated Block Grant allocation of \$34.94 per ADA of unrestricted funding for Elementary School Districts during the fiscal year. This equates to approximately \$202,722 for the District.

**Recommendation:**

It is recommended that the Fountain Valley School District elects Block Grant funding effective for the 2022-23 fiscal year and authorizes the Superintendent or her designee to sign all documents.



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: **CONSOLIDATED APPLICATION - Spring 2022 Release**  
DATE: June 14, 2022

---

**Background:**

Each year the Consolidated Application (CONAPP) for federal funding is submitted to the California Department of Education (CDE) in two parts, a spring and a winter release. Submission of the spring release ensures that funding for these programs will be appropriated to the District upon approval of the State budget and also ensures legal compliance of all State and Federal statutes required for these categorical programs. The winter release, submitted by February every year, confirms program participation, student enrollment numbers and funding allocations. Following Board approval, the spring release is typically submitted by June 30 and indicates the District's intent to apply for eligible funding and to report expenditure information for prior year apportionments. This year, the opening of the spring release has been delayed to a tentative date of July 1, 2022 with a submission due date six weeks later.

The 2021-22 spring release contains a description of the programs, activities, and services, as well as legal assurances of compliance for the following:

Title I, Part A, Basic  
Title II, Part A, Educator Quality  
Title III, Part A, English Learner Program  
Title III, Immigrant  
Title IV, Part A, Student Support and Academic Enrichment

**Fiscal Impact:**

Federal categorical program funds have been estimated in the 2022-23 preliminary budget and adjustments will be made once funding entitlements are provided in the CONAPP winter release.

**Recommendation:**

It is recommended that the Board of Trustees approve transmittal of the CONAPP spring release to the CDE.



Fountain Valley School District  
Educational Services

M E M O R A N D U M

TO: Board of Trustees  
FROM: Jerry Gargus, Ed.D., Assistant Superintendent, Educational Services  
SUBJECT: **APPROVAL OF AGREEMENT WITH AIR TUTORS, INC.**  
DATE: June 13, 2022

---

**Background:**

Air Tutors, Inc. is an online, high-dose tutoring company that provides one-on-one and small group tutoring for students across multiple content areas. The company's tutors come from distinguished academic backgrounds, with many having Masters or Doctoral degrees, as well as extensive experience providing tutoring support for students. In addition, Air Tutors is uniquely positioned to provide support for English Learners in both English and the student's primary language, to help support language acquisition and academic achievement across content areas. FVSD envisions Air Tutors, Inc. playing an important role in extending learning opportunities for targeted students beyond the traditional school day. For the 2022-23 school year, FVSD looks forward to continuing to provide targeted support for (1) English learners, (2) students from low-income families, (3) students identifying as Homeless or Foster Youth, and (4) 6-8 grade students with non-passing grades. Services provided by Air Tutors would complement the work being done by FVSD staff "beyond the bell" that is supported by site LCAP allocations.

**Fiscal Impact:**

The total cost of Air Tutor's proposed service agreement is for billable hours not to exceed \$150,000.00. LCAP action items 2.1 and 2.4 designate resources to support "coordinated EL services" and "intervention for identified students during and beyond the school day." FVSD will be leveraging both LCFF Supplemental Funding and Expanded Learning Opportunities Grant funding to support this service for students.

**Recommendation:**

It is recommended that the Board of Trustees approves the agreement with Air Tutors, Inc. for the 2022-23 school year.



## **AIR TUTORS CONTRACT FOR SERVICES AGREEMENT**

This Air Tutors Contract for Services Agreement (the “Agreement”) made this June 2022 (“Effective Date”), by and between Air Tutors, LLC (“Air Tutors”), Fountain Valley School District (the “District”), (collectively “the Parties”).

### **(1) Statement of Services**

#### **(a) Scope of Agreement.**

This Agreement contains the entire agreement and understanding with respect to the subject matter hereof and supersedes all prior agreements, proposals, negotiations, letters of intent, or other correspondence, whether written or oral, relating to the provision of Air Tutors’ services.

#### **(b) Scope of Work.**

##### **i) Accelerated Learning Outcomes**

Subject to the following terms and conditions, Air Tutors shall provide scheduled and on-demand tutoring services to students of the District (the “Services”).

Air Tutors will create small online learning communities throughout the District that are designed to reinforce current classroom topics through highly innovative small group acceleration programs. Regardless of what school a student is enrolled in, Air Tutors will provide students with a dedicated educator focused on advancing their personal skill sets. Groups will be meticulously tailored by placing students located district-wide together based on proficiencies, personalities, and needs. As much as possible, students will be grouped together based on their enrolled school site, teacher, and academic subject for curriculum alignment.

The District will choose which school sites and academic subjects to focus on, and Air Tutors will provide special attention to English Learning students. Reclassified Fluent English Proficient and English Learning students will be grouped together with educators that can speak their native language and that have academic expertise in the subject area of focus. Students with special needs and learning differences will be placed with educators that have a track record of boosting outcomes with their unique needs.

Teachers, Counselors, and site administrators will help increase awareness about the Air Tutors program to students and parents while also specifically recommending those that would benefit most. Air Tutors will bolster their efforts through parent and student outreach with engagement occurring in each student’s native language. Air Tutors will get to know each student’s unique needs, create groupings, and provide wrap-around support for parents, teachers, and administrators. Text messages, emails, and

phone calls will increase student participation, and session reminders will encourage students to submit assignments to their tutors before their session starts.

Air Tutors staff will provide the Services for the District's entire course catalogue in, but not limited to, the following areas of study: Elementary school math, elementary school reading and fluency, executive functioning, Middle School Core Courses, Pre-Algebra, Algebra 1, Geometry, Algebra 2, Algebra 2 Honors, Financial Algebra, Pre-Calculus, AP Calculus AB, AP Calculus BC, Trigonometry, Probability and Statistics, AP Statistics, Astrophysics, Biology, AP Biology, Chemistry Honors, Chemistry, AP Chemistry, Earth and Space Science, Earth Science Honors, AP Environmental Science, Marine Science, Physics, Honors Physics, AP Physics C, Physiology, AP European History, Economics, AP Government, AP Economics, Human Geography, AP Human Geography, Introduction to Law, American Foreign Policy, Modern World History, Honors Modern World History, Introduction to Psychology, AP Psychology, U.S. History Honors, U.S. History, AP U.S. History, Music Theory, AP Music Theory, Creative Writing, English K-12, Honors English 9-11, AP English Literature, Chinese (Mandarin) 1-4, AP Chinese Language & Culture, French 1-4, AP French, Latin 1-4, Spanish 1-4, Honors Spanish Speakers, AP Spanish Literature, SAT English, SAT Math, ACT English, ACT Math.

The District is responsible for providing a list of students, the subject(s) they require tutoring in, as well as the necessary contact information when available for Air Tutors.

In addition to one-on-one tutoring, Air Tutors will provide Services to small groups of students (with no student group exceeding 5 students) when feasible per the students' and Air Tutors's time restraints. If the Services are to be rendered during the school day, to the extent to which it is possible, the District will exercise its reasonable abilities in providing as many days and timeframes for the Services for Air Tutors staffing needs as possible. If twenty (20) or more tutors are required at the same exact day and time for the Services, the District will provide Air Tutors the available days and times for the Services in a mutually beneficial timeline.

Air Tutors will align with the District's curriculum, schedule, and, as much as possible, English Learning students will be matched with tutors that speak the students' native languages.

Air Tutors will provide one (1) tutor to provide the Services per tutoring session.

(c) Staff Responsibility.

Air Tutors shall assume sole responsibility for the supervision and qualification of its staff.

(d) Staff Replacement.

If the District requests the replacement of a tutor, Air Tutors will assign a new tutor to the student or small group assignment with a tutor of substantially equivalent qualifications.

(2) Payment/Consideration

(a) Budget.

i) Accelerated Learning Outcomes

The Services performed by Air Tutors shall be billed in accordance with the unit cost below.

- 1 hour of Services = \$100.00

The total budget for Services rendered pursuant to this contract is not to exceed \$150,000.00.

If this agreement is terminated by either party, the District shall pay for the value of all services rendered up through the date of termination.

(b) Billable time and Pricing.

i) Accelerated Learning Outcomes

The District agrees to pay for the Services on a biweekly basis as the Services are rendered. Purchase order total will be deducted from the biweekly payments and tracked throughout the program.

(c) Invoices.

Invoices will be generated and submitted by Air Tutors in accordance with the aforementioned timelines.

(3) Proprietary Rights

(a) Air Tutors Property.

Any ideas, concepts, know-how, techniques, sequence, or organization relating to data processing developed during the course of this Agreement by Air Tutors, or jointly by Air Tutors and the District, shall be the exclusive property of Air Tutors.

(b) Competitive Software.

Except as aforesaid, nothing in this Agreement shall be construed so as to preclude Air Tutors from developing, using, or marketing programs or other materials that may be similar and/or competitive with that prepared for the District hereunder, irrespective of whether such programs are similar or related to the programs developed under this Agreement.

(4) Warranty of Performance

(a) Standard of Performance.

Air Tutors shall exercise its reasonable efforts to provide tutors at the times and with the subject matter expertise sought by the District on an “on-demand” basis. In the event that a tutor is not available at the time or with the particular subject matter expertise desired, Air Tutors will provide such a tutor as soon as one becomes available.

(b) Disclaimer of Implied Warranties.

THE FOREGOING WARRANTY IS IN LIEU OF ALL OTHER WARRANTIES EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.

#### (5) Termination

##### (a) Termination Rights.

Either party may terminate this Agreement upon not less than 30 business days prior written notice. Termination of this Agreement shall constitute termination of all scheduled Service Hours.

##### (b) Scheduled Termination.

This Agreement shall expire and self-terminate on June 30th, 2023. No renewal of this contract shall be given effect absent the written consent of Air Tutors' CEO, Hasan Ali, and District representative Katherine Whittaker-Stopp.

#### (6) Independent Contractors

In the performance of this Agreement, Air Tutors, together with its staff, is acting as an independent contractor and not as an employee or agent of the District.

#### (7) Liability

##### (a) Limitation of Liability.

IN NO EVENT WILL AIR TUTORS BE LIABLE TO CUSTOMER OR TO ANY THIRD PARTY FOR LOST PROFITS, LOST SAVINGS, OR OTHER CONSEQUENTIAL OR INCIDENTAL DAMAGES ARISING OUT OF THE DISTRICT'S USE OR INABILITY TO USE THE SERVICES RENDERED HEREUNDER, EVEN IF AIR TUTORS HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

##### (b) Time Limitation.

NO ACTION, REGARDLESS OF FORM, ARISING OUT OF THE TRANSACTIONS UNDER THIS AGREEMENT, MAY BE BROUGHT BY EITHER PARTY MORE THAN TWO (2) YEARS AFTER THE CAUSE OF ACTION HAS OCCURRED, EXCEPT THAT AN ACTION FOR NON-PAYMENT MAY BE BROUGHT WITHIN TWO (2) YEARS OF THE DATE OF LAST PAYMENT.

#### (8) General Provisions

##### (a) Discrimination.

Air Tutors will not knowingly discriminate against any employees or applicants for employment in connection with the Services because of race, creed, color, natural origin, sex, or age.

##### (b) Exclusive Remedies.

Customer's remedies in this Agreement are exclusive.



(c) Entire Agreement/Assignment.

This Agreement: (i) is the complete and exclusive statement of the agreement between the parties which supersedes all proposal oral or written and all other communications between the parties relating to the subject of this Agreement; and (ii) may not be assigned, sublicensed, or otherwise transferred by Customer without the prior written consent of Air Tutors, but its terms and conditions shall extend to and bind any permitted successor or assign.

(d) Governing Law.

This Agreement shall be governed by the laws of the State of California.

(e) Severability.

The failure by either party at any time to require performance of the other party of any provision of this Agreement shall in no way affect the right of such party thereafter to enforce the same provision, nor shall the waiver by either party of any breach of any provision hereof be taken or held to be a waiver of any succeeding breach of such provision, or as a waiver of the provision itself. Should any portion of this agreement be found to be unenforceable, the remainder of the Agreement shall remain in force and interpreted as omitting the portion deemed unenforceable.

(g) Titles.

The section headings in this Agreement are for convenient reference only and shall be given no substantive or interpretive effect.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement by their duly authorized representatives.

**AIR TUTORS, LLC**

DATED 06/13/2022



By: Hasan Ali, CEO

**FOUNTAIN VALLEY SCHOOL DISTRICT**

DATED \_\_\_\_\_

By: Katherine Whittaker-Stopp, Superintendent



Fountain Valley School District  
BUSINESS SERVICES DIVISION

M E M O R A N D U M

TO: Board of Trustees  
FROM: Christine Fullerton, Assistant Superintendent, Business Services  
SUBJECT: **AUTHORIZATION OF SIGNATURES – FACSIMILE SIGNATURES  
(BANK OF AMERICA)**  
DATE: June 15, 2022

---

**Background:**

Due to a change in District administration, the bank records for the District's Revolving Cash Account and the Clearing Account need to be updated as of July 1, 2022

**Recommendation:**

It is recommended that the Board of Trustees approves authorization of Katherine Stopp, Christine Fullerton, and Isidro Guerra's signatures.

kf



Fountain Valley School District  
Business Services Division

M E M O R A N D U M

TO: Board of Trustees  
FROM: Christine Fullerton, Assistant Superintendent, Business Services  
SUBJECT: **APPROVE THE CONTRACT WITH CATAPULTK12 WETIP2.0  
FOR ANONYMOUS REPORTING**  
DATE: June 17, 2022

---

**Background:**

In years past, the District has contracted with WeTip for anonymous reporting through Keenan, our property and liability carrier. Beginning this year, the District will contract directly with CatapultK12 for these services.

**Fiscal Impact:**

The cost of the service is \$600.00 per year for two years.

**Recommendation:**

It is recommended that the Board of Trustees approves the contract with CatapultK12 WeTip for anonymous reporting for the 2022-2023 and 2023-2024 school years.

# Be part of the solution.

Fight Crime, Drugs, Bullying, and  
much more with WeTip 2.0



## A Complete Toolkit For Anonymous Reporting

- ✓ Cloud Based Online Form Reporting
- ✓ Form Monitoring and Triage
- ✓ 24/7/365 National Reporting Telephone Hotline
- ✓ Integration with full Catapult EMS Suite

Prepared For:

**Fountain Valley School District**

**Christine Fullerton**

# Powerful alone. Better together.

WeTip provides a complete anonymous reporting solution platform with all the tools and integrations you need to help fight crime, bullying and trafficking.



## Cloud Based Online Form Reporting

WeTip 2.0 provides comprehensive and personalized reporting forms that are catered directly to your organizational needs. With the addition of Online Form Reporting, mitigate and deter crime at your organization while staying ahead of any instances that occur.



## Form Monitoring and Triage

Provide a way for anyone to communicate information on crimes or incidences of any kind. Provide seamless website integration, custom forms, and reporting groups. Confidential text message reporting included.



## 24/7/365 National Reporting Telephone Hotline

WeTip 2.0 is proud to offer our long-standing, national hotlines for any incidents that occur inside or outside your organization. If any instance of crime, vandalism, harassment, discrimination, arson, etc. arises, trust WeTip 2.0 to direct your reports to the proper authorities.



## Integration with Full Catapult EMS Suite

Seamless integration with the full Catapult Emergency Management System. Take Control of your organization's safety with Anonymous Reporting, Staff Panic Buttons, Emergency Notifications & Alerts, Emergency Management, and more!

Prepared For:

Fountain Valley School District

# WeTip Anonymous Reporting Solution Quote

Client: Fountain Valley School District	Date: Jun 14, 2022
Contact: Christine Fullerton	Phone: 7148433265
Address: 10055 Slater Avenue, Fountain Valley, California, 92708	Email: fullertonc@fvsd.us
Contact: Paul Huff	Contact Email: phuff@catapultk12.com

## Year 1: Bundled Setup & Annual Service

Description	Quantity	Price	Subtotal
<b>YEARLY SERVICE FEES</b>			
WeTip Live 24/7/365 Phone Call Center - Keenan JPA Discounted Pricing Live call center operators taking your anonymous tip reports 24 hours a day, 7 days a week, 365 days per year. Also included are our nationwide hotline numbers, dedicated hotline number and WeTip website tip form submissions that generate over 25,000 tips per year!  <b>** Dedicated Phone Line Set up and \$60.00 Material Allotment Included **</b>  Yearly service for 10- total sites for 12 months from July 2022 - June 2023	12	\$50.00	\$600.00
<b>Total</b>			<b>\$600.00</b>

## Year 2: Bundled Annual Service Fees

Description	Quantity	Price	Subtotal
WeTip Live 24/7/365 Phone Call Center - Keenan JPA Discounted Pricing Live call center operators taking your dedicated anonymous tip reports 24 hours a day, 7 days a week, 365 days per year. Also included is our nationwide hotline numbers and WeTip website tip form submissions that generate over 25,000 tips per year!  Yearly Service for 10- total sites and 6,426 total students	1	\$600.00	\$600.00

**Total \$600.00**

## Payment & Terms of Use

By signing below, Client approves this quote and certifies that they understand and accept what work is to be performed for the price defined. This quote is good for 30-days. To electronically sign this quote please click on the boxes provided below. If you would prefer to hand sign this quote you can download a PDF copy then email the signed copy to [sales@catapultK12.com](mailto:sales@catapultK12.com). By signing this quote the client agrees to the Terms of Use on the [WeTip.com website](https://www.wetip.com). By signing this quote, you are contracting with Diverse Network Associates, Inc. (DBA Catapult & WeTip 2.0) from July 1, 2022 to June 30, 2024 for the summary of fees outlined above.

<b>Payment Frequency</b>	Annually
<b>Payment Terms</b>	Payment Due Net 30 from Receipt of Invoice
<b>Billing Contact Name</b>	
<b>Billing Contact Email</b>	
<b>Billing Address</b>	

Billing Phone Number	
----------------------	--

CUSTOMER	
<hr/> Signature	<hr/> Date
<hr/> Name	<hr/> Title





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: **Resolution 2023-05 Education Protection Account (EPA) Funding and  
Spending Determinations for the 2022-23 Fiscal Year**  
DATE: June 14, 2022

---

**Background:**

In November of 2012 Proposition 30, The Schools and Local Public Safety Protection Act of 2012 was approved by the voters. Tax revenues from Proposition 30 are being deposited at the state level into the Education Protection Account (EPA). Funds from this account are then dispersed to school districts as well as other agencies.

Pursuant to Article XIII, Section 36 of the California Constitution, school districts, county offices of education and community college districts are required to determine how the moneys received from the Education Protection Account are spent in the school or schools within its jurisdiction, provided that the governing board makes the spending determinations in an open session of a public meeting. The language in the constitutional amendment requires that funds shall not be used for the salaries and benefits of administrators or any other administrative costs.

**Recommendation:**

It is recommended that the Board of Trustees adopts **RESOLUTION 2023-05**, approving the expenditure of Education Protection Account funds to be received quarterly during the 2022-23 fiscal year.

**RESOLUTION NO. 2023-05**  
**of the**  
**BOARD OF TRUSTEES**  
**FOUNTAIN VALLEY SCHOOL DISTRICT**

**RESOLUTION TO ESTABLISH EDUCATION PROTECTION ACCOUNT (EPA)  
FUNDING AND SPENDING DETERMINATIONS**

WHEREAS, the voters approved Proposition 30 on November 6, 2012; and

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012; and

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f); and

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year; and

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year; and

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts; and

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government; and

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction; and

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board; and

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost; and

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent; and

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution; and

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36; and

NOW THEREFORE, BE IT RESOLVED, that 1) The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Fountain Valley School District and 2) In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Fountain Valley School District has determined to spend the monies received from the Education Protection Act as attached.

PASSED AND ADOPTED this 23<sup>rd</sup> day of June, 2022.

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

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

2022-23 Education Protection Account  
Program by Resource Report  
Expenditures by Function - Detail

Expenditures through: June 30, 2023

For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Adjusted Beginning Fund Balance	9791-9795	0.00
LCFF Sources	8010-8099	1,200,191.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		1,200,191.00
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>		
Instruction	1000-1999	1,200,191.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		1,200,191.00
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		0.00



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: **Resolution 2023-06 Temporary Inter-Fund Transfers from Fund 40 in 2022-23 Fiscal Year**  
DATE: June 14, 2022

---

**Background:**

Due to the timing of when State Apportionments are received throughout the 2022-23 school year, it may be necessary for cash flow purposes that the District completes a temporary transfer from Fund 40 into any fund with a negative balance. The amount of this borrowing is not to exceed \$4,000,000. In accordance with Education Code 42603, any transfer shall be repaid by the close of the fiscal year or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year end.

**Recommendation:**

It is recommended that the Board of Trustees adopts **RESOLUTION 2023-06**, allowing the temporary inter-fund transfer of funds from Fund 40 in the 2022-23 fiscal year.

**RESOLUTION NO. 2023-06**  
**of the**  
**BOARD OF TRUSTEES**  
**FOUNTAIN VALLEY SCHOOL DISTRICT**

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

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

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

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

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

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

PASSED AND ADOPTED this 23<sup>rd</sup> day of June, 2022.

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

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



Fountain Valley School District  
**BUSINESS SERVICES DIVISION**

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

TO: Board of Trustees  
FROM: Christine Fullerton, Assistant Superintendent Business Services  
Isidro Guerra, Director, Fiscal Services  
SUBJECT: **Approval of OCDE PowerSchool and Electronic Document  
Management System Agreements for 2022-23**  
DATE: June 14, 2022

---

**Background:**

***Business-Plus System Support Agreement #51655 Amendment #1***

The Orange County Department of Education (OCDE) provides professional services for the operation of the PowerSchool BusinessPLUS system, including on-going training, support services and software enhancements. Services include basic financial /budget, school site finance, stores inventory and fixed assets systems. The cost of this agreement for the 2022-23 school year is \$66,000, a ten percent increase from 2021-22.

***Human Resources Application Agreement #46315 Amendment #4***

The Orange County Department of Education (OCDE) provides system as well as software support for the District's PowerSchool Human Resources System package. The cost for the 2022-23 school year is \$38,500, a ten percent increase from 2021-22.

***Electronic Document Management System Agreement #10001334***

The Orange County Department of Education (OCDE) provides an electronic document management system, including software support services for the District's imaging, scanning and workflow needs. The service allows us to decrease dependency on hard copies of documents and improve efficiency in document retention, storage and retrieval. The cost for the 2022-23 school year is \$4,000, unchanged from 2021-22.

**Recommendation**

It is recommended that the Board approves Agreement Number 51655 "BusinessPLUS System Support", Agreement 46315 – Amendment #4 "Human Resources Application" and Agreement 10001334 "Electronic Document Management" with the Orange County Department of Education and authorizes the Superintendent or designee to sign all documents.

2 AMENDMENT #1  
3 FOUNTAIN VALLEY SCHOOL DISTRICT  
4 BUSINESS-PLUS SYSTEM SUPPORT  
5 AND SOFTWARE SUPPORT SERVICE AGREEMENT

6 The AGREEMENT entered into July 1, 2022, by and between the Orange  
7 County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa,  
8 California 92626, hereinafter referred to as SUPERINTENDENT, and  
9 Fountain Valley School District, 10055 Slater Avenue, Fountain Valley,  
10 California 92708, hereinafter referred to as DISTRICT, is hereby  
11 further amended as follows:

12 1.0 Section 5.0 PAYMENT shall be amended to read: DISTRICT agrees to  
13 pay SUPERINTENDENT the sum of Sixty-six thousand dollars (\$66,000.00)  
14 for annual software support service fees for fiscal year 2022-2023.  
15 Annual software support service fees due for each fiscal year shall be  
16 paid by DISTRICT on or before August 1st of that fiscal year upon  
17 receipt of an itemized invoice from SUPERINTENDENT. SUPERINTENDENT  
18 shall evaluate software support service charges annually, for possible  
19 upward or downward adjustments, based on SUPERINTENDENT'S actual costs  
20 to support Business-Plus software. SUPERINTENDENT will provide  
21 DISTRICT written notice of the annual software support service fees  
22 due for the renewal period ninety (90) days prior to the end of each  
23 renewal period.

24 2.0 Except as expressly herein amended, including any amendments  
25 thereto, said AGREEMENT shall in all respects be and remain in full  
force and effect.



1 IN WITNESS WHEREOF, the Parties hereto set their hands.

2 DISTRICT: FOUNTAIN VALLEY SCHOOL  
3 DISTRICT

ORANGE COUNTY SUPERINTENDENT  
OF SCHOOLS

4 BY: \_\_\_\_\_

Authorized Signature

BY:  \_\_\_\_\_

Authorized Signature

5 PRINTED NAME: \_\_\_\_\_

PRINTED NAME: Patricia McCaughey

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

TITLE: Administrator

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

DATE: May 11, 2022

8 Fountain Valley SD-Financial-BusinessPlus-Amendment #1(51655)23  
9 ZIP5

2 AMENDMENT #4  
3 FOUNTAIN VALLEY SCHOOL DISTRICT  
4 HUMAN RESOURCES APPLICATION  
5 SOFTWARE SUPPORT SERVICE AGREEMENT

6 The AGREEMENT entered into July 1, 2022, by and between the Orange  
7 County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa,  
8 California 92628, hereinafter referred to as SUPERINTENDENT, and  
9 Fountain Valley School District, 10055 Slater Avenue, Fountain Valley,  
10 California 92708, hereinafter referred to as DISTRICT, is hereby  
11 further amended as follows:

12 1.0 Section 5.0 PAYMENT shall be amended to read: DISTRICT agrees to  
13 pay SUPERINTENDENT the sum of Thirty-eight thousand five hundred  
14 dollars (\$38,500.00) for SUPERINTENDENT'S Human Resources Application  
15 annual software support service fees for fiscal year 2022-2023. Annual  
16 software support service fees due for each fiscal year shall be paid  
17 by DISTRICT on or before August 1st of that fiscal year upon receipt  
18 of an itemized invoice from SUPERINTENDENT. Annual Human Resources  
19 Application software support service fees will be evaluated annually  
20 for possible upward or downward adjustments. SUPERINTENDENT will  
21 provide DISTRICT written notice of the annual Human Resources  
22 Application software support service fees due for the renewal period  
23 ninety (90) days prior to the end of each renewal period. Renewal fees  
24 shall be based on the actual costs incurred by SUPERINTENDENT to support  
25 the Human Resources Application software.


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

IN WITNESS WHEREOF, the Parties hereto set their hands.

DISTRICT: FOUNTAIN VALLEY SCHOOL DISTRICT

ORANGE COUNTY SUPERINTENDENT OF SCHOOLS

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

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

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

PRINT NAME: Patricia McCaughey

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

TITLE: Administrator

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

DATE: May 12, 2022

Fountain Valley SD-Human Resources Application-Amendment #4(46315)23  
ZIP5

FOUNTAIN VALLEY SCHOOL DISTRICT  
ELECTRONIC DOCUMENT MANAGEMENT SYSTEM  
(IMAGING, SCANNING AND WORKFLOW)  
SOFTWARE SUPPORT SERVICE AGREEMENT

This AGREEMENT is hereby made and entered into this 1st day of July, 2022, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92628, hereinafter referred to as SUPERINTENDENT, and the Fountain Valley School District, 10055 Slater Avenue, Fountain Valley, California 92708, hereinafter referred to as DISTRICT. SUPERINTENDENT and DISTRICT shall be collectively referred to as the Parties.

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

1.0 BASIS OF AGREEMENT

The SUPERINTENDENT will provide professional services for the operation of a web based imaging/scanning/workflow system. SUPERINTENDENT'S staff will configure an imaging/scanning/workflow system to meet the DISTRICT'S requirements for workflow, document archival and retrieval. The imaging/scanning/workflow system and all images/data will be maintained on servers and storage at SUPERINTENDENT'S office. SUPERINTENDENT'S imaging/scanning/workflow system service will include on-going training services for present and future employees, future software enhancements and support services. DISTRICT'S staff is responsible for scanning all images on a local scanner.

2.0 USE

SUPERINTENDENT grants DISTRICT a non-exclusive, non-assignable limited license to the imaging/scanning/workflow system software solely for use by DISTRICT internally, and only for workflow, capturing, storing,



1 processing and accessing DISTRICT'S own data. DISTRICT will have the  
2 right to use the imaging/scanning/workflow system as long as the  
3 imaging/scanning/workflow system is maintained and supported by the  
4 SUPERINTENDENT.

### 5 3.0 NETWORK INFRASTRUCTURE

6 The network standard protocol is TCP/IP. Each DISTRICT site that uses  
7 the imaging/scanning/workflow system must have a Local Area Network  
8 (LAN) connected via the DISTRICT office. DISTRICT will, at DISTRICT'S  
9 sole expense connect to SUPERINTENDENT'S County-wide computer network  
10 via high speed data circuit and data communication devices for the  
11 services set forth in this AGREEMENT. DISTRICT costs associated with  
12 connectivity will be invoiced separately according to the terms of the  
13 DISTRICT'S Network Support Service Agreement with SUPERINTENDENT.  
14 DISTRICT will access imaging/scanning/workflow system software from  
15 DISTRICT desktop computers through the DISTRICT'S LAN and from similar  
16 desktop computers located at each of the DISTRICT'S school sites.

### 17 4.0 ANNUAL SOFTWARE SUPPORT SERVICES

18 A. SUPERINTENDENT agrees to provide DISTRICT access to the  
19 imaging/scanning/workflow applications via a leased high speed data  
20 circuit to the SUPERINTENDENT'S servers located at 200 Kalmus Drive,  
21 Costa Mesa.

22 B. The DISTRICT shall be entitled to ongoing software support  
23 and assistance during normal business hours, provided however, that the  
24 availability or performance of this software support service shall not  
25 be construed as altering or affecting SUPERINTENDENT'S obligations as  
set forth in this AGREEMENT. SUPERINTENDENT'S technical support via  
telephone shall be provided to DISTRICT without charge Monday through

1 Friday from 8:00 a.m. - 5:00 p.m., excluding SUPERINTENDENT'S holidays.

2 C. SUPERINTENDENT may, upon mutual agreement of the parties,  
3 provide other services which may include but not be limited to:  
4 Application Integration, and other software assistance. The DISTRICT  
5 shall pay SUPERINTENDENT for such additional services at a rate of One  
6 hundred twenty-five dollars (\$125.00) per hour.

7 5.0 TERM

8 The term of this AGREEMENT shall commence beginning July 1, 2022 and  
9 ending June 30, 2023, subject to termination as set forth in this  
10 AGREEMENT.

11 6.0 PAYMENT

12 A. Implementation. DISTRICT agrees to pay SUPERINTENDENT for  
13 implementation of the imaging/scanning/workflow System the sum of One  
14 hundred twenty-five dollars (\$125.00) per hour. Payment shall be made  
15 upon execution of this AGREEMENT and receipt of an itemized invoice  
16 from SUPERINTENDENT. Any additional implementation services requested  
17 by DISTRICT will be billed to DISTRICT at the rate of One hundred twenty-  
18 five dollars (\$125.00) per hour. Changes, updates and additional  
19 customization to imaging/scanning/workflow will be billed to DISTRICT  
20 at the rate of One hundred twenty-five dollars (\$125.00) per hour.

21 B. Annual Support Service Fees. DISTRICT agrees to pay  
22 SUPERINTENDENT annual support fees for the imaging/scanning/workflow  
23 system the base amount of Four thousand dollars (\$4,000.00) per year  
24 based on DISTRICT'S ADA. This amount includes imaging/scanning/workflow  
25 licensing and software maintenance purchased by SUPERINTENDENT for  
DISTRICT, and includes unlimited images per year, support for scanners  
and workflow. Payment shall be made upon execution of this AGREEMENT

1 and receipt of an invoice from SUPERINTENDENT. There is no additional  
2 annual support fee to use the imaging/scanning/workflow system.  
3 SUPERINTENDENT shall evaluate support fees annually, for possible upward  
4 or downward adjustments, based on SUPERINTENDENT'S actual costs to  
5 support the hardware and software. SUPERINTENDENT will provide DISTRICT  
6 written notice of the annual support service fees due for the renewal  
7 period ninety (90) days prior to the end of each renewal period.

#### 8 7.0 HARDWARE EQUIPMENT REQUIREMENTS

9 Local hardware for the imaging/scanning/workflow system services, such  
10 as desktop computers, monitors and scanners are the responsibility of  
11 the DISTRICT. Each DISTRICT site that uses SUPERINTENDENT'S  
12 imaging/scanning/workflow system must have a scanner connected to a  
13 Local Area Network connected via the DISTRICT office.

#### 14 8.0 TRAINING

15 SUPERINTENDENT will provide on-going training services for present and  
16 future employees as determined by SUPERINTENDENT and DISTRICT to assist  
17 DISTRICT personnel in the use and operation of the software to enable  
18 DISTRICT to make optimum use of the imaging/scanning/workflow system.  
19 Training will be provided at DISTRICT'S office between the hours of  
20 8:00 a.m. and 5:00 p.m. Monday through Friday, excluding  
21 SUPERINTENDENT'S holidays.

#### 22 9.0 FUTURE MODULES/OPTIONS

23 SUPERINTENDENT may offer additional imaging/scanning/workflow system  
24 modules and optional services in the future. Each new capacity may  
25 have an additional charge. Proposals will be provided upon DISTRICT  
request and availability.



1           10.0     INDEPENDENT CONTRACTOR

2     SUPERINTENDENT is and at all times shall be an independent contractor  
3     and shall be wholly responsible for the manner in which the services  
4     required by the terms of this AGREEMENT are performed. Nothing herein  
5     contained shall be construed as creating the relationship of employer  
6     and employee, or principal and agent, between SUPERINTENDENT and  
7     DISTRICT. SUPERINTENDENT assumes the responsibility for the acts of  
8     its employees or agents as they relate to the services to be provided.  
9     SUPERINTENDENT, its officers, agents, and employees, shall not be  
10    entitled to any rights, and/or privileges of DISTRICT'S employees and  
11    shall not be considered in any manner to be DISTRICT'S employees.

12    11.0     HOLD HARMLESS

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

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



1 AGREEMENT.

2 12.0 NON-DISCRIMINATION

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

7 13.0 APPLICABLE LAW

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

13 14.0 ASSIGNMENT

14 DISTRICT or SUPERINTENDENT shall not subcontract or assign the  
15 performance of any of the services in this AGREEMENT without prior  
16 written approval of the other party.

17 15.0 TOBACCO USE POLICY

18 In the interest of public health, the SUPERINTENDENT provides a tobacco-  
19 free environment. Smoking or the use of any tobacco products are  
20 prohibited in buildings and vehicles, and on any property owned, leased  
21 or contracted for by the SUPERINTENDENT pursuant to SUPERINTENDENT  
22 Policy 400-7. Failure to abide with conditions of this policy could  
23 result in the termination of this AGREEMENT.

24 16.0 TERMINATION

25 SUPERINTENDENT or DISTRICT may terminate this AGREEMENT with or without  
cause, upon the giving of thirty (30) days prior written notice to the

1 other party. Upon termination of this AGREEMENT by either party,  
2 SUPERINTENDENT agrees to provide all of DISTRICT's stored images and  
3 indexes to DISTRICT in a readable electronic format i.e., .tif within  
4 three (3) month of termination of this AGREEMENT.

5 17.0 NOTICES

6 All notices or demands to be given under this AGREEMENT by either party  
7 to the other shall be in writing and given by: i) Personal service, or  
8 ii) U.S. Mail, mailed either by registered or certified mail, return  
9 receipt requested, with postage prepaid. Service shall be considered  
10 given when received if personally served or, if mailed, on the third  
11 (3rd) day after deposit in any U.S. Post Office. The address to which  
12 notices or demands may be given by either party may be changed by written  
13 notice given in accordance with the notice provisions of this section.  
14 As of the date of this AGREEMENT the addresses of the parties are as  
15 follows:

16 DISTRICT: Fountain Valley School District  
17 10055 Slater Avenue  
18 Fountain Valley, California 92708  
19 Attn: \_\_\_\_\_

20 SUPERINTENDENT: Orange County Superintendent of Schools  
21 200 Kalmus Drive  
22 Costa Mesa, California 92628  
23 Attn: Patricia McCaughey

24 18.0 SEVERABILITY

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

19.0 GOVERNING LAW

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

4 20.0 ENTIRE AGREEMENT/AMENDMENT

5 This AGREEMENT and any exhibits attached hereto constitute the entire  
6 agreement between SUPERINTENDENT and DISTRICT regarding the services  
7 and any agreement made shall be ineffective to modify this AGREEMENT in  
8 whole or in part unless such agreement is embodied in an Amendment to  
9 this AGREEMENT which has been signed by both Parties. This AGREEMENT  
10 supersedes all prior negotiations, understandings, representations and  
11 agreements.

12 IN WITNESS WHEREOF, the Parties hereto have caused this  
13 AGREEMENT to be executed.

14 DISTRICT: FOUNTAIN VALLEY SCHOOL  
15 DISTRICT

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

17 PRINTED NAME: \_\_\_\_\_

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

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

ORANGE COUNTY SUPERINTENDENT  
OF SCHOOLS

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

21 PRINTED NAME: Patricia McCaughey

22 TITLE: Administrator

23 DATE: May 18, 2022

24 Fountain Valley SD-Document Management System(10001334)22-23  
25 Zip5



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: **Agreement with Revenue Enhancement Group, Inc. for Assessment Refund Services**  
DATE: June 15, 2022

---

**Background:**

The District has worked with the Revenue Enhancement Group since 2012 to obtain refunds on direct assessment charges for municipal services, allowing the District to lower operating costs. Revenue Enhancement Group reviews and validates direct assessment charges on the District's property tax bill in areas such as sewer, street lighting, sanitation and mosquito abatement and acts on the District's behalf, as necessary, to recover overpayments.

The term of this agreement is from July 1, 2022 to June 30, 2023. This is a contingency fee agreement where the District will pay Revenue Enhancement Group 30% of any savings, refunds or credits recovered.

**Recommendation:**

It is recommended that the Board of Trustees approves Agreement 10080HA with Revenue Enhancement Group, Inc., for the period outlined above and authorizes the Superintendent or designee to sign all documents.

**Revenue Enhancement Group  
AGREEMENT FOR ASSESSMENT REFUND SERVICES**

**Client: Fountain Valley School District**

**Agreement #: 10080HA**

**1. AUTHORIZATION**

**A. Examination of Records.** Fountain Valley School District ("Client") hereby authorizes Revenue Enhancement Group, Inc. ("REG") to examine the direct assessment charges (also known as special assessments, benefit assessments, or non ad valorem charges, hereinafter "charges") appearing on the property tax bills for any and all parcels within California.

**B. Obtaining Savings, Refunds and Credits.** Client hereby authorizes REG to obtain savings, refunds, and credits for any of the above charges on any and all of Client's parcels in California as far back as the statute allows. These services described generally as "assessment refund services".

- "Savings" means an adjustment or correction resulting in a reduced charge.
- "Refunds" means a payment from a taxing entity to Client, resulting from an overpayment of a charge.
- "Credits" means an offset granted by a taxing entity against any other past, current or future charge, in lieu of a direct refund.

**2. CONTINGENCY FEES**

**A. Calculation.** This is a contingency fee agreement. Client agrees to pay REG a contingency fee equal to thirty percent (30%) of any savings, refunds, or credits, subject to the time limitations below. All savings, refunds or credits shall be determined on a per-parcel basis. If REG does not obtain any savings, refunds, or credits, then Client shall not pay for services rendered by REG.

**B. Payment.** Client agrees to pay said contingency fee: 1) within 30 days of receipt of a refund payment, and/or 2) within 30 days of notice of a credit, and/or 3) within 30 days of receipt of a tax bill reflecting a savings. After 30 days, Client shall be in default, and the late payment shall be assessed a penalty of ten percent (10%) per annum.

**3. TERM OF AGREEMENT**

The term of the agreement is twelve months from the date this agreement is signed and dated by Client.

**4. SHARED INFORMATION**

**A. Non-compete Clause.** Client agrees not to compete with REG, with respect to its own parcels or any other properties, during the period described in Paragraph 3. Client agrees that REG shall be the exclusive provider of assessment refund services during this period, and any refunds, credits and savings obtained by or for Client shall be subject to this agreement.

**B. Necessary Documentation.** Client agrees to provide REG with any and all necessary letters of authorization, and any and all supporting documentation which it can reasonably produce to enable REG to obtain savings, refunds or credits on behalf of Client, within a reasonable time as required to submit claims within the applicable statutory periods. In the event that Client fails or refuses to provide said letters and documentation, Client agrees to pay REG damages in an amount equal to the contingency fee otherwise due if REG had obtained savings, refunds or credits on behalf of Client.

**5. MISCELLANEOUS PROVISIONS**

**A. No Guarantees.** REG makes no guarantees regarding the likelihood of obtaining a savings, refund or credit. REG does not guarantee that it can identify all potential savings, refund, or credit opportunities. REG is not a law firm, and does not represent Client in a legal capacity.

**B. Legal Fees and Applicable Law.** In the event that either party must seek legal counsel to enforce any provision contained herein, the non-prevailing party shall reimburse the prevailing party for all reasonable attorney fees, costs, and any and all miscellaneous expenses incurred in connection therewith. The laws of the State of California shall govern the construction and interpretation of this entire agreement.

**C. Severability.** If any provision of this agreement, or the application of any such provision to any person or circumstances, shall be held invalid, the remainder of this agreement to the extent it can be given effect, or the application of those provisions to persons or circumstances other than those as to which it is held invalid, shall not be affected thereby, and to this end the provisions of this agreement are severable.

**D. Hold Harmless Agreement.** Client agrees to indemnify, release and hold harmless REG from any claims arising from any inaccurate information or documentation that Client provides to REG.

In witness hereof, Client and REG have executed this agreement on the dates listed below.

Revenue Enhancement Group, Inc.

Fountain Valley School District

/s/ Robert Lockhart

/s/ \_\_\_\_\_

Robert Lockhart  
Chief Executive Officer

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

Title: \_\_\_\_\_

Date: 6/15/2022

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:** **Student Accident Insurance – 2022-23**  
**DATE:** June 14, 2022

---

**Background:**

School districts do not provide medical/dental insurance coverage for students who are accidentally injured at school. Districts may, however, approve the selection of an insurance company to distribute information to parents regarding a student accident insurance plan for parent election, on a voluntary basis, and at parent cost. While rates are somewhat similar between companies, CHUBB ACE American Insurance Company, administered by Meyers-Stevens & Toohey & Company, Inc., offers a low-cost plan which provides the most extensive coverage.

Insurance coverage is required for all sports and extracurricular activities such as cheerleading and band. The coverage provided by the above policy meets this requirement.

**Fiscal Impact:**

There is no cost to the District, as coverage and fees are voluntarily elected and paid for by parents.

**Recommendation:**

It is recommended that the Board of Trustees approves the selection of CHUBB ACE American Insurance Company, administered by Myers-Stevens & Toohey & Company, Inc., to distribute information regarding student accident insurance to parents in the 2022-23 school year.





Fountain Valley School District  
**BUSINESS SERVICES**

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

**TO:** Board of Trustees  
**FROM:** Christine Fullerton, Assistant Superintendent, Business Services  
Joe Hastie, Director, Maintenance & Operations  
**SUBJECT: PERMISSION TO UTILIZE CMAS #1-22-23-20D TO PURCHASE  
VEHICLES AND LARGE EQUIPMENT**  
**DATE:** June 14, 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 February 2022 new vehicle contracts were issued by the State and Board approval is required to utilize the new contracts and take advantage of the substantial cost savings when making future vehicle purchases.

**Fiscal Impact:**

There are no ongoing costs to utilize CMAS. Cost of vehicles as purchased are paid directly to the approved vendor at the time of purchase.

**Recommendation:**

It is recommended that the Board of Trustees approves the District use of the 2022 CMAS contract #1-22-23-20D, and any extensions, to purchase vehicles and large equipment to meet the needs of the District.



Department of General Services  
Procurement Division  
707 Third Street, 2<sup>nd</sup> Floor  
West Sacramento, CA 95605-2811

State of California  
**STATEWIDE CONTRACT**  
**Fleet Vehicles – TRUCKS**  
**MANDATORY**

CONTRACT NUMBER: 1-12-23-20 A through K

DESCRIPTION: Fleet Vehicles – Trucks

CONTRACTOR(S): Lithia Nissan (1-22-23-20A)

Ocean Honda (1-22-23-20B)

Freeway Toyota (1-22-23-20C)

**Winner Chevrolet (1-22-23-20D)**

Elk Grove Auto (1-22-23-20E)

Downtown Ford (1-22-23-20F)

Watsonville Fleet Group (1-22-23-20G)

CA Car Group (1-22-23-20H)

Riverview International (1-22-23-20I)

Sacramento Truck Center

(1-22-23-20J)

Bonander Truck & Trailer (1-22-23-20K)

STATE CONTRACT ADMINISTRATOR: Eugene Shemereko

279/946-8028

[Eugene.Shemereko@dgs.ca.gov](mailto:Eugene.Shemereko@dgs.ca.gov)

The contract User Instructions, products, and pricing are posted on the DGS Website.

DGS Website link: <https://www.dgs.ca.gov/PD/Resources/Page-Content/Procurement-Division-Resources-List-Folder/Statewide-Contract-Fleet-Vehicles>





Fountain Valley School District  
**BUSINESS SERVICES**

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

**TO:** Board of Trustees  
**FROM:** Christine Fullerton, Assistant Superintendent, Business Services  
Joe Hastie, Director, Maintenance & Operations  
**SUBJECT: PERMISSION TO UTILIZE CMAS No. 4-22-03-1024 FOR THE  
PURCHASING OF PLAYGROUND EQUIPMENT**  
**DATE:** June 14, 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). Beginning in the summer of 2022 the District will be replacing and/or adding play equipment at all Elementary Sites. In January 2022 CMAS NO. 4-22-03-1024 was issued to Dave Bang Associates, Inc. for PLAYWORLD PRODUCTS by the State and Board approval is required to utilize the new contracts and take advantage of the substantial cost savings.

**Fiscal Impact:**

No ongoing costs to utilize CMAS. Cost of materials as purchased are paid directly to the approved vendor at the time of purchase.

**Recommendation:**

It is recommended that the Board of Trustees approves the District use of the 2022 CMAS Contract No. 4-22-03-1024 and any extensions to purchase play equipment from Dave Bang Associates, Inc. to meet the needs of the District.

## State of California

# MULTIPLE AWARD SCHEDULE

## Dave Bang Associates Incorporated of California

CMAS NUMBER:	<b>4-22-03-1024</b>
CMAS TERM DATES:	03/09/2022 through 11/16/2022
CMAS CATEGORY:	Non Information Technology Commodities
APPLICABLE TERMS & CONDITIONS:	<a href="#">January 20, 2022</a>
MAXIMUM ORDER LIMIT:	State Agencies: <b>See Purchasing Authority Dollar Threshold provision</b> Local Government Agencies: <b>Unlimited</b>
FOR USE BY:	State & Local Government Agencies
BASE 1GPA CONTRACT #:	<a href="#">18-04P-02</a>
BASE CONTRACT HOLDER:	Dave Bang Associates Incorporated of California

This California Multiple Award Schedule (CMAS) provides for the purchase, warranty, installation, maintenance, and repair of playground solutions.

NOTICE: Products and/or services on this CMAS may be available on a Mandatory Statewide Contracts. If this is the case, the use of this CMAS is restricted unless the State agency has an approved exemption as explained in the Statewide Contract User Instructions. Information regarding Statewide Contracts can be obtained at the: [Statewide Contract Index Listing](#) ([www.dgs.ca.gov/PD/About/Page-Content/PD-Branch-Intro-Accordion-List/Acquisitions/Statewide-Contracts](http://www.dgs.ca.gov/PD/About/Page-Content/PD-Branch-Intro-Accordion-List/Acquisitions/Statewide-Contracts)). This requirement is not applicable to local government agencies.

Service specific letters of authorization from the manufacturer are required if the CMAS vendor is providing installation, maintenance, and repair services.

The services provided under this CMAS are only available in support of the products covered by this CMAS.

*Original Signature on File*

Effective Date: **03/09/2022**

**John Dickinson, Program Analyst, California Multiple Award Schedules Unit**



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  
Jerry Gargus, Ed.D., Assistant Superintendent, Educational Services  
SUBJECT: **APPROVAL OF THE DISTRICT'S UNIVERSAL PREKINDERGARTEN PLAN**  
DATE: June 17, 2022

---

**Background:**

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not. The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universal transitional kindergarten (TK). As a condition of receiving grant funds, state law requires each LEA to create a plan articulating, how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten.

**Fiscal Impact:**

The District will receive \$182,176 from the Universal Prekindergarten Planning and Implementation Grant.

**Recommendation:**

It is recommended that the Board of Trustees approves the District's Universal Prekindergarten Plan.



**Fountain Valley  
School District**

**Universal Prekindergarten Plan  
June 23, 2022**

## **The California Universal Prekindergarten Planning and Implementation Grant Program – Overview**

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other local and community-based partnerships. It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California Education Code (EC) Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating, how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of EC Section 8281.5.

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
  - a. Vision and Coherence
  - b. Community Engagement and Partnerships
  - c. Workforce Recruitment and Professional Learning
  - d. Curriculum, Instruction, and Assessment
  - e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
  - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
  - b. Funding sources that can be utilized for facilities;
  - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

## Key Considerations

### Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (EC 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

**Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year**

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion,	Turn five between September 2 and February 2; at district discretion,	Turn five between September 2 and April 2; at district discretion, turn	Turn five between September 2 and June 2; at district discretion, turn	Turn four by September 1

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
	turn five between December 3 and the end of the school year	turn five between February 3 and the end of the school year	five between April 3 and the end of the school year	five between June 3 and the end of the school year	
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

## UPK Planning Template Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Fountain Valley School District	Jerry Gargus, Ed.D. Assistant Superintendent, Educational Services	gargusj@fvsd.us	714-843-3268

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]

No

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?

-- Not Applicable --



## Projected Enrollment and Needs Assessment

**Table: Projected Student Enrollment**

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) <sup>4</sup>	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	90	89	157	219	278	369
CSPP (if applicable)	75	13	20	20	20	20

**Table: Facilities Estimates (Cumulative)**

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	4	4	7	9	12	16
CSPP Classrooms	2	2	2	2	2	2
Head Start or Other Early Learning and Care Classrooms	0	0	0	0	0	0

**Table: Staffing Estimates (Cumulative)**

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	4	4	7	9	12	16
TK Teacher's Assistants	4	4	7	9	12	16

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP (if applicable)	8	7	6	6	6	6
Other CSPP Classroom Staff (if applicable)	1	1	1	1	1	1
Early Education District-level staffing (if applicable)	2	2	2	2	2	2

As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

**Table: Projected Number of TK Students Utilizing Extended Learning and Care**

2019–20	Current	2022–23	2023–24	2024–25	2025–26
0	0	20	20	20	20

**Table: Projected Number of Slots Available for TK Students**

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP	20	20	20	20	20	20
Head Start	NA	NA	NA	NA	NA	NA
ASES Program/ELO-P	20	20	20	20	20	20

## Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programing and before school and after-school, intersession, and summer learning and care.

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]

TK offered at some sites

TK stand-alone classes

TK and kindergarten combination classes

CSPP stand-alone classes

2. Does the LEA plan to implement full-day TK, part-day TK, or both? [select one]

Full Day TK

3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.

For the 2022-23 school year, full-day transitional kindergarten will be offered at six of the seven district elementary schools including Cox Elementary, Gisler Elementary, Newland Elementary, Oka Elementary, Plavan Elementary and Tamura Elementary. The majority of TK classes will be stand-alone; however, if needed, the District will create combination TK-Kinder classrooms. In order to serve our non-TK eligible 4-year-olds, the District will create stand-alone, locally-funded preschool and CSPP classes at various sites.

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]

No - the LEA has no plans to begin or expand a CSPP contract in future years

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]

Four-year-old children who will not be enrolled in TK in the current school year

Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day)

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?

a. 2022–23 (Birthdays February 3 or after) [select one]

Maybe

b. 2023–24 (Birthdays April 3 or after) [select one]

Maybe

c. 2024–25 (Birthdays June 3 or after) [select one]

Maybe

## Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]

LCAP educational partners input sessions

Family or parent surveys

District English Learner Advisory Committee (DELAC)

Special Education Local Plan Area (SELPA)

School Site Council

District Advisory Committee

Other [describe, open response]

FVSD shared information about UPK in meetings with the CSPP Parent Committee

2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]

Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)

CSPP (on an LEA site)

## Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services

Provide advising on credential requirements and options for how to meet these requirements

Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential

Other [describe, open response]

The LEA currently has enough multiple subject teaching credential holders to meet the need for TK educators in the 2022-23 school year.

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)? [select all that apply]

Provide information on scholarship and grant opportunities

Provide advising on requirements and how to meet the requirements

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

Provide information on scholarship and grant opportunities

Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

Desired Results Developmental Profile (DRDP)

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

Children's literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)

Children's developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Curriculum selection and implementation

Administration and use of child assessments to inform instruction

Support for multilingual learners, including home language development and strategies for a bilingual classroom

Serving children with disabilities in inclusive settings, including Universal Design for Learning

## Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the California Preschool Learning Foundations (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the California Preschool Curriculum Frameworks (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]

English-only instruction with home-language support

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]

English-only instruction with home-language support

3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]

Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)

Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings

Use developmental observations to identify children's emerging skills and support their development through daily interactions

Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction

Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills

Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning



4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]

Provide adaptations to instructional materials

Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models

Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others

Provide additional staff to support participation in instruction

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

LEA-based grade level benchmarks and a report card

## Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

### For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?

FVSD does not anticipate any displacement of early education programs on LEA campuses due to the expansion of UPK programs.

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]

No

- i. If no, how many more classrooms does the LEA need? [identify number, open response]

District anticipates needing 4-6 additional classrooms at selected sites in future years.

- ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

The District currently has adequate space for the 2022-23 school year.

3. Does the space meet the kindergarten standards described in California Code of Regulations, Title 5, Section 14030(h)(2)? [multiple choice]

No

- i. If no, what modifications need to be made? What resources are needed to make them? ( See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]

The District will add classrooms that meet the Title 5 standards at sites as needed.

4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]

Yes

- i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]

No

i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

Facilities staff will review the plan and update the document as needed.

6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]

Apparatus area

7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]

No transportation will be provided

8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?

Not at this time.

## Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA’s own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (EC Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California’s public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.
- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.

- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.