Fountain Valley School District

BOARD OF TRUSTEES
REGULAR MEETING

A G E N D A

Board Room   **January 14, 2016**
10055 Slater Avenue
Fountain Valley, CA

- CALL TO ORDER: 6:00PM
- ROLL CALL
- APPROVAL OF AGENDA   M ___
                                                                                                            2nd ___
                                                                                                            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.

    - Public Employee Performance Evaluation: *Government Code Section 54957 &
        54957.1*
        The board will meet in closed session to discuss the annual performance
        evaluation of the superintendent.

- OPEN SESSION: 7:00PM

*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.*

- PLEDGE OF ALLEGIANCE will be led by Boy Scout Troop 567.

SPECIAL PRESENTATIONS

1. **RECOGNITION OF STUDENTS FROM OKA SCHOOL**

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

2. **RECOGNITION OF STUDENTS FROM TAMURA SCHOOL**

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

3. **RECOGNITION OF PARENT VOLUNTEERS FROM OKA SCHOOL**

   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 Oka School, the Board shall recognize and thank Saleem Aaron and Heidie Burgess.

4. **RECOGNITION OF PARENT VOLUNTEERS FROM TAMURA SCHOOL**

   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 Tamura School, the Board shall recognize and thank Laurie Zebarth and Christie Araiza.

- RECESS

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. Speakers are requested to limit their presentation to four minutes unless the time is waived by a majority of the Board Members present. If a member of the audience requests a response to their comments, the Board of Trustees may ask the Superintendent/Staff to respond to them personally or in writing after the meeting, or direct that additional information be provided to the Board on a future agenda.

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

LEGISLATIVE SESSION

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

M ___
2nd ___
V ___

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

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

Routine Items of Business
5-A.   Board Meeting Minutes from December 10th Annual Organizational meeting
5-B.   Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
5-C.   Donations
5-D.   Warrants
5-E.   Purchase Order Listing
5-F.   Budget Adjustments

Consent Items
5-G.   **WILLIAMS QUARTERLY REPORT FOR SECOND QUARTER 2015-16**

<u>Superintendent's Comments:</u>   It is recommended that the Board of Trustees receives and approves the Williams Quarterly Report for the second quarter of the 2015-16 year and approve its submittal to the Orange County Department of Education.

5-H.   **SCHOOL ACCOUNTABILITY REPORT CARDS (SARCS)**

<u>Superintendent's Comments:</u> It is recommended that the Board of Trustees approves the School Accountability Report Cards for all ten schools in the Fountain Valley School District.

5-I.   **APPROVAL OF THE CONTRACT WITH LPA, INC. TO COMPLETE FOUNTAIN VALLEY SCHOOL DISTRICT FACILITIES MASTER PLAN**

<u>Superintendent's Comments:</u> It is recommended that the Board of Trustees approves the contract with LPA, Inc., to complete the Fountain Valley School District's Facilities Master Plan.

5-J.   RESOLUTION 2016-09: AUTHORIZATION OF SIGNATURES ON REPLACEMENT WARRANTS

Superintendent's Comments: It is recommended that the Board of Trustees adopts Resolution 2016-09: Authorization of Signatures on Replacement Warrants.

5-K.   RESOLUTION 2016-10: AUTHORIZATION OF SIGNATURES

Superintendent's Comments: It is recommended that the Board of Trustees adopts Resolution 2016-10: Authorization of Signatures.

5-L.   RESOLUTION 2016-11: AUTHORIZATION OF APPROVAL OF VENDOR CLAIMS/ORDERS

Superintendent's Comments: It is recommended that the Board of Trustees adopts Resolution 2016-11: Authorization of Approval of Vendor Claims/Orders.

5-M.   AUTHORIZATION OF SIGNATURES – FACSIMILE SIGNATURES (BANK OF AMERICA)

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

5-N.   INCREASED CSPP CONTRACT AMOUNT

Superintendent's Comments: It is recommended that the Board of Trustees adopts Resolution 2016-12 and approves the amended State Preschool Program Contract for the school year 2015-16.

SUPERINTENDENT'S COMMENTS/NEW ITEMS OF BUSINESS

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

- CLOSED SESSION
- APPROVAL TO ADJOURN

**The next regular meeting of the Fountain Valley School District
Board of Trustees is on Thursday, February 11, 2016 at 7:00pm**

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

Regular Board meeting proceedings are tape recorded.

AG011416

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: 10055 Slater Avenue, Fountain Valley, CA 92708 or call (714) 843-3255 or FAX (714) 841-0356.*

Fountain Valley School District
Curriculum/Instruction

M E M O R A N D U M

TO: Board of Trustees
FROM: Steve McLaughlin, Ed.D., Assistant Superintendent, Instruction
SUBJECT: STUDENT RECOGNITION PROGRAM: OKA
DATE: January 7, 2016

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

- extraordinary effort
- achievement
- improvement

At the Board Meeting on January 14, 2016, the following six students from **Oka School** will be recognized:

Oka School

Kindergarten	Ryan Cortez
First Grade	Leah Delio
Second Grade	Kalea Black
Third Grade	Daniela Sevilla
Fourth Grade	Molly Ehrlich
Fifth Grade	Enzo Vivanco

Fountain Valley School District
Curriculum/Instruction

M E M O R A N D U M

TO: Board of Trustees
FROM: Steve McLaughlin, Ed.D., Assistant Superintendent, Instruction
SUBJECT: STUDENT RECOGNITION PROGRAM: TAMURA
DATE: January 7, 2016

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

- extraordinary effort
- achievement
- improvement

At the Board Meeting on January 14, 2016, the following six students from **Tamura School** will be recognized:

Tamura School

Kindergarten	Cali Marstella
First Grade	Ava Daley
Second Grade	Dane Zisko
Third Grade	Landon Cao
Fourth Grade	Will Cao
Fifth Grade	Scott Peshke

SO 15-16/B16-31
Fountain Valley School District
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees
FROM: Mark Johnson, Ed.D., Superintendent
SUBJECT: RECOGNITION OF PARENT VOLUNTEERS: OKA SCHOOL
DATE: January 7, 2016

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

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

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

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

<u>Oka School</u>

♥ Saleem Aaron
♥ Heidie Burgess

Reference: Board Policy 1150.2

SO 15-16/B16-32
Fountain Valley School District
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees
FROM: Mark Johnson, Ed.D., Superintendent
SUBJECT: RECOGNITION OF PARENT VOLUNTEERS: TAMURA SCHOOL
DATE: January 7, 2016

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

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

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

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

Tamura School

♥ **Laurie Zebarth**
♥ **Christie Araiza**

Reference: Board Policy 1150.2

REGULAR MEETING OF THE BOARD OF TRUSTEES

10055 Slater Avenue   **December 10, 2015**
Fountain Valley, CA 92708

<u>**MINUTES**</u>

President Collins called the regular meeting of the Board of   CALL TO ORDER
Trustees to order at 5:09pm.

The following board members were present: ROLL CALL

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

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

Second: Mr. Cunneen

Vote: 5-0

STUDY SESSION

Dr. Johnson opened the fourth study session of *The Advantage* by   BOOK STUDY: *THE*
Patrick Lencioni by reviewing the discussion from the third   *ADVANTAGE*
session and the characteristics of great organizations. He then
began the discussion by first looking at a video on the San
Antonio Spurs, defining their culture, organization and the focus
on team, not individuals. The discussion this evening was framed
by an examination of the culture and organization of the Spurs
and that of our own district. Dr. Johnson noted the things that
work within our district including: a clear vision for where our
organization is going; commitment to team/organization success
over individual success; high expectations/strong work ethic and
strong culture for how things are done here. He closed the
discussion by reviewing Lencioni's definition of alignment,
noting "alignment is about creating so much clarity that there is as
little room as possible for confusion, disorder, and infighting to
set in." During the next session, the Board will focus on those
things that define our culture and how things are done here.

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

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

- 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.

- Public Employee Performance Evaluation:
  Government Code 54957 & 54957.1
  The Board will meet in closed session to discuss the
  annual performance evaluation of the superintendent.

The public portion of the meeting resumed at 7:00pm.   PLEDGE OF
                                                                 ALLEGIANCE

Mrs. Fullerton led the Pledge of Allegiance.

SPECIAL PRESENTATION

The Board of Trustees recognized and thanked outgoing Board   RECOGNITION OF
President Ian Collins for his leadership this past year. The Board OUTGOING BOARD
of Trustees joined staff and the community in celebrating the   PRESIDENT IAN
successes of 2015 in the Fountain Valley School District under   COLLINS
his leadership.

The Board took a brief recess for photos and cookies. The public
portion of the meeting resumed at 7:25pm.

STAFF REPORTS AND PRESENTATIONS

Assistant Superintendent, Business, Christine Fullerton reviewed REVIEW OF
with the Board of Trustees the process completed for selection of ARCHITECTURAL

an architectural firm for completion of the District's Facilities Master Plan. She introduced members from architectural firm, LPA, Inc., Don Pender, Jim Kisel and Glenn Kubota and invited them to share more about their firm and process. They reviewed their facilities master plan expertise, their process and stakeholder engagement, inspirational project case studies, and next steps.

SELECTION PROCESS (WRITTEN AND ORAL)

Assistant Superintendent, Business, Christine Fullerton presented and reviewed with the Board of Trustees the First Interim Report for the Fountain Valley School District. She reviewed the District's mission statement, provided a State economy overview, reviewed changes since budget adoption, First Interim revenues and expenditures, multiyear projections, Fund 40 investment, and the budget calendar.

FIRST INTERIM REPORT PRESENTATION (WRITTEN AND ORAL)

BOARD REPORTS AND COMMUNICATIONS

Mr. Cunneen's activities since the last meeting included: individual meetings with Dr. Johnson, review of weekly reports, FV Rotary meeting where Dave Osborn received the Unsung Hero award, Mayor's Breakfast, visit to Tamura, Governance Team workshop, architectural firm interviews, The Famous Americans presentation by Mr. Kubota's class at Cox, FV Rotary Most Improved Student recognition, and meeting with District auditors.

Mrs. Schultz' activities since the last meeting included: a tour of Fulton, DO Thanksgiving luncheon, Governance Team workshop, CSBA Annual Conference, and the FVSF meeting.

Mrs. Galindo's activities since the last meeting included: SPC meeting, CSBA Annual Conference, and tours of Tamura and Talbert. She thanked outgoing President Ian Collins.

Mrs. Crandall commended the professional development this year and thanked everyone involved. Her activities since the last meeting included: FV Rotary meeting and presentation of the Unsung Hero Award to Dave Osborn, Mayor's Breakfast, Gisler's Special Person's Day, Governance Team workshop, CGI evening training, portions of both of Kathy Baumgartner's trainings, and the CSBA Annual Conference. She thanked outgoing President Ian Collins.

Mr. Collins noted Honorable Susan Henry's recent election as CSBA President. His activities since the last meeting included:

Gisler's Special Person's Day and a visit to Talbert. He commended John Wood for his work on the upcoming Polar Day.

PUBLIC COMMENTS

There were four requests to address the Board. Three teachers addressed the Board regarding teacher salaries. A member of the community addressed the Board regarding air conditioning.

PUBLIC COMMENTS

LEGISLATIVE SESSION

Motion:	Mr. Collins moved to approve Mrs. Galindo to the position of President for 2016.	ELECTION OF BOARD PRESIDENT FOR 2016
Second:	Mr. Cunneen	
Vote:	5-0	
Motion:	Mrs. Galindo moved to approve Mrs. Crandall to the position of President Pro Tem for 2016.	ELECTION OF PRESIDENT PRO TEM FOR 2016
Second:	Mr. Collins	
Vote:	5-0	
Motion:	Mrs. Crandall moved to approve Mrs. Schultz to the position of Board Clerk for 2016.	ELECTION OF BOARD CLERK FOR 2016
Second:	Mr. Collins	
Vote:	5-0	
Motion:	Mrs. Galindo moved to approve the selection of representatives to County committees and councils and District committees as discussed.	SELECTION OF REPRESENTATIVES TO COUNTY COMMITTEES AND COUNCILS AND DISTRICT COMMITTEES
Second:	Mr. Cunneen	
Vote:	5-0	
Motion:	Mrs. Crandall moved to approve the selection of Board meeting dates for 2016 as presented this evening.	SELECTION OF BOARD MEETING DATES FOR 2016
Second:	Mrs. Galindo	

Vote: 5-0

The Board did not have a name to submit for nomination to the   CSBA DELEGATE
CSBA Delegate Assembly and so, no action was taken.   ASSEMBLY
                                                                 NOMINATIONS
Mr. Collins requested the Item 11-O Approval of Purchase by   CONSENT
Fountain Valley School District of H/SS Materials from the   CALENDAR/
Teachers' Curriculum Institute (TCI) for FVSD's Middle School   ROUTINE ITEMS OF
History/Social Science Departments be pulled for separate vote. BUSINESS

Motion: Mrs. Schultz moved to approve the Consent
                   Calendar with the exception Item 11-O.

Second: Mrs. Galindo

Vote: 5-0

Motion: Mrs. Crandall moved to approve Item 11-O
                   Approval of Purchase by Fountain Valley School
                   District of H/SS Materials from the Teachers'
                   Curriculum Institute (TCI) for FVSD's Middle
                   School History/Social Science Departments.

Second: Mrs. Galindo

Mr. Collins commended the History Alive curriculum from TCI.

Vote: 5-0

The Consent Calendar included:
- Board Meeting Minutes from the November 12th regular
  meeting
- Board Meeting Minutes from November 19th special
  meeting
- Personnel Items (Employment Functions,
  Workshops/Conferences, and Consultants)
- Donations
- Warrants
- Purchase Order Listing
- Budget Adjustments
- Memorandum of Understanding between Fountain Valley
  School District and FVEA regarding Health and Welfare
  Benefits
- Approval to Increase the District's Health and Welfare
  Contribution for Management and Confidential Employees
- Approval of 2015-16 First Interim Report

- Review and Approval of Financial Audit 2014-15
- Approval of LPA, Inc. to Complete Fountain Valley School District's Facilities Master Plan
- Contract for Professional Development Services for Middle School E/LA Teachers with Carol Jago
- QRIS Grant Amendment 1
- Approval of Purchase by Fountain Valley School District of H/SS Materials from the Teachers' Curriculum Institute (TCI) for FVSD's Middle School History/Social Science Departments

SUPERINTENDENT'S COMMENTS/NEW ITEMS OF BUSINESS

Dr. Johnson   Welcomed newly appointed Director Fiscal Services, Isidro Guerra. He commended our teachers for their involvement in the recent professional development trainings with Kathy Baumgartner. He commended Mrs. Fullerton and Mr. Hastie for their dedication to the work on our facilities and noted that he is pleased at the bringing forward of LPA, Inc., this evening. He commended the Board for working at a relatively fast pace on this effort. He also commended Mrs. Fullerton, for her work not only with the Facilities Committee but also on the First Interim; especially while short a director, noting that she is doing great work. He congratulated Mrs. Galindo, Mrs. Crandall and Mr. Schultz, noting that he is looking forward to working with them on a great year ahead. He thanked Mr. Collins for his leadership this year. And he thanked Mrs. Morgan and Mr. Wood for their efforts and work on our upcoming Polar Day.

CLOSED SESSION

Mr. Collins announced that the Board would retire into a second Closed Session. Action was not anticipated. The following was addressed: CLOSED SESSION

- Personnel Matters: *Government Code 54957 and 54957.1* Appointment/Assignment/Promotion of employees; employee discipline/dismissal/release; evaluation of employee performance; complaints/charges against an

employee; other personnel matters.

- Pupil Personnel: *Education Code 35146*

- 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.

- Public Employee Performance Evaluation:
  Government Code 54957 & 54957.1
  The Board will meet in closed session to discuss the
  annual performance evaluation of the superintendent.

ADJOURNMENT

Motion: Mr. Cunneen moved to adjourn the meeting at
                   10:16pm.

Second: Mrs. Galindo

Vote: Unanimously approved

/rl

FOUNTAIN VALLEY SCHOOL DISTRICT
PERSONNEL ITEMS FOR APPROVAL
January 14, 2016

1.0 FUNCTIONS

1. 1 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CERTIFICATED LEAVES OF ABSENCE:

EMPLOYEE	LOCATION	ASSIGNMENT	REASON	EFFECTIVE
1.1.1 Keefer, Debra	Plavan	2nd Grade	Family Leave	11/30/2015
1.1.2 Rutter, Kelly	Plavan	5th Grade	Maternity	01/04/2016
1.1.3 Taylor Vienna	Newland	School Psychologist	Maternity	02/01/2016

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

EMPLOYEE	LOCATION	ASSIGNMENT	EFFECTIVE
1.2.1 Shubin, Elaine	District wide	School Nurse	11/19/2015

1.3 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING NEW CERTIFICATED EMPLOYEE ON TEMPORARY CONTRACT FOR THE 2015-2016 SCHOOL YEAR:

EMPLOYEE	LOCATION	ASSIGNMENT	FTE
1.2.1 Evans, Melanni	District Wide	School Nurse	1.0

FOUNTAIN VALLEY SCHOOL DISTRICT
PERSONNEL ITEMS FOR APPROVAL
January 14, 2016

2.0 EMPLOYMENT FUNCTIONS

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

	EMPLOYEE	**LOCATION**	**ASSIGNMENT**	**REASON**	**EFFECTIVE**
2.1.1	Cooper, Kim	Courreges	P/S Instructor	Medical	11/16/2015
2.1.2	Hawes, Jennifer	Transportation	Supervisor/Trans	Medical	12/03/2015
2.1.3	Slusher, Julie	Supp. Services	Bhvr Inter. Asst.	Medical	12/04/2015

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

	EMPLOYEE	**LOCATION**	**ASSIGNMENT**	**EFFECTIVE**
2.2.1	Guerra, Isidro	Business	Dir. Fiscal Services	12/21/2105
2.2.2	Carrico, Jason	Grounds	Groundskeeper	12/14/2015
2.2.3	Ulloa, Shaida	Courreges	Over-Enrollment Aide	12/14/2015
2.2.4	Huerta, Jonathan	Plavan	Custodian	01/04/2016
2.2.5	Wellcome, Lisa	Plavan	Preschool Instructor	01/04/2016
2.2.6	Melendez, Stefania	Cox	Preschool Instructor	01/04/2016
2.2.7	Armijo, Desiree	Newland	IA SH/PH	01/04/2016

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

	EMPLOYEE	**LOCATION**	**ASSIGNMENT**	**EFFECTIVE**
2.3.1	Gentry, Angela	Masuda	Food Service Worker	12/18/2015

2.4   ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE PROBATIONARY
      DISMISSAL OF CLASSIFIED EMPLOYEE #3722 AS CUSTODIAN AT PLAVAN EFFECTIVE 12/08/2015.

2.5   ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE NEW CLASS OF FOOD
      SERVICES FIELD OPERATIONS COORDINATOR AT RANGE 56.

3.0 WORKSHOP/CONFERENCE ATTENDANCE:

	NAME	**ATTENDING**	**LOCATION**	**COST**	**BUDGET**	**DATES**
3.1	Guerra, Isidro	CASBO	Pasadena, Ca	Actual & Necessary	012849380-5210	April 13-16, 2016

January 14, 2016

<div style="border:1px solid black; text-align:center">*INSTRUCTION*</div>

4.0   **APPROVAL OF ADDITIONAL DUTY REQUESTS**

	NAME	*ASSIGNMENT*	*SALARY*	*BUDGET*	*DATE*
4.1	CURTIS, Matt (Fulton)	Sports coach for boys volleyball	$250 stipend + benefits (per sport)	010292989-1115	2015-2016 school year
4.2	ROSE, Jennifer (Fulton)	Sports coach for girls volleyball	$250 stipend + benefits (per sport)	010232989-1115	2015-2016 school year

5.0   **CONFERENCE/WORKSHOP ATTENDANCE**

	NAME	*ATTENDING*	*LOCATION*	*COST*	*BUDGET*	*DATE*
5.1	LittleBits, Inc. STEAM PD 6-hour online, self-paced course	Evelyn Lee (Fulton)	Online	$430.92	012719275-5210	Spring, 2016

REASON FOR LATE SUBMITTAL: Order needed to be placed by 12/31/15 for discounted price and request received too late for prior Board approval.

6.0   **APPROVAL OF AMENDMENTS**
   6.1   Please amend Personnel Items, Instruction, dated October 15, 2015, Approval of Additional Duty Request(s), page 2, Item 4.17 as follows:

Change from:

NAME	*ASSIGNMENT*	*SALARY*	*BUDGET*	*DATE*
LEWIS, Kathy (Cox) (C & I)	BTSA Support Provider for two teachers (Crowe & Querry)	$2,400, less benefits	016019275-1115	2015-2016 school year

Change to:

NAME	*ASSIGNMENT*	*SALARY*	*BUDGET*	*DATE*
LEWIS, Kathy (Cox) (C & I)	BTSA Support Provider for one teacher (Querry)	$1,200, less benefits	(same)	12/1/15 – remainder of 2015-2016 school year
HARVEST, Emily (Cox) (C & I)	BTSA Support Provider for one teacher (Crowe)	$1,200, less benefits	(same)	12/1/15 – remainder of 2015-2016 school year

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATIONS

BOARD APPROVAL DATE: 1/14/2016

SCHOOL	DONOR	AMOUNT	DESCRIPTION / INTENDED USE
COX			
	Jennie Tang	$225.00	Classroom enhancement
	Jennie Tang	$100.00	5th grade activities
FULTON			
	Fulton PTA	$1,853.15	Coach stipends, ASB, and Clubs
NEWLAND			
	Dan Lam Family	$83.00	Instructional Supplies
	Newland PTA	$265.00	Instructional Supplies
OKA			
	Z Pizza Intl., Inc.	$1,000.00	Nicest School Contest Prize
			To be used at Principal's discretion
PLAVAN			
	Tom Vo's Taekwondo Academy	$100.00	Instructional Supplies
TALBERT			
	D & R International	$250.00	Transportation - STEM - Solar Decathlon
TAMURA			
	Tamura PTO	$170.00	Lanyards for White Tiger Awards
	Tanaka Farms	$50.00	Principal's discretion

FOUNTAIN VALLEY SCHOOL DISTRICT
BOARD MEETING JANUARY 14, 2016

To:	Christine Fullerton	
From:	Mino Nhek	
Subject:	Warrant Listing	
Warrant Numbers:	71287 -	71575
Dates:	12/2/2015 -	12/28/2015

Fund 01	General Fund	334,514.91
Fund 12	Child Development	13,927.77
Fund 13	Cafeteria	46,237.88
Fund 14	Deferred Maintenance	-
Fund 25	Capital Facilities	-
Fund 40	Special Reserves	3,397.17
Fund 68	Worker Comp	73,088.87
Fund 69	Insurance	648,403.46

TOTAL   **$ 1,119,570.06**

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/14/2015   FROM 12/02/2015   TO 12/29/2015

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
J20M4160	EBERHARD EQUIPMENT	2,268.23	2,268.23	012899390 4347	Gardening / Repair & Upkeep Equip Supplies
J20M4161	HUNTINGTON BEACH UNION HSD	660.96	660.96	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
J20M4162	CRANDALL'S PLUMBING INC.	150.00	150.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
J20M4163	EBERHARD EQUIPMENT	568.18	568.18	012899390 4347	Gardening / Repair & Upkeep Equip Supplies
J20M4192	GRAINGER INC.	229.90	229.90	012889390 4343	Custodial / Gardening Supplies
J20M4193	CRANDALL'S PLUMBING INC.	5,000.00	5,000.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
J20M4194	REFRIGERATION SUPPLIES DISTRIB	419.04	419.04	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
J20M4195	DECKER EQUIPMENT/SCHOOL FIX	311.94	311.94	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
J20M4196	UNITED PARCEL SERVICE	25.00	25.00	012869390 5899	Maintenance / Other Operating Expenses
J20M4197	GOLDEN STATE PAVING INC.	900.00	900.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
J20M4198	ECOTRANS RECYCLING	3,144.42	3,144.42	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
J20M4200	BOSS GRAPHICS INC.	7,160.00	7,160.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
J20M4201	WESTERN ILLUMINATED PLASTICS	298.08	298.08	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
J20M4202	MCKINLEY ELEVATOR CORP	1,405.66	1,405.66	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
J20M4203	ALLIED REFRIGERATION INC.	445.11	445.11	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
J20M4204	ATLAS SHEET METAL INC.	219.40	219.40	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
J20M4205	COMMERCIAL DOOR OF ORANGE COUN	6,897.98	6,897.98	014869390 5645	STAR Building DO-Routine Maint / Outside Srvs-Repairs &
J20M4206	MENDTRONIX INC.	620.30	620.30	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
J20R0722	LEVEL 27 MEDIA	2,435.40	2,435.40	012719275 4325	Curriculum/Instruction Office / Office Supplies
J20R0751	ARIEL SUPPLY INC.	204.07	204.07	012723131 4325	Sch Site Admin - Gisler / Office Supplies
J20R0849	PEARSON	1,124.98	1,124.98	010019961 5826	Medi-Cal Billing-Instructional / Licensing/Software,Maint/Su
J20R0850	PEARSON	3,830.40	3,830.40	010019962 4322	Medi-Cal Billing - S&L / Testing Supplies
J20R0852	PEARSON	2,768.43	2,768.43	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
J20R0853	AMAZON.COM LLC	46.82	46.82	012849380 4325	Fiscal Services / Office Supplies
J20R0854	DECKER EQUIPMENT/SCHOOL FIX	81.31	81.31	010142929 4310	Sch Site Instr - Fulton / Instructional Supplies
J20R0855	DELL COMPUTERS	1,028.92	1,028.92	012719380 4410	Business Department / Fixed Assets $500-$5000
J20R0856	SCANTRON CORPORATION	802.04	802.04	010142929 4310	Sch Site Instr - Fulton / Instructional Supplies
J20R0857	AMAZON.COM LLC	134.71	134.71	012719275 4325	Curriculum/Instruction Office / Office Supplies
J20R0858	CITY OF HUNTINGTON BEACH	3,099.15	3,099.15	012869390 5570	Maintenance / Sanitation Fees
J20R0859	CSPCA	1,322.00	1,322.00	012819771 5210	Personnel Commission / Travel, Conference, Workshop
J20R0860	EDLIO INC.	11,616.00	11,616.00	012109078 5826	Tech/Media Office Operation /
J20R0861	MCGRAW-HILL EDUCATION INC.	31.72	31.72	010113255 4310	Title I - Cox / Instructional Supplies
J20R0862	MHS INC.	2,004.09	2,004.09	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/14/2015   FROM 12/02/2015   TO 12/29/2015

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
J20R0863	MHS INC.	399.52	399.52	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
J20R0864	PRO ED INC.	169.92	169.92	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
J20R0865	PRO ED INC.	198.24	198.24	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
J20R0868	PEARSON CLINICAL ASSESSMENT	1,002.88	1,002.88	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
J20R0869	HAWTHORNE EDUCATIONAL SERVICES	321.30	321.30	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
J20R0870	PEARSON CLINICAL ASSESSMENT	728.85	728.85	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
J20R0871	CITY OF FOUNTAIN VALLEY	40.00	40.00	014869390 5860	STAR Building DO-Routine Maint / Permits & Fees
J20R0872	APPLE COMPUTER ORDER DEPARTMEN	466.56	466.56	010011689 4399	Donations - Newland / Equipment Under $500
J20R0873	NASCO	156.05	156.05	015511060 4310	Special Ed. - Tamura RSP / Instructional Supplies
J20R0874	APPLE COMPUTER ORDER DEPARTMEN	466.56	466.56	010011689 4399	Donations - Newland / Equipment Under $500
J20R0875	APPLE COMPUTER ORDER DEPARTMEN	466.56	466.56	010011689 4399	Donations - Newland / Equipment Under $500
J20R0876	APPLE COMPUTER ORDER DEPARTMEN	466.56	466.56	010011689 4399	Donations - Newland / Equipment Under $500
J20R0877	APPLE COMPUTER ORDER DEPARTMEN	412.32	412.32	010011689 4399	Donations - Newland / Equipment Under $500
J20R0878	PEARSON	1,885.46	1,885.46	016158155 4322	7140 Gifted & Talented - Instr / Testing Supplies
J20R0879	CURRICULUM ASSOCIATES INC.	186.62	186.62	015511060 4310	Special Ed. - Tamura RSP / Instructional Supplies
J20R0880	MHS INC.	2,457.00	2,457.00	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
J20R0881	METRO BUSINESS SOLUTIONS INC.	129.58	129.58	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
J20R0882	SURPLUS TWO WAY RADIOS	176.74	176.74	010014747 4310	Sch Site Instr - Courreges / Instructional Supplies
J20R0883	IMAGE MARKET	358.20	358.20	010143889 4311	Donations - Talbert / Elective Supplies
J20R0885	SURPLUS TWO WAY RADIOS	31.86	31.86	010143838 4310	Sch Site Instr - Talbert / Instructional Supplies
J20R0886	APPLE EDUCATION FINANCE	170.64	170.64	010143838 4310	Sch Site Instr - Talbert / Instructional Supplies
J20R0887	AMAZON.COM LLC	97.19	97.19	010143889 4311	Donations - Talbert / Elective Supplies
J20R0888	AMAZON.COM LLC	112.30	112.30	010019961 4320	Medi-Cal Billing-Instructional / Computer Supplies
J20R0889	STRATEGIES UNLIMITED INC.	17,500.00	10,000.00	010018255 5813	Title I - Instructional / Consultant
			7,500.00	010050075 5813	Common Core Suppl-Tchr Collab / Consultant
J20R0890	AMAZON.COM LLC	59.39	59.39	010019961 4320	Medi-Cal Billing-Instructional / Computer Supplies
J20R0891	AMAZON.COM LLC	716.15	716.15	012109078 4320	Tech/Media Office Operation / Computer Supplies
J20R0892	DATALINK CORPORATION	1,133.09	875.36	012109078 4410	Tech/Media Office Operation / Fixed Assets $500-$5000
			257.73	012109078 5826	Tech/Media Office Operation /
J20R0893	SCHOOL SERVICES OF CALIFORNIA	1,950.00	195.00	012719165 5210	Superintendent / Travel, Conference, Workshop
			195.00	012719265 5210	/ Travel, Conference, Workshop
			195.00	012719380 5210	Business Department / Travel, Conference, Workshop
			195.00	012719470 5210	Personnel Department / Travel, Conference, Workshop
			1,170.00	012849380 5210	Fiscal Services / Travel, Conference, Workshop

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/14/2015   FROM 12/02/2015   TO 12/29/2015

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
J20R0894	SOUTHWEST SCHOOL AND OFFICE SU	165.25	165.25	010019961 4325	Medi-Cal Billing-Instructional / Office Supplies
J20R0895	ORANGE COUNTY TREASURER	1,639.47	1,639.47	019509380 5899	STAR Building DO - Operations / Other Operating Expenses
J20R0896	FOLLETT SCHOOL SOLUTIONS INC.	1,500.00	1,500.00	016279078 4310	7156 Instructional Mat'l Fund / Instructional Supplies
J20R0897	VIRCO MANUFACTURING	998.70	998.70	010019380 4399	School Equipment / Equipment Under $500
J20R0898	WESTERN PSYCHOLOGICAL	1,073.95	1,073.95	010019961 4322	Medi-Cal Billing-Instructional / Testing Supplies
J20R0899	SCHOOL HEALTH CORPORATION	165.08	165.08	012739962 4327	Medi-Cal Billing-Nurses / Health Supplies
J20R0900	BARNES AND NOBLE	138.24	138.24	012719165 4325	Superintendent / Office Supplies
J20R0901	MCKESSON MEDICAL-SURGICAL INC.	494.77	494.77	012739962 4327	Medi-Cal Billing-Nurses / Health Supplies
J20R0902	CERTIFIED TRANSPORTATION BUS C	1,311.18	1,311.18	010014089 5811	Donations - Plavan / Transportation Outside Agency
J20R0903	ACORN MEDIA	726.22	726.22	010099276 4325	Instrumental Music-Insurance / Office Supplies
J20R0905	MEDIC FIRST AID INTERNATIONAL	20.00	20.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
J20R0906	AWARDS & TROPHIES	10.53	10.53	015999860 4325	Special Ed - Administration / Office Supplies
J20R0907	SCHOOL HEALTH CORPORATION	177.60	177.60	012739962 4327	Medi-Cal Billing-Nurses / Health Supplies
J20R0909	CDWG	674.78	674.78	012109078 4320	Tech/Media Office Operation / Computer Supplies
J20R0911	LIGHTSPEED SYSTEMS CORPORATION	10,000.00	10,000.00	012209078 5826	Technology Replacement / Licensing/Software,Maint/Supp
J20R0912	SOCIAL THINKING PUBLISHING	347.00	347.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
J20R0913	ORANGE COUNTY DEPARTMENT OF ED	225.00	225.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
J20R0914	STAPLES	324.00	324.00	010011616 4310	Sch Site Instr - Newland / Instructional Supplies
J20R0915	SOUTHWEST SCHOOL AND OFFICE SU	162.00	162.00	010011616 4310	Sch Site Instr - Newland / Instructional Supplies
J20R0916	TCI	8,136.00	8,136.00	010050075 4120	Common Core Suppl-Tchr Collab / Supplementary Textbook
J20R0917	PACIFIC COACHWAYS	5,964.00	5,964.00	010011089 5811	Donations - Tamura / Transportation Outside Agency
J20R0918	PEARSON CLINICAL ASSESSMENT	388.09	388.09	010019961 4322	Medi-Cal Billing-Instructional / Testing Supplies
J20R0919	SURPLUS TWO WAY RADIOS	243.50	243.50	010011089 4347	Donations - Tamura / Repair & Upkeep Equip Supplies
J20R0920	TUNED IN TO LEARNING	410.05	410.05	010019962 4310	Medi-Cal Billing - S&L / Instructional Supplies
J20R0921	BARNES AND NOBLE	150.00	150.00	015103860 4310	Special Ed. - Talbert SDC / Instructional Supplies
J20R0922	METRO BUSINESS SOLUTIONS INC.	226.71	226.71	012723232 4325	Sch Site Admin - Cox / Office Supplies
J20R0923	MIND RESEARCH INSTITUTE	1,250.00	1,250.00	012669275 5826	Student Ach ST Math Lab-Instr /
J20R0924	AMAZON.COM LLC	425.85	425.85	012109078 4320	Tech/Media Office Operation / Computer Supplies
J20R0925	AMAZON.COM LLC	74.58	74.58	012109078 4399	Tech/Media Office Operation / Equipment Under $500
J20R0926	FLINN SCIENTIFIC	653.24	653.24	010142929 4310	Sch Site Instr - Fulton / Instructional Supplies
J20R0927	LITTLEBITS ELECTRONICS INC.	430.92	430.92	012719275 5210	Curriculum/Instruction Office / Travel, Conference,
J20R0928	FOLLETT SCHOOL SOLUTIONS INC.	1,500.00	1,500.00	016279078 4310	7156 Instructional Mat'l Fund / Instructional Supplies
J20R0929	HEINEMANN	3,375.00	3,375.00	010050075 5813	Common Core Suppl-Tchr Collab / Consultant
J20R0930	APPLE COMPUTER ORDER DEPARTMEN	156.60	156.60	012109078 4399	Tech/Media Office Operation / Equipment Under $500

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/14/2015 FROM 12/02/2015 TO 12/29/2015

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
J20R0931	MRS. NELSON'S LIBRARY SERVICES	108.00	108.00	012129078 4110	Lottery Instructional Material / Basic Textbooks
J20R0932	ROSETTA STONE LTD.	233.28	233.28	012218055 4399	Title III - Immigrant Instr / Equipment Under $500
J20R0933	AMAZON.COM LLC	162.20	162.20	012109078 4320	Tech/Media Office Operation / Computer Supplies
J20R0934	CISCO SYSTEMS CAPITAL CORPORAT	10,589.66	10,589.66	012109078 5826	Tech/Media Office Operation /
J20R0935	AMAZON.COM LLC	183.89	183.89	012109078 4320	Tech/Media Office Operation / Computer Supplies
J20R0936	AMAZON.COM LLC	14.15	14.15	012109078 4320	Tech/Media Office Operation / Computer Supplies
J20R0937	CALIFORNIA STATE UNIVERSITY FU	15,817.50	7,908.75	010113755 5813	Title I - Oka / Consultant
			7,908.75	010114055 5813	Title I - Plavan / Consultant
J20R0939	DATALINK CORPORATION	3,500.00	3,500.00	012109078 5826	Tech/Media Office Operation /
J20R0940	AWARDS & TROPHIES	75.00	75.00	012719380 4325	Business Department / Office Supplies
J20R0941	LEVEL 27 MEDIA	75.60	75.60	012719380 4325	Business Department / Office Supplies
J20R0942	GST	3,228.37	2,933.17	012109078 4399	Tech/Media Office Operation / Equipment Under $500
			265.20	012109078 5826	Tech/Media Office Operation /
			30.00	012109078 5899	Tech/Media Office Operation / Other Operating Expenses
J20R0943	ORANGE COUNTY REGISTER	210.62	210.62	012849380 4325	Fiscal Services / Office Supplies
J20S8023	AMAZON.COM LLC	41.36	41.36	011000000 9320	Revenue Limit - State Revenues / STORES
J20S8025	AMAZON.COM LLC	49.20	49.20	011000000 9320	Revenue Limit - State Revenues / STORES
J20S8026	GRAINGER INC.	71.28	71.28	011000000 9320	Revenue Limit - State Revenues / STORES
J20S8027	AMAZON.COM LLC	54.57	54.57	011000000 9320	Revenue Limit - State Revenues / STORES
J20S8028	WAXIE	10,945.15	10,945.15	011000000 9320	Revenue Limit - State Revenues / STORES
J20S8029	SOUTHWEST SCHOOL AND OFFICE SU	725.76	725.76	011000000 9320	Revenue Limit - State Revenues / STORES
	Fund 01 Total:	**183,137.68**	**183,137.68**		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/14/2015   FROM 12/02/2015   TO 12/29/2015

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
J20M4199	HOME DEPOT	93.12	93.12	120016798 4310	Child Dev Cox Preschool-Instr / Instructional Supplies
J20R0848	DISCOUNT SCHOOL SUPPLY	432.00	432.00	120016198 4310	State Preschool Instructional / Instructional Supplies
J20R0851	DISCOUNT SCHOOL SUPPLY	270.00	270.00	120016098 4310	Extended School Instructional / Instructional Supplies
J20R0866	BUDGET BLINDS OF TUSTIN	1,513.62	1,513.62	120336098 4325	Extended School Administration / Office Supplies
J20R0867	BUDGET BLINDS OF TUSTIN	945.18	945.18	120336098 4325	Extended School Administration / Office Supplies
J20R0884	STAPLES	59.40	59.40	120016098 4310	Extended School Instructional / Instructional Supplies
J20R0938	LAKESHORE LEARNING MATERIALS	972.00	972.00	120016198 4310	State Preschool Instructional / Instructional Supplies
	Fund 12 Total:	**4,285.32**	**4,285.32**		

PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/14/2015   FROM 12/02/2015   TO 12/29/2015

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
J20R0908	**SCSNA**	**140.40**	140.40	133207380 5210	Cafeteria Fund / Travel, Conference, Workshop
	Fund 13 Total:	**140.40**	**140.40**		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 01/14/2015   FROM 12/02/2015   TO 12/29/2015

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
	Total Account Amount:		**187,563.40**		

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND
BOARD OF TRUSTEES   **01/14/2015**

FROM 12/02/2015   TO 12/29/2015

PO NUMBER	VENDOR	PO TOTAL	CHANGE AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
J20M4037	WESTERN EXTERMINATOR	2,000.00	+1,500.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
J20R0204	SOUTHWEST SCHOOL AND OFFICE SU	200.00	+100.00	012849380 4325	Fiscal Services / Office Supplies
	Fund 01 Total:		**+1,600.00**		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND
BOARD OF TRUSTEES 01/14/2015

FROM 12/02/2015 TO 12/29/2015

PO NUMBER	VENDOR	PO TOTAL	CHANGE AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
J20R0817	LENOVO (UNITED STATES) INC.	2,375.98	+216.00	120016198 4410	State Preschool Instructional / Fixed Assets $500-$5000
	Fund 12 Total:		**+216.00**		

PO NUMBER	VENDOR	PO TOTAL	CHANGE AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
	Total Account Amount:		**+1,816.00**		

FOUNTAIN VALLEY SD
Adjustment of Funds

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

Fund: 0101 GENERAL FUND

Object	Description	FROM	TO
1100	TEACHERS' SALARIES		200.00
3101	STRS-CERTIFICATED POSITIONS		21.00
3313	MEDICARE-CERTIFICATED		3.00
3601	WORKERS'COMP-CERTIFICATED		5.00
4200	BOOKS OTHER THAN TEXTBOOKS		90.00
4300	MATERIALS & SUPPLIES	32.00	25,875.00
5200	TRAVEL & CONFERENCES		8,400.00
5600	RENTAL,LEASE,REPAIR & NON CAP		1,505.00
5800	PROF/CONS SERV & OPER EXPENSE	6,800.00	13,025.00
8600	LOCAL INCOME	32.00	42,358.00
9790	UNASSIGNED/UNAPPROPRIATED		34.00
	Subfund Total:	**6,864.00**	**91,516.00**

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, January 14, 2016.

AYES: _____

NOES: _____

ABSENT: _____

_____
Secretary, Board of Trustees

The above adjustment was approved on the _____ day of _____, 200___.

APPROVED: Superintendent of Schools, County of Orange: _____
Deputy

FOUNTAIN VALLEY SD
Adjustment of Funds

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

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

Object	Description	FROM	TO
5800	PROF/CONS SERV & OPER EXPENSE	19,282.00	
8500	STATE INCOME	19,282.00	
	Subfund Total:	**38,564.00**	**0.00**

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, January 14, 2016.

AYES: _____

NOES: _____

ABSENT: _____

_____
Secretary, Board of Trustees

The above adjustment was approved on the _____ day of _____, 200___.

APPROVED: Superintendent of Schools, County of Orange: _____
Deputy

SO: 2015-16/B16-33
Fountain Valley School District
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees
FROM: Mark Johnson, Ed.D., Superintendent
SUBJECT: Williams Uniform Complaint Quarterly Report
             (Quarter #2: October 1 – December 31, 2015)
DATE: January 7, 2016

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 agendized at a regular board meeting. Complaints and written responses shall be available as public records.

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

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

Williams Quarterly Report: October 1 through December 31, 2015
The District received no complaints in any of the categories.

Recommendation:

It is recommended that the Board of Trustees receives and approves the Williams Quarterly Report for the second quarter of the 2015-16 year and approves its submittal to the Orange County Department of Education.

2015-2016 Quarterly Report
Williams Legislation Uniform Complaints

District: Fountain Valley School District

District Contact: Mark Johnson, Ed.D.

Title: Superintendent

	Quarter #1	July 1 - September 30, 2015	**Report due by October 30, 2015**
☐	Quarter #1	July 1 - September 30, 2015	**Report due by October 30, 2015**
☒	Quarter #2	October 1 - December 31, 2015	**Report due by January 29, 2016**
☐	Quarter #3	January 1 - March 31, 2016	**Report due by April 29, 2016**
☐	Quarter #4	April 1 - June 30, 2016	**Report due by July 29, 2016**

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 Misassignments			
Facility Conditions			
TOTALS			

Name of Superintendent: Mark Johnson, Ed.D.

Signature of Superintendent: _____ Date: 1/14/2016

Please submit to: Thea Savas
Senior Administrative Assistant
200 Kalmus Drive, *B-1000*
P.O. Box 9050, Costa Mesa, CA 92628-9050
(714) 966-4336 or fax to: (714) 327-1371

Fountain Valley School District

M E M O R A N D U M

TO: Board of Trustees
FROM: Julianne Hoefer, Director Assessment and Accountability
SUBJECT: SCHOOL ACCOUNTABILITY REPORT CARDS (SARCS)
DATE: January 7, 2016

Background:
In November 1988, California voters passed Proposition 98, also known as The Classroom Instructional Improvement and Accountability Act. Under the act, all public schools in California are required annually to prepare School Accountability Report Cards (SARCs) and disseminate them to the public. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals.

Each school site in Fountain Valley School District (FVSD) annually completes a SARC that includes State-mandated information, which is both site-specific and district wide. SARCs and the Local Control Accountability Plan (LCAP) are aligned and make accessible LCAP required information including Conditions of Learning (teachers, textbooks, and facilities), Pupil Outcomes (standardized test scores and California Physical Fitness Test results), and Engagement (parent involvement and school climate). Additional areas include Program Improvement identification, class size, support staff, expenditures per pupil, and professional development

In the 2015/2016 school year, SARCs were completed for each school site reflecting data from the current and prior school years. Each year SARCs must be posted to District and school websites by February 1. As mandated by the State, the SARCs for Cox, Fulton, Masuda, Plavan, and Tamura will be translated into Vietnamese and made available in the same location as the English ones.

Fiscal Impact:
Approval of the School Accountability Report Cards has no financial impact.

Recommendation:
It is recommended that the Board of Trustees approves the School Accountability Report Cards for all ten schools in Fountain Valley School District.

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Roch Courreges Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

</div>

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Roch Courreges Elementary School
Street	18313 Santa Carlotta Street
City, State, Zip	Fountain Valley, CA 92708
Phone Number	(714) 378-4280
Principal	Chris Christensen
E-mail Address	ChristensenC@fvsd.us
Web Site	rces-fvsd-ca.schoolloop.com
Grades Served	K-5
CDS Code	30-66498-6094635

District Contact Information	
District Name	Fountain Valley School District
Phone Number	714.843.3200
Superintendent	Dr. Mark Johnson
E-mail Address	johnsonm@fvsd.us
Web Site	www.fvsd.us

School Description and Mission Statement (Most Recent Year)

Courreges is committed to providing a safe and challenging environment for students. It is our expectation that students will succeed in the acquisition of basic skills and become life-long learners and quality citizens. Certificated and credentialed staff and our parent community are dedicated to assisting students in achieving this mission.

"Strive for Excellence" is the common vision, which drives all members of the educational community. Teachers, staff, and the administrator continue to act on the principle that students come first. The educational programs at the school are tailored to meet the needs of the school population. Courreges is dedicated to ensuring the academic success of every student, providing them with a comprehensive educational experience that becomes an integral part of their lives.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	87
Grade 1	97
Grade 2	108
Grade 3	116
Grade 4	125
Grade 5	134
Total Enrollment	667

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.3
Asian	33.3
Filipino	2.1
Hispanic or Latino	11.4
White	48
Two or More Races	4.3
Socioeconomically Disadvantaged	13.8
English Learners	11.7
Students with Disabilities	8.5
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	27	25	27.3	265
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: October, 2015

Fountain Valley School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. The District held a Public Hearing on October 15, 2015, and determined that each school within the District has sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Standards and Frameworks and have been approved by the Board of Trustees. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin Curriculum Associates Holt Adoption Year 2002	Yes	0.0%
Mathematics	Houghton-Mifflin Adoption Year 2015	Yes	0.0%
Science	Houghton-Mifflin Prentice-Hall Adoption Year 2008	Yes	0.0%
History-Social Science	Scott Foresman Holt Adoption Year 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Courreges Elementary School was originally constructed in 1974, and is currently comprised of 26 classrooms, a computer lab, a library, and a spacious playground. The campus underwent a modernization project between summer 2003 and fall 2005, at which time all facilities were renovated. The facility supports teaching and learning through its ample classroom and recreational space.

Cleaning Process:

Courreges Elementary provides a safe and clean environment for students, staff, and volunteers. The District's Board of Education has adopted cleaning standards for all schools in the District. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:

A scheduled maintenance program is administered by Courreges Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Fountain Valley School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget:

The State School Deferred Maintenance Program provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2014-15 school year, Fountain Valley School District did not participate in the State School Deferred Maintenance Budget Program.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Future deferred maintenance item.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 8/2015				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and

• The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	72	69	44
Mathematics	68	62	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	117	116	99.1	9	18	33	40
	4	127	125	98.4	17	20	26	37
	5	139	138	99.3	7	14	41	38
Male	3	117	66	56.4	12	17	38	33
	4	127	63	49.6	16	24	25	35
	5	139	74	53.2	5	20	43	30
Female	3	117	50	42.7	6	20	26	48
	4	127	62	48.8	18	16	27	39
	5	139	64	46.0	8	6	39	47
Black or African American	4	127	1	0.8	--	--	--	--
American Indian or Alaska Native	5	139	2	1.4	--	--	--	--
Asian	3	117	49	41.9	6	14	27	53
	4	127	45	35.4	7	24	13	56
	5	139	41	29.5	7	5	49	39
Filipino	3	117	1	0.9	--	--	--	--
	4	127	3	2.4	--	--	--	--
	5	139	4	2.9	--	--	--	--
Hispanic or Latino	3	117	11	9.4	0	27	55	18
	4	127	18	14.2	33	33	28	6
	5	139	14	10.1	0	21	29	50
White	3	117	52	44.4	15	21	31	33

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4	127	52	40.9	19	13	37	31
	5	139	73	52.5	8	14	41	36
Two or More Races	3	117	3	2.6	--	--	--	--
	4	127	5	3.9	--	--	--	--
	5	139	4	2.9	--	--	--	--
Socioeconomically Disadvantaged	3	117	18	15.4	11	28	39	22
	4	127	22	17.3	23	23	23	32
	5	139	28	20.1	14	18	54	11
Students with Disabilities	3	117	10	8.5	--	--	--	--
	4	127	17	13.4	53	18	18	12
	5	139	15	10.8	33	27	27	13
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	117	116	99.1	3	18	34	44
	4	127	126	99.2	6	32	33	29
	5	139	138	99.3	9	28	21	42
Male	3	117	66	56.4	5	15	39	41
	4	127	64	50.4	6	27	31	36
	5	139	74	53.2	8	30	28	34
Female	3	117	50	42.7	2	22	28	48
	4	127	62	48.8	5	37	35	23
	5	139	64	46.0	11	25	13	52
Black or African American	4	127	1	0.8	--	--	--	--
American Indian or Alaska Native	5	139	2	1.4	--	--	--	--
Asian	3	117	49	41.9	4	10	33	53
	4	127	46	36.2	2	28	24	46
	5	139	41	29.5	2	32	20	46
Filipino	3	117	1	0.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4	127	3	2.4	--	--	--	--
	5	139	4	2.9	--	--	--	--
Hispanic or Latino	3	117	11	9.4	0	18	55	27
	4	127	18	14.2	17	44	33	6
	5	139	14	10.1	14	43	7	36
White	3	117	52	44.4	4	25	33	38
	4	127	52	40.9	4	35	44	17
	5	139	73	52.5	14	25	22	40
Two or More Races	3	117	3	2.6	--	--	--	--
	4	127	5	3.9	--	--	--	--
	5	139	4	2.9	--	--	--	--
Socioeconomically Disadvantaged	3	117	18	15.4	11	22	39	28
	4	127	23	18.1	17	35	35	13
	5	139	28	20.1	25	54	11	11
Students with Disabilities	3	117	10	8.5	--	--	--	--
	4	127	17	13.4	35	35	24	6
	5	139	15	10.8	40	27	7	27
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	87	91	94	86	87	89	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	89
All Students at the School	94
Male	90
Female	98
American Indian or Alaska Native	--
Asian	95
Filipino	--
Hispanic or Latino	92
White	92
Two or More Races	--
Socioeconomically Disadvantaged	75
English Learners	--
Students with Disabilities	92
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.90	21.00	63.80

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents and the community are very supportive of the educational program at Courreges Elementary School. Parents are encouraged to become involved in their child's education by volunteering at the school, participating in school activities, and joining school committees and councils.

In addition to numerous community and business partnerships, the school benefits from an extremely active Parent-Teacher Association (PTA). The PTA sponsors numerous fundraisers, awards programs, activities, and field trips throughout the school year.

Parents who wish to participate in Courreges Elementary School's leadership teams, activities, or become a volunteer may visit the Courreges PTA website at www.CourregesPTA.org. The district's website (www.fvsd.us) also provides a variety of resources and helpful information for parents, students, and community members.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.92	0.14	1.31	0.42	1.10	1.21	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The safety of students and staff is a primary concern of Courreges Elementary School. Students are supervised before school, during lunch and recess periods, and after school by teachers, administrators, trained aides, and classified staff. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The Safety Committee reviews and updates the Safe School Action Plan each year by March 1st. Any and all revisions to the plan are immediately communicated to classified and certificated staff.

The Goals and Objectives in the Safe School Action Plan focus on two areas:
1) School climate characterized by caring and connectedness and
2) Safe and orderly physical environment of the school.

To supplement the Safe School Action Plan, every school also has a disaster preparedness plan that includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	1	3		24	1	3		29		3	
1	32		3		27		4		24	1	3	
2	29		4		28		4		27		4	
3	32		2	2	27		4		28		4	
4	29		4	1	33			4	33		1	2
5	28	1	5		27	1	4	1	28	1	3	2

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.25	N/A
Psychologist	.80	N/A
Social Worker	0	N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	1.0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6621	1741	4880	73132
District	N/A	N/A	5193	$73,661
Percent Difference: School Site and District	N/A	N/A	-6.0	2.3
State	N/A	N/A	$5,348	$72,993
Percent Difference: School Site and State	N/A	N/A	4.1	3.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

In addition to Local Control Funding Formula allocation, all schools within Fountain Valley School District received State and federal categorical funding for the following support programs:

• Title I, Part A
• Title II, Staff Development
• Title III

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,946	$43,091
Mid-Range Teacher Salary	$76,462	$70,247
Highest Teacher Salary	$93,423	$89,152
Average Principal Salary (Elementary)	$124,289	$112,492
Average Principal Salary (Middle)	$128,366	$116,021
Average Principal Salary (High)		$117,511
Superintendent Salary	$267,773	$192,072
Percent of Budget for Teacher Salaries	43%	41%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Staff development is a priority in the Fountain Valley School District. We value the impact highly skilled instructors have on student achievement. Each school year, the school district specifically designates student-free days for the purpose of staff development. In addition, during the school year, teachers attend training either before, during, or beyond the school day. Throughout the District there are both school level and district-wide initiatives. Initiatives include:

• Cognitively Guided Instruction (CGI) in mathematics
• Differentiated Instruction (DI)
• Academic Vocabulary
• Data-responsive Instruction
• Response to Intervention
• Learning Walks
• Technology Integration
• Positive Behavior Intervention Systems - Power Paw Program
• Effective Reading Intervention Academy
• Professional Learning Communities
• Thinking Maps
• ST Math
• Chromebooks and iPads as instructional tools
• California State Standards Implementation

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About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	James H. Cox Elementary School
Street	17615 Los Jardines, East
City, State, Zip	Fountain Valley, CA 92708
Phone Number	(714) 378-4240
Principal	Patrick Ham
E-mail Address	HamP@fvsd.us
Web Site	jhces-fvsd-ca.schoolloop.com
Grades Served	K-5
CDS Code	30-66498-6066922

District Contact Information	
District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Dr. Mark Johnson
E-mail Address	johnsonm@fvsd.us
Web Site	www.fvsd.us

School Description and Mission Statement (Most Recent Year)

The mission of Cox School is to provide a comprehensive, rigorous, and consistent education, focusing on high academic achievement. We are a collaborative community of respectful and responsible learners. It is our expectation that through professional and community collaboration and data analysis, students will meet or exceed grade level standards in core subject areas and become life-long learners and quality citizens.

The school motto "Soaring to Excellence" reflects the staff unwavering commitment to achieve excellence by providing the best education for ALL of our students. Teachers, staff, and the administration act on the principle "whatever is best for our students." Cox is dedicated to ensure the academic success of every student through the creative and flexible teaching of our standards-based curriculum, GATE clustered classrooms, differentiated small group instruction, web-based literacy and mathematical programs, embedded technology, extended day learning programs, and on-going monitoring of student progress. The plan to achieve this vision is established in the Single Plan for Student Achievement. This plan is created by the Cox School staff and governed by the School Site Council (SSC). It is a living document that is referenced, evaluated, and modified as needed by stakeholders to ensure that the instruction and curriculum are appropriate and best meet the needs of our students.

Our students follow and repeat our School Pledge daily: "Cox is an excellent school. We are respectful, responsible, and ready to learn."

School Description
James H. Cox Elementary School is a K-5 school serving approximately 750 elementary students. It is located in Fountain Valley, California, and is one of 10 schools in the Fountain Valley School District (FVSD). Its high quality instructional program is designed to meet the varied needs of the student population. All students receive core curriculum instruction in accordance with the FVSD and the California State Standards. Students experience rigor through instruction that is remediated and enriched according to each student's individual needs.

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

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

The staff works together to ensure the smooth running of the activities at Cox School. The certificated staff meets regularly throughout the year to provide input and make decisions related to the students and school. They also serve on various district committees to represent the Cox staff. In addition, teachers and staff serve on the School Site Council (SSC), Parent Teacher Organization (PTO), Student Study Team (SST), School Solution Action Team (SSAT), Beginning Teacher Support and Assessment Program (BSTA), District committees, and the Leadership Team. Every Cox staff member is "Highly Qualified" under the NCLB guidelines. Classified staff provides formal and informal input for school decisions.

Students at Cox Elementary benefit from the following...

Academic Assessments
• Smarter Balanced Assessments
• FVSD Interim Assessments
• CELDT
• DIBELS Next
• Scholastic Reading Inventory
• Teacher created assessments
• Curriculum based measures
• Illuminate (management database)

Release Time/Grade Collaboration
• Grade level horizontal collaboration
• Multiple grade level(s) vertical collaboration
• Professional development-Differentiated Instruction/California State Standards
• Site visitations/Grade Level Classroom Walkthroughs
• Thinking Maps training and collaboration
• DIBELS Next training and collaboration
• Technology training and collaboration
• Illuminate training
• ST Math training
• District trainings

Intervention
• Kindergarten and RSP Aides
• Bilingual Tutors
• Purple Folder Tutors
• Ticket to Read (before & after school intervention)
• ELA/Math Intervention Classes

Instructional Supplies
• Duplication materials – ink and masters
• Lamination
• Fosnot units and materials
• Thinking Maps materials
• Intervention materials
• Professional literature
• ST Math site license
• Discovery United Streaming license
• Computer software licenses

Technology
• Ticket to Read Reading Program
• ST Math & ST Math Fluency
• IXL Language Conventions Program
• ELMOs and LCD Projectors for classrooms
• Two computer labs on site
• 10-15 Chromebooks and ipads for each classroom
• Smart Boards for classrooms
• Smart Tables for Kindergarten classrooms
• School wide wireless internet access
• Hardware

All teachers work with English Learners (ELs) and make instruction comprehensible through ELD and SDAIE strategies. All EL students are tested yearly using the California English Language Development Test (CELDT) until they are redesignated as Proficient. CELDT results are communicated to parents annually along with information regarding their child's educational program at Cox School. ELs are expected to advance one CELDT level each year. Bilingual tutors work with students at the Beginning through Early Intermediate levels on the CELDT test. There is active parent participation on the English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC).

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

Intervention occurs during and beyond the school day both in the regular classroom and pull-out programs. In the regular classroom whole group instruction is made more comprehensible through the use of visual support such as Thinking Maps, Discovery United Streaming, Brain Pop, Pages/Powerpoint, internet based websites, etc. Technology (ELMO, LCD Projector, laptop, and Smart Boards) helps facilitate visual support in every classroom. In addition to support provided during whole group instruction, small group differentiation occurs on a regular basis.

Title I funds are used to support target students during and beyond the school day. Professional Development for strategic instruction and intervention for Cognitively Guided Instruction (CGI) and Thinking Maps (Write From the Beginning and Beyond) are offered to our teachers. During the day, general education teachers use small group differentiated instruction to meet the needs of all students, including those who struggle. In addition, students in first through fifth grades have the opportunity to participate in before or after school Reading/ELA and/or Math intervention groups. To ensure teachers are prepared to provide intervention Title I funds are used for professional development fees, substitutes, and stipends in order to give teachers the opportunity to participate in trainings and meet in grade level horizontal and vertical teams.

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

All stakeholders are committed to promoting and maintaining this ambitious vision for the James H. Cox School.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	110
Grade 1	117
Grade 2	144
Grade 3	98
Grade 4	118
Grade 5	157
Total Enrollment	744

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.1
Asian	41.5
Filipino	2.4
Hispanic or Latino	21.8
Native Hawaiian or Pacific Islander	0.1
White	26.9
Two or More Races	5.4
Socioeconomically Disadvantaged	29.3
English Learners	26.2
Students with Disabilities	4.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	28	27	30	265
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: October, 2015

Fountain Valley School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. The District held a Public Hearing on October 15, 2015, and determined that each school within the District has sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Standards and Frameworks and have been approved by the Board of Trustees. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin Curriculum Associates Holt Adoption Year 2002	Yes	0.0%
Mathematics	Houghton-Mifflin Adoption Year 2015	Yes	0.0%
Science	Houghton-Mifflin Prentice-Hall Adoption Year 2008	Yes	0.0%
History-Social Science	Scott Foresman Holt Adoption Year 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Cox Elementary School was originally constructed in 1970, and is currently comprised of 31 classrooms, two computer labs, a library, a music room, and a spacious playground.

The campus underwent a modernization project between 2003 and 2006, at which time all facilities were thoroughly renovated. The facility strongly supports teaching and learning through its ample classroom and recreational space.

Cleaning Process:
Cox Elementary School provides a safe and clean environment for students, staff, and volunteers. The District's Board of Education has adopted cleaning standards for all schools in the District. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:
A scheduled maintenance program is administered by Cox Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Fountain Valley School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget:
The State School Deferred Maintenance Program provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2014-15 school year, Fountain Valley School District did not participate in the State School Deferred Maintenance Budget Program.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Future deferred maintenance item.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 8/2015				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	64	69	44
Mathematics	56	62	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	3	104	103	99.0	18	20	32	28
	4	117	117	100.0	21	21	32	27
	5	161	160	99.4	19	12	43	26
Male	3	104	54	51.9	17	20	33	30
	4	117	48	41.0	21	23	35	21
	5	161	81	50.3	22	11	49	17
Female	3	104	49	47.1	20	20	31	27
	4	117	69	59.0	20	19	29	32
	5	161	79	49.1	15	13	37	35
Black or African American	3	104	3	2.9	--	--	--	--
	4	117	2	1.7	--	--	--	--
	5	161	1	0.6	--	--	--	--
American Indian or Alaska Native	3	104	1	1.0	--	--	--	--
Asian	3	104	49	47.1	12	24	31	33
	4	117	48	41.0	17	13	31	40
	5	161	78	48.4	6	10	42	41
Filipino	3	104	1	1.0	--	--	--	--
	4	117	3	2.6	--	--	--	--
Hispanic or Latino	3	104	24	23.1	25	21	25	29
	4	117	26	22.2	31	27	23	19
	5	161	23	14.3	35	9	52	4

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	3	104	19	18.3	16	16	37	26
	4	117	30	25.6	20	27	43	10
	5	161	48	29.8	27	17	42	15
Two or More Races	3	104	5	4.8	--	--	--	--
	4	117	4	3.4	--	--	--	--
	5	161	9	5.6	--	--	--	--
Socioeconomically Disadvantaged	3	104	36	34.6	25	25	39	11
	4	117	48	41.0	27	17	31	25
	5	161	56	34.8	27	20	39	14
Students with Disabilities	3	104	3	2.9	--	--	--	--
	4	117	7	6.0	--	--	--	--
	5	161	6	3.7	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	104	102	98.1	13	22	33	32
	4	117	117	100.0	14	33	32	21
	5	161	160	99.4	19	29	24	28
Male	3	104	53	51.0	8	13	40	40
	4	117	48	41.0	13	44	25	19
	5	161	81	50.3	19	33	25	23
Female	3	104	49	47.1	18	31	27	24
	4	117	69	59.0	14	26	38	22
	5	161	79	49.1	19	25	24	32
Black or African American	3	104	3	2.9	--	--	--	--
	4	117	2	1.7	--	--	--	--
	5	161	1	0.6	--	--	--	--
American Indian or Alaska Native	3	104	1	1.0	--	--	--	--
Asian	3	104	49	47.1	6	18	35	41

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4	117	48	41.0	2	23	44	31
	5	161	78	48.4	10	23	26	41
Filipino	3	104	1	1.0	--	--	--	--
	4	117	3	2.6	--	--	--	--
Hispanic or Latino	3	104	23	22.1	26	9	30	35
	4	117	26	22.2	35	38	12	15
	5	161	23	14.3	35	35	26	4
White	3	104	19	18.3	11	37	26	26
	4	117	30	25.6	17	43	30	10
	5	161	48	29.8	27	33	21	19
Two or More Races	3	104	5	4.8	--	--	--	--
	4	117	4	3.4	--	--	--	--
	5	161	9	5.6	--	--	--	--
Socioeconomically Disadvantaged	3	104	35	33.7	23	23	34	20
	4	117	48	41.0	13	35	29	23
	5	161	56	34.8	30	32	23	14
Students with Disabilities	3	104	3	2.9	--	--	--	--
	4	117	7	6.0	--	--	--	--
	5	161	6	3.7	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	81	78	86	86	87	89	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	89
All Students at the School	86
Male	83
Female	87
Black or African American	--
Asian	93
Hispanic or Latino	69
White	83
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	58
Students with Disabilities	75
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	19.40	31.90	22.50

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents and the community are very supportive of the educational program at Cox Elementary School. Parents are encouraged to become involved in their child's education by volunteering at the school, participating in school activities, and joining school committees and councils. With small group, differentiated instruction being the instructional practice of emphasis, parents have opportunities to work and teach students in small groups. Volunteer opportunities to serve as a classroom parent, supporting teachers with student assignments, and serving as a PTO lead or chair for events are available for parents to get involved.

In addition to numerous community and business partnerships, the school benefits from an extremely active Parent-Teacher Organization (PTO). The PTO sponsors numerous fundraisers, awards programs, activities, and field trips throughout the school year. The majority of the activities and events are listed below:
• Book Fair Committee
• Fall Family Fun Night Committee
• Jog-A-Thon
• 5th Grade Activities/Promotion Coordinator
• 4th Grade Science Camp Coordinator
• Dine Out Coordinator
• ACE Rep / Astronomy Night / Box Tops / Copy Support / Crossing Guard / District Art / Fall Fundraiser / Lunch on the Lawn / Market Cards / Membership / Movie Nights / Red Ribbon Week / Room Parent Coordinator / School T Shirts / Teacher Appreciation / Yearbook / Website Management

Contact Information
Parents who wish to participate in Cox Elementary School's leadership teams, activities, or become a volunteer may contact the office at (714) 378-4241 or visit the school website at www.jhces-fvsd-ca.schoolloop.com. The District's website (www.fvsd.us) also provides a variety of resources and helpful information for parents, students, and community members.

PTO monthly meetings with free childcare are held on the third Tuesday of each month in Room B7 @ 6:30pm. Additional information and opportunities for parent involvement can be located in the Parent Involvement Policy, Parent/Student Handbook, and the PTO website.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.26	1.46	0.38	0.42	1.10	1.21	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The safety of students and staff is a primary concern of Cox School. Students are supervised before school, during lunch and recess periods, and after school by teachers, administrators, trained aides, and classified staff. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The Safety Committee reviews and updates the Safe School Action Plan each year by March 1st. Any and all revisions to the plan are immediately communicated to classified and certificated staff.

The Goals and Objectives in the Safe School Action Plan focus on two areas:
1) A school climate characterized by caring and connectedness and
2) The safe and orderly physical environment of the school.

To supplement the Safe School Action Plan, every school also has a disaster preparedness plan that includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27		5		29		4		28		4	
1	31		3		28		5		29		4	
2	27		4		31		3		29		5	
3	29		5		28		4		25		4	
4	31		4		29		5		30		3	
5	31		4		31		4		32		4	1
Other									30		1	

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.25	N/A
Psychologist	.60	N/A
Social Worker	0	N/A
Nurse	.40	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	1.0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6709	1477	5232	79504
District	N/A	N/A	5193	$73,661
Percent Difference: School Site and District	N/A	N/A	0.8	11.3
State	N/A	N/A	$5,348	$72,993
Percent Difference: School Site and State	N/A	N/A	11.6	12.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

In addition to Local Control Funding Formula allocation, all schools within Fountain Valley School District received State and federal categorical funding for the following support programs:

• Title I, Part A
• Title II, Staff Development
• Title III

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,946	$43,091
Mid-Range Teacher Salary	$76,462	$70,247
Highest Teacher Salary	$93,423	$89,152
Average Principal Salary (Elementary)	$124,289	$112,492
Average Principal Salary (Middle)	$128,366	$116,021
Average Principal Salary (High)		$117,511
Superintendent Salary	$267,773	$192,072
Percent of Budget for Teacher Salaries	43%	41%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Staff development is a priority in the Fountain Valley School District. We value the impact highly skilled instructors have on student achievement. Three student free days are reserved for this purpose. In addition, during the school year teachers attend training either before, during, or beyond the school day. Throughout the District there are both school level and districtwide initiatives. Recent initiatives include:
- Differentiated Instruction
- Data-responsive Instruction
- Response to Intervention
- Technology Integration
- Professional Learning Communities
- SMART Boards Initiatives/Trainings
- ST Math Professional Development Trainings
- Grade Level Teacher Classroom Visits
- Weekly morning staff meetings
- Grade Level collaboration meeting on Differentiated Instruction/Small Group Rotations
- California State Standards Implementation

For 2015-2016, the Cox staff has focused on Cognitively Guided Instruction in Mathematics as well as Thinking Maps and Write From the Beginning and Beyond for ELA/Writing. For CGI, Cox teachers are involved in PLC learning communities during instructional hours as well as after hour professional development workshops. For Thinking Maps, 3 teachers representing K/1st, 2nd/3rd, and 4th/5th have been participated in a 10 day training seminar to become certificated trainers for the Thinking Maps Writing Program. After school trainings, demonstrations, and classroom visits are planned for the next 2 years.

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Harry C. Fulton Middle School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

</div>

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

• For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

• For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

• For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Harry C. Fulton Middle School
Street	8778 El Lago Street
City, State, Zip	Fountain Valley, CA 92708
Phone Number	(714) 375-2816
Principal	Kevin Johnson
E-mail Address	JohnsonK@fvsd.us
Web Site	fultonms.fvsd.ca.schoolloop.com
Grades Served	6-8
CDS Code	30-66498-6027916

District Contact Information	
District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Dr. Mark Johnson
E-mail Address	johnsonm@fvsd.us
Web Site	www.fvsd.us

School Description and Mission Statement (Most Recent Year)

The mission of Fulton Middle School is to empower all students to S.O.A.R. to their greatest potential.

In addition to academics, the staff at Fulton Middle School strives to assist students in their social and personal development through positive behavior intervention and support. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has intervention procedures in place to insure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 6	255
Grade 7	292
Grade 8	250
Total Enrollment	797

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.6
Asian	46.3
Filipino	1.4
Hispanic or Latino	8.5
Native Hawaiian or Pacific Islander	0.9
White	40.3
Two or More Races	1.5
Socioeconomically Disadvantaged	18.4
English Learners	2.8
Students with Disabilities	8
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	33	32	32	265
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: October, 2015

Fountain Valley School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. The District held a Public Hearing on October 15, 2015, and determined that each school within the District has sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Standards and Frameworks and have been approved by the Board of Trustees. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Adoption Year 2002	Yes	0.0%
Mathematics	McGraw Hill Adoption Year 2015	Yes	0.0%
Science	Prentice-Hall Adoption Year 2008	Yes	0.0%
History-Social Science	Holt Adoption Year 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Fulton Middle School was originally constructed in 1968, expanded in 1984, and has since been thoroughly modernized. The campus is currently comprised of 28 classrooms (including portables), a computer lab, a library, a media center, a woodshop, and a spacious playground.

The most recent improvements to the school include technology upgrades to all classrooms. Each classroom is equipped with a surround-sound microphone system, LCD projector, and document camera. The facility strongly supports teaching and learning through its ample classroom and recreational space.

Cleaning Process:
Fulton Middle School provides a safe and clean environment for students, staff, and volunteers. The District's Board of Education has adopted cleaning standards for all schools in the District. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:
A scheduled maintenance program is administered by Fulton's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Fountain Valley School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget:
The State School Deferred Maintenance Program provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2014 - 2015 school year, Fountain Valley School District did not participate in the State School Deferred Maintenance Budget Program.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Future deferred maintenance item

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 8/2015				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	81	69	44
Mathematics	71	62	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	252	251	99.6	6	16	43	35
	7	289	287	99.3	4	13	47	37
	8	250	243	97.2	2	16	46	36
Male	6	252	133	52.8	7	23	41	29
	7	289	129	44.6	6	9	52	33
	8	250	132	52.8	3	25	37	35
Female	6	252	118	46.8	6	8	45	42
	7	289	158	54.7	3	15	42	40
	8	250	111	44.4	2	5	56	38
Black or African American	6	252	2	0.8	--	--	--	--
	8	250	1	0.4	--	--	--	--
American Indian or Alaska Native	6	252	1	0.4	--	--	--	--
	7	289	2	0.7	--	--	--	--
	8	250	2	0.8	--	--	--	--
Asian	6	252	121	48.0	2	10	45	44
	7	289	124	42.9	2	8	44	46
	8	250	120	48.0	2	8	44	46
Filipino	6	252	5	2.0	--	--	--	--
	7	289	5	1.7	--	--	--	--
	8	250	1	0.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	6	252	18	7.1	17	22	39	22
	7	289	25	8.7	8	28	44	20
	8	250	22	8.8	0	32	45	23
Native Hawaiian or Pacific Islander	6	252	4	1.6	--	--	--	--
	7	289	1	0.3	--	--	--	--
	8	250	2	0.8	--	--	--	--
White	6	252	98	38.9	9	22	42	27
	7	289	127	43.9	6	14	50	29
	8	250	88	35.2	5	22	50	24
Two or More Races	6	252	2	0.8	--	--	--	--
	7	289	3	1.0	--	--	--	--
	8	250	6	2.4	--	--	--	--
Socioeconomically Disadvantaged	6	252	42	16.7	19	10	40	31
	7	289	53	18.3	11	25	38	26
	8	250	53	21.2	2	21	53	25
Students with Disabilities	6	252	20	7.9	40	45	10	5
	7	289	27	9.3	26	26	48	0
	8	250	11	4.4	18	45	27	9
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	252	251	99.6	10	15	32	43
	7	289	287	99.3	9	18	29	43
	8	250	243	97.2	9	26	21	44
Male	6	252	133	52.8	10	17	26	47
	7	289	129	44.6	9	16	27	48
	8	250	132	52.8	11	24	18	47
Female	6	252	118	46.8	9	13	38	40
	7	289	158	54.7	10	19	31	39

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8	250	111	44.4	7	28	25	40
Black or African American	6	252	2	0.8	--	--	--	--
	8	250	1	0.4	--	--	--	--
American Indian or Alaska Native	6	252	1	0.4	--	--	--	--
	7	289	2	0.7	--	--	--	--
	8	250	2	0.8	--	--	--	--
Asian	6	252	121	48.0	2	8	28	61
	7	289	124	42.9	5	10	26	58
	8	250	120	48.0	4	17	24	55
Filipino	6	252	5	2.0	--	--	--	--
	7	289	5	1.7	--	--	--	--
	8	250	1	0.4	--	--	--	--
Hispanic or Latino	6	252	18	7.1	11	39	33	17
	7	289	25	8.7	20	32	20	28
	8	250	22	8.8	18	36	23	23
Native Hawaiian or Pacific Islander	6	252	4	1.6	--	--	--	--
	7	289	1	0.3	--	--	--	--
	8	250	2	0.8	--	--	--	--
White	6	252	98	38.9	17	20	33	30
	7	289	127	43.9	13	23	33	31
	8	250	88	35.2	15	35	16	34
Two or More Races	6	252	2	0.8	--	--	--	--
	7	289	3	1.0	--	--	--	--
	8	250	6	2.4	--	--	--	--
Socioeconomically Disadvantaged	6	252	42	16.7	24	12	26	38
	7	289	53	18.3	21	25	25	30
	8	250	53	21.2	8	36	28	28
Students with Disabilities	6	252	20	7.9	50	20	10	20
	7	289	27	9.3	44	37	15	4
	8	250	11	4.4	18	55	18	9
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	94	90	97	86	87	89	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	89
All Students at the School	97
Male	94
Female	98
Black or African American	--
American Indian or Alaska Native	--
Asian	98
Filipino	--
Hispanic or Latino	90
Native Hawaiian or Pacific Islander	--
White	95
Two or More Races	--
Socioeconomically Disadvantaged	81
English Learners	--
Students with Disabilities	96
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	11.50	21.30	59.10

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents and the community are very supportive of the educational program at Fulton Middle School. Fulton Middle School has a very active and involved PTA that supports our school and we encourage all parents to join. Parents are encouraged to become involved in their child's education by volunteering at the school, participating in school activities, and joining school committees and councils.

Parents who wish to participate in Fulton Middle School's leadership teams, activities, or become a volunteer may contact the office at (714) 375-2816 or visit the school website at www.fultonms.fvsd.ca.schoolloop.com. The District's website (www.fvsd.us) also provides a variety of resources and helpful information for parents, students, and community members.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Suspensions	0.12	2.22	1.73	0.42	1.10	1.21	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The safety of students and staff is a primary concern of Fulton Middle School. Students are supervised before school, during lunch and recess periods, and after school by teachers, administrators, trained aides, and classified staff. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The Safety Committee reviews and updates the Safe School Action Plan each year by March 1st. Any and all revisions to the plan are immediately communicated to classified and certificated staff.

The Goals and Objectives in the Safe School Action Plan focus on two areas:
1) A school climate characterized by caring and connectedness and
2) The safe and orderly physical environment of the school including.

To supplement the Safe School Action Plan, every school also has a disaster preparedness plan that includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6	28	4	38	3	27	11	39	7	25	10	43	4

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	6	22		24	6	22		27	2	20	2
Mathematics	24	7	16	4	24	5	20		23	3	5	1
Science	29	1	16	4	25	6	16		28	2	16	2
Social Science	28	2	18	2	26	3	19		26	3	17	2

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.60	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.375	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	2.0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	6623	1811	4812	76031
District	N/A	N/A	5193	$73,661
Percent Difference: School Site and District	N/A	N/A	-7.3	6.4
State	N/A	N/A	$5,348	$72,993
Percent Difference: School Site and State	N/A	N/A	2.6	7.4

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

In addition to Local Control Funding Formula allocation, all schools within Fountain Valley School District received State and federal categorical funding for the following support programs:

• Title I, Part A
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Category	District Amount	State Average for Districts In Same Category
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Percent of Budget for Teacher Salaries	43%	41%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Staff development is a priority in the Fountain Valley School District. We value the impact highly skilled instructors have on student achievement. Throughout the District there are both school level and districtwide initiatives. Initiatives include:

- Student Engagement
- Data-responsive Instruction
- Response to Intervention
- Learning Walks
- Co-teaching methods (Collab)
- Strategic/Intensive Intervention Curriculum/Strategies – Corrective Reading, Number Worlds, Academic Vocabulary, and English 3D
- Technology Integration
- Positive Behavior Intervention Systems
- California State Standards Implementation
- Professional Learning Communities

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Robert Gisler Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

</div>

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Robert Gisler Elementary School
Street	18720 Las Flores Street
City, State, Zip	Fountain Valley, CA 92708
Phone Number	(714) 378-4210
Principal	Erin Bains
E-mail Address	BainsE@fvsd.us
Web Site	rges-fvsd-ca.schoolloop.com
Grades Served	TK-5
CDS Code	30-66498-6027973

District Contact Information	
District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Dr. Mark Johnson
E-mail Address	johnsonm@fvsd.us
Web Site	www.fvsd.us

School Description and Mission Statement (Most Recent Year)

The success of our Gisler Elementary School depends on the commitment of all staff (administrators, teachers, and support staff) to high quality standards, expectations and performances.

We believe all students can learn and are each a valued individual with unique physical, social, emotional, and intellectual needs.

Professional development is an integral part of our ongoing plan for continuous improvement; curriculum development, design of instructional activities, and the use of assessment measures are focused on providing learning opportunities and feedback systems that enable students to achieve success.

Effective collaboration and communication with families as partners in the education of their children is essential to the success of Gisler Elementary School.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	97
Grade 1	74
Grade 2	88
Grade 3	76
Grade 4	104
Grade 5	100
Total Enrollment	539

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.1
Asian	20.2
Filipino	1.5
Hispanic or Latino	17.1
Native Hawaiian or Pacific Islander	0.2
White	51.4
Two or More Races	8.5
Socioeconomically Disadvantaged	16
English Learners	11.1
Students with Disabilities	9.6
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	22	21	22	265
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: October, 2015

Fountain Valley School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. The District held a Public Hearing on October 15, 2015, and determined that each school within the District has sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Standards and Frameworks and have been approved by the Board of Trustees. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin Curriculum Associates Holt Adoption Year 2002	Yes	0.0%
Mathematics	Houghton-Mifflin Adoption Year 2015	Yes	0.0%
Science	Houghton-Mifflin Prentice-Hall Adoption Year 2008	Yes	0.0%
History-Social Science	Scott Foresman Adoption Year 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Gisler Elementary School was originally constructed in 1969, and has been thoroughly modernized over the last several years. The campus is currently comprised of 23 classrooms, three multipurpose rooms, a computer lab, a library, and spacious playgrounds. In recent years, the school has received a new blacktop and roofing, as well as an inter-office phone system, upgraded intercom and security systems, classroom amplification systems, and perimeter lighting. The facility strongly supports teaching and learning through its ample classroom and recreational space.

Cleaning Process:
Gisler Elementary School provides a safe and clean environment for students, staff, and volunteers. The District's Board of Education has adopted cleaning standards for all schools in the District. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:
A scheduled maintenance program is administered by Gisler Elementary's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Fountain Valley School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget:
The State School Deferred Maintenance Program provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2014-15 school year, Fountain Valley School District did not participate in the State School Deferred Maintenance Budget Program.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Future deferred maintenance item.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 8/2015				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	68	69	44
Mathematics	59	62	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	79	79	100.0	13	23	33	32
	4	102	100	98.0	14	20	34	32
	5	99	98	99.0	11	16	39	33
Male	3	79	34	43.0	15	29	32	24
	4	102	51	50.0	22	20	31	27
	5	99	47	47.5	17	13	43	26
Female	3	79	45	57.0	11	18	33	38
	4	102	49	48.0	6	20	37	37
	5	99	51	51.5	6	20	35	39
Black or African American	3	79	1	1.3	--	--	--	--
	4	102	1	1.0	--	--	--	--
	5	99	1	1.0	--	--	--	--
Asian	3	79	18	22.8	17	6	33	44
	4	102	20	19.6	15	25	25	35
	5	99	17	17.2	12	12	29	47
Filipino	3	79	1	1.3	--	--	--	--
	4	102	2	2.0	--	--	--	--
	5	99	2	2.0	--	--	--	--
Hispanic or Latino	3	79	9	11.4	--	--	--	--
	4	102	17	16.7	18	18	35	29
	5	99	17	17.2	12	24	29	29

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	3	79	47	59.5	9	30	32	30
	4	102	48	47.1	15	15	42	29
	5	99	55	55.6	11	15	44	31
Two or More Races	3	79	3	3.8	--	--	--	--
	4	102	12	11.8	8	33	17	42
	5	99	6	6.1	--	--	--	--
Socioeconomically Disadvantaged	3	79	18	22.8	22	39	28	11
	4	102	21	20.6	33	29	19	19
	5	99	8	8.1	--	--	--	--
Students with Disabilities	3	79	4	5.1	--	--	--	--
	4	102	11	10.8	73	18	0	9
	5	99	14	14.1	36	14	21	29
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	79	78	98.7	13	19	36	32
	4	102	100	98.0	12	25	39	24
	5	99	97	98.0	12	39	21	28
Male	3	79	33	41.8	9	15	33	42
	4	102	51	50.0	14	24	37	25
	5	99	46	46.5	17	35	15	33
Female	3	79	45	57.0	16	22	38	24
	4	102	49	48.0	10	27	41	22
	5	99	51	51.5	8	43	25	24
Black or African American	3	79	1	1.3	--	--	--	--
	4	102	1	1.0	--	--	--	--
	5	99	1	1.0	--	--	--	--
Asian	3	79	18	22.8	0	17	22	61
	4	102	20	19.6	10	20	40	30

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5	99	17	17.2	6	29	24	41
Filipino	3	79	1	1.3	--	--	--	--
	4	102	2	2.0	--	--	--	--
	5	99	2	2.0	--	--	--	--
Hispanic or Latino	3	79	9	11.4	--	--	--	--
	4	102	17	16.7	24	29	35	12
	5	99	16	16.2	19	44	13	25
White	3	79	46	58.2	13	22	39	26
	4	102	48	47.1	8	25	42	25
	5	99	55	55.6	13	40	24	24
Two or More Races	3	79	3	3.8	--	--	--	--
	4	102	12	11.8	17	33	17	33
	5	99	6	6.1	--	--	--	--
Socioeconomically Disadvantaged	3	79	18	22.8	33	28	33	6
	4	102	21	20.6	33	29	24	14
	5	99	7	7.1	--	--	--	--
Students with Disabilities	3	79	4	5.1	--	--	--	--
	4	102	11	10.8	82	9	0	9
	5	99	14	14.1	50	21	0	29
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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California Standards Tests for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	87	84	77	86	87	89	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	89
All Students at the School	77
Male	74
Female	79
Black or African American	--
Asian	93
Filipino	--
Hispanic or Latino	71
White	75
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.20	19.20	38.40

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents and the community are very supportive of the educational program at Gisler Elementary School. Parents are encouraged to become involved in their child's education by volunteering at the school, participating in school activities, and joining school committees and councils.

In addition to numerous community and business partnerships, the school benefits from an extremely active Parent-Teacher Organization (PTO). The PTO sponsors numerous fundraisers, award programs, activities, and field trips throughout the school year.

Contact Information
Parents who wish to participate in Gisler Elementary's leadership teams, activities, or become a volunteer may contact the office at (714) 378-4211 or visit the school website at www.rges-fvsd-ca.schoolloop.com. The District's website (www.fvsd.us) also provides a variety of resources and helpful information for parents, students, and community members.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Suspensions	0.00	0.18	0.00	0.42	1.10	1.21	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The safety of students and staff is a primary concern of Gisler School. Students are supervised before school, during lunch and recess periods, and after school by teachers, administrators, trained aides, and classified staff. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The Safety Committee reviews and updates the Safe School Action Plan each year by March 1st. Any and all revisions to the plan are immediately communicated to classified and certificated staff.

The Goals and Objectives in the Safe School Action Plan focus on two areas:
1) A school climate characterized by caring and connectedness and
2) The safe and orderly physical environment of the school.

To supplement the Safe School Action Plan, every school also has a disaster preparedness plan that includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		3		26		3		24	1	4	
1	30		2		26		3		27		2	
2	27		4		30		2		28		3	
3	31		3		26		4		24		3	
4	33		1	2	32		3		32		2	1
5	26	1	3		29	1		3	28	1	3	
Other	6	1			7	1						

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.25	N/A
Psychologist	.40	N/A
Social Worker	0	N/A
Nurse	.30	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	1.0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8246	2568	5678	78636
District	N/A	N/A	5193	$73,661
Percent Difference: School Site and District	N/A	N/A	9.3	10.0
State	N/A	N/A	$5,348	$72,993
Percent Difference: School Site and State	N/A	N/A	21.1	11.1

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

In addition to general state funding, all schools within Fountain Valley School District received State and federal categorical funding for the following support programs:

• Title I, Part A
• Title II, Staff Development
• Title III

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,946	$43,091
Mid-Range Teacher Salary	$76,462	$70,247
Highest Teacher Salary	$93,423	$89,152
Average Principal Salary (Elementary)	$124,289	$112,492
Average Principal Salary (Middle)	$128,366	$116,021
Average Principal Salary (High)		$117,511
Superintendent Salary	$267,773	$192,072
Percent of Budget for Teacher Salaries	43%	41%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Staff development is a priority in the Fountain Valley School District. We value the impact highly skilled instructors have on student achievement. Three student free days are reserved for this purpose. In addition, during the school year teachers attend training either before, during, or beyond the school day. Throughout the District there are both school level and districtwide initiatives. Initiatives include:

• Differentiated Instruction
• Data-responsive Instruction
• CGI
• Response to Intervention
• Learning Walks
• Technology Integration
• Positive Behavior Intervention Systems
• Professional Learning Communities
• Thinking Maps
• Leveled Readers
• California Core State Standards Implementation

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Kazuo Masuda Middle School
School Accountability Report Card
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About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Kazuo Masuda Middle School
Street	17415 Los Jardines, West
City, State, Zip	Fountain Valley, CA 92708
Phone Number	(714) 378-4250
Principal	Jay Adams
E-mail Address	adamsj@fvsd.us
Web Site	masudams.fvsd.ca.schoolloop.com
Grades Served	6-8
CDS Code	30-66498-6094627

District Contact Information	
District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Dr. Mark Johnson
E-mail Address	johnsonm@fvsd.us
Web Site	www.fvsd.us

School Description and Mission Statement (Most Recent Year)

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

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 6	248
Grade 7	289
Grade 8	241
Total Enrollment	778

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.4
Asian	48.2
Filipino	1.7
Hispanic or Latino	19.4
Native Hawaiian or Pacific Islander	1.3
White	25.7
Two or More Races	1.4
Socioeconomically Disadvantaged	31.5
English Learners	11.2
Students with Disabilities	6.7
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
*   Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
*   Pupils have access to standards-aligned instructional materials; and
*   School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	**2014-15**	**2015-16**	**2015-16**
With Full Credential	30.5	31.5	33.4	265
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: October, 2015

Fountain Valley School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. The District held a Public Hearing on October 15, 2015, and determined that each school within the District has sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Standards and Frameworks and have been approved by the Board of Trustees. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Adoption Year 2002	Yes	0.0%
Mathematics	McGraw Hill Adoption Year 2015	Yes	0.0%
Science	Prentice-Hall Adoption Year 2008	Yes	0.0%
History-Social Science	Holt Adoption Year 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Masuda Middle School was originally constructed in 1975 and was thoroughly modernized in 2006. The campus is currently comprised of 32 classrooms, 3 computer labs, a library, a home economics class, a wood shop, and a spacious playground. The facility supports teaching and learning through its ample classroom and recreational space.

Cleaning Process:
Masuda Middle School provides a safe and clean environment for students, staff, and volunteers. The District's Board of Education has adopted cleaning standards for all schools in the District. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:
A scheduled maintenance program is administered by Masuda Middle School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Fountain Valley School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget:
The State School Deferred Maintenance Program provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2014-15 school year, Fountain Valley School District did not participate in the State School Deferred Maintenance Budget Program.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Future deferred maintenance item.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 8/2015				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	64	69	44
Mathematics	62	62	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	251	250	99.6	17	33	29	21
	7	286	283	99.0	12	19	44	25
	8	245	243	99.2	9	20	51	20
Male	6	251	100	39.8	15	40	27	18
	7	286	138	48.3	15	21	41	22
	8	245	120	49.0	10	23	53	14
Female	6	251	150	59.8	19	28	31	23
	7	286	145	50.7	8	18	47	27
	8	245	123	50.2	8	16	50	25
Black or African American	6	251	4	1.6	--	--	--	--
	7	286	3	1.0	--	--	--	--
	8	245	1	0.4	--	--	--	--
American Indian or Alaska Native	6	251	1	0.4	--	--	--	--
	7	286	1	0.3	--	--	--	--
	8	245	1	0.4	--	--	--	--
Asian	6	251	114	45.4	8	32	30	30
	7	286	144	50.3	4	16	51	29
	8	245	122	49.8	6	16	52	27
Filipino	6	251	3	1.2	--	--	--	--
	7	286	5	1.7	--	--	--	--
	8	245	5	2.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	6	251	56	22.3	25	32	21	21
	7	286	47	16.4	28	26	30	17
	8	245	44	18.0	18	23	50	9
Native Hawaiian or Pacific Islander	6	251	2	0.8	--	--	--	--
	7	286	3	1.0	--	--	--	--
	8	245	5	2.0	--	--	--	--
White	6	251	62	24.7	26	35	34	5
	7	286	74	25.9	14	23	43	20
	8	245	61	24.9	10	28	49	13
Two or More Races	6	251	6	2.4	--	--	--	--
	7	286	4	1.4	--	--	--	--
	8	245	1	0.4	--	--	--	--
Socioeconomically Disadvantaged	6	251	80	31.9	26	43	18	14
	7	286	95	33.2	21	20	40	19
	8	245	69	28.2	10	26	46	17
Students with Disabilities	6	251	20	8.0	70	25	5	0
	7	286	19	6.6	63	16	16	5
	8	245	12	4.9	42	33	17	8
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	251	250	99.6	15	26	29	30
	7	286	283	99.0	11	23	27	40
	8	245	244	99.6	13	26	25	36
Male	6	251	100	39.8	10	30	30	30
	7	286	138	48.3	13	22	25	40
	8	245	121	49.4	14	24	27	34
Female	6	251	150	59.8	19	23	28	31
	7	286	145	50.7	9	24	28	39

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8	245	123	50.2	11	28	23	38
Black or African American	6	251	4	1.6	--	--	--	--
	7	286	3	1.0	--	--	--	--
	8	245	1	0.4	--	--	--	--
American Indian or Alaska Native	6	251	1	0.4	--	--	--	--
	7	286	1	0.3	--	--	--	--
	8	245	1	0.4	--	--	--	--
Asian	6	251	114	45.4	4	19	32	45
	7	286	144	50.3	5	15	33	48
	8	245	123	50.2	5	19	26	50
Filipino	6	251	3	1.2	--	--	--	--
	7	286	5	1.7	--	--	--	--
	8	245	5	2.0	--	--	--	--
Hispanic or Latino	6	251	56	22.3	32	29	27	13
	7	286	47	16.4	28	38	13	21
	8	245	44	18.0	25	45	14	16
Native Hawaiian or Pacific Islander	6	251	2	0.8	--	--	--	--
	7	286	3	1.0	--	--	--	--
	8	245	5	2.0	--	--	--	--
White	6	251	62	24.7	21	31	27	21
	7	286	74	25.9	11	28	26	35
	8	245	61	24.9	21	25	28	26
Two or More Races	6	251	6	2.4	--	--	--	--
	7	286	4	1.4	--	--	--	--
	8	245	1	0.4	--	--	--	--
Socioeconomically Disadvantaged	6	251	80	31.9	25	28	26	21
	7	286	95	33.2	23	21	24	32
	8	245	69	28.2	14	32	22	32
Students with Disabilities	6	251	20	8.0	60	25	15	0
	7	286	19	6.6	47	37	11	5
	8	245	12	4.9	58	17	17	8
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
Subject	**School**			**District**			**State**		
	2012-13	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Science (grades 5, 8, and 10)	83	82	87	86	87	89	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	89
All Students at the School	87
Male	89
Female	85
Black or African American	--
American Indian or Alaska Native	--
Asian	93
Filipino	--
Hispanic or Latino	76
Native Hawaiian or Pacific Islander	--
White	80
Two or More Races	--
Socioeconomically Disadvantaged	54
English Learners	66
Students with Disabilities	82
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
7	17.70	29.60	43.00

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents and the community are very supportive of the educational program at Masuda Middle School. Parents are encouraged to become involved in their children's education by volunteering at the school, participating in school activities, and joining school committees and councils.

In addition to numerous community and business partnerships, the school benefits from a highly active Parent-Teacher-Student Organization (PTSO). The PTSO sponsors numerous fundraisers, awards programs, activities, and field trips throughout the school year.

Parents who wish to participate in Masuda Middle School's leadership teams or activities, or to become a volunteer may contact the office at (714) 378-4250 or visit the school website at http://masudams.fvsd.ca.schoolloop.com. The District's website (www.fvsd.us) also provides a variety of resources and helpful information for parents, students, and community members.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.12	1.73	1.87	0.42	1.10	1.21	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The safety of students and staff is a primary concern of Masuda Middle School. Students are supervised before school, during lunch and recess periods, and after school by teachers, administrators, trained aides, and classified staff. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The Safety Committee reviews and updates the Safe School Action Plan each year by March 1st. Any and all revisions to the plan are immediately communicated to classified and certificated staff.

The Goals and Objectives in the Safe School Action Plan focus on two areas:
1) A school climate characterized by caring and connectedness and
2) The safe and orderly physical environment of the school.

To supplement the Safe School Action Plan, every school also has a disaster preparedness plan that includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6	25	7	34	1	28	7	35	9	28	9	36	8

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22	11	14	6	20	15	14		19	15	15	2
Mathematics	27	3	17	3	24	6	16	1	21	3	1	2
Science	29	1	13	7	28	3	10	6	28	1	14	4
Social Science	30	1	10	9	27	2	17	1	27	3	12	5

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.60	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.375	N/A
Psychologist	.40	N/A
Social Worker	0	N/A
Nurse	.30	N/A
Speech/Language/Hearing Specialist	.40	N/A
Resource Specialist	2.0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	6415	1520	4895	71347
District	N/A	N/A	5193	$73,661
Percent Difference: School Site and District	N/A	N/A	-5.7	-0.2
State	N/A	N/A	$5,348	$72,993
Percent Difference: School Site and State	N/A	N/A	4.4	0.8

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

In addition to Local Control Funding Formula allocation, all schools within Fountain Valley School District received State and federal categorical funding for the following support programs:

• Title I, Part A
• Title II, Staff Development
• Title III

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,946	$43,091
Mid-Range Teacher Salary	$76,462	$70,247
Highest Teacher Salary	$93,423	$89,152
Average Principal Salary (Elementary)	$124,289	$112,492
Average Principal Salary (Middle)	$128,366	$116,021
Average Principal Salary (High)		$117,511
Superintendent Salary	$267,773	$192,072
Percent of Budget for Teacher Salaries	43%	41%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Staff development is a priority in the Fountain Valley School District. We value the impact highly-skilled instructors have on student achievement. Throughout the District, there are both school-level and district-wide initiatives. Initiatives and development opportunities include:

- Student Engagement
- Visible Learning
- Differentiated Instruction
- Data-Responsive Instruction
- Response to Intervention
- On-Campus and Site-to-Site Visitations
- Co-Teaching Methods
- Strategic/Intensive Intervention Curriculum/Strategies - Corrective Reading, Number Worlds, Academic Vocabulary, SRI (Scholastic Reading Inventory), Accelerated Reader, ST Math, and English 3D
- Technology Integration
- Effective Reading Intervention Academy
- California League of Middle Schools professional learning
- BTSA
- California State Standards Implementation

William T. Newland Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	William T. Newland Elementary School
Street	8787 Dolphin Street
City, State, Zip	Huntington Beach, CA 92646
Phone Number	(714) 378-4200
Principal	Chris Mullin
E-mail Address	mullinc@fvsd.us
Web Site	wtnes-fvsd-caschoolloop.com
Grades Served	TK-5
CDS Code	30-66498-6027999

District Contact Information	
District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Dr. Mark Johnson
E-mail Address	johnsonm@fvsd.us
Web Site	www.fvsd.us

School Description and Mission Statement (Most Recent Year)

William T. Newland Elementary is one of seven elementary schools in the Fountain Valley School District, located in Orange County. Currently, the school serves the needs of 484 students ranging from Transitional Kindergarten to fifth grade. The Newland community has a student population of 61% Caucasian, 18% Hispanic, 10% Asian, and 11% encompassing a number of ethnic and racial groups.   Additionally, 15% of Newland's students are receiving specialized academic services.

The mission of Newland Elementary School is to provide an educational environment in which academic excellence is expected and all children are encouraged to develop their maximum potential through a positive attitude toward self and others, a love of learning, an appreciation for diversity, and the cultivation of the ability to be a productive, useful member of society.   The focus is on the unique needs of elementary school students as they transition through elementary to middle school.

Newland's focus on academic achievement requires us to continually adapt to the ever-changing needs of our student population. Moving into an age of California State Standards and Smarter Balanced Assessment Consortium (SBAC) Newland students continue to demonstrate proficiency at a high level with students averaging 77% proficiency in ELA and 70% proficiency in Mathematics. Newland also provides students an enriched instructional program. We are very fortunate to be able to offer choir, orchestra, and band programs along with several music-focused assemblies throughout the year.   Additionally, we implement a wide-ranging art program throughout the school. Newland is committed to educating the whole child and fostering a sense of belonging to the school community. It is our mission to propel our Newland Dolphins to their greatest learning and social growth potential.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	97
Grade 1	79
Grade 2	74
Grade 3	70
Grade 4	63
Grade 5	62
Total Enrollment	445

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.9
Asian	11.7
Filipino	2.5
Hispanic or Latino	16.2
Native Hawaiian or Pacific Islander	0.2
White	64.3
Two or More Races	2.2
Socioeconomically Disadvantaged	13.3
English Learners	5.2
Students with Disabilities	12.6
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	19	19	23.6	265
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: October, 2015

Fountain Valley School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. The District held a Public Hearing on October 15, 2015, and determined that each school within the District has sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Standards and Frameworks and have been approved by the Board of Trustees. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin Curriculum Associates Holt Adoption Year 2002	Yes	0.0%
Mathematics	Houghton-Mifflin Adoption Year 2015	Yes	0.0%
Science	Houghton-Mifflin Prentice-Hall Adoption Year 2008	Yes	0.0%
History-Social Science	Scott Foresman Holt Adoption Year 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Newland Elementary School was originally constructed in the 1960s, and has been thoroughly modernized over the last several years. The campus is currently comprised of 23 permanent classrooms, 6 portable classrooms, a computer lab, a library, a staff lounge, and a spacious playground. The facility strongly supports teaching and learning through its ample classroom and recreational space.

Cleaning Process:
Newland Elementary School provides a safe and clean environment for students, staff, and volunteers. The District's Board of Education has adopted cleaning standards for all schools in the District. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:
A scheduled maintenance program is administered by Newland Elementary's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Fountain Valley School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget:
The State School Deferred Maintenance Program provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2014-15 school year, Fountain Valley School District did not participate in the State School Deferred Maintenance Budget Program.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Future deferred maintenance item

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 8/2015				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	76	69	44
Mathematics	69	62	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	68	68	100.0	18	22	25	34
	4	64	61	95.3	2	8	38	49
	5	63	60	95.2	8	8	38	45
Male	3	68	33	48.5	21	24	15	39
	4	64	30	46.9	3	10	37	43
	5	63	34	54.0	12	12	38	38
Female	3	68	35	51.5	14	20	34	29
	4	64	31	48.4	0	6	39	55
	5	63	26	41.3	4	4	38	54
Black or African American	3	68	2	2.9	--	--	--	--
	4	64	1	1.6	--	--	--	--
American Indian or Alaska Native	3	68	1	1.5	--	--	--	--
	4	64	1	1.6	--	--	--	--
Asian	3	68	7	10.3	--	--	--	--
	4	64	6	9.4	--	--	--	--
	5	63	8	12.7	--	--	--	--
Filipino	3	68	3	4.4	--	--	--	--
	4	64	1	1.6	--	--	--	--
	5	63	1	1.6	--	--	--	--
Hispanic or Latino	3	68	12	17.6	42	25	8	25
	4	64	11	17.2	0	18	18	55
	5	63	8	12.7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	3	68	42	61.8	12	21	31	33
	4	64	40	62.5	3	5	45	45
	5	63	41	65.1	7	10	39	44
Two or More Races	3	68	1	1.5	--	--	--	--
	4	64	1	1.6	--	--	--	--
	5	63	1	1.6	--	--	--	--
Socioeconomically Disadvantaged	3	68	8	11.8	--	--	--	--
	4	64	9	14.1	--	--	--	--
	5	63	7	11.1	--	--	--	--
Students with Disabilities	3	68	5	7.4	--	--	--	--
	4	64	6	9.4	--	--	--	--
	5	63	7	11.1	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	68	68	100.0	21	12	35	29
	4	64	61	95.3	0	16	44	39
	5	63	61	96.8	15	25	28	33
Male	3	68	33	48.5	18	3	39	36
	4	64	30	46.9	0	23	40	37
	5	63	34	54.0	12	26	32	29
Female	3	68	35	51.5	23	20	31	23
	4	64	31	48.4	0	10	48	42
	5	63	27	42.9	19	22	22	37
Black or African American	3	68	2	2.9	--	--	--	--
	4	64	1	1.6	--	--	--	--
American Indian or Alaska Native	3	68	1	1.5	--	--	--	--
	4	64	1	1.6	--	--	--	--
Asian	3	68	7	10.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4	64	6	9.4	--	--	--	--
	5	63	8	12.7	--	--	--	--
Filipino	3	68	3	4.4	--	--	--	--
	4	64	1	1.6	--	--	--	--
	5	63	1	1.6	--	--	--	--
Hispanic or Latino	3	68	12	17.6	33	25	25	17
	4	64	11	17.2	0	36	27	36
	5	63	8	12.7	--	--	--	--
White	3	68	42	61.8	14	12	38	31
	4	64	40	62.5	0	13	50	38
	5	63	41	65.1	15	24	27	34
Two or More Races	3	68	1	1.5	--	--	--	--
	4	64	1	1.6	--	--	--	--
	5	63	2	3.2	--	--	--	--
Socioeconomically Disadvantaged	3	68	8	11.8	--	--	--	--
	4	64	9	14.1	--	--	--	--
	5	63	8	12.7	--	--	--	--
Students with Disabilities	3	68	5	7.4	--	--	--	--
	4	64	6	9.4	--	--	--	--
	5	63	7	11.1	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	90	93	78	86	87	89	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	89
All Students at the School	78
Male	79
Female	76
Asian	--
Filipino	--
Hispanic or Latino	--
White	78
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	14.50	19.40	54.80

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents and the community are very supportive of the educational program at Newland Elementary School. Parents are encouraged to become involved in their child's education by volunteering at the school, participating in school activities, and joining school committees and councils.

In addition to numerous community and business partnerships, the school benefits from an extremely active Parent-Teacher Association (PTA). The PTA sponsors numerous fundraisers, awards programs, activities, and field trips throughout the school year. Additional opportunities for parental and community involvement include, but are not limited to, the following:

• Classroom Volunteers
• Center Volunteers
• Art Masters
• Fountain Valley Schools Foundation
• Legislative Action Committee
• School Site Council
• ST Math
• AR Math
• AR Reading

Parents who wish to participate on Newland Elementary School's leadership teams, activities, or become a volunteer may contact the office at (714) 378-4200 or visit the school website at www.wtnes-fvsd-ca.schoolloop.com. The District's website (www.fvsd.us) also provides a variety of resources and helpful information for parents, students, and community members.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	0.00	0.64	0.42	1.10	1.21	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The safety of students and staff is a primary concern of Newland School. Students are supervised before school, during lunch and recess periods, and after school by teachers, administrators, trained aides, and classified staff. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The Safety Committee reviews and updates the Safe School Action Plan each year by March 1st. (Most current revision: March 1, 2015) Any and all revisions to the plan are immediately communicated to classified and certificated staff.

The Goals and Objectives in the Safe School Action Plan focus on two areas:
1) A school climate characterized by caring and connectedness and
2) The safe and orderly physical environment of the school.

To supplement the Safe School Action Plan, every school also has a disaster preparedness plan that includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	3	2		18	4	2		20	2	3	
1	21	1	2		24	1	2		26	1	2	
2	26		2		22	1	2		24	1	2	
3	31		2		20	1	2		23	1	2	
4	33		1	1	31		2		31		2	
5	25	1		2	33			2	30		2	
Other	11	1			7	1			6	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.375	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	.40	N/A
Speech/Language/Hearing Specialist	2.4	N/A
Resource Specialist	1.0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9185	3300	5885	69189
District	N/A	N/A	5193	$73,661
Percent Difference: School Site and District	N/A	N/A	13.3	-3.2
State	N/A	N/A	$5,348	$72,993
Percent Difference: School Site and State	N/A	N/A	25.5	-2.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

In addition to Local Control Funding Formula allocation, all schools within Fountain Valley School District received State and federal categorical funding for the following support programs:

• Title I, Part A
• Title II, Staff Development
• Title III

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,946	$43,091
Mid-Range Teacher Salary	$76,462	$70,247
Highest Teacher Salary	$93,423	$89,152
Average Principal Salary (Elementary)	$124,289	$112,492
Average Principal Salary (Middle)	$128,366	$116,021
Average Principal Salary (High)		$117,511
Superintendent Salary	$267,773	$192,072
Percent of Budget for Teacher Salaries	43%	41%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Staff development is a priority in the Fountain Valley School District. We value the impact highly skilled instructors have on student achievement. The primary areas of focus for professional development center on the following goals:

1) Positively Impacting Student Achievement.
2) Increasing Teacher/ Staff Levels of Skills & Knowledge.
3) Growing Staff Capacity as Instructional Leaders Within & Across Grade Levels at School Sites.

Fountain Valley School District reserves three non-student workdays, specifically for this purpose. In addition, during the school year teachers attend trainings either during, or outside the student school day. Throughout our District, there are both school level and districtwide initiatives. Depending on the type of professional development opportunity, it can vary from facilitated workshops or trainings, to conference attendance. Because teachers often learn in group settings, there are also opportunities for mentoring and small group follow-up supports as well. Professional Development initiatives include (but have not been limited to):

• Math Expressions Implementation
• Cognitively Guided Instruction (CGI) in Math
• Differentiated Instruction
• Data-responsive Instruction
• Response to Intervention
• Technology Integration
• Effective Reading Intervention Academy
• Professional Learning Communities
• ST Math
• Accelerated Reader
• Common Core State Standards Implementation
• Academic Vocabulary Development
• Science Kit Training
• Special Education supports in the General Education classroom
• Peer-Peer Teacher Classroom Observations (within site, district, and outside-of-district)

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Isojiro Oka Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Isojiro Oka Elementary School
Street	9800 Yorktown Ave.
City, State, Zip	Huntington Beach, CA 92646
Phone Number	(714) 378-4260
Principal	Erik Miller
E-mail Address	MillerE@fvsd.us
Web Site	ioes-fvsd-ca.schoolloop.com
Grades Served	K-5
CDS Code	30-66498-6068605

District Contact Information	
District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Dr. Mark Johnson
E-mail Address	johnsonm@fvsd.us
Web Site	www.fvsd.us

School Description and Mission Statement (Most Recent Year)

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

Oka Elementary School provides a family-oriented, nurturing and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first. The educational programs at the school are tailored to meet the needs of the school population, so that academic growth, positive behaviors, and overall student success are brought together to set a strong foundation for each individual student's future.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	70
Grade 1	76
Grade 2	82
Grade 3	59
Grade 4	76
Grade 5	84
Total Enrollment	447

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.4
Asian	16.6
Filipino	0.4
Hispanic or Latino	23
Native Hawaiian or Pacific Islander	1.1
White	49.7
Two or More Races	5.6
Socioeconomically Disadvantaged	31.5
English Learners	9.6
Students with Disabilities	12.5
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	**2014-15**	**2015-16**	**2015-16**
With Full Credential	18.6	19	18.3	265
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: October, 2014

Fountain Valley School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. The District held a Public Hearing on October 16, 2014, and determined that each school within the District has sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Standards and Frameworks and have been approved by the Board of Trustees. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin Curriculum Associates Holt Adoption Year 2002	Yes	0.0%
Mathematics	Houghton-Mifflin Adoption Year 2015	Yes	0.0%
Science	Houghton-Mifflin Prentice-Hall Adoption Year 2008	Yes	0.0%
History-Social Science	Scott Foresman Holt Adoption Year 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Oka Elementary School was originally constructed in 1970 and has been thoroughly modernized over the last several years. The campus is currently comprised of 24 permanent classrooms, a computer lab, a library, and a spacious playground. Recent upgrades to the school include installation of perimeter lighting and a public address system, as well as improved electrical and data circuits. Smart Boards have been installed in all rooms. The facility supports teaching and learning through its ample classroom and recreational space.

Cleaning Process:
Oka Elementary provides a safe and clean environment for students, staff, and volunteers. The District's Board of Education has adopted cleaning standards for all schools in the District. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:
A scheduled maintenance program is administered by Oka Elementary's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Fountain Valley School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget:
The State School Deferred Maintenance Program provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2014-15 school year, Fountain Valley School District did not participate in the State School Deferred Maintenance Budget Program.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Future deferred maintenance item.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 8/2015				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	62	69	44
Mathematics	58	62	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	55	55	100.0	11	29	25	35
	4	78	78	100.0	17	21	31	32
	5	85	80	94.1	16	21	34	29
Male	3	55	23	41.8	13	26	26	35
	4	78	47	60.3	21	28	26	26
	5	85	39	45.9	26	26	38	10
Female	3	55	32	58.2	9	31	25	34
	4	78	31	39.7	10	10	39	42
	5	85	41	48.2	7	17	29	46
Black or African American	3	55	1	1.8	--	--	--	--
	4	78	2	2.6	--	--	--	--
Asian	3	55	11	20.0	18	9	36	36
	4	78	12	15.4	8	25	33	33
	5	85	17	20.0	18	18	29	35
Filipino	4	78	1	1.3	--	--	--	--
Hispanic or Latino	3	55	15	27.3	20	27	20	33
	4	78	18	23.1	28	33	17	22
	5	85	21	24.7	24	33	24	19
Native Hawaiian or Pacific Islander	3	55	3	5.5	--	--	--	--
	5	85	1	1.2	--	--	--	--
White	3	55	24	43.6	4	38	21	38

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4	78	38	48.7	16	11	37	37
	5	85	38	44.7	13	18	34	34
Two or More Races	3	55	1	1.8	--	--	--	--
	4	78	6	7.7	--	--	--	--
	5	85	3	3.5	--	--	--	--
Socioeconomically Disadvantaged	3	55	22	40.0	18	32	9	41
	4	78	29	37.2	28	24	28	21
	5	85	29	34.1	28	28	28	17
Students with Disabilities	3	55	6	10.9	--	--	--	--
	4	78	9	11.5	--	--	--	--
	5	85	14	16.5	71	29	0	0
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	55	55	100.0	11	27	38	24
	4	78	78	100.0	12	27	33	28
	5	85	80	94.1	19	29	29	24
Male	3	55	23	41.8	9	26	30	35
	4	78	47	60.3	15	28	26	32
	5	85	39	45.9	18	28	26	28
Female	3	55	32	58.2	13	28	44	16
	4	78	31	39.7	6	26	45	23
	5	85	41	48.2	20	29	32	20
Black or African American	3	55	1	1.8	--	--	--	--
	4	78	2	2.6	--	--	--	--
Asian	3	55	11	20.0	18	0	36	45
	4	78	12	15.4	0	33	25	42
	5	85	17	20.0	18	18	41	24
Filipino	4	78	1	1.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3	55	15	27.3	13	33	27	27
	4	78	18	23.1	33	28	28	11
	5	85	21	24.7	24	43	19	14
Native Hawaiian or Pacific Islander	3	55	3	5.5	--	--	--	--
	5	85	1	1.2	--	--	--	--
White	3	55	24	43.6	8	29	46	17
	4	78	38	48.7	5	26	34	34
	5	85	38	44.7	16	26	29	29
Two or More Races	3	55	1	1.8	--	--	--	--
	4	78	6	7.7	--	--	--	--
	5	85	3	3.5	--	--	--	--
Socioeconomically Disadvantaged	3	55	22	40.0	14	36	27	23
	4	78	29	37.2	17	28	34	21
	5	85	29	34.1	28	38	21	14
Students with Disabilities	3	55	6	10.9	--	--	--	--
	4	78	9	11.5	--	--	--	--
	5	85	14	16.5	57	36	7	0
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	80	80	84	86	87	89	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	89
All Students at the School	84
Male	87
Female	81
Asian	81
Hispanic or Latino	72
Native Hawaiian or Pacific Islander	--
White	90
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	78
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.00	23.80	39.30

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents and the community are very supportive of the educational program at Oka Elementary School. Parents are encouraged to become involved in their child's education by volunteering at the school, participating in school activities, and joining school committees and councils. In addition to numerous community and business partnerships, Oka benefits from an extremely active Parent-Teacher Organization (PTO). The PTO sponsors numerous fundraisers, awards programs, activities, and field trips throughout the school year. Additional opportunities for parental and/or community involvement include, but are not limited to, the following:

• Best Food Forward
• ST Math
• Art Masters
• Committee Leaders & Elected Officers of PTO
• Fountain Valley Schools Foundation
• Legislative Action Committee
• School Site Council

• Individual Classroom Volunteer Opportunities
• Book Fair & Holiday Gift Shoppe
• Chaperone Classroom/Grade Level Field Trips
• Accelerated Reader
• Red Ribbon Week
• Screen Free / Devices Dark Week

Contact Information

Parents who wish to participate in Oka Elementary School's leadership teams, activities, or become a volunteer may contact the office at (714) 378-4260 or visit the school website at www.ioes-fvsd-ca.schoolloop.com. There, you will also find further information for various PTO connections and events. The District's website at: www.fvsd.us also provides a variety of resources and helpful information for parents, students, and community members.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.21	0.41	0.40	0.42	1.10	1.21	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The safety of students and staff is a primary focus at Oka. Students are supervised before school, during recess and lunch periods, and after school by teachers, administrators, trained aides, and classified staff. During the school day, all individuals entering the Oka campus must report to the front office immediately. Once verified, they must sign-in and wear a Visitors Pass at all times while present on campus.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The Safety Committee reviews and updates the Safe School Action Plan annually by March 1. (Most current revision: March 1, 2015). Any and all revisions to the plan are immediately communicated to classified and certificated staff.

The Goals and Objectives in the Safe School Action Plan focus on three areas:
1) A school climate characterized by caring and connectedness between students-staff-parents.
2) The safe and orderly physical environment of the school.
3) Health & Wellness of Oka students.

To supplement the Safe School Action Plan, Oka also has a Disaster Preparedness plan that includes steps for ensuring student and staff safety, during a disaster. These possible incidents include: earthquake, fire, weather related, and lockdown. Drills to support each of these possibilities are conducted throughout the year on a rotating basis to allow for practice and repetition of helping students follow directions.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27		3		28		3		23	1	3	
1	30		1		29		2		30		2	
2	32		3		28		2		26		3	
3	30		2		30		2		26		2	
4	31		2		30		3		28		2	
5	29		3		27	1		2	23	2	3	
Other	12	3			12	2						

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.25	N/A
Psychologist	.20	N/A
Social Worker	0	N/A
Nurse	.40	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	1.0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8893	3212	5681	73992
District	N/A	N/A	5193	$73,661
Percent Difference: School Site and District	N/A	N/A	9.4	3.5
State	N/A	N/A	$5,348	$72,993
Percent Difference: School Site and State	N/A	N/A	21.1	4.5

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

In addition to Local Control Funding Formula allocation, all schools within Fountain Valley School District received State and federal categorical funding for the following support programs:

• Title I, Part A
• Title II, Staff Development
• Title III

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,946	$43,091
Mid-Range Teacher Salary	$76,462	$70,247
Highest Teacher Salary	$93,423	$89,152
Average Principal Salary (Elementary)	$124,289	$112,492
Average Principal Salary (Middle)	$128,366	$116,021
Average Principal Salary (High)		$117,511
Superintendent Salary	$267,773	$192,072
Percent of Budget for Teacher Salaries	43%	41%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Staff development is a priority in the Fountain Valley School District. We value the impact highly skilled instructors have on student achievement. The primary areas of focus for professional development center on the following goals:

1) Positively Impacting Student Achievement.
2) Increasing Teacher/ Staff Levels of Skills & Knowledge.
3) Growing Staff Capacity as Instructional Leaders Within & Across Grade Levels at School Sites.

Fountain Valley School District reserves three non-student workdays, specifically for this purpose. In addition, during the school year teachers attend trainings either during, or outside the student school day. Throughout our District, there are both school level and districtwide initiatives. Depending on the type of professional development opportunity, it can vary from facilitated workshops or trainings, to conference attendance. Because teachers often learn in group settings, there are also opportunities for mentoring and small group follow-up supports as well. Professional Development initiatives include (but have not been limited to):

• Differentiated Instruction
• Data-responsive Instruction
• Response to Intervention
• Technology Integration
• Effective Reading Intervention Academy
• Professional Learning Communities
• ST Math
• Accelerated Reader
• California State Standards Implementation
• Math Expressions Implementation
• Academic Vocabulary Development
• Cognitively Guided Instruction (CGI) in Math
• Science Kit Training
• Special Education supports in the General Education classroom
• Peer-Peer Teacher Classroom Observations (within site, district, and outside-of-district)

Urbain H. Plavan Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Urbain H. Plavan Elementary School
Street	9675 Warner Ave.
City, State, Zip	Fountain Valley, CA 92708
Phone Number	(714) 378-4230
Principal	Julie Ballesteros
E-mail Address	BallesterosJ@fvsd.us
Web Site	uhpes-fvsd-ca.schoolloop.com
Grades Served	TK-5
CDS Code	30-66498-6085278

District Contact Information	
District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Dr. Mark Johnson
E-mail Address	johnsonm@fvsd.us
Web Site	www.fvsd.us

School Description and Mission Statement (Most Recent Year)

The Plavan community, which consists of students, teachers, support staff, and parents are committed to creating a learning environment that promotes success for everyone.

Academically the Plavan community will:
- create an environment where all students are given opportunities to be successful to the best of their abilities,
- implement consistent, academic programs that will be cohesive across all grade levels,
- take ownership and responsibility for teaching and learning,
- share in critical thinking, communication, collaboration, and creativity through our school-wide programs and curriculum in preparation for 21st Century learning, and utilize technology as a learning tool for acquiring, analyzing, and applying information in preparation for college and career readiness.

Socially & Emotionally the Plavan community will:

- take part in a shared responsibility as we support each other as a team,
- follow our school-wide R.O.A.R. standards,
- foster a love of learning that focuses on the whole child,
- build a positive working relationship between all members of our community,
- show mutual respect towards our common goal of student achievement and well being,
- demonstrate cultural sensitivity and respect towards real-world issues and challenges, and display problem solving abilities in working with others.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	109
Grade 1	84
Grade 2	69
Grade 3	79
Grade 4	98
Grade 5	94
Total Enrollment	533

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.1
Asian	52.7
Filipino	1.9
Hispanic or Latino	16.3
Native Hawaiian or Pacific Islander	1.7
White	19.5
Two or More Races	4.1
Socioeconomically Disadvantaged	31.5
English Learners	27.4
Students with Disabilities	7.1
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	22	22	23.7	265
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: October, 2015

Fountain Valley School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. The District held a Public Hearing on October 15, 2015, and determined that each school within the District has sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Standards and Frameworks and have been approved by the Board of Trustees. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin Curriculum Associates Holt Adoption Year 2002	Yes	0.0%
Mathematics	Houghton-Mifflin Adoption Year 2015	Yes	0.0%
Science	Houghton-Mifflin Prentice-Hall Adoption Year 2008	Yes	0.0%
History-Social Science	Scott Foresman Holt Adoption Year 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Plavan School was originally constructed in 1972 and was thoroughly renovated between 2003 and 2005. The school is currently comprised of 22 permanent classrooms, a computer lab, a library, and a spacious playground. The facility supports teaching and learning through its ample classroom and recreational space.

Cleaning Process:
Plavan Elementary provides a safe and clean environment for students, staff, and volunteers. The District's Board of Education has adopted cleaning standards for all schools in the District. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:
A scheduled maintenance program is administered by Plavan Elementary's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Fountain Valley School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget:
The State School Deferred Maintenance Program provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2014-15 school year, Fountain Valley School District did not participate in the State School Deferred Maintenance Budget Program.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Future deferred maintenance item

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 8/2015				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	60	69	44
Mathematics	65	62	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	81	78	96.3	19	24	28	28
	4	95	95	100.0	20	15	25	40
	5	94	91	96.8	19	24	32	25
Male	3	81	39	48.1	28	26	28	18
	4	95	48	50.5	19	15	29	38
	5	94	48	51.1	23	23	33	21
Female	3	81	39	48.1	10	23	28	38
	4	95	47	49.5	21	15	21	43
	5	94	43	45.7	14	26	30	30
Black or African American	3	81	1	1.2	--	--	--	--
	4	95	3	3.2	--	--	--	--
	5	94	2	2.1	--	--	--	--
Asian	3	81	43	53.1	9	16	37	37
	4	95	55	57.9	11	13	27	49
	5	94	54	57.4	15	24	31	30
Filipino	3	81	1	1.2	--	--	--	--
	4	95	2	2.1	--	--	--	--
	5	94	0	0.0	--	--	--	--
Hispanic or Latino	3	81	13	16.0	15	54	23	8
	4	95	15	15.8	33	27	27	13
	5	94	13	13.8	31	46	23	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Native Hawaiian or Pacific Islander	4	95	1	1.1	--	--	--	--
White	3	81	18	22.2	39	22	17	22
	4	95	16	16.8	44	6	19	31
	5	94	17	18.1	29	6	35	29
Two or More Races	3	81	1	1.2	--	--	--	--
	4	95	3	3.2	--	--	--	--
	5	94	5	5.3	--	--	--	--
Socioeconomically Disadvantaged	3	81	28	34.6	21	29	18	32
	4	95	38	40.0	29	18	16	37
	5	94	37	39.4	27	32	24	16
Students with Disabilities	3	81	6	7.4	--	--	--	--
	4	95	9	9.5	--	--	--	--
	5	94	5	5.3	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	81	78	96.3	15	15	40	29
	4	95	95	100.0	9	26	43	21
	5	94	91	96.8	15	22	24	38
Male	3	81	39	48.1	26	10	33	31
	4	95	48	50.5	8	19	48	25
	5	94	48	51.1	15	21	25	40
Female	3	81	39	48.1	5	21	46	28
	4	95	47	49.5	11	34	38	17
	5	94	43	45.7	16	23	23	37
Black or African American	3	81	1	1.2	--	--	--	--
	4	95	3	3.2	--	--	--	--
	5	94	2	2.1	--	--	--	--
Asian	3	81	43	53.1	5	9	49	37

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4	95	55	57.9	0	18	53	29
	5	94	54	57.4	13	20	22	44
Filipino	3	81	1	1.2	--	--	--	--
	4	95	2	2.1	--	--	--	--
	5	94	0	0.0	--	--	--	--
Hispanic or Latino	3	81	13	16.0	23	31	23	23
	4	95	15	15.8	27	53	20	0
	5	94	13	13.8	31	23	23	23
Native Hawaiian or Pacific Islander	4	95	1	1.1	--	--	--	--
White	3	81	18	22.2	33	11	39	17
	4	95	16	16.8	31	19	38	13
	5	94	17	18.1	12	24	35	29
Two or More Races	3	81	1	1.2	--	--	--	--
	4	95	3	3.2	--	--	--	--
	5	94	5	5.3	--	--	--	--
Socioeconomically Disadvantaged	3	81	28	34.6	21	18	32	29
	4	95	38	40.0	11	42	32	16
	5	94	37	39.4	30	27	24	19
Students with Disabilities	3	81	6	7.4	--	--	--	--
	4	95	9	9.5	--	--	--	--
	5	94	5	5.3	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	65	83	88	86	87	89	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	89
All Students at the School	88
Male	89
Female	88
Black or African American	--
Asian	90
Filipino	--
Hispanic or Latino	91
White	76
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	76
Students with Disabilities	83
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	17.20	35.50	36.60

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents and the community are very supportive of the educational program at Plavan Elementary School. Parents are encouraged to become involved in their child's education by volunteering at the school, participating in school activities, and joining school committees and councils.

In addition to numerous community and business partnerships, the school benefits from an extremely active Parent-Teacher Organization (PTO). The PTO sponsors numerous fundraisers, awards programs, activities, and field trips throughout the school year. Additional opportunities for parent and community involvement include, but are not limited to, the following:

• Art- Meet the Masters
• Fountain Valley Schools Foundation
• Grade Level Plays
• School Musical
• School Site Council
• Jog-a-Thon

• Harvest Festival
• PTO
• ST Math
• Accelerated Reader
• RAZ Kids
• English Learner Advisory Committee

Contact Information
Parents who wish to participate in Plavan Elementary School's leadership teams, activities, or become a volunteer may contact the office at (714) 378-4230 or visit the school website www.uhpes-fvsd-ca.schoolloop.com. The District's website (www.fvsd.us) also provides a variety of resources and helpful information for parents, students, and community members.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.19	0.57	0.00	0.42	1.10	1.21	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The safety of students and staff is a primary concern of Plavan School. Students are supervised before school, during lunch and recess periods, and after school by teachers, administrators, trained aides, and classified staff. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The Safety Committee reviews and updates the Safe School Action Plan each year by March 1st. Any and all revisions to the plan are immediately communicated to classified and certificated staff.

The Goals and Objectives in the Safe School Action Plan focus on two areas:
1) A school climate characterized by caring and connectedness and
2) The safe and orderly physical environment of the school.

To supplement the Safe School Action Plan, every school also has a disaster preparedness plan that includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13 Avg. Class Size	2012-13 Number of Classes 1-20	2012-13 Number of Classes 21-32	2012-13 Number of Classes 33+	2013-14 Avg. Class Size	2013-14 Number of Classes 1-20	2013-14 Number of Classes 21-32	2013-14 Number of Classes 33+	2014-15 Avg. Class Size	2014-15 Number of Classes 1-20	2014-15 Number of Classes 21-32	2014-15 Number of Classes 33+
K	24	1	2		26		3		27		4	
1	33		1	1	20	1	2		28		3	
2	31		3		29		3		29		2	
3	30		3		31		3		29		3	
4	27		3		31		3		32		3	
5	23	1	3		30		3		31		3	
Other					10	1			7	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.25	N/A
Psychologist	.20	N/A
Social Worker	0	N/A
Nurse	.40	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist	1.0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8290	3140	5150	67289
District	N/A	N/A	5193	$73,661
Percent Difference: School Site and District	N/A	N/A	-0.8	-5.8
State	N/A	N/A	$5,348	$72,993
Percent Difference: School Site and State	N/A	N/A	9.8	-4.9

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

In addition to Local Control Funding Formula allocation, all schools within Fountain Valley School District received State and federal categorical funding for the following support programs:

• Title I, Part A
• Title II, Staff Development
• Title III

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,946	$43,091
Mid-Range Teacher Salary	$76,462	$70,247
Highest Teacher Salary	$93,423	$89,152
Average Principal Salary (Elementary)	$124,289	$112,492
Average Principal Salary (Middle)	$128,366	$116,021
Average Principal Salary (High)		$117,511
Superintendent Salary	$267,773	$192,072
Percent of Budget for Teacher Salaries	43%	41%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Staff development is a priority in the Fountain Valley School District. We value the impact highly skilled instructors have on student achievement. Three days are reserved for this purpose. In addition, during the school year teachers attend training either before, during, or beyond the school day. Throughout the District there are both school level and districtwide initiatives. Initiatives include:

• California State Standards Implementation
• Thinking Maps
• Differentiated Instruction
• Data-responsive Instruction
• ST Math
• Accelerated Reading
• Technology Integration
• SMART Interactive white boards
• Positive Behavior Intervention Systems
• Bullying Policy
• Professional Learning Communities
• Junior Great Books
• Cognitive Guided Instruction Math (CGI)
• Academic Vocabulary
• Collaborative Conversations

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Samuel E. Talbert Middle School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Samuel E. Talbert Middle School
Street	9101 Brabham Drive
City, State, Zip	Huntington Beach, CA 92646
Phone Number	(714) 378-4220
Principal	Jennifer Morgan
E-mail Address	Morganj@fvsd.us
Web Site	talbertms.fvsd.ca.schoolloop.com
Grades Served	6-8
CDS Code	30-66498-6071096

District Contact Information	
District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Dr. Mark Johnson
E-mail Address	johnsonm@fvsd.us
Web Site	www.fvsd.us

School Description and Mission Statement (Most Recent Year)

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

Talbert Middle School believes that in order to prepare our students to become thoughtful, productive, and contributing citizens of the future, we must provide a safe, stimulating, inspiring educational environment which challenges each student's capacity to grow intellectually while at the same time respects and supports his/her needs to grow socially and emotionally. Our mission is to provide a program where students will:
• Successfully complete rigorous curriculum.
• Use and apply higher level thinking skills within the context of each course.
• Become an integral, important part of the school and community connected in a positive way not only to peers but also to the staff and school as a whole.
• Become productive, culturally literate citizens and develop the ability to make appropriate moral and ethical judgements as befits citizens in a democratic society.
• Participate in school-based service programs.

Talbert Middle School offers a diversified program, featuring a wide variety of activities, both curricular and extracurricular. These opportunities promote high student interest, a sense of tradition, and a quality learning experience for all students.

Talbert is a STEAM (Science Technology Engineering Arts and Math) campus, providing real world science and engineering experiences to seventh and eighth grade cohorts, as well as, the rest of the campus through electives and a science fair. The STEAM program provides opportunities for students through field trips and hands on experiences, including robotics, remote operated vehicles, computer coding, animation, and a high level of technology integration. Furthermore, all students participate in the science fair, providing authentic real world problem solving in science.

In addition to academics, the staff at Talbert Middle School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to insure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 6	238
Grade 7	227
Grade 8	257
Total Enrollment	722

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.6
Asian	16.9
Filipino	1.9
Hispanic or Latino	15.5
Native Hawaiian or Pacific Islander	0.4
White	60.5
Two or More Races	2.2
Socioeconomically Disadvantaged	20.8
English Learners	2.6
Students with Disabilities	12.2
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

• Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
• Pupils have access to standards-aligned instructional materials; and
• School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	28	29	30	265
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program.
Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: October, 2015

Fountain Valley School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. The District held a Public Hearing on October 15, 2015, and determined that each school within the District has sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Standards and Frameworks and have been approved by the Board of Trustees. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Adoption Year 2002	Yes	0.0%
Mathematics	McGraw Hill Adoption Year 2015	Yes	0.0%
Science	Prentice Hall Adoption Year 2008	Yes	0.0%
History-Social Science	Holt Adoption Year 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Talbert Middle School was originally constructed in 1972 and completely modernized between 2003 and 2005. The school is currently comprised of 28 classrooms, 2 computer labs, a library, an event center, a wood shop, and a spacious playground. The facility strongly supports teaching and learning through its ample classroom and recreational space.

Cleaning Process:
Talbert Middle School provides a safe and clean environment for students, staff, and volunteers. The District's Board of Education has adopted cleaning standards for all schools in the District. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:
A scheduled maintenance program is administered by Talbert Middle School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Fountain Valley School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget:
The State School Deferred Maintenance Program provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2014-15 school year, Fountain Valley School District did not participate in the State School Deferred Maintenance Budget Program.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Future deferred maintenance item.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 8/2015				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	65	69	44
Mathematics	51	62	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	238	237	99.6	12	24	43	20
	7	227	225	99.1	13	27	39	22
	8	260	255	98.1	7	23	44	26
Male	6	238	112	47.1	18	28	38	15
	7	227	112	49.3	15	31	37	17
	8	260	141	54.2	8	24	44	24
Female	6	238	125	52.5	7	22	47	24
	7	227	113	49.8	11	22	41	27
	8	260	114	43.8	5	22	44	29
Black or African American	6	238	3	1.3	--	--	--	--
	7	227	2	0.9	--	--	--	--
	8	260	2	0.8	--	--	--	--
American Indian or Alaska Native	6	238	2	0.8	--	--	--	--
	7	227	1	0.4	--	--	--	--
	8	260	1	0.4	--	--	--	--
Asian	6	238	47	19.7	9	17	53	19
	7	227	35	15.4	9	14	54	23
	8	260	39	15.0	3	10	38	49
Filipino	6	238	5	2.1	--	--	--	--
	7	227	5	2.2	--	--	--	--
	8	260	4	1.5	--	--	--	--
Hispanic or Latino	6	238	32	13.4	6	44	34	16

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	7	227	35	15.4	17	49	20	14
	8	260	44	16.9	11	32	43	14
Native Hawaiian or Pacific Islander	6	238	1	0.4	--	--	--	--
	7	227	1	0.4	--	--	--	--
	8	260	1	0.4	--	--	--	--
White	6	238	140	58.8	14	24	40	21
	7	227	137	60.4	12	25	39	24
	8	260	156	60.0	6	24	44	26
Two or More Races	6	238	6	2.5	--	--	--	--
	7	227	6	2.6	--	--	--	--
	8	260	5	1.9	--	--	--	--
Socioeconomically Disadvantaged	6	238	43	18.1	23	33	30	14
	7	227	41	18.1	15	27	39	20
	8	260	68	26.2	10	32	47	10
Students with Disabilities	6	238	21	8.8	57	38	0	5
	7	227	26	11.5	54	31	15	0
	8	260	35	13.5	34	49	9	9
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	238	237	99.6	14	31	36	18
	7	227	225	99.1	17	26	24	33
	8	260	255	98.1	27	31	18	24
Male	6	238	112	47.1	18	34	28	19
	7	227	112	49.3	18	26	24	32
	8	260	141	54.2	29	28	22	21
Female	6	238	125	52.5	10	29	44	17
	7	227	113	49.8	16	27	23	35
	8	260	114	43.8	24	33	14	29

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	6	238	3	1.3	--	--	--	--
	7	227	2	0.9	--	--	--	--
	8	260	2	0.8	--	--	--	--
American Indian or Alaska Native	6	238	2	0.8	--	--	--	--
	7	227	1	0.4	--	--	--	--
	8	260	1	0.4	--	--	--	--
Asian	6	238	47	19.7	4	23	43	28
	7	227	35	15.4	3	20	29	49
	8	260	39	15.0	8	15	13	64
Filipino	6	238	5	2.1	--	--	--	--
	7	227	5	2.2	--	--	--	--
	8	260	4	1.5	--	--	--	--
Hispanic or Latino	6	238	32	13.4	19	38	31	13
	7	227	35	15.4	23	31	31	14
	8	260	44	16.9	50	27	14	9
Native Hawaiian or Pacific Islander	6	238	1	0.4	--	--	--	--
	7	227	1	0.4	--	--	--	--
	8	260	1	0.4	--	--	--	--
White	6	238	140	58.8	16	31	36	16
	7	227	137	60.4	18	26	21	34
	8	260	156	60.0	24	33	22	21
Two or More Races	6	238	6	2.5	--	--	--	--
	7	227	6	2.6	--	--	--	--
	8	260	5	1.9	--	--	--	--
Socioeconomically Disadvantaged	6	238	43	18.1	19	53	16	9
	7	227	41	18.1	22	27	29	22
	8	260	68	26.2	46	32	12	10
Students with Disabilities	6	238	21	8.8	57	38	0	5
	7	227	26	11.5	69	8	12	12
	8	260	35	13.5	69	20	6	6
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	86	90	87	86	87	89	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	89
All Students at the School	87
Male	90
Female	85
Black or African American	--
American Indian or Alaska Native	--
Asian	97
Filipino	--
Hispanic or Latino	77
Native Hawaiian or Pacific Islander	--
White	89
Two or More Races	--
Socioeconomically Disadvantaged	76
English Learners	--
Students with Disabilities	78
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.40	21.80	40.00

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents and the community are very supportive of the educational program at Talbert Middle School. Parents are encouraged to become involved in their child's education by volunteering at the school, participating in school activities, and joining school committees and councils.

In addition to numerous community and business partnerships, the school benefits from an extremely active Parent-Teacher Organization (PTO). The PTO sponsors numerous fundraisers, awards programs, activities, and field trips throughout the school year. Additional opportunities for parental and community involvement include, but are not limited to, the following:

• Fountain Valley Schools Foundation
• Action Committee for Education
• School Site Council
• Superintendent Parent Council
• Parent Conferences
• Parent Education Nights
• Lunch on the Lawn
• Got Real Assemblies
• Polar Day
• Music/Drama Performances

Contact Information
Parents who wish to participate in Talbert Middle School's leadership teams, activities, or become a volunteer may contact the office at (714) 378-4220 or visit the school website at www.talbertms.fvsd.ca.schoolloop.com. The District's website (www.fvsd.us) also provides a variety of resources and helpful information for parents, students, and community members.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.71	2.77	4.03	0.42	1.10	1.21	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The safety of students and staff is a primary concern of Talbert Middle School. Students are supervised before school, during lunch and recess periods, and after school by teachers, administrators, trained aides, and classified staff. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The Safety Committee reviews and updates the Safe School Action Plan each year by March 1st. Any and all revisions to the plan are immediately communicated to classified and certificated staff.

The Goals and Objectives in the Safe School Action Plan focus on two areas:
1) A school climate characterized by caring and connectedness and
2) The safe and orderly physical environment of the school.

To supplement the Safe School Action Plan, every school also has a disaster preparedness plan that includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year.

Parents are asked in the event of an emergency to check out students in the 6th and 7th Grade Bowl. No individuals may proceed onto campus without checking in with staff at the student release station.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6	29	3	40	6	26	6	36	9	31	5	14	25

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	3	15		28	2	14	1	28	2	10	6
Mathematics	24	5	11	3	23	8	11	2	16	6	1	1
Science	28	1	14		28	2	13	2	29	1	11	5
Social Science	28	1	14		26	3	14	1	28	2	11	5

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.60	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.25	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	.30	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	3.0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7143	2162	4981	71530
District	N/A	N/A	5193	$73,661
Percent Difference: School Site and District	N/A	N/A	-4.1	0.1
State	N/A	N/A	$5,348	$72,993
Percent Difference: School Site and State	N/A	N/A	6.2	1.0

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

In addition to Local Control Funding Formula allocation, all schools within Fountain Valley School District received State and federal categorical funding for the following support programs:

• Title I, Part A
• Title II, Staff Development
• Title III

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,946	$43,091
Mid-Range Teacher Salary	$76,462	$70,247
Highest Teacher Salary	$93,423	$89,152
Average Principal Salary (Elementary)	$124,289	$112,492
Average Principal Salary (Middle)	$128,366	$116,021
Average Principal Salary (High)		$117,511
Superintendent Salary	$267,773	$192,072
Percent of Budget for Teacher Salaries	43%	41%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Staff development is a priority in the Fountain Valley School District. We value the impact highly skilled instructors have on student achievement. Throughout the District there are both school level and districtwide initiatives. Initiatives include:

• Student Engagement
• Differentiated Instruction
• Data-responsive Instruction
• Response to Intervention
• Co-teaching methods
• Strategic/Intensive Intervention Curriculum/Strategies – Corrective Reading, math support, writing support, and academic vocabulary
• Technology Integration
• California State Standards Implementation

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Hisamatsu Tamura Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Hisamatsu Tamura Elementary School
Street	17340 Santa Suzanne Street
City, State, Zip	Fountain Valley, CA 92708
Phone Number	(714) 375-6226
Principal	Kathy Davis
E-mail Address	Davisk@fvsd.us
Web Site	htes-fvsd-ca.schoolloop.com
Grades Served	TK-5
CDS Code	30-66498-6027924

District Contact Information	
District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Dr. Mark Johnson
E-mail Address	Johnsonm@fvsd.us
Web Site	www.fvsd.us

School Description and Mission Statement (Most Recent Year)

Home of the Tigers, Hisamatsu Tamura Elementary School is situated in a quiet, residential neighborhood in Fountain Valley. The 50 year old school is one of seven elementary schools in the Fountain Valley School District, serving over 600 students in transitional kindergarten through fifth grade. The school facility is attractive and well maintained, with 23 classrooms allocated for general and special education classes as well as support services. Stepping into a classroom at Tamura, one would immediately take notice of the positive and supportive tone that permeates the campus, an optimal environment for learning. Visitors often comment on the campus' attractive classroom environments, and a comfortable and inviting spirit at Tamura.

School and classroom assessments at Tamura Elementary are based on District and California State Standards. Assessment practices are revised regularly to measure student progress most effectively. Expectations for meeting grade level standards are clearly communicated to students and parents, and proficiency is measured and reported regularly. Grade level California State Standards drive instructional planning and delivery. Our consistently high test scores place Tamura Elementary among the top performing schools in the county. Shared decision-making is practiced and input is enthusiastically received from members of the school community. We are committed to a school, free of violence and drugs and offer a disciplined environment which is conductive to learning. Teachers and other professionals at Tamura stretch to become highly proficient educators. We see ourselves as a community of learners. Challenges are met enthusiastically and solutions are embraced school wide.

Tamura School is committed to providing a safe and challenging environment for students. It is our expectation that students will succeed in the acquisition of basic skills and become life-long learners and quality citizens. Teachers, administrators, support staff, and our parent community are dedicated to assisting students in achieving this mission.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	112
Grade 1	103
Grade 2	108
Grade 3	101
Grade 4	105
Grade 5	98
Total Enrollment	627

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.5
Asian	48.5
Filipino	2.2
Hispanic or Latino	16.3
Native Hawaiian or Pacific Islander	0.6
White	26
Two or More Races	5.9
Socioeconomically Disadvantaged	18.7
English Learners	21.7
Students with Disabilities	4.9
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	22	23	25	265
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: October, 2015

Fountain Valley School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. The District held a Public Hearing on October 15, 2015, and determined that each school within the District has sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Standards and Frameworks and have been approved by the Board of Trustees. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin Curriculum Associates Holt Adoption Year 2002	Yes	0.0%
Mathematics	Houghton-Mifflin Adoption Year 2015	Yes	0.0%
Science	Houghton-Mifflin Prentice-Hall Adoption Year 2008	Yes	0.0%
History-Social Science	Scott Foresman Holt Adoption Year 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Tamura Elementary School was originally constructed in 1964 and was thoroughly modernized in the 2004-05 school year. The campus is currently comprised of 22 permanent classrooms, a computer lab, a library, and a spacious playground. The facility strongly supports teaching and learning through its ample classroom and recreational space.

Cleaning Process:
Tamura Elementary School provides a safe and clean environment for students, staff, and volunteers. The District's Board of Education has adopted cleaning standards for all schools in the District. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:
A scheduled maintenance program is administered by Tamura Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Fountain Valley School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget:
The State School Deferred Maintenance Program provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2014-15 school year, Fountain Valley School District did not participate in the State School Deferred Maintenance Budget Program.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Future deferred maintenance item.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 8/2015				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and

• The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	69	69	44
Mathematics	60	62	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	100	99	99.0	9	29	28	33
	4	105	104	99.0	13	19	34	35
	5	99	99	100.0	10	13	43	33
Male	3	100	57	57.0	14	26	30	30
	4	105	53	50.5	17	26	25	32
	5	99	48	48.5	10	15	42	33
Female	3	100	42	42.0	2	33	26	38
	4	105	51	48.6	8	12	43	37
	5	99	51	51.5	10	12	45	33
Black or African American	5	99	2	2.0	--	--	--	--
Asian	3	100	43	43.0	0	26	30	44
	4	105	53	50.5	11	15	28	45
	5	99	54	54.5	7	13	33	46
Filipino	3	100	3	3.0	--	--	--	--
	4	105	1	1.0	--	--	--	--
	5	99	2	2.0	--	--	--	--
Hispanic or Latino	3	100	20	20.0	15	20	35	30
	4	105	13	12.4	31	15	46	8
	5	99	14	14.1	14	7	64	14
Native Hawaiian or Pacific Islander	3	100	1	1.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	3	100	23	23.0	22	35	26	17
	4	105	31	29.5	10	32	29	29
	5	99	21	21.2	14	10	62	14
Two or More Races	3	100	9	9.0	--	--	--	--
	4	105	6	5.7	--	--	--	--
	5	99	6	6.1	--	--	--	--
Socioeconomically Disadvantaged	3	100	7	7.0	--	--	--	--
	4	105	31	29.5	26	26	26	23
	5	99	17	17.2	18	12	35	35
Students with Disabilities	3	100	5	5.0	--	--	--	--
	4	105	6	5.7	--	--	--	--
	5	99	1	1.0	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	100	99	99.0	6	15	46	31
	4	105	105	100.0	6	23	28	18
	5	99	99	100.0	7	35	31	26
Male	3	100	57	57.0	11	11	39	39
	4	105	54	51.4	7	15	28	20
	5	99	48	48.5	0	35	29	35
Female	3	100	42	42.0	0	21	57	21
	4	105	51	48.6	4	31	27	16
	5	99	51	51.5	14	35	33	18
Black or African American	5	99	2	2.0	--	--	--	--
Asian	3	100	43	43.0	2	9	44	44
	4	105	54	51.4	4	11	30	22
	5	99	54	54.5	4	24	35	37
Filipino	3	100	3	3.0	--	--	--	--

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4	105	1	1.0	--	--	--	--
	5	99	2	2.0	--	--	--	--
Hispanic or Latino	3	100	20	20.0	10	15	45	30
	4	105	13	12.4	15	31	31	0
	5	99	14	14.1	7	57	21	14
Native Hawaiian or Pacific Islander	3	100	1	1.0	--	--	--	--
White	3	100	23	23.0	13	22	48	13
	4	105	31	29.5	6	39	26	13
	5	99	21	21.2	10	57	24	10
Two or More Races	3	100	9	9.0	--	--	--	--
	4	105	6	5.7	--	--	--	--
	5	99	6	6.1	--	--	--	--
Socioeconomically Disadvantaged	3	100	7	7.0	--	--	--	--
	4	105	31	29.5	6	23	16	10
	5	99	17	17.2	12	47	18	24
Students with Disabilities	3	100	5	5.0	--	--	--	--
	4	105	6	5.7	--	--	--	--
	5	99	1	1.0	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	88	94	92	86	87	89	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	89
All Students at the School	92
Male	95
Female	90
Black or African American	--
Asian	94
Filipino	--
Hispanic or Latino	92
White	90
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	88
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.20	20.20	45.50

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents and the community are very supportive of the educational program at Tamura Elementary School. Parents are encouraged to become involved in their child's education by volunteering at the school, participating in school activities, and joining school committees and councils.

In addition to numerous community and business partnerships, the school benefits from an extremely active Parent-Teacher Organization (PTO). The PTO sponsors numerous fundraisers, awards programs, activities, and field trips throughout the school year. Additional opportunities for parental and community involvement include, but are not limited to, the following:

• Accelerated Reader
• English Language Advisory Committee
• Fountain Valley Schools Foundation
• Legislative Action Committee
• School Site Council

Contact Information
Parents who wish to participate in the school's leadership teams, activities, or become a volunteer may contact the office at (714) 375-6226 or visit the school website at www.htes-fvsd-ca.schoolloop.com/. The District's website (www.fvsd.us) also provides a variety of resources and helpful information for parents, students, and community members.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.47	0.16	0.47	0.42	1.10	1.21	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The safety of students and staff is a primary concern of Tamura School. Students are supervised before school, during lunch and recess periods, and after school by teachers, administrators, trained aides, and classified staff. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The Safety Committee reviews and updates the Safe School Action Plan each year by March 1st. Any and all revisions to the plan are immediately communicated to classified and certificated staff.

The Goals and Objectives in the Safe School Action Plan focus on two areas:
1) A school climate characterized by caring and connectedness and
2) The safe and orderly physical environment of the school.

To supplement the Safe School Action Plan, every school also has a disaster preparedness plan that includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	No	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		5		26		5		28		4	
1	30		3		31		3		26		4	
2	31		3		29		4		27		4	
3	33		1	2	32		2	1	29		3	
4	28		3		32		2	1	30		4	
5	29		4		31		3		33		1	2

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.25	N/A
Psychologist	.20	N/A
Social Worker	0	N/A
Nurse	.30	N/A
Speech/Language/Hearing Specialist	.60	N/A
Resource Specialist	1.0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6903	1483	5420	77378
District	N/A	N/A	5193	$73,661
Percent Difference: School Site and District	N/A	N/A	4.4	8.3
State	N/A	N/A	$5,348	$72,993
Percent Difference: School Site and State	N/A	N/A	15.6	9.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

In addition to Local Control Funding Formula allocation, all schools within Fountain Valley School District received State and federal categorical funding for the following support programs:

- Title I, Part A
- Title II, Staff Development
- Title III

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,946	$43,091
Mid-Range Teacher Salary	$76,462	$70,247
Highest Teacher Salary	$93,423	$89,152
Average Principal Salary (Elementary)	$124,289	$112,492
Average Principal Salary (Middle)	$128,366	$116,021
Average Principal Salary (High)		$117,511
Superintendent Salary	$267,773	$192,072
Percent of Budget for Teacher Salaries	43%	41%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Staff development is a priority in the Fountain Valley School District. We value the impact highly skilled instructors have on student achievement. Three days are reserved specifically for this purpose. In addition, during the school year teachers attend training either before, during, or beyond the school day. Throughout the District there are both school level and districtwide initiatives. Initiatives include:

- Differentiated Instruction
- Data-responsive Instruction
- Response to Intervention
- Technology Integration
- Professional Learning Communities
- Thinking Maps
- GLAD Training
- California State Standards Math and ELA Implementation
- ST Math
- Bully Policy
- Positive Behavior Intervention Systems
- Cognitively Guided Instruction (CGI)
- Depth and Complexity
- Collaborative Conversations

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: Approval of the Contract with LPA, Inc., to Complete the Fountain
           Valley School District Facilities Master Plan
DATE: January 8, 2016

Background:
The Facilities Committee was developed in March of 2014, and tasked with the mission
of comprehensively examining the facilities needs in the Fountain Valley School District,
to ensure students and employees have the resources required to meet our future needs.
The committee was made up of approximately thirty individuals representing teachers,
classified staff, parents, community members, city leaders, and district administrators.
Between March and November, the team visited schools in surrounding districts, toured
schools in FVSD, reflected on what was observed, and recommended the development of
a Facilities Master Plan to the Board of Trustees. The Board gave direction to staff to
find an architect and work towards the development of a District Facilities Master Plan.
A panel of ten representative members of the Facilities Committee interviewed four
archictural firms, in order to bring a recommended firm to the Board of Trustees for
approval. The panel chose to recommend LPA, Inc., as the firm to work with the District
in the development of a Facilities Master Plan. The Board of Trustees approved LPA,
Inc., to complete the Fountain Valley School District Master Plan, at the December 10,
2015 Board Meeting.

Fiscal Impact:
The cost of the plan development is not to exceed $149,500 for services outlined in the
proposal and a maximum of $7,475 (5%) in reimburseable expenses. Funds for the plan
will come from the Special Reserve for Capital Outlay (Fund 40).

Recommendation:
It is recommended that the Board of Trustees approves the contract with LPA, Inc., to
complete the Fountain Valley School District Facilities Master Plan.

FOUNTAIN VALLEY SCHOOL DISTRICT
Fountain Valley, California

Agreement for Special Services

This Agreement ("Agreement") is entered into by and between the FOUNTAIN VALLEY SCHOOL DISTRICT ("District") and LPA, INC. ("Architect"). District and Architect are the "Parties" and each, a "Party."

RECITALS

Whereas, District is authorized by, Section 53060 of the *California Government Code,* and Board Policy 3600, to contract with independent consultants or contractors for the furnishing of special services and advice concerning financial, economic, accounting, engineering, legal, administrative and other matters; and

Whereas, the District Requires Architect to render certain; long range facility master planning services. Services described below; and

Whereas, Architect represents that it is specially trained, [licensed,] experienced and competent in performing, and is willing and able to perform, the Services required by District.

Now, therefore, for good and valuable consideration, and pursuant to the terms and conditions of this Agreement, the Parties agree as follows:

1. **Services.** The Architect agrees to perform those services described in the Proposal dated November 30, 2015 incorporated herein by reference ("the proposal"), including specifically those services set forth in Exhibit A attached hereto and incorporated herein by this reference (collectively, the "Services").

Architect represents and warrants that it (i) is an independent consultant; (ii) if it is incorporated or otherwise formed outside the State of California, it is registered or has legal right to provide services within California; (iii) has the qualifications, experience, and facilities necessary to properly perform the Services in a thorough, competent and professional manner; (iv) has specially trained, experienced and competent personnel to perform the Services; and (V) shall faithfully, competently and to the best of its ability experience and talent perform all Services.

2. **Term.** Subject to earlier termination as provided below, this Agreement shall remain in effect from the date signed by District, as indicated in the signature page, until completion as scheduled in Exhibit A (the "Term"). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.

3. **Performance.** Architect shall commence work as scheduled in Exhibit A and shall complete the Services within the Term pursuant to the schedule agreed-upon by the Parties. Architect offers to provide the Services with the due diligence and timeliness necessary to accomplish the work within the required time. Failure to complete any of the Services pursuant to that schedule shall be deemed a default as provided below.

In the performance of the Services, Architect shall employ, at a minimum, generally accepted standards and practices utilized by persons engaged in providing services similar to those required under this Agreement.

4. **Compensation.** Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Architect the amounts specified in Exhibit A . The total Compensation, including reimbursement for actual expenses, shall not exceed *One Hundred Forty Nine Thousand Five Hundred Dollars* ($149, 500.00) for services shown on the proposal, and *$7,475 maximum on reimbursable expenses* which will be billed as occurs with a 10% mark up, unless additional compensation is approved in writing by District.

5. **Required Documents.** Architect shall not commence work under this Agreement until it has completed, signed and submitted this Agreement and the documents and Certificates identified by District on **Exhibit B.**

6. **Method of Payment; Expenses.** Payment of undisputed amounts due for Services actually completed to the satisfaction of the District will be made within thirty (30) days after District receives a satisfactory invoice from Architect. Invoices shall not include any Services previously paid by District and must be in form and content satisfactory to the District. No compensation will be paid for any Services or work not approved by the District under this Agreement. No final payments shall be authorized until all reports have been rendered to and approved by the District.

District shall not be liable to Architect for any costs or expenses incurred by Architect except to the extent pre-approved in writing by District and verified and supported by adequate records satisfactory to the District. Materials required

to complete the Services shall be provided by Architect, except as otherwise specified in a writing signed by District and Architect concurrently with or after the delivery of this Agreement.

7. **Incorporation of Recitals, Exhibits and Attachments.** All exhibits and attachments to this Agreement, including any "required documents;, specified above, are incorporated as if fully set forth herein as are all other documents incorporated by reference (including the Proposal) but all such documents are subordinate to this Agreement and in the event of inconsistency or conflict this Agreement controls unless otherwise specified in a writing signed by the District.

8. **Indemnification.** To the fullest extent permitted by law and in conformity with California Civil Code Section 2782.8, Architect agrees that it will indemnify, defend and hold the District, members of the District's Board of Education, directors, officers, employees, agents and authorized volunteers (the "Indemnitees") entirely harmless from all claims that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of the Architect, its officers, employees, consultants, subconsultants or agents. The Architect's obligation to indemnify does not include the obligation to defend actions or proceedings brought against the Indemnitees but rather to reimburse the Indemnitees for attorney's fees and costs incurred by the Indemnitees in defending such actions or proceedings brought against the Indemnitees to the extent such actions or proceedings arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of the Architect, its officers, employees, consultants, subconsultants or agents, but not to the extent of loss, injury, death or damage caused by the negligence or willful misconduct of District or of other third parties for which the Architect is not legally liable.

9. **Insurance.** Prior to commencing any Services, Architect shall obtain, and shall maintain in full force and effect during the Term, the following insurance policies, with at least the coverage amounts indicated below:

(1) To the extent applicable to Architect and the Services, **Commercial General** Liability($1,000,000 per occurrence; $2,000,000 general aggregate) **and Automobile Liability Insurance ($1,000,000)** protecting from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments in connection with performance of the Services. (Form CG 0001 and CA 0001, or equivalent).

(2) If Architect employs any person to perform the Services, **Workers' Compensation Insurance** in conformance with all applicable statutory limits; **Employers' Liability Insurance** ($1,000,000 per accident or disease).

(3) If Architect is providing professional Services, **Professional Liability (Errors and omissions) Insurance** ($1,000,000 per claim), as appropriate to the Architect's profession.

a. **Certificates and Endorsements.** All insurance certificates shall be subject to approval by District as to form and content. With the exception of Professional Liability, if any, policies shall be written on an occurrence form. The coverage (except for Worker's Compensation, Professional Liability or Employer's Liability insurance) shall be primary and policies or endorsements shall name District, its Board members, officers, employees, agents and representatives as additional insureds. A clause stating that "At least thirty (30) days prior written notice of cancellation, suspension or reduction" and "At least ten (10) days notice of cancellation for non-payment" will be given to District is needed.

b. Architect shall not perform any Services until after all required coverage has been obtained and provided to and approved by District. Architect shall not allow any subconsultant to commence any work under this Contract until the Architect confirms and verifies that the subconsultant has met the minimum insurance requirements specified herein. The procuring and maintaining of any required insurance coverage shall not in any manner limit or be construed to limit Architect's liability hereunder.

10. **Termination.** This Agreement may be terminated at any time by mutual agreement of the Parties or by either Party as follows:

a. District may terminate, with or without cause, at any time by giving thirty (30) days written notice of termination to Architect and compensating Architect only for Services satisfactorily rendered to the date of termination; or

b. Architect may terminate for cause upon thirty (30) days written notice of termination to District, if District fails to cure within the time reasonably agreed-upon by the Parties; or

c. District may terminate for cause upon written notice and opportunity for Architect to cure as specified on the notice. "Cause" shall include (i) material violation of any term or requirement of this Agreement; (ii) any act by Architect that exposes the District to liability to others, including but not limited to liability for personal injury or property damage; or (iii) Architect is adjudged bankrupt, files for bankruptcy or makes a general assignment for the benefit of creditors or a receiver is appointed on account of Architect.

If District terminates for cause, it may, at its discretion secure completion of any unfinished and/or unacceptable Services from another architect. Architect shall reimburse District, upon request, for any District costs in securing completion of such Services that exceed, when added to amounts paid to Architect hereunder, the total Compensation contemplated under this Agreement. In addition, District may pursue any other remedies available at law or equity.

11. **Inspection; Acceptance.** District may, at its discretion, inspect and accept or reject any Services. Acceptance of any Service shall not constitute a waiver of any of the provisions of this Agreement including, but not limited to indemnification and insurance provisions.

12. **Ownership; Copyright.** All data, documents and information provided, created, prepared and/or used in connection with the Services shall be the property of and returned to the District and cannot be used without District's prior written consent. All reports, specifications, documents, drawings or other materials generated constitute "works made for hire" by or for the District and the District will be the "author" and owner of all such reports under applicable copyright laws.

13. **Compliance with Laws.** Architect shall keep itself informed of and comply with all applicable federal, state and local laws, statutes, codes, ordinances, regulations and rules in effect during the Term. Architect shall obtain any and all licenses, permits and authorizations necessary to perform the Services. None of District, its board members, officials, employees or agents shall be liable, at law or in equity, as a result of any failure of Architect to comply with this section.

Without limiting the generality of the foregoing, to the extent applicable, the ***Fingerprinting/Criminal Background Investigation Certification*** must be completed before any services are performed by Architect.

(Architect Initials)

14. **Independent Architect Status.** Architect is and shall remain an independent contractor. Architect states and affirms that it is acting as a free agent and independent contractor, maintains a separate business address and that this Agreement is not exclusive. District is not liable or responsible to Architect for any payments (other than the Compensation), withholding income or other taxes, salaries, benefits, loss, costs, expenses, injury or damages. Architect shall be responsible for filing all returns and paying any income, social security or other tax levied upon or determined with respect to the payments made to Architect pursuant to this Agreement. A 1099 tax form will be provided to Architect for services rendered at the end of each calendar year.

15. **Architect's Books and Records.** Architect shall maintain, and make available to District or its representatives upon request, any and all documents and records demonstrating or relating to Architect's performance of the Services for a minimum of three years after termination or expiration of this Agreement, or longer if required by law.

16. **Confidentiality.** Architect agrees to hold and protect confidential information of the District, including any student or personnel information, whether obtained through observations, documentation or otherwise, as strictly confidential and not disclose any part of it without the prior written permission of the District. Architect shall not, either directly or indirectly, use any confidential District information for Architect's own benefit. A violation of "this paragraph shall be a material violation of this Agreement. The confidentiality provisions of this Agreement shall survive and remain in full force and effect beyond the termination or expiration of this Agreement.

If it appears that Architect has disclosed (or has threatened to disclose) such confidential information in violation of this Agreement, the District shall be entitled to an injunction to restrain Architect from such disclosures and/or from providing services to any party to whom such information has been, or is intended to be, disclosed. The District shall not be prohibited by this provision from pursuing other remedies, including a claim for loss and damages.

17. **Waiver.** Waiver of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by either party of any breach or default shall not constitute a waiver of any other provision or of any subsequent breach or violation of any provision of this Agreement. Acceptance by District of any work or services shall not constitute a waiver of any of the provisions of this Agreement.

18. **Governing Law; Venue.** This Contract shall be construed and interpreted pursuant to the laws of the State of California, without regard to any conflict of laws principles. Jurisdiction and venue shall be in the superior courts of Orange County, wherein this Contract shall be deemed to have been executed and Services, Work and products furnished. Any attempt by any Party to remove venue to another jurisdiction or, unless mutually agreed in writing, to federal court, shall constitute a material breach of this Contract.

19. **Entire Agreement.** This Agreement constitutes the entire agreement between the parties hereto with respect to its subject matter and supersedes all prior agreements or understandings, whether written or oral with respect thereto.

20. **Assignment; Amendment.** Architect obligations under this Agreement shall not be assigned by Architect without District's prior written consent. No amendment to or modification of this Agreement shall be valid or binding unless made in writing by the Architect and by the District.

21. **Attorney Fees.** The party prevailing in a claim, dispute, or legal proceeding to enforce or interpret this Agreement shall be entitled to recover, and the other party shall pay, reasonable attorney fees and expenses.

22. **Notices.** All notices, invoices and other information required under this Agreement shall be in writing and either personally delivered during normal business hours or sent by first-class U.S. mail (certified, return receipt requested), express delivery service, facsimile transmission, or email to the other Party, as follows:

District Representative		**Architect Representative**	
Name:	Fountain Valley School District	Name:	Robert O. Kupper, AIA
		Title:	Chief Executive Officer
Site/Department:		Address:	5161 California Avenue, Suite 100
Address:			Irvine, CA 92617
Fax:		Phone:	949-261-1001
Email:		Fax:	949-260-1190
		Email:	rkupper@lpainc.com

Notice shall be deemed given when received, if personally delivered or faxed (evidence of successful transmission must be retained) or emailed (acknowledgement of receipt of email must be retained), or three (3) days after mailing if sent via U.S. mail. Notice of change of address must be given as required herein. Architect invoices must include the name of the person providing the service, the service performed, the date the service was rendered and the number of hours spent on the work.

23. **Authority to Execute.** The person executing this Agreement on behalf of Architect represents and warrants that he/she/they has/have the authority to so execute this Agreement and to bind Architect to the performance of its obligations hereunder.

IN WITNESS WHEREOF, the parties hereto have subscribed their names to this Agreement on the dates set forth below.

FOUNTAIN VALLEY SCHOOL DISTRICT   **LPA, INC.**

Signature: _____   Signature: _____

By: _____   By: Robert O. Kupper, AIA

Title: _____   Title: Chief Executive Officer

Date: _____   Date:
                                             _____
                                             Don Pender, AIA, Principal
                                             License # C20173
                                             LPA Project # 16002.10

EXHIBIT A
TO AGREEMENT FOR ARCHITECT SERVICES #____

SERVICES

I.   Architect will perform the following Services under the Captioned Agreement:
     See Attached Proposal Dated November 30, 2015:

II. As part of the Services, Architect will prepare and deliver the following tangible work products to District:
     See Attached Proposal Dated November 30, 2015

III. Architect will utilize the following personnel to accomplish the Services:

     ___ None.

     X   LPA, Inc., qualified staff

IV. Architect will utilize the following subcontractors to accomplish the Services (check one):

     ___ None

     X LPA, Inc., qualified staff

V.   AMENDMENT

     The Services, work product, and personnel, are subject to change by mutual agreement. In the absence of mutual agreement regarding the need to change any aspect of performance, Architect shall comply with the Services as indicated above.

p. 949.261.1001   f. 949.260.1190
w. lpainc.com   e. lpa@lpainc.com

EXHIBIT 'A'

November 30, 2015

Christine Fullerton
Assistant Superintendent, Business Services
FOUNTAIN VALLEY SCHOOL DISTRICT
10055 Slater Avenue
Fountain Valley, California 92708

RE: FACILITIES MASTER PLAN SERVICES
Fountain Valley School District
LPA Reference No: 1004608

Dear Christine and Members of the Selection Committee:

LPA is pleased to submit our firm's unique qualifications for the Fountain Valley School District's proposed Facilities Master Plan services project. Celebrating our 50th anniversary this year and as a multi-disciplined firm founded in 1965, our in-house staff includes architects, landscape, interior design, engineering, technology and entitlements professionals. By providing the complete array of services required to plan new school facilities and/or transformation of an existing site, our team is able to holistically examine the full spectrum of potential opportunities for improvement.

Based on the District's vision *"preparing today's youth for tomorrow's future"*, mission statement *"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"*, and our team's previous master planning and architectural services experience, LPA offers the following benefits to the Fountain Valley School District to meet your needs:

1. Collaborative Consensus Building Community Outreach Processes:

- Customized master plan process responsive to the local community and the District's Mission, Goals and Vision statements.
- Collaborative school site and community outreach processes where ideas emanate from the District stakeholders.
- Expertise developed through successful completion of 50+ Facilities Master Plans with 10 at the PreK-8 level.

2. Program Innovation Specific to the Fountain Valley School District Community:

- Visionary programming process to discover the District's educational goals and how they relate to PreK-8 facilities.
- Development of flexible student centered 21st Century next generation learning environments.
- Planning of future improvements that reflect the history of existing sites and their place within the community.

3. Fiscal Responsibility to Deliver What Has Been Promised:

- Cost estimates inclusive of all soft costs and escalation to develop a total picture of the program needs.
- Consultation with the District's financial advisor to identify the complete range of funding sources available to the program.
- Future implementability through stakeholder inclusive prioritization to match scopes of work with potential dollars available.

LPA has selected the team members dedicated in this proposal based upon their immediate availability to initiate the project. For a reference on the quality of Facilities Master Planning services and innovation that the LPA team provides to California public school districts, please feel free to contact any of the clients listed in this proposal. Should there be questions, or a need to discuss our qualifications and approach proposed in more detail, do not hesitate to contact us at (949) 701-4150.

LPA is honored by each new opportunity that comes our way and we sincerely appreciate the Fountain Valley School District's consideration.

Sincerely,

Jim Kisel, AIA / LEED AP BD+C
Principal, Director of School Planning
LPA, Inc.

Don Pender, AIA / CEFP / LEED AP BD+C
Principal-in-Charge
LPA, Inc.

creating sustainable places and spaces that enrich the lives of those who use them

LPA

City of Fountain Valley

Ranked by **Engineering News-Record** as **California's Design Firm of the Year** 2012
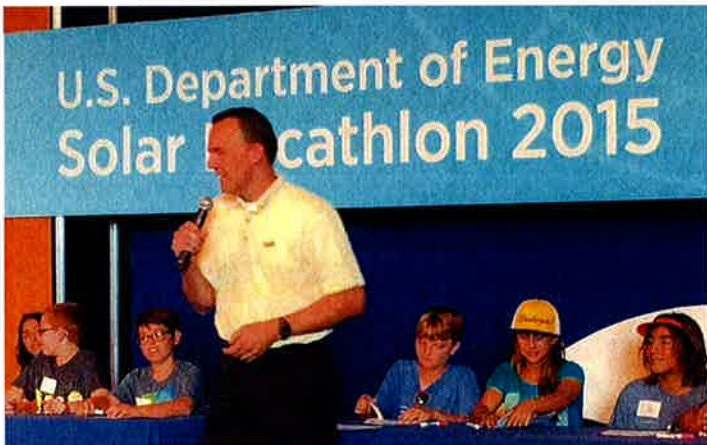
Samuel E. Talbert MS - STEaM Solar Decathlon

Mile Square Park

LPA MASTER PLAN PHILOSOPHY

The LPA educational studio team is highly experienced in the development and delivery of Facilities Master Plan services to K-12 and K-8 school districts in California. To date we have completed 50+ planning processes for districts throughout the State. For Districts that have decided to move forward with a local bond election, based upon an LPA master plan, all but one have been successful. We believe this record of success is a direct result of the collaborative and stakeholder engaged consensus building processes that LPA facilitates to develop the proposed program recommendations.

Realizing that the implementation of a holistic Facilities Master Plan process is one of the most complicated efforts that a School District can embark upon, LPA developed the following Guiding Principles to communicate our firm's planning philosophy and approach to potential clients.

We believe a sustainable Master Plan is...

1. People Driven

The LPA team believes that a key component to a successful Facilities Master Plan outcome is the people it reflects. Our processes respond to the unique characteristics of our clients and their organizational makeup. Through an effective participatory process, the guiding principles and program goals are defined by and emanate from the District's diverse stakeholders, history, culture and shared vision for how 21st Century Learning will be delivered.

2. Qualitative

We believe that a planning process should leverage existing District data. Our process begins first with data collection and documentation of information pertinent to assess the people, programs and facilities of the District. With this information, fundamental themes and qualities are revealed that the Facilities Master Plan guiding principles should address.

3. Learner Centered

We believe that the "whole" child should be considered in the plan. Today's students learn in diverse ways and we value that the learner's needs will impact the overall program vision.

Our plans realize that the practice of teaching and learning are intrinsically linked with the physical environment. We acknowledge that quality learning environments and learner achievement should work in synergy.

4. Exploratory

We believe that the greatest opportunities are found in the exploration of new ideas. We seek out and bring innovative ideas to our clients to challenge convention and to encourage a new paradigm. We are passionate about learning, teaching, and how design can better improve schools into the future.

5. Transparent

We believe that a Facilities Master Plan is a reflection of the community and as such should support an authentic and inclusive process. We encourage sharing and communicating the outcomes with the greater community at-large, beyond the stakeholders involved in its development.

6. Implementable

We believe an effective Facilities Master Plan ties real budgets and real schedules to inform development of an implementable "Road Map" for the District's improvement of their educational program and facilities infrastructure. Our plans assist Districts in managing their resources responsibly with priorities in mind while also providing the ability to recheck the plan as conditions change against the overall program vision.

7. Long-Term

We believe a Facilities Master Plan should support stewardship of the District's many resources and assets. A successful plan establishes guiding principles and associated flexible design solutions that can be assessed to ensure their effectiveness and performance. These actions become a benchmark for all work and allows for continuous validation of the Master Plan vision over time.

Through the collaborative implementation of the above philosophical strategies with our clients, LPA strives to deliver High Performance Next Generation Learning Environments and Master Plan program recommendations which represent "Best Value" to School Districts and their local community members.

"The project last night was the most fun and forward thinking thing that I think I have done here in the last 10 years. Thanks, I really enjoyed it."

David Jaynes, Chief Business Official
Temple City USD

FIRM DATA

LPA, Inc. is one of the leading architectural, planning, landscape, interior design, and engineering firms in California. Founded in 1965, LPA has a long history of architectural design, planning and project management experience.

5 OFFICES | 7 MARKET SEGMENTS | 300 EMPLOYEES | 50 YEARS IN BUSINESS

ARCHITECTURAL & MASTER PLANNING SERVICES

Company Name:	LPA, Inc.
Size:	300+ Employees
Location:	5161 California Ave., #100
	Irvine, CA 92617
Telephone:	(949) 261-1001
Fax:	(949) 260-1190
Website:	www.lpainc.com
Principal Contact:	Jim Kisel, AIA, LEED AP
	jkisel@lpainc.com
Date Firm Established:	1965 / 50 Years in Business
K-12 Experience:	1994 / 21 Years
Master Plan Experience:	1999 / 16 Years

Nature of Work Performed:

Founded in 1965, LPA has been in business for over 50 years. As an integrated design firm, LPA provides our K-12 school district clients with the full scope of architectural, master planning, educational programming, landscape architecture, interior design, graphics, engineering, technology consulting and sustainable criteria integration services from early program development, planning, project design and documentation phases, through completion of construction to owner occupancy.
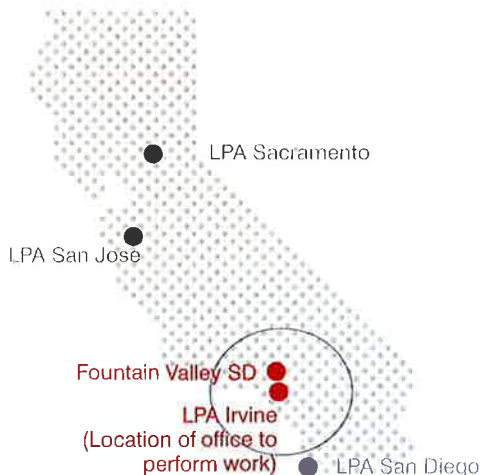
LPA IN-HOUSE ENGINEERING TEAM VS. SUB-CONSULTANTS

At LPA, we believe in a truly integrated approach to the planning and design of a school facility project. This means meaningful engagement between the engineering disciplines and architects from the beginning of the design process through post occupancy evaluation. We have made this possible by building an integrated engineering capacity within the firm. LPA includes full service Structural, Mechanical, Electrical, Technology, Plumbing and Civil Engineering services in-house. Our integrated engineering professionals are available for engagement for both architectural new construction and modernization projects, as well as stand alone engineering dominant projects such as HVAC/energy efficiency modifications. Our design approach is to provide fully integrated and seamless "green" solutions within the inherent project goals and client budget constraints.

LPA STRUCTURE

LPA's staff of over 300 is organized into flexible planning teams. Each project is structured to provide a full complement of capability from LPA's deep bench of specialized professionals necessary to achieve excellence. A Principal is assigned to provide leadership and experienced guidance. A Facility Planner is assigned to provide day-to-day management and direction to our integrated team. Our large staff gives us flexibility to focus manpower at critical milestones. Over 95 employees are exclusively focused on K-12 school facility projects. This depth of expertise enables us to implement effectively the full range of activities required for development of a Facilities Master Plan.

SUMMARY OF MASTER PLAN QUALIFICATIONS

Over the past 20+ years that LPA has been developing K-12 school facility projects, our team has developed specific expertise with regard to the implementation of collaborative, community based processes for the development of Facilities Master Plan recommendations. To date our firm has completed over 50 Facilities Master Plans for a dollar value of $10.4 billion in school site improvements, resulting in over $4.2 billion in successful local bond campaign elections.

SUSTAINABLE DESIGN

Sustainability is a part of LPA's history and most importantly our culture. We have been providing our clients with well-designed, efficient buildings both economically and environmentally our entire careers. Projects like the Irvine Ranch Water District Headquarters and Tri-Cities Landing which received Southern California Edison's Design for Excellence awards over 25 years ago are a testimony to our firm's long-term commitment to sustainable design. LPA believes that every project, regardless of budget or program, can have a sustainable quotient.

LPA Sacramento

LPA San Jose

Fountain Valley SD

LPA Irvine
(Location of office to perform work)

LPA San Diego

INTEGRATED IN-HOUSE SERVICES

LPA is an integrated firm. We believe this means that the traditional practice of cobbling together separate disciplines for a project as sub-consultants, with little to no integration, is simply not effective in enabling the design of truly sustainable solutions that are in the best interest of the client. As a result, we offer in-house the full range of comprehensive services needed by our clients.

ARCHITECTURE

Architectural Building Design
Project Management/Scheduling
Construction Drawings/Specification
Construction Administration
Jurisdictional Approval Processing

LPA offers a multi-disciplined approach to design, bringing the firm's full range of expertise to each project from its inception. A team of architects, interior designers and landscape architects employ a systematic process to design buildings and their settings integrally, providing a unified experience between interior and exterior environments. Each design is a unique response to the program, budget, and site parameters.

INTERIOR DESIGN

Programming and Space Planning
Materials/Fixtures & Furniture Specifications
High Performance Learning Environments

LPA offers services in space planning and interior design, which is the ideal complement to the firm's commitment to "total design". Our ultimate goal is to create interior spaces that meet the client's functional and aesthetic requirements that are cost effective and enhance the learning experience. We provide our clients with a full integration of services and through our coordination can assist in the procurement and the installation of all furnishings.

LANDSCAPE ARCHITECTURE

Site and Environmental Analysis
Landscape and Irrigation Design
Streetscape and Plaza Design
Recreation Planning and Design
Post-Construction Maintenance Analysis

LPA offers the full range of Landscape Architecture services to provide unique and stimulating landscape experiences that are both functional and sensitive to natural systems. We are committed to solving problems through design of environments with emphasis on function, simplicity, maintainability, and beauty. LPA has completed a wide range of projects including schools, athletic facilities and sports parks.

Beyer Elementary School
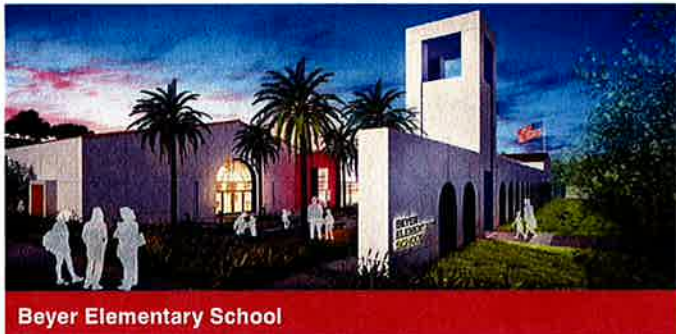
STRUCTURAL, MECHANICAL, ELECTRICAL, TECHNOLOGY, PLUMBING & CIVIL ENGINEERING

Structural Modeling, Analysis, Design & Documentation
Existing & New Structures Seismic Performance Evaluation
Mechanical & Plumbing Design, Energy Use Modeling
Civil Engineering Design & Documentation
Electrical Design & Engineering
Technology & Low Voltage Systems

LPA offers a full range of engineering services that integrate appropriate, cost effective and high performance structural, mechanical, electrical, technology, plumbing, civil, and energy systems into all LPA projects. Our approach is to provide unified and fully integrated sustainable engineering, solutions that are seamless with the building design and the projects inherent constraints. At LPA we apply passive strategies and proven technologies to optimize building performance while minimizing the capital, energy, and maintenance costs of LPA designed buildings.

MASTER PLANNING

Facility Needs Assessments
Educational Programming and Philosophy
Cost & Budget Estimating
Land Use Planning
Funding Source Scenarios & Scope Prioritization

LPA offers services in Facilities Needs Assessments, Site Surveys, Student Housing Analysis, Cost Estimating, and the establishment of Educational Vision, Program Equalization and Technical Specification Standards at both the individual school site and District-wide Facilities Master Plan levels. These documents provide a decision making framework that is sensitive to code, legal, economic, State/Local funding sources, and political factors. Our goal is to provide a "road map" for our clients that is implementable. The final documents will include detailed descriptions of the work that will take place at each site, total program costs, phasing, and funding source analysis.

SUSTAINABLE DESIGN

LEED/CHPS Sustainable Assessments
Agency Program/Rebate Assessments
Life-Cycle Cost Analysis

LPA offers a full scope of pre-design planning, project documentation, and specification services to our clients to address the incorporation of sustainable concepts. Using our in-house copyrighted software program, LID™, we can assess levels of certification against the implementation cost early in the design process. Our firm's unparalleled expertise is the result of our belief that sustainability does not have to cost more.

SIGNAGE/GRAPHICS SERVICES

Project Entry Announcements
Site and Building Navigation
Space Identification
ADA Compliance
Coordinated Architectural Aesthetic

Through its signage/graphics department, LPA is capitalizing on the newest technology to create state of the art signage to serve clients. A coordinated stellar signage approach adds yet another dimension to LPA's comprehensive design services.

MASTER PLAN SERVICES

The following is a listing of comprehensive Facilities Master Plan services that LPA provides for our K-12 clients. These services provide a summation of our understanding of the efforts and planning approach required to successfully assess and plan upgrades to and/or transform a school site to meet the educational program and facility functional needs of the Fountain Valley School District.
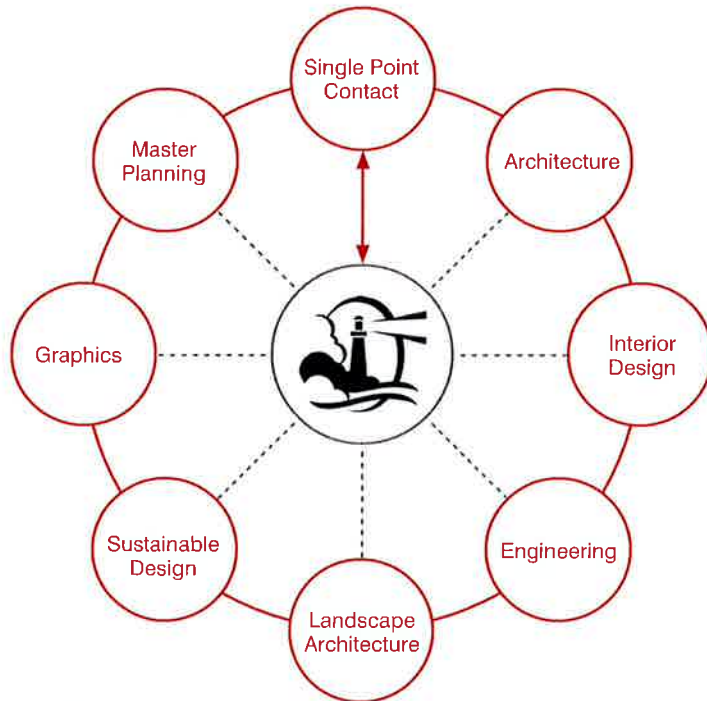
MASTER PLAN PROCESS FACILITATION

Master Plan Process Strategy Coordination
District Wide & School Site Planning Meetings
Board of Education Engagement
Community Outreach Processes
Master Plan Site and Program Recommendations

LPA offers Facilities Master Plan services which include facility needs assessments, demographics review, capacity analysis, cost estimating, financial planning, program prioritization, implementation strategies and establishment of educational program equalization and technical specification standards at both the individual school site and district-wide levels. These documents together with the school site master plan program recommendations provide a decision making framework for the District that is sensitive to existing facility condition, building code, legal, economic, State/Local funding sources and political factors. Our team's goal is to provide an implementable "Road Map" for future improvement of the educational facilities infrastructure. The final documents, when complete, include detailed descriptions of the work that will take place at each site, program costs, phasing, funding source identification and program scope prioritization analysis.

FACILITY NEEDS ASSESSMENTS

District Information & Existing School Site Data Research
Site Field Inspection Surveys
Student Health & Life Safety Assessment
ADA Compliance
Site Condition/Needs Analysis Report

LPA's facility needs assessment process includes evaluation of an existing school site condition and estimation of the total projected improvement costs. Our team visually inspects an existing site to determine the level of maintenance needs, utility systems condition, health/life safety issues, code and ADA compliance requirements. In addition to these items, the LPA evaluation also includes an overlay of the district educational program and technical standards in order to evaluate potential educational program deficiencies.

PROGRAM VISION & TECHNICAL STANDARDS

Educational Specifications ES, K8, MS & HS Levels
District Technical Standards Specifications
CHPS/LEED Criteria Integration
Technology Standards
Program Deficiency & Equity Analysis

The LPA team works with our K-12 clients to collaboratively facilitate a process for the development program specifications and technical standards. The committees formed to develop these documents include participants from both the district staff level and local school site/community representatives. The primary goals of the specifications process are to determine program and facility deficiencies at the sites, clarify instructional strategies and integration of technology resources, establishment of the desired facility improvement quality level goals and district wide equity standards.

In addition to the above standards, LPA's development process also includes the incorporation of CHPS and LEED sustainable design criteria. The determinate in the evaluation of which items to include is their effect on the long-term maintenance and operating costs of the facility in order to maximize the future funding available to the classroom and student learning.

COST ESTIMATING

Scopes-of-Work Cost Models
Construction Phasing Analysis
Soft Cost & Escalation Estimates
Total Program Cost Projection
Program Implementation Planning

LPA often engages an independent outside cost estimating firm to develop the cost models and cost estimates for our Facilities Master Plan projects. In order to provide certainty to our clients regarding the program scope and budget recommendations we have found it helpful to have an expert who is in touch with current bid market conditions perform these services. To forecast total need, Cumming estimates also include a projection of total project soft cost and escalation based on a draft program implementation phasing schedule.

COLLABORATION W/ DEMOGRAPHER & FINANCIAL PLANNER

Enrollment Projections & Boundary Analysis
School Site Capacity Studies
Developer Fee Studies, Local & State Revenue Source Projections
Asset Management Planning
Financial Plan Scenarios & Program Scope Prioritization

LPA has a long, successful history of working with other district consultants for the development of Facilities Master Plans and ultimately in the financial strategy for implementing the plan recommendations. As other team members become involved, LPA will incorporate timely communication and collaboration into our planning process in order to maximize community input and support.

ORGANIZATIONAL CHART

LPA has selected the following team based upon their direct experience with recent similar Facilities Master Plan projects. Individuals listed would be assigned in their identified roles for the duration of the proposed Fountain Valley School District planning program.

Fountain Valley School District

Don Pender, AIA / CEFP / LEED AP BD+C
Principal-in-Charge

Jim Kisel, AIA / LEED AP BD+C
Principal
Director of School Planning

Jomay Liao, CEFP / LEED AP BD+C
Facilities Needs Assessment

Lindsay Hayward, LEED AP BD+C
Associate
Educational Program Visioning

LPA Integrated Design Team

Wendy Rogers, FAIA / LEED AP BD+C
Principal, K-12 Design

Erik Ring, PE / LEED Fellow
Mechanical/Plumbing Engineer

Kristen van Elden, CID / LEED AP ID+C
Interior Designer

James Montross, PE
Electrical Engineer

Glenn Kubota
Landscape Designer

Kathereen M. Shinkai, PE / M.ASCE
Civil Engineer

Bryan Seamer, SE
Structural Engineer

Kelvin Carter, RCDD
Technology Designer

Darcie Gumbayan
Entitlements

Specialty Consultant

Cost Estimator
Cumming

PROJECT TEAM LEADERSHIP & STAFFING

LPA proposes an experienced team that has worked together previously on similar Facilities Master Plans in the past. As the primary points of contact, our team structure is proposed to be led jointly by Jomay Liao and Lindsay Hayward as the LPA Educational Facility Planner experts in charge of Facilities Needs Assessment and Program Visioning as requested by Fountain Valley School District. The processes of planning and design are intensive and require the coordination of a wide range of tasks, from data collection, information gathering, educational program visioning and community outreach to managing the site survey and project design/documentation efforts of the LPA and consulting team members.

Ms. Liao's and Ms. Hayward's role will be to direct these efforts and be actively and meaningfully engaged in the evaluation of the findings and development of the Facilities Master Plan program recommendations. As facilities planning experts, Ms. Liao and Ms. Hayward are highly experienced in providing strategic planning support related to process, data analysis, development of survey standards, evaluation of District educational specifications and other specialized tasks required for successful completion of a Facilities Master Plan project for K-12 public school facility clients. Ms. Liao and Ms. Hayward will also participate in District meetings to discuss and present relevant information and analyses. Following completion of the Master Plan and implementation of a successful funding program, both would carry forward into the future execution of the proposed projects design and documentation phases.

Providing overall guidance to the team will be LPA Principals Jim Kisel, Director of School Planning and Don Pender, Principal-in-Charge. Mr. Kisel and Mr. Pender have been involved in numerous school facilities planning processes and will provide seasoned strategic leadership as well as personal involvement in support of the process. Both will actively attend the District Leadership, Facilities Master Plan Committee and Board of Education meetings as required to remain engaged in the planning processes from inception to completion.

In addition to our firm's size of over 300 individuals to staff the project and depth of resources, a prime advantage that the LPA team offers our clients for their Facilities Master Plan projects is the integration of all required design and engineering disciplines in-house. By providing a comprehensive and unified team of architectural, interior design, landscape, structural, mechanical, plumbing, electrical, technology and civil engineering professionals required all under one roof, we are able to holistically examine the total needs of an existing school site.

LPA MASTER PLAN APPROACH

LPA does not use a "template" master planning approach. Rather, we design a unique process for each individual District based on an evaluation of the particular needs and issues present in that District and Local Community.

MASTER PLAN COMPONENTS

- Long-Term Vision for Facilities to support all learners
- Support for District Strategic Plan Goals in the Community
- Step by Step Road Map for Continuous Improvement
- Financial Stewardship
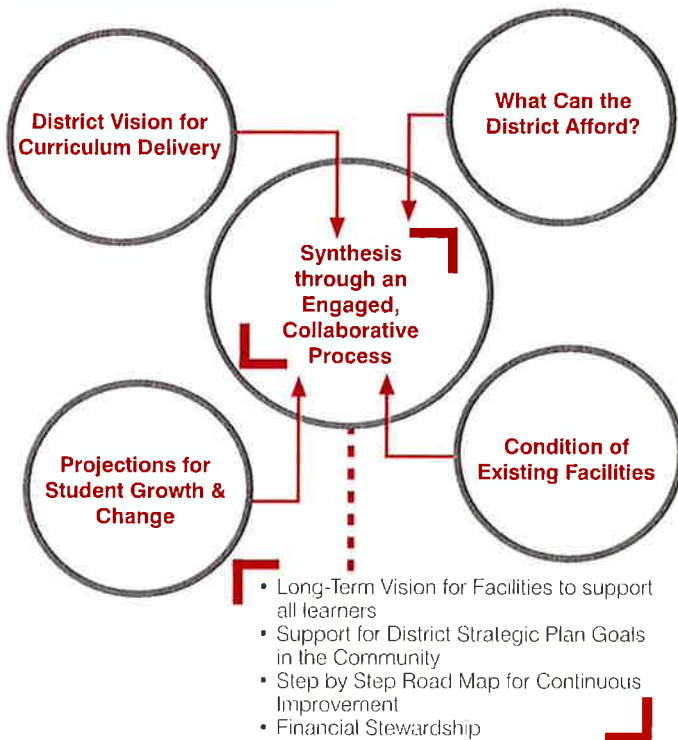
There are four basic building blocks of information required for the development of a comprehensive Facilities Master Plan document. They include the following:

- Demographic Data Review & Capacity/Utilization Analysis
- School Site Needs Assessments & Field Surveys
- District Program Vision & Educational Standards
- Funding Source Identification & Financial Plan Scenarios

LPA believes that each of these efforts is best performed by a consultant within each particular area of expertise. LPA's role is to work with the other firms identified, coordinate the timely required efforts of each entity and then analyze and synthesize the information coming from each into a Facilities Master Plan proposal. The philosophy that LPA utilizes is that of a team player willing to "listen", steering the process into a final Master Plan result that is both implementable and accurate as to the scope of improvements specified. Working with the Fountain Valley School District, the LPA team will establish preliminary budgets to help keep the planning efforts at each site within reason; that is, not to create false expectations at the school sites about how much work can be accomplished within the overall program funding parameters.

MASTER PLAN PROCESS SCOPE

In order to deliver a Facilities Master Plan to the Fountain Valley School District that is visionary, realistic, and implementable, LPA can complete the following steps:

1. Facilities Master Plan Committee & Community Outreach

LPA incorporates a consensus building process into most of our project assignments. The thrust of stakeholder engagement is to receive creative input from all concerned about the educational program vision, school site utilization, linkages to surrounding community and the quality and character of the final improved project. LPA, in concert with Fountain Valley School District, will conduct stakeholder input workshops to establish goals, entertain ideas, obtain comment and input at the direction of the District.

Groups could include the Facilities Master Plan Committee (FMPC), Parent Advisory Committee, School Site Principals, Board of Education, Superintendent's Cabinet and School District Staff. A properly designed consensus building program ensures that opportunities for stakeholder input, review, comment and authorship are established and occur at the appropriate points in the process. Our objective is to develop an understanding of each campus's needs and ideas, gather all pertinent facts, analyze information, develop the best opportunities and select the most viable solutions for each project.

LPA shall coordinate all tasks with the FMPC, attend, record and facilitate monthly meetings, as necessary, to gather information and coordinate integration of all materials. We look forward to further refining this process with District staff to most effectively reach your objectives.

Community outreach is critical to the success of any Facilities Master Plan. An effective Master Plan process offers many opportunities to include community stakeholders, parents and students. These include participation on the FMPC, School Site Committees, attendance at Town Hall and Community Forum meetings. LPA will work with District staff to identify the appropriate groups, business/community entities and individuals to be engaged in the process. These individuals and groups involved often form the nucleus of any future efforts to solicit community support to fund the facilities improvement needs.

Should the District plan to move forward with a local bond, LPA will also coordinate our planning activities with the financial advisor, polling and outreach/campaign consultants selected by the District. We strive to align our planning efforts and work products produced with the timeline and messaging themes identified by these consultants. We have found, through the execution of 50+ Facilities Master Plan processes, that the active and early engagement of the entire District team helps to increase strategic communication and the sharing of relevant knowledge to most effectively educate the community regarding the District's needs, setting the stage for success of the future campaign effort.

2. District Data Review

Data Collection LPA and our team members will gather and review existing District data. This includes the collection of past planning documents, deferred maintenance plans, William's Assessments, Board policies and resolutions, existing enrollment information and individual school site building plans, along with the District mission statement, strategic plan, program course offerings and technology plan documents.

Demographic Review This task involves LPA reviewing enrollment projections prepared by the District's demographic consultant DecisionInsite based upon historic student population trends in the community. We will review data and look at geographic areas of projected growth and decline to better understand the future, existing and/or new school facilities needs. This review could also include analyzing the school attendance and offering recommendations for future boundary changes to accommodate growth and/or shifts in enrollment over the next 10 years.

Facilities Utilization Based on a review of the enrollment projections, along with the development of existing school site inventory and capacity analyses prepared by LPA, our team will assist the Fountain Valley School District in making recommendations regarding the expansion and/or contraction of existing facilities. The School District properties inventory shall include the location, land area, site improvements, square footage, teaching station count, loading standards and specialized facilities data. This database of information will enable a consistent evaluation of school site capacities to project the need for classroom additions and/or new schools site development to accommodate anticipated growth in the community.

3. Facilities Assessments

Facility Condition Documents Review present condition and adequacy of facilities, including any self-evaluation studies the District may currently have in progress. The items analyzed could also include constructed State Modernization and New Construction contract documents and other materials from past local bond improvement programs that the District may deem relevant to the future planning process.

Health/Life Safety Issues Perform Field Observation of the Fountain Valley School District's (7) elementary and (3) middle school sites for health/life safety, code compliance, ADA and technology/utility systems infrastructure needs based upon the educational program and technical standards developed with the District and Facilities Master Plan Committee. The informational accuracy of the resulting survey database documents regarding the existing conditions at each school site is an essential first step in accurately predicting the future improvement costs.

Facilities Survey LPA's condition assessment team will walk each campus and meet with District personnel, observe mechanical and electrical systems and utility infrastructure, review requirements for American with Disabilities Act compliance, assess technology and maintenance needs in order to determine the approximate scope of work necessary to renovate and/or add instructional and support spaces to the level specified in the Educational Standards developed as part of the Facilities Master Plan process. Our team will estimate the cost of identified items using a template matrix of relative costs developed by our team's estimating consultant, Cumming. LPA and Cumming have a long history of collaboration, having worked as a team on over 75% of LPA's K-12 projects. They maintain a database of historical school construction costs across California's many diverse geographic regions.

4. Educational Vision of the District

Educational Standards developed by LPA should reflect the District's vision and goals for the educational program. These standards link the District's educational objectives and initiatives to facilities' needs. LPA can assist in the update of the District's current or preparation of new Educational Standards.
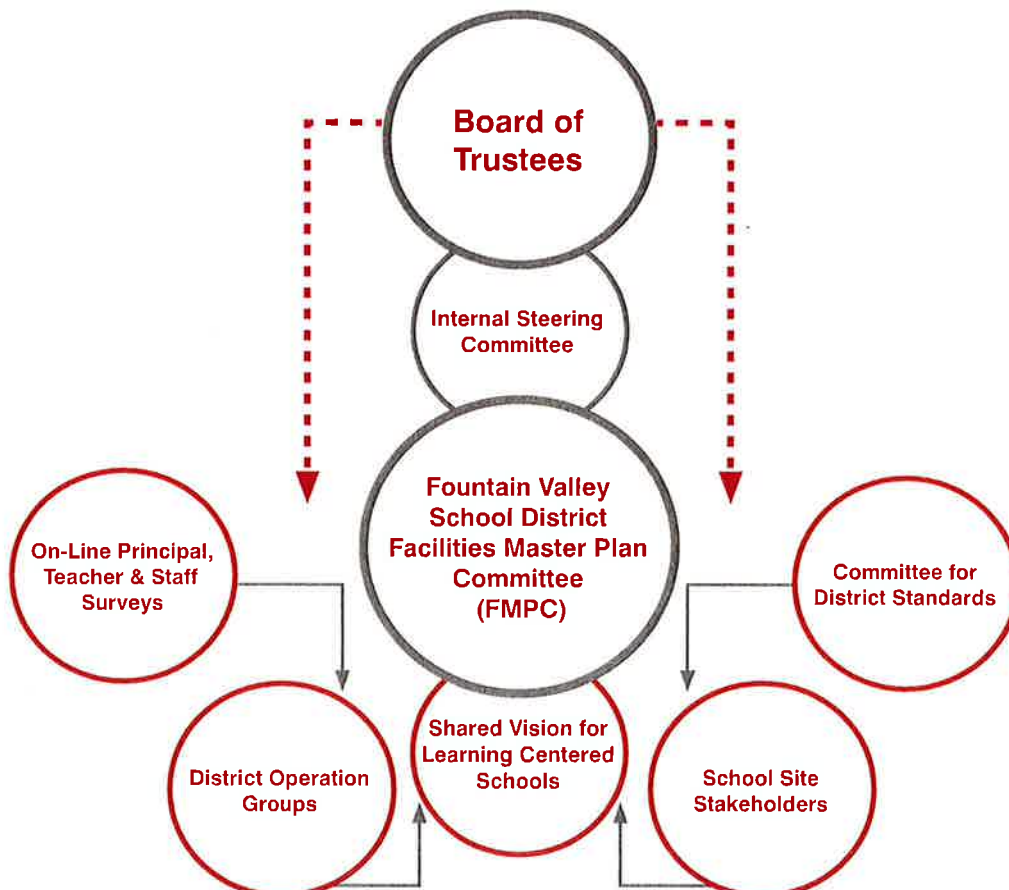
This effort will be performed consistent with the Vision Statement and Strategic Plan goals of the Fountain Valley School District as developed with input of stakeholders and the community. The philosophy reflected in the Educational Specifications guide the direction of the facilities plan and condition assessment process, especially in the manner that facilities support the educational goals of the District.

A series of workshops conducted with the Facility Master Plan Committee and Program Focus Groups will be conducted to identify and develop the District's long-term goals and philosophies regarding educational programming in response to the District's specific projected needs. The goal of these meetings is to develop recommendations to the Board of Trustees regarding strategies for addressing District needs through the educational program. Accepted recommendations are then reflected in the Site Master Plan Diagrams and Improvement Plan for District facilities.

5. School Site Master Plans

Site Master Plan Diagrams Based upon the information gathered during the existing school Site Observations process and through interaction with the Facilities Master Plan Committee to establish the Educational Vision and Program Standards, LPA will develop proposed school site Master Plan Diagrams for each of the facilities in the District. By developing specific site-by-site recommendations, budget estimates can be developed, priorities established, equalization issues addressed, and a schedule/timeline for implementation prepared based upon the District's financial plan. The resulting documents produced can be used by the District to guide long-range decision-making on facilities management, including acquisition of new facilities.

The proposed Master Plan diagrams will be provided in both hardcopy and electronic PDF format for display on a public website and for use in future community outreach and information plans. Through communication of the District's needs and improvement plan, recommendations to the community at large support for the future improvement program is enhanced. LPA will provide services necessary to prepare the Implementation Plan for the Master Plan work at all of the District's campuses and other sites based upon information provided to us as described above. Services and deliverables will include:

* Individual school site diagram recommendations to include a description of the modernization, new construction, site amenities, sustainable design, energy efficiency strategies and deferred maintenance improvements scope of work proposed.

* Evaluate the facility priorities, options and concepts as described under Needs Prioritization below, and validate them through detailed site-by-site analysis. This process develops the site implementation plans which are documented as site diagrams described below.
* Prepare Existing Site diagrams (8.5 x 11 single line site plans with color graphics) indicating teaching stations, building square footages, site size, enrollment figures and proposed Master Plan scopes of work.
* Prepare rough order of magnitude budget estimates of the proposed scopes of work for each site. Estimates will be detailed and prioritized by District criteria developed under Needs Prioritization below.

Final deliverables will consist of Site Master Plan Diagrams illustrating site utilization and Master Plan recommendations, a written description of proposed improvements, cost estimates and an Executive Summary of the Facilities Master Plan final recommendations.

6. Cost Estimating

The LPA team is deeply concerned about the issues of cost and schedule, as evidenced by the fact that over 80% of our projects are the result of repeat and referral clients. Our internal team management structure is organized so that budgets and schedules are monitored on a regular basis with the client and consultant team. Our team's primary goal in the development of the Fountain Valley School District's proposed Facilities Master Plan is implementability. Two key components to the success of this effort are accurate and comprehensive cost estimates and the prioritization of project scopes to match to total funding available.

In order to develop accurate cost estimates for our Facilities Master Plan projects, LPA works with Cumming as our independent outside estimator. For more than 20 years, Cumming has estimated over 75% of LPA's K-12 Master Plan, New Construction and Modernization school facility projects. The cost estimates developed are inclusive of all project hard construction costs, planning soft costs and total projected cost escalation. They can be used to identify and evaluate costs and benefits of a broad array of facilities options.

By comprehensively looking at all factors involved in development of project costs, an accurate total picture of the entire Fountain Valley School District's need is conveyed. Allowing District leadership to speak with confidence to the community at large with regard to the delivery of the entire program promised upon completion of the facilities improvements.

The LPA specialized market sector and project team organizational structure offers our K-12 public school district clients the concept of "large firm resources - small firm service".

PROGRAM SHIFT
Administration Office moves
to existing library

PROGRAM SHIFT
Relocate Library & Computer
Lab to existing Multi-Purpose
Room

PROGRAM SHIFT
Multi Purpose Room Function
incorporated into New
Gymnasium Program

PROGRAM SHIFT
Existing Technology, Science
and Art Building expands
number of teaching stations

7. Capital Improvement Plan

Funding Analysis LPA will work with the District Consultant or other financial planning team members as identified by Fountain Valley School District to explore funding options beyond potential local bond proceeds. This analysis includes the full range of additional funding program scenarios. Funding sources analyzed could include Capital Facilities Program funds on-hand, Local Revenue sources, Redevelopment Tax Increment, Developer Fees and the State School Facilities Program (SFP).

LPA's efforts will provide Fountain Valley School District with an accurate facilities improvement project list prioritized by District stakeholders to match the potential dollars available. Our team in collaboration with the District's financial advisor can provide a financing plan designed to ensure that the District is optimally leveraging its funds against other State and local revenue sources to maximize total funding available. The financing plan should be designed as a living document that will be responsive to the District's overall Facilities Master Plan. A comprehensive Financial Plan analysis should examine the following:

State Funding
- Determination of the Fountain Valley School District's current modernization eligibility
- A year-by-year projection of modernization eligibility for the next 10 years at qualifying sites
- Determine the District's new construction eligibility

Analyze additional funding opportunities from various programs including, but not limited to, the following:
- Career Technical Education (CTE)
- New Construction Additional Grant for Replaced Facilities (AB 801)
- New Construction Additional Grant for District-Owned Site Acquisition Cost (AB 401)
- Facility Hardship/Seismic Funding
- Analyze Proposition 39 funding opportunities

Federal Funding
- Track Federal funding and financing opportunities to ensure that the District is first in line
- Evaluate opportunities for Federal tax credit/interest subsidy programs such as Qualified Zone Academy Bonds (QZABs)

Local Funding
- Developer Fees
- General Obligation (GO) Bonds
- Community Facility District (CFD) Revenue
- Deferred Maintenance funds
- Local Control Funding Formula funds

The Financial Plan identifies synergies with facility needs identified in the Facilities Master Plan and opportunities to leverage funding against State funding. Now is the perfect time to be evaluating State funding. A $9 Billion State Bond Initiative has been submitted and is qualified for the November 2016 ballot. The future State Bond Initiative continues the current State School Facility Program (SFP) and does not require approval from the Legislature or Governor and as a result is very likely to be on the November 2016 ballot.

A Financial Plan analyzes Districts' facility needs and leaves no funding stone un-turned. It ensures that the Fountain Valley School District is leveraging its local funds against other State, Federal and local revenue sources maximizing the total funding by bring creative solutions to the table:

- Multiple funding sources for single projects
- District stakeholder driven project prioritization based on funding availability
- Maximized project savings allowing quicker access to State funding and more flexibility with State funding to match local needs
- Funding submittal phasing strategies to maximize eligibility and funding
- Cash Flow Issues
- Positioning the Fountain Valley School District for the next Statewide Bond

It is particularly important at the beginning of a Master Plan process for LPA and the District's financial team to fully understand the District's goals as it relates to potential funding options. The types of financing to be pursued have a direct impact on the structure of the Master Plan process and specification of the stakeholder groups to be engaged. LPA will work with Fountain Valley School District leadership to establish the goals for the facilities program then outreach to the various stakeholders involved in the planning program to prioritize proposed improvements to match the dollars that could be available. Our team's primary goal in a Facilities Master Plan is to develop an implementable road map forward for improvement of the District's facilities infrastructure to match the learning needs of tomorrow's students.

NEEDS PRIORITIZATION By developing specific school site-by-site recommendations, budget estimates can be developed, priorities established, equalization issues addressed and a schedule/timeline for implementation developed based on the District's financial plan. The LPA team will assist the District in the development of facility options and priorities with the various community and school site stakeholder groups.

When examining options, the LPA team will advise and discuss with the Fountain Valley School District potential joint-use opportunities, which could both increase potential funding for the program and facilitate greater community use of the District's facilities infrastructure. The Master Plan may also assist the District in guiding future joint-use agreements and community partnerships by providing a clearer picture of the District's facilities needs, capabilities and utilization.

PHASING SCHEDULE In collaboration with the Facility Master Plan Committee, District Staff, Executive Steering Committee and the Board of Education, LPA and Cumming can prepare a proposed phasing plan for the facilities improvement program. This plan takes into account the priorities of the District, funding availability, the minimization of existing school site program disruptions and the prioritized scopes of work proposed for the various school sites within the District. Proposed phasing also should respect District wide needs and program equity, while reflecting a logical and efficient basis for the roll out of the Facilities Master Plan program recommendations.

8. Facilities Master Plan Deliverable

Facilitation of FMPC The direction of the Facilities Master Plan process is driven by the Fountain Valley School District's stakeholders and local community. LPA provides professional input and guidance to that end. To seek information from stakeholders and the community, we will schedule and lead a series of Facility Master Plan Committee (FMPC) and larger community outreach meetings with the various stakeholder groups identified by the District. LPA prepares materials for each meeting, establishes agenda and schedules, and records minutes at conclusion of each meeting. As part of the implementation of a Communication Plan, LPA can assist the District in refining communication with each group and with communicating the Facilities Master Plan conclusions to the community at large.

Presentation to the Board of Trustees LPA recommends the active engagement of the Fountain Valley School District's Board of Trustees throughout the planning process. At District discretion, Board Members can serve on the Facilities Master Plan or Executive Level Steering committees. Whether this is the case or not, an effective process generally schedules a series of Board Workshops during the development of the Master Plan. These sessions can occur at the conclusion of the Guiding Principles Visioning/Educational Standards, Draft Facilities Master Plan and Final Facilities Master Plan phases.

By including the Board at critical milestones, their comments and input can be effectively incorporated into the development of the final program recommendations. Upon conclusion of the Facilities Master Plan process, a draft report is prepared by LPA for Board of Trustees' review and public comment. Once all modifications have been incorporated the final document is presented to the Board for their acceptance and/or approval.

FMP Process Documentation Results of the condition assessments and existing school site Master Plan diagrams will be a database of facilities information organized into individual projects identified as to cost, type of work and priority of work. A report compiled from the database in both hardcopy and electronic format to be uploaded to the District's website will be included as part of the final Master Plan report.

LPA recognizes that the various campuses are not all in the same state of repair or have the same deferred maintenance needs. Since both condition and program equity among sites is a very important issue, we will assist the District in establishing budgets for the various school sites which reflects the differences in basic repair needs and program enhancement.

Facilities Master Plan Deliverables

- Hard copies of completed Facilities Master Plan document in 3-ring binders, bound and unbound formats.
- High-tech digital presentation of the Facilities Master Plan in PDF Adobe Acrobat and/or InDesign formats for future Fountain Valley School District use and posting on District and/or public information websites.
- Within the Facilities Master Plan development of funding plan and financial scenarios to identify potential funding sources for the proposed facilities improvements from both State and Local revenue sources.
- Prioritization of proposed scopes of work with active involvement of the District stakeholders to match the proposed school site improvements with potential funding.
- Final packaging a presentation of the Facilities Master Plan findings into an Executive Summary report within the overall planning document.
- Communication of the Facilities Master Plan educational vision and facilities improvement program recommendations to the District's various stakeholder groups.

"Thank you so much for the **hard work & professionalism**...CVUSD is proud to have **a visionary roadmap** for the next 2 decades for facilities."
Sandra Chen, Former Asst. Supt., Chino Valley USD

Chino Valley USD - Facilities Master Plan

STAKEHOLDER GROUPS ENGAGEMENT

MAXIMIZING STAKEHOLDER OUTREACH ACTIVITIES

Each of the 50+ Facilities Master Plans developed by LPA has included the active engagement of District, local community and governmental entity stakeholder groups. An educational visioning and facilities planning process is an opportunity to shape the future of education in the Fountain Valley School District. Together we will identify and respond to the District's unique characteristics and design a process to discover those values, building by consensus a long-term "roadmap" for the District that will define the vision of where you want to be. The following is a description of LPA's master planning process philosophy structure for developing projects within a political environment including facilitation of local community involvement in the planning and design process.

EVERY DISTRICT IS UNIQUE

Key aspects of this process will be:
- Knowing each other and honoring everyone's respective contributions to the process.
- A meaningful process based on community and stakeholder input where solutions derive from participants as opposed to being imposed on the community.
- Defining a facilities approach that results in creation of effective Learning Based Centers of Education that may effectively raise student achievement and build long-term community support for education.
- Definition of characteristics for 21st Century Learning Environments at the Fountain Valley School District.

During initial phases of the project, LPA will work with the District to collaboratively plan processes, scopes of work and team structures to allow us to get to know each other, learn about your vision, share our experiences/relevant knowledge and establish an organized process that generates excitement in the community while building long-term support for education. The direction of a planning process is driven by the local stakeholders and community members. To seek information, LPA will schedule and lead a series of outreach meetings with the various groups identified by the Fountain Valley School District. A comprehensive and inclusive outreach process could be organized as follows:

Executive Steering/Resource Committee:
- Provides overall strategic planning and guidance to the Facilities Master Plan process.
- Establishes committee groups and process engagement structures.
- Ensures parity is achieved and that recommendations are in compliance with overall District goals.
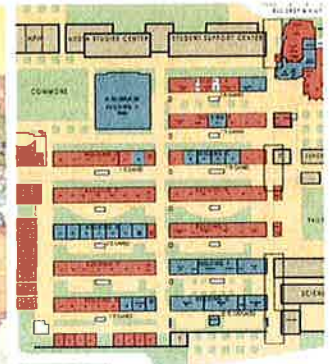
Facilities Master Plan Committee (FMPC):
- Seeks input and provides information to key communicators about the progress, themes and direction of the plan to build understanding in the community for the opportunities, challenges and vision of the District.
- Consists of a broad cross section of District and local community leaders.
- Meetings may occur monthly through the completion of the FMP outreach process.
- If a local bond election is planned, it is hoped that this committee will produce supporters for the election effort.

Principal Education Stakeholders Groups:
- Establish PreK, Elementary and Middle School Education program committees as defined by the District.
- Committees consist of District Staff including teachers, principals and curriculum planners.
- Meetings consist of discussions on the Strategic Plan direction for educational delivery as related to the participants' grade level or program area of expertise, along with the kind of facilities that will be required to address these goals.

School Site Committees:
- Develops recommendations for new construction and/or renovation at the existing school sites.
- Committee comprised of principals, teachers, students, parents and maintenance staff.

Community Outreach Workshops/Town Hall Meetings:
- These consensus building workshops offer a meaningful input process for the community.
- Meetings are facilitated by trained LPA personnel experienced in the consensus building process.
- Activities to generate excitement and participants should feel they are part of a process that will make a difference.

On-Line Principal & Staff Surveys:
- To increase District and community participation, LPA can facilitate development of On-Line Survey Tools.
- Groups surveyed could include parents, school site principals, staff and teachers.
- Survey results are compiled by Survey Monkey and data displayed by graphical charts and Wordle formats.

Other Sub-Committee Groups:
- M&O, Technology, Special Education, Child Care, Food Service, Transportation, School Safety & Security.

"The cooperative committee input processes LPA facilitated, their ability to listen and their expertise, were essential to synthesize our needs into a comprehensive and implementable plan."

Christina Aragon, Asst. Supt. Business
Arcadia USD

FMP ESTIMATED COST

The following is the LPA team's suggested compensation for the Fountain Valley School District's proposed Facilities Master Plan project. The fees proposed are flexible and open to negotiation once a more specific scope of work has been finalized in consultation with the District. At this time we have developed the fee based upon a schedule to complete the planning process by the end of April 2016. This schedule would facilitate a November 2016 election cycle should the District desire to move in that direction. The fees proposed have also been based upon the scope-of-work outlined in the RFP and the quantity of District facilities at (7) Elementary Schools, (3) Middle Schools, and (1) District Support sites.

LPA has found over the past 20 years that our team has been developing Facilities Master Plans, that no two school districts are the same. An advantage that LPA brings to the Fountain Valley School District is our local history and experience in working collaboratively with clients and their community stakeholders to develop a similar Master Plan, 21st Century Educational Program Vision and Implementation Plan recommendations for California public school districts.

BASIC SERVICES FEE PROPOSAL

1. Facilities Master Plan Process Facilitation:	
(District & Community Outreach)	$ **25,000**
2. District Data Review:	
(Strategic Plan, School Site, Demographic Data)	$ **5,000**
3. Facilities Assessments	
(8 ES, 2 MS, 1 District Support Sites)	$ **20,000**
4. Educational Standards	
(Program Vision & Space Characteristics)	$ **25,000**
5. School Site Master Plans	
(8 ES, 2 MS, 1 Support Site Diagrams)	$ **29,500**
6. Cost Estimating	
(LPA & Cumming Cost)	$ **10,000**
7. Capital Improvement Plan & Scope Prioritization	
(Collaboration w/ Financial Advisor)	$ **10,000**
8. Facilities Master Plan Deliverable	
(FMP Documentation & Board Engagement)	$ **25,000**
LPA Basic Services Fee Proposal:	$ **149,500**

The above fees are inclusive of the full range of tasks required to complete a compressive Facilities Master Plan process for the Fountain Valley School District.

HOURLY RATE SCHEDULE

Principal	$	245.00
Director	$	215.00
Discipline Director	$	205.00
Project Director	$	185.00
Project Leader	$	165.00
Manager	$	145.00
Design Coordinator II	$	125.00
Senior Specialist	$	120.00
Design Coordinator I	$	115.00
Designer III	$	105.00
Designer II	$	95.00
Specialist	$	90.00
Designer I	$	85.00
Intern	$	70.00

Note: These rates become effective January 1, 2016 and are subject to change annually.

REIMBURSABLE COSTS

Reimbursable expenses are in addition to compensation and typically add approximately 5% to the total Facilities Master Plan basic services fee. They include costs for reproduction, plotting, express mailing, delivery charges, mileage, travel and overhead on consultant invoices. These expenses are invoiced as incurred at cost times at 1.10 rate until the maximum allowance is reached. For the Fountain Valley School District's proposed Facilities Master Plan project these reimbursable costs could total a maximum of approximately $7,475.

"Our approach is an inherent ability to establish a close working relationship – a partnership with the client to develop goals, program parameters, facility solutions and management strategies in a highly collaborative framework."
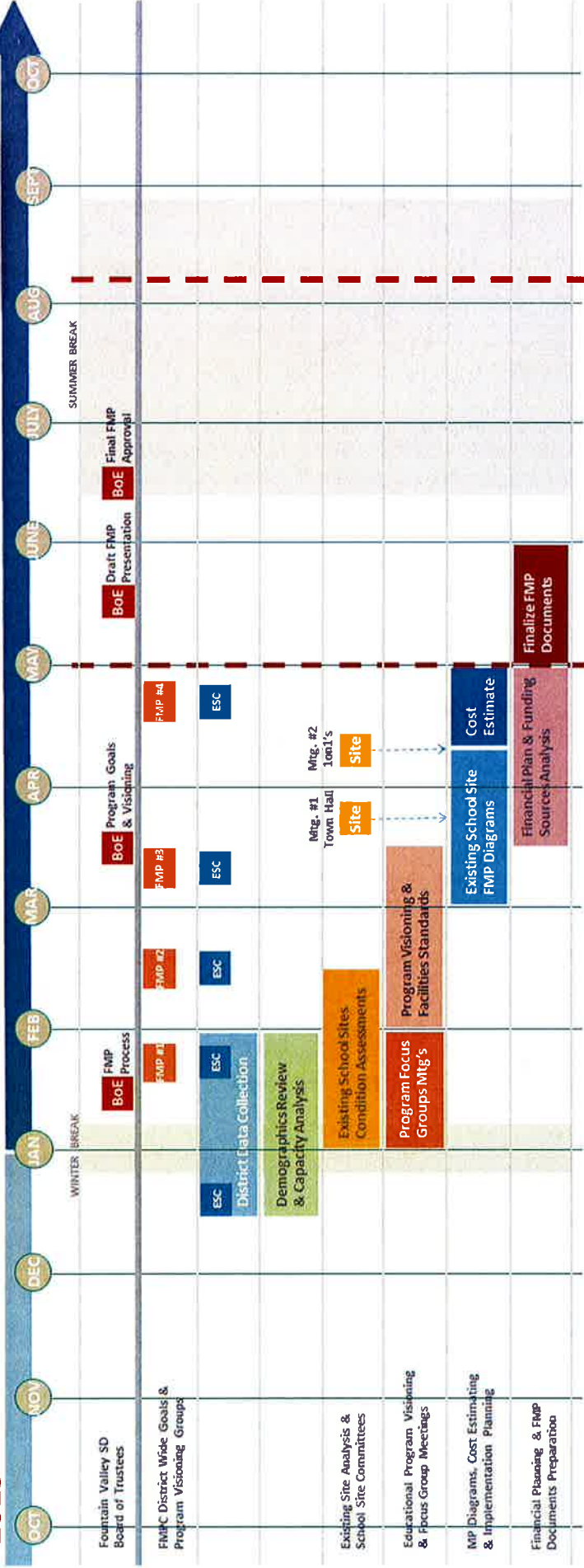
fmp process
proposed schedule

Fountain Valley School District
Facilities Master Plan – Proposed Program Schedule
(December 2015 – April 2016 Timeline)

2015 / 2016

Fountain Valley SD Board of Trustees

FMPC District Wide Goals & Program Visioning Groups

Existing Site Analysis & School Site Committees

Educational Program Visioning & Focus Group Meetings

MP Diagrams, Cost Estimating & Implementation Planning

Financial Planning & FMP Documents Preparation

KEY
- FMP: Facilities Master Plan Committee
- ESC: Executive Steering Committee
- BoE: Meet w/ FVSD Board of Trustees
- Site: School Communities Committees

Board of Trustees
- FMP Process
- Program Goals & Visioning
- Draft FMP
- Final FMP Approval

4 TOTAL Meetings

Facilities Master Plan Committee (FMPC)
(Meets Monthly During the FMP Planning Process)

4 TOTAL Meetings

School Site Committees (SSC)
- 7 Elementary Schools
- 3 Middle School
- 1 District Support Site

9 SITES Total

PROPOSED FMP GROUPS MEETINGS

School Site Committees Town Hall / Mtg's
- Mtg. #1 – Process Overview & Draft Master Plans
- Mtg. #2 – 1on1 Mtg. w/ SSC's Representatives

inter + act
committees & stakeholder groups

District Focus Groups

- Elementary & Middle School Programs — Charette
- Special Education — 1
- M&O Facilities Staff — 1 day
- Child Nutrition — 1
- Information Technology — 1
- Preschool & Childcare — 1
- Other Specialized Programs? — ?

Community

- Fountain Valley SD Board of Trustees — 4 — BoE
- Facilities Master Plan Committee (FMPC) — 4 — FMPC
- Executive Steering Committee (ESC) — 5 — ESC

School Site Input

- School Site Focused Interactions — 1+1 — Site
- MS Students — ASB
- Principal Surveys — 1x ONLINE

Outreach

- Community Survey — POLL
- Town Hall — 1

— *Number of Meetings/Interactions*

Facilities Assessments & Educational Program Vision
overlay to develop school site master plans

1

inter + act
FMP committee members

Facilities Master Plan Committee (FMPC)
(35-45 Committee Members Total – Meets Monthly)

District Participants
- Board of Trustees Member(s) (Optional)
- Superintendent
- Asst. Supt. Business Services
- Asst. Supt. Instructional Services & ES/MS Directors
- Director Facilities, Maintenance / Facilities Staff
- (6-8) Teachers & Administrators Representatives
  (Cross Section of School Site Roles / Disciplines)
- Certificated Employee Representative
- Classified Employee Representative
- (2-4) PTA Representatives
- (1-2) Middle School Student Leaders

Community Members
- (4-6) Community Leader Representatives
- (4-6) Business Community Representatives
- Engaged FVSD Parents
  (Nucleus of Any Potential Future Campaign Effort)
- High School District Representative
- Senior Community Representative
- Tax Group Representative
- Chamber of Commerce Representative
- Real Estate Organizations Representative
- Homeowners Groups
- CBOC Representation

(Purpose is to develop District wide master plan program / facilities
vision and standards with a goal to equally weight the total number of
FVSD and local community participants on the FMPC group.)

EXHIBIT B
INSURANCE AND OTHER REQUIRED CERTIFICATES

See attached, copies of the following certificates (Check all required certificates):

X   Insurance Certificates and Endorsements

      ☒ General Commercial

      ☐ Automobile

      ☐ Professional

      ☐ Other *(specify)* _____

X   Fingerprinting/Criminal   Background Certification (if potential contact with students)

X   Tuberculosis Clearance (if potential contact with students)

X   Worker's Compensation Certificate or Evidence of Sole Proprietorship

X   W-9 Form

X   Conflict of Interest Certification

FINGERPRINTING/CRIMINAL BACKGROUND CERTIFICATION
(NOTE: This Certification is required in connection with all agreement for services and public work contracts that might allow persons other than District staff to come into contact with District students)

Education Code 45125.1 and 49406 require that employees of entities providing certain services to school districts must have a tuberculosis clearance and be fingerprinted by the California Department of Justice for a criminal records check, unless District determines, in its sole discretion, that Architect and/or its employees will have limited contact with pupils. One of the three boxes below must be checked and this form attached to the Agreement identified above:

☐ . **[To be completed by authorized District employee only.]** Architect's employees and representatives will have only *limited contact* with District pupils and the District will take appropriate steps to protect the safety of any pupils that may come in contact with Architect's employees so that the *fingerprinting and criminal background investigation requirements* of Education Code section 45125 .1 *shall not apply* to Architect for the services under this Agreement. As an

. authorized District official, I am familiar with the facts herein certified, and am authorized to execute this certificate on behalf of the District. (Education Code § 45125.1 (c))

Date: _____

Authorized District Representative Name/Title: _____

Authorized District Representative Signature: _____

☐ The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to Architect's services under this Agreement and **Architect certifies its compliance with these provisions as follows:**

Architect has complied with the fingerprinting and criminal background investigation requirements of Education Code Section 45125.1 with respect to all Architect's employees, subcontractors, agents and subcontractor's employees and agents ("Employees") who may have contact with District pupils in the course of providing services pursuant to the Agreement, regardless of whether those Employees are paid or unpaid, concurrently employed or acting as independent Architects of the Architect, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122. 1.

A *complete and accurate list of all Employees* who may come in contact with District pupils during the course and scope of the Agreement is_____ attached hereto, or

_____ shall be provided to the District prior to any Employee having any contact with District pupils, and an updated list of all Employees who may come in contact with District pupils during the course and scope of the agreement shall be provided to the District within ten (10) days of District request.

☐ Architect's services under this Agreement shall be limited to the construction, reconstruction, rehabilitation, or repair of a school facility and although all Employees will have contact, other than limited contact, with District pupils, pursuant to Education Code section 45125.2 **District shall ensure the safety of the pupils by (mark all that apply):**
☐ The installation of a physical barrier "at the worksite to limit contact with pupils.
☐ Continual supervision and monitoring of all Architect's on-site employees of Architect by _____
_____an employee of Architect whom the Department of Justice has ascertained has not been convicted of a violent or serious felony.
☐ Surveillance of Employees by District personnel. **[To be completed by authorized District employee only.]**

Date:_____

Authorized District Representative Name/Title: _____

Authorized District Representative Signature: _____

I am a representative of the Architect entering into this Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Architect.

Date: _____

Legal Name of Architect: _____

Signature: _____

By (Name of signatory): _____

Its (Title): _____

TUBERCULOSIS CLEARANCE

(NOTE: This Certification is required in connection with all agreement for services and public work contracts that might allow persons other than District staff to come into contact with District students)

The undersigned does hereby certify to the Board of the District as follows:

1. I am a representative of the Architect currently entering into this Agreement "with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Architect. Architect's responsibility for tuberculosis clearance extends to all of its employees, subcontractors, and employees of subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent Architects of the Architect.

2. The following item applies to the Services that are the subject of the Agreement:

   ☐ The Architect ensures that each person providing any portion of the Services has submitted to an examination by a physician or surgeon, within 60 days of Board approval of the contract, or if previous Architect to the District, within the last four years, and each such person is free of active tuberculosis.
   - o If there is however a positive result, chest x-ray verification is required.
   - o Upon the District's request, a complete and accurate list of Architect's employees and of all of its subcontractors' employees, who may come in contact with District pupils in connection with the Agreement, will be furnished and the date of each person's examination will be included.

   ☐ The Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District pupils.

By signing below on behalf of Architect, I certify that I am an authorized signatory and that the information provided herein is true and accurate. I further certify that during the Term of this Agreement, if I learn of additional information which differs from the responses provided above, or if I engage an additional employee/agent/volunteer/subcontractor or representative to provide Work or Services under the Agreement, I shall forward this additional information to the District immediately.

Date: _____

Legal Name of Architect: _____

Signature: _____

By (Name of signatory): _____

Its (Title): _____

WORKERS' COMPENSATION CERTIFICATION

(NOTE: This Certification is required for ALL services agreements and public work contracts; Not required in connection with the acquisition of manufactured items not installed by a Architect or in connection with the use of District facilities by a third party not providing services to District)

Labor Code Section 3700 in relevant part provides that every employer except the State shall secure the payment of compensation in one or more of the following ways:

☐ By being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State.

☐ By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to its employees.

I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the Work of this Agreement. (In accordance with Article 5 - commencing at Section 1860, Chapter I, part 7, Division 2 of the Labor Code, the above certificate must be signed and filed with the District prior to performing any Work under this Agreement.)

Date: _____

Legal Name of Architect: _____

Signature: _____

By (Name of signatory): _____

Its (Title): _____

CONFLICT OF INTEREST CERTIFICATION; DISCLOSURE OF INTEREST

Architect shall not make, participate in making, or use the position afforded them by this Agreement to influence, any governmental decision in which he or she knows or has reason to know that he *or* she has a financial interest under California Government Code Section 87100, et seq., or otherwise.

I, the undersigned, am an authorized representative of Architect and hereby REPRESENT and CERTIFY on Architect's behalf that neither Architect, nor any officer or principal of Architect, has or shall acquire any interest, directly or indirectly, which would conflict in any manner with the interests of District or which would in any way hinder Architect's performance under this Agreement. Architect further represents that in the performance of this Agreement, no person having any such interest shall be employed by Architect as an officer, employee, agent or subcontractor without the express prior written consent of District. Architect also agrees as follows:

a. At all times during the Term, Architect will avoid conflicts of interest or the appearance of any conflicts of interest with the interests of District in the performance of this Agreement; and

b. If Architect provides or prepares recommendations for the provision, acquisition or delivery of products or service; then Architect agrees to provide full disclosure of any financial interest including but not limited to service agreements and/or remarketing agreements that may allow Architect to materially benefit. Such disclosure may include filing with the District a Statement of Economic Interests (Form 700). Architect shall also require all consultants or subcontractors who are involved in the making, or participation in the making, of decisions which may foreseeably have a material effect on any District financial interest to file such form with the District; and

c. In connection with Paragraph b, above, Architect agrees to notify the Superintendent, in writing, if Architect believes that it is a "designated employee" and should be filing financial interest disclosures, but has not been required to do so by District.

Date: _____

Legal Name of Architect: _____

Signature: _____

By (Name of signatory): _____

Its (Title): _____

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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 2016-09: AUTHORIZATION OF SIGNATURES ON REPLACEMENT WARRANTS**
DATE: January 4, 2016

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 approve **RESOLUTION 2016-09**: Authorization of Signatures on Replacement Warrants.

RESOLUTION 2016-09

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:

Mark Johnson, Superintendent
Christine Fullerton, Assistant Superintendent, Business Services
Cathie Abdel, Assistant Superintendent, Personnel
Isidro Guerra, Director, Fiscal Services
Ross Hessler, Director, Human Resources

MOTION: SECOND:

AYES:

ABSTAIN:

ABSENT:

STATE OF CALIFORNIA)
) SS.
COUNTY OF ORANGE)

I, Lisa Schultz, 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 14ᵗʰ of January, 2016, and passed by a _____ vote of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 14ᵗʰ day of January, 2016.

Clerk _____

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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 2016-10: AUTHORIZATION OF SIGNATURES**
DATE: January 4, 2016

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.
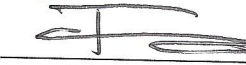
Recommendation:

It is recommended that the Board of Trustees approve **RESOLUTION 2016-10**: Authorization of Signatures.

RESOLUTION 2016-10: AUTHORIZATION OF SIGNATURES

FOUNTAIN VALLEY SCHOOL DISTRICT   DATE: January 4, 2016

I, Lisa Schultz, 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 14th day of January, 2016, 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:

NAME TYPED	SPECIMEN SIGNATURE	PAYROLL		VENDOR PAYMENTS	
		NOE/CS	TIME SHEET	ORDERS	REGISTERS
Mark Johnson		X	X	X	X
Christine Fullerton		X	X	X	X
Isidro Guerra		X	X	X	X
Kim Fogarty				X	X
FACSIMILE SIGNATURES					
Mark Johnson		X	X	X	X
Christine Fullerton		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.

NAME TYPED	SIGNATURE
Jeanne Galindo	
Sandra Crandall	
Lisa Schultz	
Ian Collins	
Jim Cunneen	

IN WITNESS WHEREOF, I have hereunto set my hand this _____14th_____ day of __January, 2016.

cf39 Authorize Signatures   Clerk _____

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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 2016-11: AUTHORIZATION OF APPROVAL OF
                 VENDOR CLAIMS/ORDERS
DATE: December 22, 2015

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 approve **RESOLUTION 2016-11**: Authorization of Approval of Vendor Claims/Orders.

RESOLUTION 2016-11

AUTHORIZATION OF APPROVAL OF VENDOR CLAIMS/ORDERS

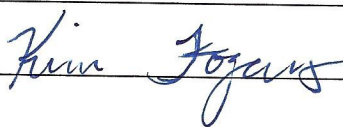FOUNTAIN VALLEY SCHOOL DISTRICT   DATE January 4, 2016

I, Lisa Schultz, 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 14th   day of January 2016   adopted by a majority vote of said Board, a resolution that the following named persons be authorized to approve vendor payments electronically, effective the 14th day of January 2016 ; 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

 Mark Johnson _____

Christine Fullerton _____

 Isidro Guerra _____

 Kim Fogarty _____

_____

_____

_____

IN WITNESS WHEREOF, I have hereunto set my hand this 14th day of January 2016.

Clerk _____

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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: January 4, 2016

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 February 1, 2016.

Recommendation:

It is recommended that the Board of Trustees approves authorization of Mark Johnson, Christine Fullerton, and Isidro Guerra's signatures.

kf

Fountain Valley School District
Curriculum and Instruction
Child Care Programs Department

M E M O R A N D U M

TO: Board of Trustees
FROM: Mona Green, Director
SUBJECT: INCREASED CSPP CONTRACT AMOUNT
DATE: January 7, 2016

Background:
The CSPP, California State Preschool Program, budget act amendments includes increases per the 2015 Budget Act as follows:

- Growth for contracts on Clear status
- 1.02% COLA
- 1% Increase to Proposition-98 funding for professional development
- 5% SRR increase

Fiscal Impact:
The State Preschool contract will increase from $211,120 to $227,013 for the 2015/2016 contract year.

Recommendation:
It is recommended that the Board of Trustees adopts Resolution 2016-12 and approves the ammended State Preschool Program Contract for the school year 2015/2016.

Fountain Valley School District
Childcare and Development Services
CA State Preschool Program

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services **and to authorize the designated personnel to sign contract documents for Fiscal Year 2015-16.**

RESOLUTION 2016-12

BE IT RESOLVED THAT the Governing Board of the Fountain Valley School District authorizes entering into the local agreement number contract CSPP-5308 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

<u>Name</u>	<u>Title</u>	<u>Signature</u>
Mastaneh (Mona) Green	Director, Child Care Program	

PASSED AND ADOPTED THIS 14th day of January, 2016, by the governing Board of the Fountain Valley School District of Orange County, California.

I, Lisa Schultz, Clerk of the Governing Board of the Fountain Valley School District of Orange County, California, certify that the foregoing is a full, true and correct copy of a resolution adopted by said Board at a regular meeting therefore held at a regular public place of meeting and the resolution is on file in the office of said Board.

_____

Board Clerk   Date

Amendment 01

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES
Budget Act/Rate Increase

DATE: July 01, 2015

CONTRACT NUMBER: CSPP-5308
PROGRAM TYPE: CALIFORNIA STATE PRESCHOOL PROGRAM

PROJECT NUMBER: 30-6649-00-5

CONTRACTOR'S NAME: FOUNTAIN VALLEY ELEMENTARY SCHOOL DISTRICT

This agreement with the State of California dated July 01, 2015 designated as number CSPP-5308 shall be amended in the following particulars but no others:

The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to $211,120.00 and inserting $227,013.00 in place thereof.

The Maximum Rate per child day of enrollment payable pursuant to the provisions of the agreement shall be amended by deleting reference to $36.10 and inserting $38.53 in place thereof.

SERVICE REQUIREMENTS

The minimum Child Days of Enrollment (CDE) Requirement shall be amended by deleting reference to 5,848.0 and inserting 5,892.0 in place thereof.

Minimum Days of Operation (MDO) Requirement shall be 180. (No change)

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

STATE OF CALIFORNIA	CONTRACTOR
BY (AUTHORIZED SIGNATURE)	BY (AUTHORIZED SIGNATURE)
PRINTED NAME OF PERSON SIGNING Sueshil Chandra, Manager	PRINTED NAME AND TITLE OF PERSON SIGNING
TITLE Contracts, Purchasing and Conference Services	ADDRESS

AMOUNT ENCUMBERED BY THIS DOCUMENT $ 15,893	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE General		Department of General Services use only
	(OPTIONAL USE) 0656 23038-6649				
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT $ 211,120	ITEM 30.10.010. 6100-196-0001	CHAPTER B/A	STATUTE 2015	FISCAL YEAR 2015-2016	
TOTAL AMOUNT ENCUMBERED TO DATE $ 227,013	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590				
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.			T.B.A. NO.	B.R. NO.	
SIGNATURE OF ACCOUNTING OFFICER			DATE		