Fountain Valley School District

BOARD OF TRUSTEES
SPECIAL MEETING

A G E N D A

Board Room   **January 26, 2017**
10055 Slater Avenue
Fountain Valley, CA

- CALL TO ORDER: 5:30PM
- ROLL CALL
- APPROVAL OF AGENDA   M ___
                                                        2nd ___
                                                        V ___

- PLEDGE OF ALLEGIANCE

BOARD WORKSHOP

1. **FACILITIES WORKSHOP**

Following the discussions held at the special Board meeting on January 5th and the regular Board meeting of January 12th, senior staff will have an opportunity to share additional information with the Board of Trustees regarding construction delivery options in the Fountain Valley School District following the passing of Measure O.

- 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*

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.

- 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.

LEGISLATIVE SESSION

2.   CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS

M   ___
2nd ___
V   ___

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

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

Routine Items of Business
2-A. Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)

Consent Items
2-B. APPROVAL OF CONSULTING AGREEMENT BETWEEN GROWING EDUCATORS, INCORPORATED AND FOUNTAIN VALLEY SCHOOL DISTRICT TO PROVIDE PROFESSIONAL DEVELOPMENT IN AREAS OF READING INSTRUCTION

Superintendent's Recommendation: It is recommended that the Board of Trustees approves a full day agreement between Growing Educators, Inc., and the Fountain Valley School District. It is also recommended that Growing Educators, Inc., be added to the Independent Contractor List for the 2016-2017 school year which was approved at the Board meeting of September 8, 2016.

2-C. CONTRACT WITH GLORIA JOHNSTON

Superintendent's Recommendation: It is recommended that the Board of Trustees approves the consultant contract between Gloria Johnston and the Fountain Valley School District for the purpose of providing the services of Governance Team Workshop on February 4, 2017.

2-D. APPROVAL OF CONSULTING AGREEMENT BETWEEN MOMENTUM IN TEACHING AND FOUNTAIN VALLEY SCHOOL DISTRICT TO PROVIDE PROFESSIONAL DEVELOPMENT IN AREAS OF READING INSTRUCTION

Superintendent's Comments: It is recommended that the Board of Trustees approves

the agreement between Momentum in Teaching and Fountain Valley School District. It is also recommended that Momentum in Teaching be added to the Independent Contractor list for the 2016/2017 school year which was approved at the Board meeting of September 8, 2016.

2-E.   SCHOOL ACCOUNTABILTY REPORT CARDS (SARCS)

Superintendent's Comments: It is recommended that the Board of Trustees approves the School Accountability Report Cards (SARCs) for all ten schools in Fountain Valley School District.

<div align="center">

SUPERINTENDENT'S COMMENTS/NEW ITEMS OF BUSINESS

</div>

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

- CLOSED SESSION
- APPROVAL TO ADJOURN

<div align="center">

**The next regular meeting of the Fountain Valley School District
Board of Trustees is on Thursday, February 16, 2017 at 7:00pm.**

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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.

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.

AG012617

SO 2016-17/B17-30
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: FACILITIES WORKSHOP
DATE: January 23, 2017

Background:
Following the discussions held at the special Board meeting on January 5th and the regular Board meeting of January 12th, senior staff will have an opportunity to share additional information with the Board of Trustees regarding construction delivery options in the Fountain Valley School District following the passing of Measure O.

1.0 EMPLOYMENT FUNCTIONS

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

	EMPLOYEE	**LOCATION**	**ASSIGNMENT**	**EFFECTIVE**
1.1.1	Jones, Christopher	Cox	Head Custodian	01/19/2017

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

	EMPLOYEE	**LOCATION**	**ASSIGNMENT**	**EFFECTIVE**
1.2.1	Spivey, Erin	Plavan	Library/Media Tech	12/08/2016

1.3 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS PLACEMENT OF HEAD CUSTODIAN, MANNY RIVERAMELO ON THE 39 MONTH RE-EMPLOYMENT LIST, DUE TO EXPIRATION OF AVAILABLE LEAVES, EFFECTIVE 12/15/2016.

1.4 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE MOVEMENT OF THE CLASS OF SENIOR PAYROLL TECHNICIAN FROM THE CONFIDENTIAL GROUP TO THE CSEA REPRESENTED CLASSIFIED BARGAINING UNIT AND PLACEMENT AT RANGE 66.

1.5 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE PLACEMENT OF THE NEW CLASSIFICATION OF SPECIAL EDUCATION BUS AIDE AT RANGE 21 ON THE CLASSIFIED SALARY SCHEDULE.

Fountain Valley School District
Educational Services

M E M O R A N D U M

TO:	Board of Trustees
FROM:	Steve McLaughlin, Assistant Superintendent, Educational Services
SUBJECT:	**APPROVAL OF CONSULTING AGREEMENT BETWEEN GROWING EDUCATORS, INCORPORATED AND FOUNTAIN VALLEY SCHOOL DISTRICT TO PROVIDE PROFESSIONAL DEVELOPMENT IN AREAS OF READING INSTRUCTION**
DATE:	January 23, 2017

Background:
This year, Growing Educators, Incorporated provided half day professional development in the areas of reading instruction to help teachers better understand reading comprehension through Interactive Read Alouds. Interactive Read Alouds are tied to the Common Core Standards through Speaking and Listening Standards, Reading: Literature & Informational Texts and ELD, interacting in meaningful ways. This allows the opportunity for implicit teaching of reading where the instructor models thinking and work a reader does in order to navigate the accuracy, fluency and thinking required of a text. For language learners, the instructor models academic language and higher order thinking skills through questioning and guides students to make deep connections and inferences without the burden of having to read the text themselves.

Several elementary school sites have expressed interested in full day professional development in the spring.

Fiscal Impact:
All expenses associated with the Growing Educators full day training will be covered by site and/or funds from Educational Services' ELA budget. Growing Educators, Inc., charges are $1,900 for a full day of training.

Recommendation:
It is recommended that the Board of Trustees approves a full day agreement between Growing Educators, Inc. and the Fountain Valley School District. It is also recommended that Growing Educators, Inc., be added to the Independent Contractor List for the 2016-2017 school year which was approved at the Board meeting of September 8, 2016.

SO 2015-16/B16-17
Fountain Valley School District
Department

M E M O R A N D U M

TO: Board of Trustees
FROM: Mark Johnson, Ed.D., Superintendent
SUBJECT: **Contract with Gloria Johnston**
DATE: January 23, 2017

BACKGROUND:

To support the continued development of a strong district leadership team, the Superintendent recommends conducting a Governance Team workshop scheduled for February 4th. After careful review of the qualifications of several consultants, it is recommended that the Board of Trustees continue to contract with Gloria Johnston of Achievement Equity to facilitate this workshop. Dr. Johnston is a former superintendent, professor, lecturer and author. She specializes in executive leadership consultation for superintendents, governance and leadership teams and principals.

RECOMMENDATION

It is recommended that the Board of Trustees approves the consultant contract between Gloria Johnston and the Fountain Valley School District for the purpose of providing the services of Governance Team Workshop on February 4, 2017.

FOUNTAIN VALLEY SCHOOL DISTRICT
Fountain Valley, CA 92708

SERVICE CONTRACT

This CONTRACT made and entered into this <u>26th</u> day of <u>January, 2017,</u> by and between Fountain Valley School District, hereinafter referred to as "District" and Gloria Johnston, (DBA: Achievement Equity, Inc.), hereinafter referred to as "Consultant".

WITNESSETH: WHEREAS, the parties desire to contract subject to the following terms and conditions, NOW THEREFORE BE IT AGREED AS FOLLOWS:

1. <u>Scope of Services</u>: Consultant will provide services of <u>Governance Team Workshop.</u>
2. <u>Time for Completion</u>: Consultant will commence services on <u>February 4, 2017</u> and be completed no later than <u>February 4, 2017</u>.
3. <u>Compensation:</u> District agrees to pay consultant for services performed pursuant to this contract at a rate of $2,000 per workshop.
4. <u>Payment Schedule:</u> Consultant shall furnish District with an itemized statement for services performed.
5. <u>INDEPENDENT CONTRACTOR:</u> Consultant is an independent contractor and shall not be regarded as an employee of the District for any purposes regarding this contract.
6. <u>Hold Harmless:</u> Consultant will indemnify and defend the District, officers and employees from any and all claims for injuries to persons or damage to property arising out of the performance of this contract.

<u>CONSULTANT:</u>   <u>DISTRICT:</u>

_____   _____
        Signature/Date   Signature/Date
 Gloria Johnston, Ph.D.
Achievement Equity, Inc.   _____
8524 Donaker Street   Title
San Diego, CA 92129
TIN # 27-0257193

Fountain Valley School District
Educational Services

M E M O R A N D U M

TO: Board of Trustees
FROM: Steve McLaughlin, Assistant Superintendent, Educational Services
**SUBJECT: APPROVAL OF CONSULTING AGREEMENT BETWEEN
            MOMENTUM IN TEACHING AND FOUNTAIN VALLEY
            SCHOOL DISTRICT TO PROVIDE PROFESSIONAL
            DEVELOPMENT IN AREAS OF READING INSTRUCTION**
DATE: January 23, 2017

Background:
Momentum in Teaching is a consulting group that specializes in the professional development of teachers and administrators. They are committed to the development and delivery of balanced literacy by providing teachers with the tools they need to develop lifelong lovers of reading and writing in their students. The goal of Momentum in Teaching is to assist teachers in finding ways to work smarter, not harder, to meet the Common Core State Standards as well as the literacy needs of all their students. Their services include a comprehensive overview workshop for teachers based on their needs, in classroom coaching, material and resources and follow-up sessions as needed.

It is anticipated that Momentum in Teaching will hold professional development at Plavan School on February 10, 2017.

Fiscal Impact:
All expenses associated with the Momentum in Teaching training will be covered by site and/or funds from the Educational Services' ELA budgets. Momentum in Teaching charges are $1,700 for a full day of training and $850 for a half day of training.

Recommendation:
It is recommended that the Board of Trustees approves the agreement between Momentum in Teaching and Fountain Valley School District.

We would also like to recommend that Momentum in Teaching be added to the Independent Contractor list for the 2016/2017 school year which was approved at the Board meeting of September 8, 2016.

CONSULTING AGREEMENT

This agreement is made and entered into this ____ **day of _____, 20____, between _____,** hereafter referred to as "Consultant" and the Fountain Valley School District, hereinafter referred to as "District".

Whereas, the District is in need of special services and advice; and

Whereas, such services and advice are not available at no cost from public agencies; and

Whereas, Consultant is specially trained, experienced and competent to provide the special services and advice required; and

Whereas, such services are needed on a limited basis:

Now, therefore, the parties hereto agree as follows:

1. Services to be provided by consultant:

2. The Consultant will commence providing services under this agreement on _____ and will diligently perform as required and complete performance by _____. The Consultant will perform said services as an independent calling and not as an employee of the District. Consultant shall be under the control of the district as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

3. The District will prepare and furnish to the Consultant upon request such information as is reasonably necessary to the performance of the Consultant to this agreement.

4. The District shall pay the consultant $_____ per day for _____ days, for a total contract price of $_____ for services rendered pursuant to this agreement

5. The District may at any time for any reason terminate this agreement and compensate Consultant only for services rendered to the date of termination. Written notice by the District Superintendent shall be sufficient to stop further performance of services by Consultant. The notice shall be deemed given when received or no later than three (3) days after the day of mailing, whichever is sooner.

6. Consultant agrees to and shall hold harmless and indemnify the District, its officers, agents and employees from every claim or demand made and every liability or loss, damage or expense of any nature whatsoever, which may be incurred by reason of: (A) Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage or expense sustained by the consultant or any person, firm or corporation employed by the Consultant upon or in connection with the services called for in this agreement expect for liability for damages referred to above which result from the sole negligence or willful misconduct of the District, its officers, employees or agents; (B) Any injury to or death of persons or damage to property sustained by any persons, firm or corporation, including the District, arising out of, or in any way connected with the services covered by this agreement, whether said injury or damage occurs either on or off school district property, except for liability for damages which result from the sole negligence or willful misconduct of the District, its officers, employee or agents. The Consultant, at Consultant's expense, cost and risk, shall defend any and all actions, suits or other proceeding that may be brought or instituted against the District, its officers, agents or employees on any such claim, demand or liability and shall pay or satisfy any judgment that may be rendered against the District, its officers, agents or employees in any action, suit or other proceedings as a result thereof.

7. This agreement is not assignable without written consent of the parties hereto.

8. Consultant shall comply with all applicable federal, state and local laws, regulations and ordnances including worker's compensation.

9. Consultant, if an employee of another public agency, certifies that Consultant will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this agreement.

In witness whereof, the parties hereto have caused this agreement to be executed.

Must be signed <u>prior</u> to District signature	Board Approval required <u>prior</u> to signature
Consultant: _____	FOUNTAIN VALLEY SCHOOL DISTRICT
Consultant Signature: _____	By: _____ Director, Business Services
Address: _____	
City, State, Zip Code: _____	Date: _____
Date: _____	Date of Board Approval: _____

DISTRIBUTION: Forward three (3) copies of contract (signed by Consultant) to Business Services for signature. Only one (1) copy of fully executed contract will be returned to Consultant.

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 23, 2017

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. In the 2016/2017 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 (SARCs) for all ten schools in Fountain Valley School District.

Roch Courreges Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 and 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 and the county. 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 (School Year 2016-17)

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	www.courreges.fvsd.us
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 (School Year 2016-17)

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 2015-16)

Grade Level	Number of Students
Kindergarten	108
Grade 1	86
Grade 2	103
Grade 3	111
Grade 4	128
Grade 5	134
Total Enrollment	670

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0
Asian	34.3
Filipino	2.4
Hispanic or Latino	12.2
Native Hawaiian or Pacific Islander	0
White	46.4
Two or More Races	4
Socioeconomically Disadvantaged	15.1
English Learners	12.8
Students with Disabilities	8.1
Foster Youth	0.6

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	25	27.3	27.5	268
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	2014-15	2015-16	2016-17
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 2015-16)

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 2016-17)

Year and month in which data were collected: October, 2016

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 13, 2016, 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.

Subject	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	No	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 an 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 2015-16 school year, Fountain Valley School District did not participate in the State School Deferred Maintenance Budget Program.   The passing of Measure O will provide much-needed funds for these types of projects.

School Facility Good Repair Status (Most Recent Year)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A/C Installation and ventilation upgrades needed
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			Planned deferred maintenance item - Roofs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Future deferred maintenance item

Table title: School Facility Good Repair Status (Most Recent Year) — Year and month of the most recent FIT report: 8/2016

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• The percentage of students 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	72	76	69	72	44	48
Mathematics	68	81	62	68	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	114	110	96.5	80.9
	4	129	126	97.7	74.6
	5	136	135	99.3	74.1
Male	3	65	61	93.8	85.3
	4	74	73	98.7	71.2
	5	68	68	100.0	69.1
Female	3	49	49	100.0	75.5
	4	55	53	96.4	79.3
	5	68	67	98.5	79.1
Asian	3	33	33	100.0	87.9
	4	52	51	98.1	76.5
	5	48	48	100.0	87.5
Hispanic or Latino	3	16	14	87.5	71.4
	4	12	12	100.0	83.3
	5	20	20	100.0	55.0
White	3	56	54	96.4	75.9
	4	61	59	96.7	69.5
	5	58	57	98.3	66.7
Socioeconomically Disadvantaged	3	14	13	92.9	76.9
	4	22	22	100.0	59.1
	5	27	27	100.0	59.3
English Learners	3	20	20	100.0	70.0
Students with Disabilities	3	13	13	100.0	46.1
	4	13	11	84.6	36.4
	5	18	18	100.0	16.7

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	114	110	96.5	85.5
	4	129	126	97.7	83.3
	5	136	135	99.3	76.3
Male	3	65	61	93.8	90.2
	4	74	73	98.7	83.6
	5	68	68	100.0	76.5
Female	3	49	49	100.0	79.6
	4	55	53	96.4	83.0
	5	68	67	98.5	76.1
Asian	3	33	33	100.0	100.0
	4	52	51	98.1	88.2
	5	48	48	100.0	89.6
Hispanic or Latino	3	16	14	87.5	71.4
	4	12	12	100.0	83.3
	5	20	20	100.0	50.0
White	3	56	54	96.4	81.5
	4	61	59	96.7	79.7
	5	58	57	98.3	71.9
Socioeconomically Disadvantaged	3	14	13	92.9	61.5
	4	22	22	100.0	63.6
	5	27	27	100.0	51.9
English Learners	3	20	20	100.0	90.0
Students with Disabilities	3	13	13	100.0	46.1
	4	13	11	84.6	36.4
	5	18	18	100.0	27.8

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	91	94	84	87	89	86	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	136	135	99.3	84.4
Male	68	68	100.0	83.8
Female	68	67	98.5	85.1
Asian	48	48	100.0	93.8
Hispanic or Latino	20	20	100.0	60.0
White	58	57	98.3	84.2
Socioeconomically Disadvantaged	27	27	100.0	66.7
Students with Disabilities	18	18	100.0	44.4

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.9	14.9	68.7

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 (School Year 2016-17)

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	1.3	0.7	1.1	1.2	1.1	4.4	3.8	3.7
Expulsions	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The safety of students and staff is a primary concern of Courreges Elementary School. Students are supervised before/after school, during lunch and recess periods 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 three areas:
1) School climate characterized by caring and connectedness,
2) Safe and orderly physical environment of the school, and
3) The health and wellness of students.

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.

Federal Intervention Program (School Year 2016-17)

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	2013-14				2014-15				2015-16			
	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		29		3		27		4	
1	27		4		24	1	3		29		3	
2	28		4		27		4		32		3	
3	27		4		28		4		28		4	
4	33			4	33		1	2	31		2	2
5	27	1	4	1	28	1	3	2	32		1	3
Other									12	2		

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 2015-16)

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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$7,288	$1,950	$5,337	$76,383
District	N/A	N/A	$5,609	$76,981
Percent Difference: School Site and District	N/A	N/A	-4.8	-0.8
State	N/A	N/A	$5,677	$75,137
Percent Difference: School Site and State	N/A	N/A	-6.0	1.7

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

Types of Services Funded (Fiscal Year 2015-16)

In addition to the 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,584	$44,573
Mid-Range Teacher Salary	$79,520	$72,868
Highest Teacher Salary	$97,160	$92,972
Average Principal Salary (Elementary)	$130,157	$116,229
Average Principal Salary (Middle)	$117,845	$119,596
Average Principal Salary (High)		$121,883
Superintendent Salary	$243,887	$201,784
Percent of Budget for Teacher Salaries	42%	39%
Percent of Budget for Administrative Salaries	7%	5%

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 after 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
- Junior Great Books
- Technology Integration
- Positive Behavior Intervention Systems - Power Paw Program
- Reading Assessment & Intervention
- Professional Learning Communities
- Thinking Maps
- ST Math

- Chromebooks and iPads as instructional tools
- California State Standards Implementation

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James H. Cox Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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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 and 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 and the county. 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 (School Year 2016-17)

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	www.cox.fvsd.us
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 (School Year 2016-17)

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's unwavering commitment to achieving excellence by providing the best education for ALL of our students. Teachers, staff, and the administration act on the principle "whatever is best for our students." Cox is dedicated to ensuring the academic success of every student through the creative and flexible teaching of our standards-based curriculum, GATE clustered classrooms, differentiated small group instruction, web-based literacy and mathematical programs, embedded technology, on-going monitoring of student progress, and extended day learning programs. 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 ensuring 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, computer lab, 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 teacher, 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. 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
- 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
- Computer Lab 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 the 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 lab, 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 2015-16)

Grade Level	Number of Students
Kindergarten	115
Grade 1	118
Grade 2	127
Grade 3	138
Grade 4	112
Grade 5	124
Total Enrollment	734

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.1
Asian	42.4
Filipino	2.5
Hispanic or Latino	23.3
Native Hawaiian or Pacific Islander	0.1
White	24.5
Two or More Races	4.4
Socioeconomically Disadvantaged	30.5
English Learners	29
Students with Disabilities	4.6
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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	27	30	28.6	268
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	2014-15	2015-16	2016-17
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 2015-16)

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 2016-17)

Year and month in which data were collected: October, 2016

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 13, 2016, 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.

Subject	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	No	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, a computer lab, 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 an 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 2015-16 school year, Fountain Valley School District did not participate in the State School Deferred Maintenance Budget Program.   The passing of Measure O will provide much-needed funds for these types of projects.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A/C Installation and ventilation upgrades needed
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			Planned deferred maintenance item - Roofs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Future deferred maintenance item

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	64	63	69	72	44	48
Mathematics	56	68	62	68	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	142	140	98.6	62.1
	4	118	118	100.0	69.5
	5	126	125	99.2	58.4
Male	3	73	71	97.3	57.8
	4	56	56	100.0	73.2
	5	53	52	98.1	50.0
Female	3	69	69	100.0	66.7
	4	62	62	100.0	66.1
	5	73	73	100.0	64.4
Asian	3	62	62	100.0	69.3
	4	57	57	100.0	82.5
	5	51	51	100.0	70.6
Hispanic or Latino	3	30	29	96.7	41.4
	4	26	26	100.0	53.9
	5	30	29	96.7	41.4
White	3	35	34	97.1	64.7
	4	23	23	100.0	69.6
	5	33	33	100.0	54.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	46	46	100.0	41.3
	4	39	39	100.0	53.9
	5	54	54	100.0	51.9
English Learners	3	56	56	100.0	62.5
	4	19	19	100.0	63.2
	5	24	24	100.0	16.7

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	142	140	98.6	80.7
	4	118	118	100.0	70.3
	5	126	125	99.2	52.8
Male	3	73	71	97.3	81.7
	4	56	56	100.0	78.6
	5	53	52	98.1	46.1
Female	3	69	69	100.0	79.7
	4	62	62	100.0	62.9
	5	73	73	100.0	57.5
Asian	3	62	62	100.0	90.3
	4	57	57	100.0	82.5
	5	51	51	100.0	72.5
Hispanic or Latino	3	30	29	96.7	51.7
	4	26	26	100.0	57.7
	5	30	29	96.7	34.5
White	3	35	34	97.1	85.3
	4	23	23	100.0	73.9
	5	33	33	100.0	36.4
Socioeconomically Disadvantaged	3	46	46	100.0	65.2
	4	39	39	100.0	61.5
	5	54	54	100.0	50.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	56	56	100.0	87.5
	4	19	19	100.0	63.2
	5	24	24	100.0	20.8

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	78	86	82	87	89	86	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	126	125	99.2	82.4
Male	53	52	98.1	84.6
Female	73	73	100.0	80.8
Asian	51	51	100.0	90.2
Hispanic or Latino	30	29	96.7	72.4
White	33	33	100.0	81.8
Socioeconomically Disadvantaged	54	54	100.0	77.8
English Learners	24	24	100.0	58.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.8	25.8	32.3

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 (School Year 2016-17)

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.cox.fvsd.us. 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.4	0.4	1.1	1.2	1.1	4.4	3.8	3.7
Expulsions	1.5	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The safety of students and staff is a primary concern of Cox School. Students are supervised before/after school, during lunch/recess periods, 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 three areas:
1) A school climate characterized by caring and connectedness,
2) The safe and orderly physical environment of the school, and
3) The health and wellness of students.

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.

Federal Intervention Program (School Year 2016-17)

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	2013-14				2014-15				2015-16			
	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	29		4		28		4		29		4	
1	28		5		29		4		26		5	
2	31		3		29		5		29		4	
3	28		4		25		4		28		5	
4	29		5		30		3		28		4	
5	31		4		32		4	1	31		4	
Other					30		1		30		1	

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 2015-16)

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	.50	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$7,106	$1,493	$5,613	$83,742
District	N/A	N/A	$5,609	$76,981
Percent Difference: School Site and District	N/A	N/A	0.1	8.8
State	N/A	N/A	$5,677	$75,137
Percent Difference: School Site and State	N/A	N/A	-1.1	11.5

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

Types of Services Funded (Fiscal Year 2015-16)

In addition to the 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,584	$44,573
Mid-Range Teacher Salary	$79,520	$72,868
Highest Teacher Salary	$97,160	$92,972
Average Principal Salary (Elementary)	$130,157	$116,229
Average Principal Salary (Middle)	$117,845	$119,596
Average Principal Salary (High)		$121,883
Superintendent Salary	$243,887	$201,784
Percent of Budget for Teacher Salaries	42%	39%
Percent of Budget for Administrative Salaries	7%	5%

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 after 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 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, three teachers representing K/1st, 2nd/3rd, and 4th/5th participated in a 10-day training seminar to become certificated trainers for the Thinking Maps Writing Program. After school training, demonstrations, and classroom visits are planned for the next two years.

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Harry C. Fulton Middle School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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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 and 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 and the county. 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 (School Year 2016-17)

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	www.fulton.fvsd.us
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 (School Year 2016-17)

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 ensure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them with reaching positive goals.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	260
Grade 7	265
Grade 8	295
Total Enrollment	820

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.6
Asian	44.4
Filipino	2
Hispanic or Latino	10.5
Native Hawaiian or Pacific Islander	0.6
White	38.9
Two or More Races	2.2
Socioeconomically Disadvantaged	17.4
English Learners	4.9
Students with Disabilities	8.5
Foster Youth	0

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	32	32	32	268
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	2014-15	2015-16	2016-17
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 2015-16)

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 2016-17)

Year and month in which data were collected: October, 2016

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 13, 2016, 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.

Subject	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	No	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 an 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 2015 - 2016 school year, Fountain Valley School District did not participate in the State School Deferred Maintenance Budget Program. The passing of Measure O will provide much-needed funds for these types of projects.

School Facility Good Repair Status (Most Recent Year)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A/C Installation and ventilation upgrades needed
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			Planned deferred maintenance item - Roofs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Future deferred maintenance item

Overall Facility Rating (Most Recent Year)

	Year and month of the most recent FIT report: 8/2016			
	Exemplary	Good	Fair	Poor
Overall Rating		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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	81	80	69	72	44	48
Mathematics	71	70	62	68	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	261	259	99.2	78.0
	7	264	261	98.9	80.5
	8	297	294	99.0	82.0
Male	6	134	134	100.0	73.9
	7	140	140	100.0	75.7
	8	133	132	99.3	80.3
Female	6	127	125	98.4	82.4
	7	124	121	97.6	86.0
	8	164	162	98.8	83.3
Asian	6	113	111	98.2	88.3
	7	128	128	100.0	89.8
	8	123	122	99.2	88.5
Hispanic or Latino	6	34	34	100.0	79.4
	7	24	24	100.0	66.7
	8	30	30	100.0	70.0
White	6	90	90	100.0	64.4
	7	100	100	100.0	71.0
	8	130	130	100.0	78.5
Two or More Races	6	11	11	100.0	81.8
Socioeconomically Disadvantaged	6	55	53	96.4	64.2
	7	44	41	93.2	65.8
	8	55	55	100.0	60.0
Students with Disabilities	6	24	24	100.0	29.2
	7	22	22	100.0	27.3
	8	33	33	100.0	42.4

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	261	258	98.8	68.2
	7	264	261	98.9	75.5
	8	264	261	98.9	75.5
Male	6	134	133	99.3	66.2
	7	140	140	100.0	75.0
	8	140	140	100.0	75.0
Female	6	127	125	98.4	70.4
	7	124	121	97.6	76.0
	8	124	121	97.6	76.0
Asian	6	113	110	97.3	83.6
	7	128	128	100.0	90.6
	8	128	128	100.0	90.6
Hispanic or Latino	6	34	34	100.0	41.2
	7	24	24	100.0	45.8
	8	24	24	100.0	45.8
White	6	90	90	100.0	58.9
	7	100	100	100.0	63.0
	8	100	100	100.0	63.0
Two or More Races	6	11	11	100.0	81.8
Socioeconomically Disadvantaged	6	55	53	96.4	47.2
	7	44	41	93.2	63.4
	8	44	41	93.2	63.4
Students with Disabilities	6	24	24	100.0	16.7
	7	22	22	100.0	18.2
	8	22	22	100.0	18.2

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	90	97	91	87	89	86	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	297	294	99.0	90.8
Male	133	132	99.3	90.2
Female	164	162	98.8	91.4
Asian	123	122	99.2	95.9
Hispanic or Latino	30	30	100.0	86.7
White	130	130	100.0	86.9
Socioeconomically Disadvantaged	55	55	100.0	74.6
Students with Disabilities	33	33	100.0	57.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	15.6	18.3	59.9

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 (School Year 2016-17)

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.fulton.fvsd.us. 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	1.7	0.8	1.1	1.2	1.1	4.4	3.8	3.7
Expulsions	2.2	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The safety of students and staff is a primary concern of Fulton Middle School. Students are supervised before/after school, during lunch and recess periods, 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 and are presented to the School Site Council for additional input and review.

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

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 monthly 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.

Federal Intervention Program (School Year 2016-17)

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 (Secondary)

Subject	2013-14				2014-15				2015-16			
	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		27	2	20	2	28	4	20	6
Mathematics	24	5	20		23	3	5	1	29	4	16	9
Science	25	6	16		28	2	16	2	30	2	11	14
Social Science	26	3	19		26	3	17	2	29	2	15	11

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.375	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	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$7,201	$1,843	$5,358	$80,986
District	N/A	N/A	$5,609	$76,981
Percent Difference: School Site and District	N/A	N/A	-4.5	5.2
State	N/A	N/A	$5,677	$75,137
Percent Difference: School Site and State	N/A	N/A	-5.6	7.8

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

Types of Services Funded (Fiscal Year 2015-16)

In addition to the 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,584	$44,573
Mid-Range Teacher Salary	$79,520	$72,868
Highest Teacher Salary	$97,160	$92,972
Average Principal Salary (Elementary)	$130,157	$116,229
Average Principal Salary (Middle)	$117,845	$119,596
Average Principal Salary (High)		$121,883
Superintendent Salary	$243,887	$201,784
Percent of Budget for Teacher Salaries	42%	39%
Percent of Budget for Administrative Salaries	7%	5%

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
- Visible Learning / S.O.A.R.
- Co-teaching methods (Collab)
- Strategic/Intensive Intervention Curriculum/Strategies – Corrective Reading, Academic Vocabulary, READ 180, and English 3D
- Technology Integration
- Positive Behavior Intervention Systems
- California State Standards Implementation
- Professional Learning Communities
- The Irvine Math Project
- NGSS Workshops
- The Irvine History Project
- ELA grade-level curriculum development

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Robert Gisler Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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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 and 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 and the county. 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 (School Year 2016-17)

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	gisler.fvsd.us
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 (School Year 2016-17)

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, the 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 are essential to the success of Gisler Elementary School.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	116
Grade 1	71
Grade 2	75
Grade 3	91
Grade 4	78
Grade 5	102
Total Enrollment	533

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.2
Asian	18.9
Filipino	2.1
Hispanic or Latino	19.9
Native Hawaiian or Pacific Islander	0.2
White	48.6
Two or More Races	8.8
Socioeconomically Disadvantaged	19.5
English Learners	11.8
Students with Disabilities	9
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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	21	22	23.4	268
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	2014-15	2015-16	2016-17
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 2015-16)

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 2016-17)

Year and month in which data were collected: October, 2016

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 13, 2016, 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.

Subject	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	No	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 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 an 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 the 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 2015-16 school year, Fountain Valley School District did not participate in the State School Deferred Maintenance Budget Program. The passing of Measure O will provide much-needed funds for these types of projects.

School Facility Good Repair Status (Most Recent Year)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A/C Installation and ventilation upgrades needed
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			Planned deferred maintenance item - Roofs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Future deferred maintenance item

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	68	72	69	72	44	48
Mathematics	59	66	62	68	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	91	90	98.9	70.0
	4	81	77	95.1	77.9
	5	99	97	98.0	68.0
Male	3	45	44	97.8	61.4
	4	33	31	93.9	77.4
	5	50	49	98.0	57.1
Female	3	46	46	100.0	78.3
	4	48	46	95.8	78.3
	5	49	48	98.0	79.2
Asian	3	17	16	94.1	75.0
	4	19	18	94.7	94.4
	5	19	19	100.0	63.2
Hispanic or Latino	3	13	13	100.0	69.2
	5	17	17	100.0	58.8
White	3	50	50	100.0	66.0
	4	46	45	97.8	77.8
	5	48	47	97.9	70.2
Two or More Races	5	12	11	91.7	81.8
Socioeconomically Disadvantaged	3	19	19	100.0	36.8
	4	22	19	86.4	52.6
	5	19	18	94.7	50.0
English Learners	3	12	12	100.0	58.3
Students with Disabilities	3	13	12	92.3	33.3
	5	11	11	100.0	9.1

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	91	90	98.9	77.8
	4	81	78	96.3	74.4
	5	99	97	98.0	47.4
Male	3	45	44	97.8	75.0
	4	33	32	97.0	81.3
	5	50	49	98.0	51.0
Female	3	46	46	100.0	80.4
	4	48	46	95.8	69.6
	5	49	48	98.0	43.8
Asian	3	17	16	94.1	75.0
	4	19	18	94.7	88.9
	5	19	19	100.0	57.9
Hispanic or Latino	3	13	13	100.0	84.6
	5	17	17	100.0	29.4
White	3	50	50	100.0	76.0
	4	46	45	97.8	73.3
	5	48	47	97.9	51.1
Two or More Races	5	12	11	91.7	45.5
Socioeconomically Disadvantaged	3	19	19	100.0	57.9
	4	22	20	90.9	45.0
	5	19	18	94.7	33.3
English Learners	3	12	12	100.0	75.0
Students with Disabilities	3	13	12	92.3	33.3
	5	11	11	100.0	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	84	77	84	87	89	86	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	99	97	98.0	83.5
Male	50	49	98.0	83.7
Female	49	48	98.0	83.3
Asian	19	19	100.0	73.7
Hispanic or Latino	17	17	100.0	88.2
White	48	47	97.9	87.2
Two or More Races	12	11	91.7	81.8
Socioeconomically Disadvantaged	19	18	94.7	88.9
Students with Disabilities	11	11	100.0	72.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.3	25.5	35.7

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 (School Year 2016-17)

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. These committees and councils include SSC, PTO, and ELAC.

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.

Parent volunteers are always encouraged in our classroom. We also have a Reading Club where volunteers work on a regular basis with our struggling readers. We have volunteers that are parent and family members as well as community members.

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.gisler.fvsd.us 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.2	1.1	1.2	1.1	4.4	3.8	3.7
Expulsions	0.2	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The safety of students and staff is a primary concern of Gisler School. Students are supervised before/after school, during lunch and recess periods, 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 three areas:
1) A school climate characterized by caring and connectedness,
2) The safe and orderly physical environment of the school, and
3) The health and wellness of students.

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.

Federal Intervention Program (School Year 2016-17)

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	2013-14				2014-15				2015-16			
	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	26		3		24	1	4		28		4	
1	26		3		27		2		29		2	
2	30		2		28		3		30		2	
3	26		4		24		3		28		3	
4	32		3		32		2	1	25		3	
5	29	1		3	28	1	3		31		3	
Other	7	1							17	2	1	

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 2015-16)

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	.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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,479	$2,503	$5,976	$81,172
District	N/A	N/A	$5,609	$76,981
Percent Difference: School Site and District	N/A	N/A	6.5	5.4
State	N/A	N/A	$5,677	$75,137
Percent Difference: School Site and State	N/A	N/A	5.3	8.0

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

Types of Services Funded (Fiscal Year 2015-16)

In addition to the 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,584	$44,573
Mid-Range Teacher Salary	$79,520	$72,868
Highest Teacher Salary	$97,160	$92,972
Average Principal Salary (Elementary)	$130,157	$116,229
Average Principal Salary (Middle)	$117,845	$119,596
Average Principal Salary (High)		$121,883
Superintendent Salary	$243,887	$201,784
Percent of Budget for Teacher Salaries	42%	39%
Percent of Budget for Administrative Salaries	7%	5%

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 after the school day. Throughout the District, there are both school level and districtwide initiatives. Initiatives include:
• Fountas and Pinnell Benchmark Assessment System
• Data-responsive Instruction
• CGI
• Fountas and Pinnell Leveled Literacy Intervention
• Learning Walks
• Technology Integration
• Positive Behavior Intervention Systems
• Professional Learning Communities
• Fountas and Pinnell Continuum of Literacy Learning
• Leveled Readers
• California State Standards Implementation

Kazuo Masuda Middle School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 and 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 and the county. 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 (School Year 2016-17)

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	www.masuda.fvsd.us
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 (School Year 2016-17)

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 2015-16)

Grade Level	Number of Students
Grade 6	266
Grade 7	295
Grade 8	292
Total Enrollment	853

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.4
Asian	49.4
Filipino	1.2
Hispanic or Latino	17.6
Native Hawaiian or Pacific Islander	0.7
White	26.4
Two or More Races	2.7
Socioeconomically Disadvantaged	33.1
English Learners	12.5
Students with Disabilities	6.4
Foster Youth	0

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	31.5	33.4	32.4	268
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	2014-15	2015-16	2016-17
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 2015-16)

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 2016-17)

Year and month in which data were collected: October, 2016

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 13, 2016, 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.

Subject	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	No	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 an 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 the 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 2015-16 school year, Fountain Valley School District did not participate in the State School Deferred Maintenance Budget Program.   The passing of Measure O will provide much-needed funds for these types of projects.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A/C Installation and ventilation upgrades needed

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
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			Planned deferred maintenance item - Roofs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Future deferred maintenance item

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	64	75	69	72	44	48
Mathematics	62	67	62	68	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	265	264	99.6	69.7
	7	291	289	99.3	75.8
	8	291	291	100.0	78.0
Male	6	132	131	99.2	65.7
	7	126	124	98.4	71.8
	8	141	141	100.0	72.3
Female	6	133	133	100.0	73.7
	7	165	165	100.0	78.8
	8	150	150	100.0	83.3
Asian	6	132	131	99.2	81.7
	7	137	136	99.3	82.3
	8	151	151	100.0	86.8
Hispanic or Latino	6	38	38	100.0	63.2
	7	65	65	100.0	70.8
	8	43	43	100.0	53.5
White	6	74	74	100.0	55.4
	7	70	69	98.6	68.1
	8	79	79	100.0	76.0
Two or More Races	6	14	14	100.0	71.4
Socioeconomically Disadvantaged	6	93	93	100.0	61.3
	7	83	82	98.8	63.4
	8	95	95	100.0	67.4
English Learners	6	25	25	100.0	24.0
	7	21	21	100.0	19.1
	8	20	20	100.0	20.0
Students with Disabilities	6	13	12	92.3	25.0
	7	21	20	95.2	40.0
	8	17	17	100.0	23.5

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	265	264	99.6	67.4
	7	291	289	99.3	67.8
	8	291	289	99.3	67.8
Male	6	132	131	99.2	62.6
	7	126	124	98.4	67.7
	8	126	124	98.4	67.7
Female	6	133	133	100.0	72.2
	7	165	165	100.0	67.9
	8	165	165	100.0	67.9
Asian	6	132	131	99.2	74.8
	7	137	136	99.3	84.6
	8	137	136	99.3	84.6
Hispanic or Latino	6	38	38	100.0	60.5
	7	65	65	100.0	50.8
	8	65	65	100.0	50.8
White	6	74	74	100.0	60.8
	7	70	69	98.6	53.6
	8	70	69	98.6	53.6
Two or More Races	6	14	14	100.0	71.4
Socioeconomically Disadvantaged	6	93	93	100.0	60.2
	7	83	82	98.8	59.8
	8	83	82	98.8	59.8
English Learners	6	25	25	100.0	32.0
	7	21	21	100.0	47.6
	8	21	21	100.0	47.6
Students with Disabilities	6	13	12	92.3	16.7
	7	21	20	95.2	20.0
	8	21	20	95.2	20.0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	82	87	90	87	89	86	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	291	291	100.0	90.4
Male	141	141	100.0	90.1
Female	150	150	100.0	90.7
Asian	151	151	100.0	93.4
Hispanic or Latino	43	43	100.0	72.1
White	79	79	100.0	94.9
Socioeconomically Disadvantaged	95	95	100.0	83.2
English Learners	20	20	100.0	50.0
Students with Disabilities	17	17	100.0	64.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	13.1	23.5	51.9

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 (School Year 2016-17)

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 www.masuda.fvsd.us. 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	1.9	1.9	1.1	1.2	1.1	4.4	3.8	3.7
Expulsions	1.7	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The safety of students and staff is a primary concern of Masuda Middle School. Students are supervised before/after school, during lunch and recess periods, 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 three areas:
1) A school climate characterized by caring and connectedness,
2) The safe and orderly physical environment of the school, and
3) The health and wellness of students.

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 intruder/lockdown drills are conducted annually, 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.

Federal Intervention Program (School Year 2016-17)

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 (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	20	15	14		19	15	15	2	25	5	27	2
Mathematics	24	6	16	1	21	3	1	2	24	9	24	3
Science	28	3	10	6	28	1	14	4	31		19	8
Social Science	27	2	17	1	27	3	12	5	30	1	19	8

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.375	N/A
Psychologist	.50	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$6,814	$1,666	$5,148	$72,981
District	N/A	N/A	$5,609	$76,981
Percent Difference: School Site and District	N/A	N/A	-8.2	-5.2
State	N/A	N/A	$5,677	$75,137
Percent Difference: School Site and State	N/A	N/A	-9.3	-2.9

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

Types of Services Funded (Fiscal Year 2015-16)

In addition to the 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,584	$44,573
Mid-Range Teacher Salary	$79,520	$72,868
Highest Teacher Salary	$97,160	$92,972
Average Principal Salary (Elementary)	$130,157	$116,229
Average Principal Salary (Middle)	$117,845	$119,596
Average Principal Salary (High)		$121,883
Superintendent Salary	$243,887	$201,784
Percent of Budget for Teacher Salaries	42%	39%
Percent of Budget for Administrative Salaries	7%	5%

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 which 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
- BTSA
- California State Standards/Next Generation Science Standards Implementation

School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 and 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 and the county. 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 (School Year 2016-17)

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	www.newland.fvsd.us
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 (School Year 2016-17)

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 about 480 students ranging from Transitional Kindergarten to fifth grade.

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. 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 2015-16)

Grade Level	Number of Students
Kindergarten	116
Grade 1	78
Grade 2	76
Grade 3	75
Grade 4	74
Grade 5	67
Total Enrollment	486

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.8
Asian	12.6
Filipino	1.6
Hispanic or Latino	17.7
Native Hawaiian or Pacific Islander	0.2
White	61.7
Two or More Races	3.7
Socioeconomically Disadvantaged	14.8
English Learners	6
Students with Disabilities	11.1
Foster Youth	0.6

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
	2014-15	**2015-16**	**2016-17**	**2016-17**
With Full Credential	19	23.6	25.4	268
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	2014-15	2015-16	2016-17
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 2015-16)

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 2016-17)

Year and month in which data were collected: October, 2016

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 13, 2016, 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.

Subject	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	No	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 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 an 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 2015-16 school year, Fountain Valley School District did not participate in the State School Deferred Maintenance Budget Program. The passing of Measure O will provide much-needed funds for these types of projects.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A/C Installation and ventilation upgrades needed
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			Planned deferred maintenance item - Roofs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Future deferred maintenance item

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/2016				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	77	83	69	72	44	48
Mathematics	70	80	62	68	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	77	74	96.1	77.0
	4	73	70	95.9	82.9
	5	69	67	97.1	91.0
Male	3	39	37	94.9	67.6
	4	36	33	91.7	78.8
	5	32	31	96.9	83.9
Female	3	38	37	97.4	86.5
	4	37	37	100.0	86.5
	5	37	36	97.3	97.2
Hispanic or Latino	4	14	13	92.9	69.2
	5	13	13	100.0	76.9
White	3	55	53	96.4	81.1
	4	43	41	95.3	87.8
	5	42	40	95.2	95.0
Socioeconomically Disadvantaged	3	13	12	92.3	75.0
	5	14	14	100.0	78.6
Students with Disabilities	4	11	10	90.9	20.0

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	77	74	96.1	75.7
	4	73	70	95.9	85.7
	5	69	67	97.1	79.1
Male	3	39	37	94.9	67.6
	4	36	33	91.7	90.9
	5	32	31	96.9	77.4
Female	3	38	37	97.4	83.8
	4	37	37	100.0	81.1
	5	37	36	97.3	80.6
Hispanic or Latino	4	14	13	92.9	84.6
	5	13	13	100.0	61.5
White	3	55	53	96.4	79.3
	4	43	41	95.3	85.4
	5	42	40	95.2	85.0
Socioeconomically Disadvantaged	3	13	12	92.3	75.0
	5	14	14	100.0	64.3
Students with Disabilities	4	11	10	90.9	50.0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	93	78	88	87	89	86	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	69	67	97.1	88.1
Male	32	31	96.9	87.1
Female	37	36	97.3	88.9
Hispanic or Latino	13	13	100.0	76.9
White	42	40	95.2	92.5
Socioeconomically Disadvantaged	14	14	100.0	78.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.6	38.2	33.8

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 (School Year 2016-17)

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 in 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.newland.fvsd.us. 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.6	0.2	1.1	1.2	1.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The safety of students and staff is a primary concern of Newland School. Students are supervised before/after school, during lunch and recess periods, 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, 2016) 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) School climate characterized by caring and connectedness,
2) Safe and orderly physical environment of the school, and
3) The health and wellness of students.

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.

Federal Intervention Program (School Year 2016-17)

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	2013-14				2014-15				2015-16			
	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	18	4	2		20	2	3		28		4	
1	24	1	2		26	1	2		26	1	2	
2	22	1	2		24	1	2		25		3	
3	20	1	2		23	1	2		30		2	
4	31		2		31		2		29		2	
5	33			2	30		2		33			2
Other	7	1			6	1			15	2	1	

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 2015-16)

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	1.8	N/A
Social Worker	0	N/A
Nurse	.40	N/A
Speech/Language/Hearing Specialist	3.0	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9,516	$3,490	$6,026	$74,876
District	N/A	N/A	$5,609	$76,981
Percent Difference: School Site and District	N/A	N/A	7.4	-2.7
State	N/A	N/A	$5,677	$75,137
Percent Difference: School Site and State	N/A	N/A	6.1	-0.3

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

Types of Services Funded (Fiscal Year 2015-16)

In addition to the 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,584	$44,573
Mid-Range Teacher Salary	$79,520	$72,868
Highest Teacher Salary	$97,160	$92,972
Average Principal Salary (Elementary)	$130,157	$116,229
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Superintendent Salary	$243,887	$201,784
Percent of Budget for Teacher Salaries	42%	39%
Percent of Budget for Administrative Salaries	7%	5%

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. Throughout the school year, teachers attend additional training during or outside the student school day. Throughout our District, there are both school level and district-wide initiatives. The type of professional development opportunity can vary from facilitated workshops to conference attendance. Since 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):

• Cognitively Guided Instruction (CGI) in Math
• Differentiated Instruction
• Data-responsive Instruction
• Response to Intervention

- Technology Integration
- Reading instruction
- Effective Reading Intervention Academy
- Professional Learning Communities
- ST Math
- Accelerated Reader
- California State Standards Implementation
- Science Kit Training
- Special Education supports in the General Education classroom
- Peer-Peer Teacher Classroom Observations (within site, district, and outside-of-district)

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 and 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 and the county. 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 (School Year 2016-17)

School Contact Information	
School Name	Isojiro Oka Elementary School
Street	9800 Yorktown Avenue
City, State, Zip	Huntington Beach, CA 92646
Phone Number	(714) 378-4260
Principal	Erik Miller
E-mail Address	MillerE@fvsd.us
Web Site	www.oka.fvsd.us
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 (School Year 2016-17)

Mission Statement
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.

School Description
Oka Elementary School is a 2016 California Gold Ribbon School, recognized by our state, for excellence in providing the highest quality education to our students! We are a huge source of pride within our community! We have been previously recognized as both a California Distinguished School and the Top Elementary School in Orange County, by the OC Register. Oka is part of the illustrious Fountain Valley School District, which is comprised of seven elementary schools and three middle schools. Oka is located just south of Fountain Valley in the city limits of Huntington Beach. Oka serves students in grades kindergarten through five on a traditional calendar schedule. In addition, we have four pre-school classes, and an Early Entry Kindergarten class on our campus, as well as, an Extended School Program, in order to provide before and after school child care. Oka is all about offering 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. Our educational programs are tailored to meet the needs of our specific students, however, all students are given access to appropriate curriculum, in order to best achieve success in mastering the California State Standards.

Students are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Our discipline goal is to provide students with opportunities to learn self-discipline through a system of rewards and consequences for their behavior. Trimester awards are bestowed to students who exhibit exemplary and scholarly behaviors. Oka is a Title I school, which means we receive additional funding to directly support students and staff. Personnel consists of classroom and special education teachers, a part-time psychologist, as well as, full and part-time classified staff members. Special programs include GATE (Gifted and Talented Education), Speech & Language, a Resource Specialist, and two Special Day Classes. All Oka students receive weekly music instruction by a credentialed music teacher. In addition, students in grades 3-5 have an opportunity to take band or orchestra. Over the past couple of years, through the support of various groups, Oka has increased the amount of technology available to students by adding over 160 Chromebooks and 40 iPads, as well as installing new projectors and SMARTBoards into every classroom.

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 Oka, participating in school activities, and joining school committees and councils. In addition to community and business partnerships, Oka benefits from an extremely active Parent-Teacher Organization (PTO). The PTO sponsors numerous fundraisers, awards programs, activities, and field trips throughout the school year. This past year, the Oka PTO has been instrumental in helping provide and fund additional technology for student usage.

If asked to capture what Oka is all about in one sentence, this might do it: Oka is all about putting students first, being part of a cohesive and strong Wolfpack team, and striving for excellence in areas of academics.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	60
Grade 1	70
Grade 2	75
Grade 3	75
Grade 4	61
Grade 5	74
Total Enrollment	415

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0
Asian	14.9
Filipino	0.5
Hispanic or Latino	21.9
Native Hawaiian or Pacific Islander	0.7
White	52.3
Two or More Races	7.5
Socioeconomically Disadvantaged	28.7
English Learners	7
Students with Disabilities	9.4
Foster Youth	1.2

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	18.3	19.3	268
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	2014-15	2015-16	2016-17
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 2015-16)

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 2016-17)

Year and month in which data were collected: October, 2016

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 13, 2016, 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.

Subject	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	No	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 an 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 2015-16 school year, Fountain Valley School District did not participate in the State School Deferred Maintenance Budget Program.   The passing of Measure O will provide much-needed funds for these types of projects.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A/C Installation and ventilation upgrades needed
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			Planned deferred maintenance item - Roofs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Future deferred maintenance item

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/2016			
	Exemplary	Good	Fair	Poor
Overall Rating		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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	62	65	69	72	44	48
Mathematics	58	68	62	68	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	75	74	98.7	71.6
	4	63	62	98.4	62.9
	5	74	69	93.2	60.9
Male	3	37	37	100.0	70.3
	4	30	30	100.0	56.7
	5	43	39	90.7	53.9
Female	3	38	37	97.4	73.0
	4	33	32	97.0	68.8
	5	31	30	96.8	70.0
Asian	4	13	13	100.0	69.2
	5	13	13	100.0	53.9
Hispanic or Latino	3	14	14	100.0	57.1
	4	18	18	100.0	50.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	15	13	86.7	38.5
White	3	49	48	98.0	70.8
	4	27	26	96.3	73.1
	5	36	34	94.4	73.5
Socioeconomically Disadvantaged	3	21	21	100.0	81.0
	4	23	22	95.7	36.4
	5	20	19	95.0	57.9
Students with Disabilities	3	12	11	91.7	72.7
	4	12	12	100.0	33.3

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	75	74	98.7	77.0
	4	63	62	98.4	59.7
	5	74	69	93.2	65.2
Male	3	37	37	100.0	73.0
	4	30	30	100.0	66.7
	5	43	39	90.7	69.2
Female	3	38	37	97.4	81.1
	4	33	32	97.0	53.1
	5	31	30	96.8	60.0
Asian	4	13	13	100.0	69.2
	5	13	13	100.0	76.9
Hispanic or Latino	3	14	14	100.0	78.6
	4	18	18	100.0	44.4
	5	15	13	86.7	53.9
White	3	49	48	98.0	70.8
	4	27	26	96.3	73.1
	5	36	34	94.4	64.7

| Student Group | Grade | Number of Students | | Percent of Students | |
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	21	21	100.0	71.4
	4	23	22	95.7	36.4
	5	20	19	95.0	68.4
Students with Disabilities	3	12	11	91.7	72.7
	4	12	12	100.0	33.3

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	80	84	88	87	89	86	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	74	69	93.2	88.4
Male	43	39	90.7	92.3
Female	31	30	96.8	83.3
Asian	13	13	100.0	84.6
Hispanic or Latino	15	13	86.7	84.6
White	36	34	94.4	88.2
Socioeconomically Disadvantaged	20	19	95.0	84.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	16.4	20.5	42.5

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 (School Year 2016-17)

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 Foot 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.oka.fvsd.us. 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.4	0.2	1.1	1.2	1.1	4.4	3.8	3.7
Expulsions	0.4	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 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. 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, and
3) The health and 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 an incident. 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 to help 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.

Federal Intervention Program (School Year 2016-17)

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	2013-14 Avg. Class Size	2013-14 1-20	2013-14 21-32	2013-14 33+	2014-15 Avg. Class Size	2014-15 1-20	2014-15 21-32	2014-15 33+	2015-16 Avg. Class Size	2015-16 1-20	2015-16 21-32	2015-16 33+
K	28		3		23	1	3		29		2	
1	29		2		30		2		28		2	
2	28		2		26		3		28		2	
3	30		2		26		2		23		3	
4	30		3		28		2		32		1	
5	27	1		2	23	2	3		31		2	
Other	12	2							21	2	1	1

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 2015-16)

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 2014-15)

Level	Expenditures Per Pupil Total	Supplemental/ Restricted	Basic/ Unrestricted	Average Teacher Salary
School Site	$9,415	$3,147	$6,268	$77,517
District	N/A	N/A	$5,609	$76,981
Percent Difference: School Site and District	N/A	N/A	11.7	0.7
State	N/A	N/A	$5,677	$75,137
Percent Difference: School Site and State	N/A	N/A	10.4	3.2

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

Types of Services Funded (Fiscal Year 2015-16)

In addition to the 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,584	$44,573
Mid-Range Teacher Salary	$79,520	$72,868
Highest Teacher Salary	$97,160	$92,972
Average Principal Salary (Elementary)	$130,157	$116,229
Average Principal Salary (Middle)	$117,845	$119,596
Average Principal Salary (High)		$121,883
Superintendent Salary	$243,887	$201,784
Percent of Budget for Teacher Salaries	42%	39%
Percent of Budget for Administrative Salaries	7%	5%

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)

Professional development of staff members is a top 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 and 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 training either during or after 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, trainings, working with colleagues to develop plans and strategies, to conference attendance. Teachers continue to participate in training during evening hours, summer days, and also within the school day. In addition to identified days within the school year calendar, Oka has also taken steps to increase the number of opportunities teachers have to collaborate with each other. There are over 25 days with specific times identified for facilitated articulation and peer collaboration. For site-specific professional development opportunities, these have been determined by Oka Leadership Team input and principal decisions. Because teachers often learn in group settings, there are also opportunities for mentoring and small group follow-up supports as well. Teachers are supported in multiple ways, including principal-teacher meetings, peer coaching, use of FVSD TOSA personnel, along with data analysis are all used to plan and drive instruction.

Professional Development initiatives include (but have not been limited to):

+ Cognitively Guided Instruction (CGI) in Math
+ SMART Board & Technology Integration
+ Reading Committee Participation and Leadership
+ Differentiated Instruction
+ Data-responsive Instruction
+ Response to Intervention
+ Effective Reading Intervention Academy
+ Professional Learning Communities
+ ST Math
+ Accelerated Reader
+ California Standards Implementation
+ Math Expressions 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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Urbain H. Plavan Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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- 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 and the county. 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 (School Year 2016-17)

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	www.plavan.fvsd.us
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 (School Year 2016-17)

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 2015-16)

Grade Level	Number of Students
Kindergarten	103
Grade 1	89
Grade 2	86
Grade 3	69
Grade 4	77
Grade 5	98
Total Enrollment	522

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.2
Asian	55
Filipino	1.7
Hispanic or Latino	14.9
Native Hawaiian or Pacific Islander	1.9
White	20.1
Two or More Races	2.7
Socioeconomically Disadvantaged	30.7
English Learners	27
Students with Disabilities	7.5
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
	2014-15	**2015-16**	**2016-17**	**2016-17**
With Full Credential	22	23.7	23.1	268
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	2014-15	2015-16	2016-17
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 2015-16)

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 2016-17)

Year and month in which data were collected: October, 2016

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 13, 2016, 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.

Subject	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	No	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 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 an 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 2015-16 school year, Fountain Valley School District did not participate in the State School Deferred Maintenance Budget Program.   The passing of Measure O will provide much-needed funds for these types of projects.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/2016				
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			Planned deferred maintenance item - Roofs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Future deferred maintenance item

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/2016				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	60	69	69	72	44	48
Mathematics	65	69	62	68	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	69	66	95.7	63.6
	4	77	73	94.8	68.5
	5	99	96	97.0	71.9
Male	3	38	36	94.7	58.3
	4	34	33	97.1	54.5
	5	52	51	98.1	68.6
Female	3	31	30	96.8	70.0
	4	43	40	93.0	80.0
	5	47	45	95.7	75.6
Asian	3	34	34	100.0	70.6
	4	46	46	100.0	80.4
	5	58	57	98.3	86.0
Hispanic or Latino	4	13	13	100.0	38.5
	5	15	14	93.3	57.1
White	3	13	13	100.0	46.1
	4	15	12	80.0	50.0
	5	18	18	100.0	44.4
Socioeconomically Disadvantaged	3	22	21	95.5	33.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	22	20	90.9	60.0
	5	38	36	94.7	63.9
English Learners	3	24	24	100.0	54.2
	4	11	9	81.8	44.4
	5	17	16	94.1	50.0
Students with Disabilities	5	11	10	90.9	10.0

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	69	66	95.7	72.7
	4	77	73	94.8	74.0
	5	99	98	99.0	62.2
Male	3	38	36	94.7	63.9
	4	34	33	97.1	72.7
	5	52	51	98.1	68.6
Female	3	31	30	96.8	83.3
	4	43	40	93.0	75.0
	5	47	47	100.0	55.3
Asian	3	34	34	100.0	79.4
	4	46	46	100.0	87.0
	5	58	58	100.0	82.8
Hispanic or Latino	4	13	13	100.0	46.1
	5	15	15	100.0	13.3
White	3	13	13	100.0	69.2
	4	15	12	80.0	50.0
	5	18	18	100.0	44.4
Socioeconomically Disadvantaged	3	22	21	95.5	61.9
	4	22	20	90.9	55.0
	5	38	37	97.4	46.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	**3**	24	24	100.0	62.5
	4	11	9	81.8	66.7
	5	17	17	100.0	17.6
Students with Disabilities	**5**	11	10	90.9	10.0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	83	88	90	87	89	86	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	99	98	99.0	89.8
Male	52	51	98.1	94.1
Female	47	47	100.0	85.1
Asian	58	58	100.0	98.3
Hispanic or Latino	15	15	100.0	66.7
White	18	18	100.0	77.8
Socioeconomically Disadvantaged	38	37	97.4	86.5
English Learners	17	17	100.0	64.7
Students with Disabilities	11	10	90.9	100.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.4	28.9	48.5

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 (School Year 2016-17)

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
• Spring Festival
• Taste of Plavan -Multicultural Day
• Lunar New Year Celebration
• 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 at www.plavan.fvsd.us. 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.2	1.1	1.2	1.1	4.4	3.8	3.7
Expulsions	0.6	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The safety of students and staff is a primary concern of Plavan School. Students are supervised before/after school, during lunch and recess periods, 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.

Federal Intervention Program (School Year 2016-17)

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	2013-14				2014-15				2015-16			
	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	26		3		27		4		26		4	
1	20	1	2		28		3		30		3	
2	29		3		29		2		29		3	
3	31		3		29		3		29		2	
4	31		3		32		3		29		2	
5	30		3		31		3		32		3	
Other	10	1			7	1			17	2		

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 2015-16)

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	.40	N/A
Speech/Language/Hearing Specialist	.80	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,590	$2,960	$5,630	$71,692
District	N/A	N/A	$5,609	$76,981
Percent Difference: School Site and District	N/A	N/A	0.4	-6.9
State	N/A	N/A	$5,677	$75,137
Percent Difference: School Site and State	N/A	N/A	-0.8	-4.6

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

Types of Services Funded (Fiscal Year 2015-16)

In addition to the 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,584	$44,573
Mid-Range Teacher Salary	$79,520	$72,868
Highest Teacher Salary	$97,160	$92,972
Average Principal Salary (Elementary)	$130,157	$116,229
Average Principal Salary (Middle)	$117,845	$119,596
Average Principal Salary (High)		$121,883
Superintendent Salary	$243,887	$201,784
Percent of Budget for Teacher Salaries	42%	39%
Percent of Budget for Administrative Salaries	7%	5%

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 after the school day. Throughout the District, there are both school level and district-wide initiatives. Initiatives include:

• California State Standards Implementation
• Thinking Maps
• Differentiated Instruction
• Teachers College Reading Assessments
• Guided Reading
• Data-responsive Instruction
• ST Math
• RAZ-Kids Reading A-Z
• Technology Integration
• SMART Interactive whiteboards
• Positive Behavior Intervention Systems
• Bullying Policy
• Professional Learning Communities
• Junior Great Books
• Cognitive Guided Instruction in Math (CGI)
• Academic Vocabulary
• Collaborative Conversations

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Samuel E. Talbert Middle School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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About This School

Contact Information (School Year 2016-17)

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	www.talbert.fvsd.us
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 (School Year 2016-17)

Talbert Middle School Vision
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 judgments 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, remotely 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 ensure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals.

Additionally, Talbert Middle School is in Year 1 Implementation of Visible Learning. Visible Learning is a program focused on the factors that most impact student achievement, based on extensive research by Dr. John Hattie. For the 2016-2017 school year, the focus is Student Expectations, which is the number one impact on student learning.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	239
Grade 7	235
Grade 8	235
Total Enrollment	709

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.4
Asian	17.3
Filipino	1.8
Hispanic or Latino	15.8
Native Hawaiian or Pacific Islander	0.6
White	59.5
Two or More Races	3.1
Socioeconomically Disadvantaged	17.3
English Learners	5.2
Students with Disabilities	12.4
Foster Youth	0

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
	2014-15	**2015-16**	**2016-17**	**2016-17**
With Full Credential	29	30	32	268
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	2014-15	2015-16	2016-17
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 2015-16)

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 2016-17)

Year and month in which data were collected: October, 2016

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 13, 2016, 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.

Subject	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	No	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 an 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 2015-16 school year, Fountain Valley School District did not participate in the State School Deferred Maintenance Budget Program. The passing of Measure O will provide much-needed funds for these types of projects.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A/C Installation and ventilation upgrades needed
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			Planned deferred maintenance item - Roofs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Future deferred maintenance item

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	65	64	69	72	44	48
Mathematics	51	54	62	68	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	243	239	98.3	64.8
	7	233	231	99.1	65.4
	8	241	238	98.8	62.2
Male	6	123	120	97.6	59.2
	7	110	108	98.2	56.5
	8	122	121	99.2	53.7
Female	6	120	119	99.2	70.6
	7	123	123	100.0	73.2
	8	119	117	98.3	70.9
Asian	6	39	38	97.4	71.0
	7	47	47	100.0	80.8
	8	39	39	100.0	79.5
Hispanic or Latino	6	46	44	95.7	59.1
	7	32	32	100.0	56.3
	8	35	34	97.1	50.0
White	6	142	141	99.3	64.5
	7	137	135	98.5	60.7
	8	148	146	98.7	61.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	6	46	43	93.5	51.2
	7	39	39	100.0	46.1
	8	47	46	97.9	54.4
English Learners	6	15	13	86.7	7.7
Students with Disabilities	6	26	26	100.0	23.1
	7	23	23	100.0	17.4
	8	35	35	100.0	11.4

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	242	239	98.8	54.4
	7	233	231	99.1	55.8
	8	233	231	99.1	55.8
Male	6	122	120	98.4	51.7
	7	110	108	98.2	49.1
	8	110	108	98.2	49.1
Female	6	120	119	99.2	57.1
	7	123	123	100.0	61.8
	8	123	123	100.0	61.8
Asian	6	39	38	97.4	65.8
	7	47	47	100.0	76.6
	8	47	47	100.0	76.6
Hispanic or Latino	6	46	45	97.8	42.2
	7	32	32	100.0	46.9
	8	32	32	100.0	46.9
White	6	141	140	99.3	55.7
	7	137	135	98.5	50.4
	8	137	135	98.5	50.4
Socioeconomically Disadvantaged	6	46	44	95.7	34.1
	7	39	39	100.0	28.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	39	39	100.0	28.2
English Learners	6	15	14	93.3	14.3
Students with Disabilities	6	26	26	100.0	15.4
	7	23	23	100.0	8.7
	8	23	23	100.0	8.7

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	90	87	76	87	89	86	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	241	240	99.6	75.8
Male	122	121	99.2	76.9
Female	119	119	100.0	74.8
Asian	39	39	100.0	87.2
Hispanic or Latino	35	34	97.1	58.8
White	148	148	100.0	79.7
Socioeconomically Disadvantaged	47	47	100.0	68.1
Students with Disabilities	35	35	100.0	40.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
7	16.9	32.9	29.4

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 (School Year 2016-17)

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.talbert.fvsd.us. 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	4.0	5.3	1.1	1.2	1.1	4.4	3.8	3.7
Expulsions	2.8	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The safety of students and staff is a primary concern of Talbert Middle School. Students are supervised before/after school, during lunch and recess periods, 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 three areas:
1) School climate characterized by caring and connectedness,
2) Safe and orderly physical environment of the school, and
3) The health and wellness of students.

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.

Federal Intervention Program (School Year 2016-17)

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 (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	28	2	14	1	28	2	10	6	27	2	17	6
Mathematics	23	8	11	2	16	6	1	1	26	6	14	8
Science	28	2	13	2	29	1	11	5	27	3	17	6
Social Science	26	3	14	1	28	2	11	5	28	2	18	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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1.0	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	.30	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$7,148	$2,085	$5,062	$75,992
District	N/A	N/A	$5,609	$76,981
Percent Difference: School Site and District	N/A	N/A	-9.8	-1.3
State	N/A	N/A	$5,677	$75,137
Percent Difference: School Site and State	N/A	N/A	-10.8	1.1

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

Types of Services Funded (Fiscal Year 2015-16)

In addition to the 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,584	$44,573
Mid-Range Teacher Salary	$79,520	$72,868
Highest Teacher Salary	$97,160	$92,972
Average Principal Salary (Elementary)	$130,157	$116,229
Average Principal Salary (Middle)	$117,845	$119,596
Average Principal Salary (High)		$121,883
Superintendent Salary	$243,887	$201,784
Percent of Budget for Teacher Salaries	42%	39%
Percent of Budget for Administrative Salaries	7%	5%

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.

Talbert staff is in year 1 implementation of Visible Learning. Visible Learning is a research-based program on factors that improve student achievement. Over three years, the student body will benefit from a focus on academic conversations in the classroom, qualities of a good learner, and success criteria.

All content areas are involved in district-level staff development through the Irvine Math Project, Irvine History Project, Next Generation Science Standards, and new novel selections in ELA. The rigor of instruction and student engagement will benefit as a result of the district staff development and collaboration amongst staff.

Additionally, Talbert will continue to focus on:
• 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

Hisamatsu Tamura Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 and 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 and the county. 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 (School Year 2016-17)

School Contact Information	
School Name	Hisamatsu Tamura Elementary School
Street	17340 Santa Suzanne Street
City, State, Zip	Fountain Valley, CA 92708
Phone Number	(714) 375-6227
Principal	Kathy Davis
E-mail Address	Davisk@fvsd.us
Web Site	www.tamura.fvsd.us
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 (School Year 2016-17)

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 22 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 comfortable and inviting spirit at Tamura.

School and classroom assessments at Tamura Elementary are based on the 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 conducive 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 exists to provide a strong academic base and a caring, educational environment. The school, in partnership with families and community, educates children in the knowledge and skills necessary to become informed and productive citizens that are dedicated to achieving this mission.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	96
Grade 1	89
Grade 2	110
Grade 3	113
Grade 4	104
Grade 5	114
Total Enrollment	626

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0
Asian	48.1
Filipino	2.6
Hispanic or Latino	14.5
Native Hawaiian or Pacific Islander	0.6
White	28
Two or More Races	5.3
Socioeconomically Disadvantaged	21.1
English Learners	21.7
Students with Disabilities	6.7
Foster Youth	0

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	23	25	24.1	268
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	2014-15	2015-16	2016-17
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 2015-16)

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 2016-17)

Year and month in which data were collected: October, 2016

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 13, 2016, 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.

Subject	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	No	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 2005 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 an 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 2015-16 school year, Fountain Valley School District did not participate in the State School Deferred Maintenance Budget Program. The passing of Measure O will provide much-needed funds for these types of projects.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A/C Installation and ventilation upgrades needed
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			Planned deferred maintenance item - Roofs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Future deferred maintenance item

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/2016				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	69	69	69	72	44	48
Mathematics	66	69	62	68	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	114	109	95.6	59.6
	4	102	100	98.0	80.0
	5	113	110	97.3	68.2
Male	3	72	68	94.4	57.4
	4	60	58	96.7	74.1
	5	60	59	98.3	61.0
Female	3	42	41	97.6	63.4
	4	42	42	100.0	88.1
	5	53	51	96.2	76.5
Asian	3	47	46	97.9	71.7
	4	43	42	97.7	85.7
	5	54	52	96.3	78.8
Hispanic or Latino	3	11	10	90.9	50.0
	4	20	20	100.0	80.0
	5	19	19	100.0	36.8
White	3	38	35	92.1	42.9
	4	26	25	96.2	68.0
	5	32	31	96.9	64.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	3	12	12	100.0	66.7
Socioeconomically Disadvantaged	3	27	26	96.3	46.1
	5	29	26	89.7	50.0
English Learners	3	28	27	96.4	74.1
	4	12	12	100.0	75.0
	5	16	13	81.3	23.1

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	114	110	96.5	69.1
	4	102	100	98.0	83.0
	5	113	113	100.0	57.5
Male	3	72	69	95.8	71.0
	4	60	58	96.7	81.0
	5	60	60	100.0	53.3
Female	3	42	41	97.6	65.8
	4	42	42	100.0	85.7
	5	53	53	100.0	62.3
Asian	3	47	47	100.0	83.0
	4	43	42	97.7	88.1
	5	54	54	100.0	75.9
Hispanic or Latino	3	11	10	90.9	60.0
	4	20	20	100.0	85.0
	5	19	19	100.0	26.3
White	3	38	35	92.1	60.0
	4	26	25	96.2	72.0
	5	32	32	100.0	46.9
Two or More Races	3	12	12	100.0	50.0
Socioeconomically Disadvantaged	3	27	26	96.3	57.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	29	29	100.0	48.3
English Learners	3	28	28	100.0	75.0
	4	12	12	100.0	66.7
	5	16	16	100.0	31.3

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	94	92	82	87	89	86	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	113	112	99.1	82.1
Male	60	60	100.0	78.3
Female	53	52	98.1	86.5
Asian	54	54	100.0	90.7
Hispanic or Latino	19	19	100.0	52.6
White	32	31	96.9	80.7
Socioeconomically Disadvantaged	29	28	96.6	71.4
English Learners	16	16	100.0	43.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.2	17.9	56.2

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 (School Year 2016-17)

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 Learner 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) 375-6227 or visit the school website at www.tamura.fvsd.us. 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.5	0.5	1.1	1.2	1.1	4.4	3.8	3.7
Expulsions	0.2	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The safety of students and staff is a primary concern of Tamura School. Students are supervised before/after school, during lunch and recess periods, 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 three areas:
1) A school climate characterized by caring and connectedness,
2) The safe and orderly physical environment of the school, and
3) The health and wellness of students.

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.

Federal Intervention Program (School Year 2016-17)

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	2013-14				2014-15				2015-16			
	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	26		5		28		4		24		4	
1	31		3		26		4		30		3	
2	29		4		27		4		28		4	
3	32		2	1	29		3		28		4	
4	32		2	1	30		4		29		3	
5	31		3		33		1	2	31		3	
Other									21	1	1	

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 2015-16)

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	.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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$7,238	$1,533	$5,704	$81,505
District	N/A	N/A	$5,609	$76,981
Percent Difference: School Site and District	N/A	N/A	1.7	5.9
State	N/A	N/A	$5,677	$75,137
Percent Difference: School Site and State	N/A	N/A	0.5	8.5

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

Types of Services Funded (Fiscal Year 2015-16)

In addition to the 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,584	$44,573
Mid-Range Teacher Salary	$79,520	$72,868
Highest Teacher Salary	$97,160	$92,972
Average Principal Salary (Elementary)	$130,157	$116,229
Average Principal Salary (Middle)	$117,845	$119,596
Average Principal Salary (High)		$121,883
Superintendent Salary	$243,887	$201,784
Percent of Budget for Teacher Salaries	42%	39%
Percent of Budget for Administrative Salaries	7%	5%

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 after the school day. Throughout the District, there are both school level and district-wide 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
•   K-2 Word Study
•   3-5 Launching Leveled Reading
•   Reading Comprehension through Interactive Read Aloud