Fountain Valley School District

BOARD OF TRUSTEES
SPECIAL MEETING

A G E N D A

Board Room   **January 31, 2019**
10055 Slater Avenue
Fountain Valley, CA

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

- PUBLIC COMMENTS

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

- CLOSED SESSION

The Board of Trustees will retire into Closed Session to address the following:
- Personnel Matters: *Government Code 54957 and 54957.1*
  Appointment/Assignment/Promotion of employees; employee discipline/dismissal/release; evaluation of employee performance; complaints/charges against an employee; other personnel matters.

- Pupil Personnel: *Education Code 35146*

- Negotiations: *Government Code 54957.6*
  Update and review of negotiations with the FVEA and CSEA Bargaining Units with the Board's designated representative, Cathie Abdel.

- Conference with Real Property Negotiator *Government Code Section 54956.8*

  Property: Approximately 12.9 acres of District land improved with approximately 40,073 sq. ft. of facilities located at 9790 Finch Avenue, Fountain Valley, California (former Fred Moiola School Site) ("Property").

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.

Negotiating Parties:	Fountain Valley School District, real property negotiators Christine Fullerton, Assistant Superintendent, Business Services and District legal counsel (Lessor), and an unidentified number of potential buyers or lessees for the Property which may acquire or lease all or a portion of the Property through statutory rights, public bid, or request for proposal processes (Proposed Buyer(s)/Lessee(s)).
Under Negotiation:	Instruction to negotiators will concern price and terms of payment issues associated with possible sale or lease of all or a portion of the identified Property.

- OPEN SESSION: 6:30PM
- PLEDGE OF ALLEGIANCE

PUBLIC COMMENTS

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

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

PUBLIC HEARINGS

1. **PUBLIC HEARING ON TENTATIVE AGREEMENT BETWEEN FOUNTAIN VALLEY SCHOOL DISTRICT AND CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER 358**

    The Board of Trustees will conduct a public hearing for the purpose of receiving public comment on the proposed agreement for the 2018-19 school year between Fountain Valley School District and the California School Employees Association, Chapter #358. Public input is welcome.

LEGISLATIVE SESSION

2. **PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT BETWEEN FOUNTAIN VALLEY SCHOOL DISTRICT AND CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER 358 FOR 2018-19 SCHOOL YEAR**

    M ___
    2nd ___
    V ___

AG011019

Attached is the Public Disclosure of Collective Bargaining Agreement between the Fountain Valley School District and the California School Employees Association, Chapter 358 for the 2018-19 school year.

Superintendent's Recommendation: It is recommended that Board of Trustees approves the Public Disclosure of Collective Bargaining Agreement for the agreement between Fountain Valley School District and the California School Employees Association, Chapter 358 for the 2018-19 school year.

**3.   AGREEMENT BETWEEN CALIFORNIA SCHOOL EMPLOYEES   M ___
        ASSOCIATION, CHAPTER 358 AND FOUNTAIN VALLEY SCHOOL   2nd ___
        DISTRICT   V ___**
On December 19, 2018, FVSD and CSEA Chapter #358 reached a tentative agreement for 2018-19. The tentative agreement was ratified by CSEA Chapter #358 on January 15, 2019 and includes a total compensation increase of 2.25% (1.25% increase to the 2017-18 salary schedule, effective July 1, 2018; and a one-time, 1% off-schedule salary payment based on the employee's annual salary as of January 15, 2019, excluding longevity and growth in service, for bargaining unit members employed with the district at the time of ratification of the 2018-19 agreement), and a $250 increase to the District's contribution to health and welfare benefits. The agreement also includes language additions and changes related to check off and organizational security and work year.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves the agreement between the Fountain Valley School District and California School Employees Association, Chapter 358 dated December 19, 2018.

**4.   CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS   M ___
                                                                  2nd ___
                                                                  V ___**

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

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

Consent Items
4-A.   SCHOOL ACCOUNTABILITY REPORT CARDS (SARCS)

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

4-B.   **CONTRACT PROPOSAL FOR FAMILY MATH NIGHT *COUNTING COLLECTIONS* AT OKA SCHOOL PROVIDED BY THE ORANGE COUNTY DEPARTMENT OF EDUCATION**

Superintendent's Comments: It is recommended that the Board of Trustees approves the two-hour Family Math Night *Counting Collections* at Oka School on February 21, 2019.

4-B.   **APPROVAL OF AGREEMENT BETWEEN SCOTT BURNETT (INTEGRITY COMPUTER CONCEPTS) AND OKA SCHOOL FOR THE MARCH 7, 2019 PARENT NIGHT PRESENTATION OF "PROTECTING OUR KIDS FROM DIGITAL DANGERS: PRACTICAL WAYS TO KEEP KIDS SAFE"**

Superintendent's Comments: It is recommended that the Board of Trustees approves the one-hour parent night at Oka School on March 7, 2019 with Scott Burnett and Integrity Computer Concepts

SUPERINTENDENT'S COMMENTS/NEW ITEMS OF BUSINESS

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

- CLOSED SESSION
- APPROVAL TO ADJOURN

The next regular meeting of the Fountain Valley School District Board of Trustees is on Thursday, February 21, 2019 at 6:30pm.

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

Reasonable Accommodation for any Individual with a Disability: Any individual with a disability who requires reasonable accommodation to participate in a board meeting may request assistance by contacting the Superintendent's Office at 10055 Slater Avenue, Fountain Valley, CA 92708 or calling 714.843.3255 or faxing 714.841.0356.

NOTICE OF PUBLIC HEARING

FOUNTAIN VALLEY SCHOOL DISTRICT

**AGREEMENT BETWEEN
FOUNTAIN VALLEY SCHOOL DISTRICT AND CALIFORNIA
SCHOOL EMPLOYEES ASSOCIATION, CHAPTER 358 (CSEA)**

Notice is hereby given that the Board of Trustees of the

Fountain Valley School District, at its meeting to be held on

January 31, 2019 at 6:30 p.m. in the Board Room

located at 10055 Slater Avenue, Fountain Valley, CA, will conduct

a public hearing on the proposed agreement for the 2018-19 year

between the District and the California School Employees

Association, Chapter 358 (CSEA).

FOUNTAIN VALLEY SCHOOL DISTRICT

By: Isidro Guerra, Director, Fiscal Services

Fountain Valley School District
BUSINESS SERVICES DIVISION

M E M O R A N D U M

TO:	Board of Trustees
FROM:	Christine Fullerton, Assistant Superintendent Business Services
	Isidro Guerra, Director, Fiscal Services
SUBJECT:	Public Disclosure of Collective Bargaining Agreement between Fountain Valley School District and California School Employees Association, Chapter 358 for 2018-19 School Year
DATE:	January 22, 2019

Background:
On January 15, 2019, the California School Employees Association, Chapter 358 (CSEA) ratified a "Tentative Agreement" between CSEA and the Fountain Valley School District. As required by Government Code Section 3547.5, a public hearing on the costs contained in the proposed agreement shall be held to allow members of the public the opportunity for comment.

As of January 15, 2019 CSEA has agreed to a one-percent (1.25%) increase to the 2017-18 salary schedule retroactive to July 1, 2018 and a one-time, one-percent (1.0%) off-schedule payment for all CSEA members employed at the time of ratification of the 2018-19 agreement.

Furthermore, effective January 1, 2020 the negotiated H&W cap will increase $250 to $9,750 per full-time employee. For part-time members, the increase is pro-rated for those working at least 50%, but less than 75%.

Attached is the Public Disclosure of Collective Bargaining Agreement in accordance with **AB 1200 (Chapter 1213/1991), GC 3547.5 and CCR, Title V, Section 15449**, for the agreement between Fountain Valley School District and CSEA.

Fiscal Impact:
The fiscal impact of this settlement for classified bargaining unit members is estimated to be approximately $224,938 in 2018-19. Details of the impact are included in the attached "Disclosure of Collective Bargaining Agreement." This agreement will be effective for the period from July 1, 2018 thru June 30, 2019.

Recommendation:
It is recommended that Board of Trustees approves the Public Disclosure of Collective Bargaining Agreement for the agreement between Fountain Valley School District and CSEA for the 2018-19 school year.

Orange County Department of Education
District Fiscal Services

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT
in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

School District - Bargaining Unit: Fountain Valley Elementary School District - California School Employees Association, Chapter 358 (CSEA)

Certificated, Classified, Other: Classsified

The proposed agreement covers the period beginning: July 1, 2018 (date) and ending: June 30, 2019 (date)

The Governing Board will act upon this agreement on: January 31, 2019 (date)

A. Proposed Change in Compensation

Compensation	Annual Cost Prior to Proposed Agreement FY 2018-19	Fiscal Impact of Proposed Agreement		
		Year 1 Increase/(Decrease) FY 2018-19	Year 2 Increase/(Decrease) FY 2019-20	Year 3 Increase/(Decrease) FY 2020-21
1 Salary Schedule Increase (Decrease)	$ 7,810,333	$ 97,629		$ -
		1.25%	0.00%	0.00%
2 Step and Column Increase (Decrease) Due to movement plus any changes due to settlement	$ -	$ -	$ -	$ -
		0.00%	0.00%	0.00%
3 Other Compensation - Increase (Decrease) (Stipends, Bonuses, Longevity, Overtime, etc.)	$ 696,693	$ 78,103	$ -	$ -
		11.21%	0.00%	0.00%
Description of other compensation	Additional Duty, Stipends, Overtime, etc.	Off-Schedule, one-time payment		
4 Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare etc.	$ 2,272,496	$49,205		$ -
		2.17%	0.00%	0.00%
5 Health/Welfare Plans	$ 811,425	$ -	$ -	$ -
		0.00%	0.00%	0.00%
6 Total Compensation - Increase (Decrease) (Total Lines 1-5)	$ 11,590,947	$ 224,938	$ -	$ -
7 Total Number of Represented Employees (Use FTEs if appropriate)	167	167		
8 Total Compensation Average Cost per Employee	$ 69,582	$ 1,350	$ -	$ -
		1.94%	0.00%	0.00%

9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

    The total salary increase for CSEA members in 2018-19 is comprised of a 1.25% on-schedule increase to the 2017-18 salary schedule (retroactive to 7/1/18). Additionally, there is a 1.0% off-schedule payment for all CSEA members employed at the time of ratification of the 2018-19 agreement. The fiscal impact to the General Fund of this recent settlement in 2018-19 is estimated to be approximately $224,938.

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

    None.

11. Please include comments and explanations as necessary.

    None.

12. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes [X] No [　　　　]

    If yes, please describe the cap amount.

    Effective 1/1/20, the negotiated H&W cap will increase $250 to $9,750 per full-time employee. For part-time members, the increase is pro-rated for those working at least 50%, but less than 75%.

B. Proposed Negotiated Changes in Noncompensation Items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

    Contract language additions/changes to the following articles: 7 Check Off and Organizational Security and 10 Hours. See Tentative Agreement dated December 19, 2018 for details.

C. What are the specific impacts on instructional and support programs to accommodate the settlement?
    Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

    None.

D. What contingency language is included in the proposed agreement? Include specific areas identified reopeners, applicable fiscal years, and specific contingency language.

In the event the bargaining unit representing certificated teachers receives a total compensation increase of more than two and a half percent (2.50%) for 2018-2019, (including an increase to salary schedule, and/or the District's contribution to health and welfare benefits. and/or one-time off salary schedule), FVSD and CSEA agree to meet regarding an increase percentage equivalent contribution to CSEA.

E. Will this agreement create, increase or decrease deficit financing in the current or subsequent year(s)?
"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

Deficit of approximately $144K projected in 2020-21. This projection is based on the assumption that one-time expenditures will occur over the next couple of years as the District spends down one-time funds, which have been set aside for text book adoptions and other non-recurring expenditures.

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

None.

G. Source of Funding for Proposed Agreement
   1. Current Year

LCFF revenues.

   2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

On-going costs will be funded by on-going LCFF revenues.

   3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

N/A.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Enter Bargaining Unit: **California School Employees Association, Chapter 358 (CSEA)**

	Column 1 Latest Board-Approved Budget Before Settlement (As of 12/13/2018)	Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	$ 52,295,630	$ -	$ -	$ 52,295,630
Remaining Revenues (8100-8799)	$ 2,675,793	$ -	$ -	$ 2,675,793
TOTAL REVENUES	$ 54,971,423	$ -	$ -	$ 54,971,423
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 23,642,631	$ -	$ -	$ 23,642,631
Classified Salaries (2000-2999)	$ 6,253,221	$ 112,469	$ -	$ 6,365,690
Employee Benefits (3000-3999)	$ 9,573,219	$ 31,491	$ -	$ 9,604,710
Books and Supplies (4000-4999)	$ 1,796,217	$ -	$ -	$ 1,796,217
Services, Other Operating Expenses (5000-5999)	$ 2,216,344	$ -	$ -	$ 2,216,344
Capital Outlay (6000-6599)	$ 148,410	$ -	$ -	$ 148,410
Other Outgo (7100-7299) (7400-7499)	$ 96,000	$ -	$ -	$ 96,000
Direct Support/Indirect Cost (7300-7399)	$ (267,517)	$ -	$ -	$ (267,517)
Other Adjustments				
TOTAL EXPENDITURES	$ 43,458,525	$ 143,960	$ -	$ 43,602,485
OPERATING SURPLUS (DEFICIT)	$ 11,512,898	$ (143,960)	$ -	$ 11,368,938
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 412,230		$ -	$ 412,230
TRANSFERS OUT & OTHER USES (7610-7699)	$ 213,621	$ -	$ -	$ 213,621
CONTRIBUTIONS (8980-8999)	$ (8,871,463)	$ -	$ -	$ (8,871,463)
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ 2,840,044	$ (143,960)	$ -	$ 2,696,084
BEGINNING BALANCE	$ 14,714,959			$ 14,714,959
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	$ 17,555,003	$ (143,960)	$ -	$ 17,411,043
COMPONENTS OF ENDING BALANCE:				
Nonspendable Reserves (9711-9719)	$ 145,000	$ -	$ -	$ 145,000
Restricted Reserves (9740)	$ -	$ -	$ -	$ -
Stabilization Arrangements (9750)	$ -	$ -	$ -	$ -
Other Commitments (9760)	$ -	$ -	$ -	$ -
Other Assignments (9780)	$ 5,549,142	$ -	$ -	$ 5,549,142
Reserve for Economic Uncertainties (9789)	$ 1,884,315	$ 6,748	$ -	$ 1,891,063
Unassigned/Unappropriated (9790)	$ 9,976,546	$ (150,708)	$ -	$ 9,825,838

* Please see question on page 7.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Enter Bargaining Unit: **California School Employees Association, Chapter 358 (CSEA)**

	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of 12/13/2018)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	$ -	$ -	$ -	$ -
Remaining Revenues (8100-8799)	$ 10,084,666	$ -	$ -	$ 10,084,666
TOTAL REVENUES	$ 10,084,666	$ -	$ -	$ 10,084,666
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 5,030,999	$ -	$ -	$ 5,030,999
Classified Salaries (2000-2999)	$ 3,596,073	$ 63,264	$ -	$ 3,659,337
Employee Benefits (3000-3999)	$ 5,342,460	$ 17,714	$ -	$ 5,360,174
Books and Supplies (4000-4999)	$ 984,355	$ -	$ -	$ 984,355
Services, Other Operating Expenses (5000-5999)	$ 3,391,741	$ -	$ -	$ 3,391,741
Capital Outlay (6000-6599)	$ 40,000	$ -	$ -	$ 40,000
Other Outgo (7100-7299) (7400-7499)	$ 613,901	$ -	$ -	$ 613,901
Direct Support/Indirect Cost (7300-7399)	$ 138,840	$ -	$ -	$ 138,840
Other Adjustments				
TOTAL EXPENDITURES	$ 19,138,369	$ 80,978	$ -	$ 19,219,347
OPERATING SURPLUS (DEFICIT)	$ (9,053,703)	$ (80,978)	$ -	$ (9,134,681)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ -	$ -	$ -	$ -
CONTRIBUTIONS (8980-8999)	$ 8,871,463	$ -	$ -	$ 8,871,463
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (182,240)	$ (80,978)	$ -	$ (263,218)
BEGINNING BALANCE	$ 1,756,297			$ 1,756,297
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	$ 1,574,057	$ (80,978)	$ -	$ 1,493,079
COMPONENTS OF ENDING BALANCE:				
Nonspendable Reserves (9711-9719)	$ -	$ -	$ -	$ -
Restricted Reserves (9740)	$ 1,574,057	$ (80,978)	$ -	$ 1,493,079
Stabilization Arrangements (9750)				
Other Commitments (9760)				
Other Assignments (9780)				
Reserve for Economic Uncertainties (9789)				
Unassigned/Unappropriated (9790)				

* Please see question on page 7.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund
Enter Bargaining Unit: California School Employees Association, Chapter 358 (CSEA)

	Column 1 Latest Board-Approved Budget Before Settlement (As of 12/13/2018)	Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$ 52,295,630	$ -	$ -	$ 52,295,630
Remaining Revenues (8100-8799)	$ 12,760,459	$ -	$ -	$ 12,760,459
TOTAL REVENUES	$ 65,056,089	$ -	$ -	$ 65,056,089
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 28,673,630	$ -	$ -	$ 28,673,630
Classified Salaries (2000-2999)	$ 9,849,294	$ 175,732	$ -	$ 10,025,026
Employee Benefits (3000-3999)	$ 14,915,679	$ 49,205	$ -	$ 14,964,884
Books and Supplies (4000-4999)	$ 2,780,572	$ -	$ -	$ 2,780,572
Services, Other Operating Expenses (5000-5999)	$ 5,608,085	$ -	$ -	$ 5,608,085
Capital Outlay (6000-6599)	$ 188,410	$ -	$ -	$ 188,410
Other Outgo (7100-7299) (7400-7499)	$ 709,901	$ -	$ -	$ 709,901
Direct Support/Indirect Cost (7300-7399)	$ (128,677)	$ -	$ -	$ (128,677)
Other Adjustments				
TOTAL EXPENDITURES	$ 62,596,894	$ 224,938	$ -	$ 62,821,832
OPERATING SURPLUS (DEFICIT)	$ 2,459,195	$ (224,938)	$ -	$ 2,234,257
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 412,230		$ -	$ 412,230
TRANSFERS OUT & OTHER USES (7610-7699)	$ 213,621	$ -	$ -	$ 213,621
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ 2,657,804	$ (224,938)	$ -	$ 2,432,866
BEGINNING BALANCE	$ 16,471,256			$ 16,471,256
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$
CURRENT-YEAR ENDING BALANCE	$ 19,129,060	$ (224,938)	$ -	$ 18,904,122
COMPONENTS OF ENDING BALANCE:				
Nonspendable Reserves (9711-9719)	$ 145,000	$ -	$ -	$ 145,000
Restricted Reserves (9740)	$ 1,574,057	$ (80,978)	$ -	$ 1,493,079
Stabilization Arrangements (9750)	$ -	$ -	$ -	$ -
Other Commitments (9760)	$ -	$ -	$ -	$ -
Other Assignments (9780)	$ 5,549,142	$ -	$ -	$ 5,549,142
Reserve for Economic Uncertainties (9789)	$ 1,884,315	$ 6,748	$ -	$ 1,891,063
Unassigned/Unappropriated (9790)	$ 9,976,546	$ (150,708)	$ -	$ 9,825,838

* Please see question on page 7.

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund

Enter Bargaining Unit: **California School Employees Association, Chapter 358 (CSEA)**

	2018-19	2019-20	2020-21
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	$ 52,295,630	$ 53,477,065	$ 54,608,964
Remaining Revenues (8100-8799)	$ 12,760,459	$ 10,918,528	$ 10,924,073
TOTAL REVENUES	$ 65,056,089	$ 64,395,593	$ 65,533,037
EXPENDITURES			
Certificated Salaries (1000-1999)	$ 28,673,630	$ 29,103,734	$ 29,540,290
Classified Salaries (2000-2999)	$ 10,025,026	$ 10,125,277	$ 10,226,530
Employee Benefits (3000-3999)	$ 14,964,884	$ 16,255,407	$ 17,236,277
Books and Supplies (4000-4999)	$ 2,780,572	$ 3,422,704	$ 3,195,385
Services, Other Operating Expenses (5000-5999)	$ 5,608,085	$ 4,966,101	$ 5,115,083
Capital Outlay (6000-6999)	$ 188,410	$ 300,929	$ 309,956
Other Outgo (7100-7299) (7400-7499)	$ 709,901	$ 568,633	$ 585,691
Direct Support/Indirect Cost (7300-7399)	$ (128,677)	$ (135,616)	$ (139,684)
Other Adjustments		$ -	$ -
TOTAL EXPENDITURES	$ 62,821,832	$ 64,607,169	$ 66,069,528
OPERATING SURPLUS (DEFICIT)	$ 2,234,257	$ (211,576)	$ (536,491)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 412,230	$ 618,345	$ 618,345
TRANSFERS OUT & OTHER USES (7610-7699)	$ 213,621	$ 220,030	$ 226,631
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ 2,432,866	$ 186,739	$ (144,777)
BEGINNING BALANCE	$ 16,471,256	$ 18,904,122	$ 19,090,861
CURRENT-YEAR ENDING BALANCE	$ 18,904,122	$ 19,090,861	$ 18,946,084
COMPONENTS OF ENDING BALANCE:			
Nonspendable Reserves (9711-9719)	$ 145,000	$ 145,000	$ 145,000
Restricted Reserves (9740)	$ 1,493,079	$ 1,571,187	$ 1,586,441
Stabilization Arrangements (9750)	$ -	$ -	$ -
Other Commitments (9760)	$ -	$ -	$ -
Other Assignments (9780)	$ 5,549,142	$ 4,549,142	$ 4,149,142
Reserve for Economic Uncertainties (9789)	$ 1,891,063	$ 1,944,816	$ 1,988,885
Unassigned/Unappropriated (9790)	$ 9,825,838	$ 10,880,716	$ 11,076,616

Revised June 2012

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2018-19	2019-20	2020-21
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	$ 63,035,453	$ 64,827,199	$ 66,296,159
b.	State Standard Minimum Reserve Percentage for this District enter percentage:	3.00%	3.00%	3.00%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. OR $50,000	$ 1,891,064	$ 1,944,815.98	$ 1,988,885

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

		2018-19	2019-20	2020-21
a.	General Fund Budgeted Unrestricted Reserve for Economic Uncertainties (9789)	$ 1,891,063	$ 1,944,816	$ 1,988,885
b.	General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	$ 9,825,838	$ 10,880,716	$ 11,076,616
c.	Special Reserve Fund (Fund 17) Budgeted Reserve for Economic Uncertainties (9789)	$	$	$
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	$	$	$
g.	Total Available Reserves	$ 11,716,901	$ 12,825,532	$ 13,065,501
h.	Reserve for Economic Uncertainties Percentage	3.00%	3.00%	3.00%

3. Do unrestricted reserves meet the state minimum reserve amount?

2018-19	Yes	X	No	
2019-20	Yes	X	No	
2020-21	Yes	X	No	

4. If no, how do you plan to restore your reserves?

N/A

5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1 (i.e., increase was partially budgeted), explain the variance below:

N/A

6. Please include any additional comments and explanations of Page 4 as necessary:

N/A

Revised June 2004

K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the District Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of the Fountain Valley School District, hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the CSEA Bargaining Unit, during the term of the agreement from July 01, 2018 to June 30, 2019.

The budget revisions necessary to meet the costs of the agreement in each year of its term are as follows:

Budget Adjustment Categories:	Budget Adjustment Increase (Decrease)
Revenues/Other Financing Sources	
Expenditures/Other Financing Uses	$ 224,938
Ending Balance Increase (Decrease)	$ (224,938)

N/A _____ (No budget revisions necessary)

_____
District Superintendent
(Signature)

11/17/19
_____
Date

_____
Chief Business Officer
(Signature)

1/17/19
_____
Date

L. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent (or Designee) **(Signature)**	1/31/2019 **Date**
President or Clerk of Governing Board **(Signature)**	1/31/2019 **Date**
Christine Fullerton **Contact Person**	714-843-3200 **Phone**

Fountain Valley School District
Personnel Department

M E M O R A N D U M

TO: Board of Trustees
FROM: Cathie Abdel, Assistant Superintendent, Personnel
**SUBJECT: Agreement between California School Employees Association,
              Chapter #358 and Fountain Valley School District**
DATE: January 28, 2019

Background:
On December 19, 2018, FVSD and CSEA Chapter #358 reached a tentative agreement for 2018-19. The tentative agreement was ratified by CSEA Chapter #358 on January 15, 2019 and includes a total compensation increase of 2.25%, and a $250 increase to the district's contribution to health and welfare benefits. The agreement also includes language additions and changes related to check off and organizational security and work year. The total compensation increase is as follows:

1) An additional 1.25% salary increase to the 2017-18 salary schedule effective July 1, 2018.

2) A one-time, 1.00% off schedule salary payment based on the employee's annual salary as of January 15, 2019, excluding longevity and growth in service, for bargaining unit members employed with the district at the time of ratification of the 2018-19 agreement.

3) An increase of $250 to health and welfare benefits for each full-time classified bargaining unit member, increasing the district's contribution to $9,750 and an increase of $125 for each part-time classified bargaining unit member working 20 to 29.99 hours a week, increasing the district's contribution to $4,875, effective January 1, 2020.

Recommendation:
It is recommended that the Board of Trustees approves the agreement between the FVSD and CSEA Chapter #358 dated December 19, 2018.

Tentative Agreement Between
Fountain Valley School District and
California School Employees Association and its Chapter #358
July 1, 2018– June 30, 2019
December 19, 2018

The Fountain Valley School District and its CSEA Chapter #358 reached an agreement on all matters of bargaining for the 2018-2019 contract year. The specific details of this tentative agreement are as follows:

1. A 1.25% salary increase to the 2017-18 classified salary schedule, retroactive to July 1, 2018.

2. A one-time 1.00% off schedule salary payment based on classified bargaining unit members' base salary on the 2017-18 salary schedule, excluding longevity and professional growth, for bargaining unit members employed with the district at the time of ratification of the 2018-2019 classified bargaining agreement.

3. An increase of $250 to health and welfare benefits for each full-time classified bargaining unit member, increasing the District's contribution to $9,750 and an increase of $125 for each part-time classified bargaining unit members working 20 to 29.99 hours a week, increasing the District's contribution to $4,875, effective January 1, 2020.

4. In the event the bargaining unit representing certificated teachers receives a total compensation increase of more than two and a half percent (2.50%) for 2018-2019, (including an increase to salary schedule, and/or the District's contribution to health and welfare benefits. and/or one-time off salary schedule), FVSD and CSEA agree to meet regarding an increase percentage equivalent contribution to CSEA.

5. The District and CSEA agree to convene a Staff Development Committee consisting of District and CSEA representatives to discuss professional development opportunities for classified employees.

CONTRACT LANGUAGE ADDITIONS/CHANGES

Article 7: Check Off and Organizational Security

7.2 Check Off

The Association shall have the sole and exclusive right to have membership dues ~~and service fees~~ deducted for employees in the bargaining unit by the District. The District shall, upon appropriate written authorization from any employee, deduct and make appropriate remittance for insurance premiums, credit union payments, charitable donations, and other plans or programs jointly approved by Association and the District.

7.3 Dues/~~Service Fee~~ Deduction

~~All bargaining unit members shall either become a member of Association or pay Association service fees.~~ The District shall deduct dues *of members of the Association* ~~or service fees~~ in accordance with the Association dues ~~and service fee~~ schedule, from the wages of ~~all~~ *these* employees. ~~Payments to charity in lieu of service fees in an amount not to exceed the standard employee organization membership dues, and general assessments of Association membership may only be made based on religious objection. Employees being reinstated from layoff or under reemployment rights as defined by Personnel Commission Rules and Regulations will be considered current employees. However, nothing contained herein shall prohibit an employee from paying service fees directly to Association. In the event that an employee revokes a dues authorization or fails to make arrangements with Association for the direct payment of service fees, pursuant to Education Code Section 45168(b), the District shall deduct service fees until such time as Association notifies the District that arrangements have been made for the payment of such fees. Such notification should be made within thirty (30) days of employee's revocation.~~

7.4 Religious Objection/Deduction and Payment of Charitable Contribution

~~Any employee covered by this Agreement who is a member of a religious body whose traditional tenets or teaching include objections to joining or financially supporting employee organizations, shall not be required to join, maintain membership in, or financially support any employee organization as condition of employment, except that once such employee has submitted evidence satisfactory to Association that he/she will be required, in lieu of a service fee, to pay sums equal to such service fee either to a non-religious, non-labor organization or charitable fund exempt from taxation under Section 501(c)(3) of Title 26 of the Internal Revenue Code, chosen by such employee from the following list of four:~~

~~1. United Way~~
~~2. Red Cross~~
~~3. Fountain Valley School District Outdoor Science Program~~
~~4. Fountain Valley Educational Foundation~~

~~Any employee who belongs to a religious body described herein shall, within fifteen (15) calendar days of their employment, present proof to CSEA that they are a member of such religious body and shall execute a written authorization for the payroll deduction in an amount equal to the service fee payable to one of the organizations listed in Section 4 of this Agreement, or in the alternative, such employee shall provide proof to Association that such payments have been made on an annual basis as a condition of continued exemption from the requirement of financial support to the exclusive representative. If such employees who hold conscientious objections pursuant to this section request the employee organization to use the grievance procedure or arbitration procedure on the employee's behalf, the employee organization is authorized to charge the employee for the reasonable cost of using such procedure.~~

~~**7.5 Organizational Security**~~

~~Association will furnish all service fee payers with an adequate explanation of the basis for the fee and the calculations of that portion of the fee which is chargeable to activities related to collective bargaining in accordance with applicable law. Association will provide all service fee payers with a reasonably prompt opportunity to challenge this calculation before an impartial decision-maker and will deposit into an interest-bearing escrow account all amounts in dispute while such challenges are pending in accordance with applicable law.~~

ARTICLE 10: HOURS

10.1 Work Year

10.1.1 The District shall establish the number of paid days in the work year for employees according to the needs of the District.

> 10.1.1.1 The work year for the following employees will be *180 days,* the same as the student school year~~:,plus all non-student days~~:

Executed this 19th day of December, 2018.

_____
Gordon Llanos, President CSEA #358

_____
Cathie Abdel, Assistant Superintendent, Personnel

_____
Amy Gonzales, CSEA LRR

Fountain Valley School District

M E M O R A N D U M

TO: Board of Trustees
FROM: Jerry Gargus, Ed.D., Director Educational Services
SUBJECT: SCHOOL ACCOUNTABILITY REPORT CARDS (SARCS)
DATE: January 28, 2019

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 2018/2019 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, 2019. 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.

School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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 2018-19)

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 2018-19)

Educating ALL students through Innovation, Differentiation, and Creativity is the common vision, which drives all members of the educational community. 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.

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 2017-18)

Grade Level	Number of Students
Kindergarten	104
Grade 1	108
Grade 2	112
Grade 3	99
Grade 4	113
Grade 5	115
Total Enrollment	651

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.5
Asian	33.5
Filipino	2.5
Hispanic or Latino	14.3
Native Hawaiian or Pacific Islander	0.2
White	42.2
Socioeconomically Disadvantaged	13.8
English Learners	12.3
Students with Disabilities	9.2
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	27.5	27.5	26.5	244
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	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October, 2018

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 11, 2018, 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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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. In 2018-19, the campus is undergoing another modernization project, which provides further upgrades, including new carpet, windows, airflow, and air-conditioning. 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. 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/22/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	A/C Installation and ventilation upgrades needed - Measure O project scheduled Summer 2018 - IN PROGRESS
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Planned deferred maintenance item - Roofs Measure O project scheduled Summer 2018- IN PROGRESS
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Future deferred maintenance item - Measure O project scheduled Summer 2018 - IN PROGRESS

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/22/2018	
Overall Rating	**Good**

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	76.0	76.0	75.0	75.0	48.0	50.0
Mathematics (grades 3-8 and 11)	81.0	81.0	70.0	73.0	37.0	38.0

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	324	320	98.77	75.94
Male	171	168	98.25	75.00
Female	153	152	99.35	76.97
American Indian or Alaska Native	--	--	--	--
Asian	115	115	100.00	82.61
Filipino	--	--	--	--
Hispanic or Latino	44	41	93.18	70.73
White	141	140	99.29	72.14
Two or More Races	17	17	100.00	70.59
Socioeconomically Disadvantaged	52	51	98.08	72.55
English Learners	52	51	98.08	70.59
Students with Disabilities	34	33	97.06	36.36
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	324	321	99.07	81.31
Male	171	169	98.83	82.84
Female	153	152	99.35	79.61
American Indian or Alaska Native	--	--	--	--
Asian	115	115	100	91.3
Filipino	--	--	--	--
Hispanic or Latino	44	42	95.45	73.81
White	141	140	99.29	76.43
Two or More Races	17	17	100	76.47
Socioeconomically Disadvantaged	52	51	98.08	74.51
English Learners	52	52	100	86.54
Students with Disabilities	34	33	97.06	51.52
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.2	26.5	46.9

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.7	2.8	1.8	1.1	1.3	1.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 connected-ness,
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 lock-down 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27		4		24		4		26		4	
1	29		3		28		4		27		4	
2	32		3		30		3		27		4	
3	28		4		27		4		32		3	
4	30		2	2	28		4		32		2	1
5	28	1	1	3	27	1	2	2	27	1	2	2
Other	10	1			7	1			11	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.80	N/A
Social Worker	0	N/A
Nurse	.35	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,574	$2,105	$6,389	$80,900
District	N/A	N/A	$6,468	$83,984
Percent Difference: School Site and District	N/A	N/A	-1.2	-3.7
State	N/A	N/A	$7,125	$80,910
Percent Difference: School Site and State	N/A	N/A	-10.9	0.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,504	$50,084
Mid-Range Teacher Salary	$84,973	$80,256
Highest Teacher Salary	$104,834	$100,154
Average Principal Salary (Elementary)	$135,666	$125,899
Average Principal Salary (Middle)	$129,547	$130,255
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$247,350	$222,447
Percent of Budget for Teacher Salaries	41.0	37.0
Percent of Budget for Administrative Salaries	7.0	5.0

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
- Balanced Literacy (i.e. Reading Workshop, Shared Reading, etc.)

* 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 2017-18 School Year
Published During 2018-19

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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 2018-19)

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 2018-19)

School Description

Our school's theme and goal for the 2018-2019 school year is to "Investigate Common Assessment Data in our Signature Practices"- Balanced Literacy (B.L.), Thinking Maps Writing (TM), and Cognitively Guided Instruction (CGI-Mathematics).

James H. Cox Elementary School is a Gold Ribbon Award winning school. It is a K-5 school serving about 750 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 California State Standards. Students experience rigor through instruction that is re-mediated and enriched according to each student's individual needs.

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

Staffing

James H. Cox School houses self-contained general education classes, a Resource Specialist Program (RSP), Speech and Language Program (SLP), Library Media Center, 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, ESP lead instructor, ESP aides, food service assistant, and noon supervisors.

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

The mission of Cox School is to provide a safe, respectful, and rigorous learning environment for our students. It is our expectation that through professional & community collaboration and data analysis, students will meet or exceed grade level standards in core subjects areas and become life-long learners and quality citizens. With collaboration between our staff and community, the Mission of James H. Cox Elementary School is:

"Cox School provides a comprehensive, rigorous, and consistent education, focusing on high academic achievement. We are a collaborative community of respectful and responsible learners."

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

Students at Cox Elementary benefit from the following...

Professional Development & Assessments
- Cognitively Guided Instruction (CGI)
- Thinking Maps: Write from the Beginning and Beyong
- Smarter Balance (SBAC) Assessments
- FVSD Kindergarten and 1st Grade Assessments
- FVSD Writing Benchmark Assessments
- CELDT
- Fountas & Pinnell
- Scholastic Reading Inventory (SRI)
- Teacher created assessments
- Curriculum based measures
- Illuminate (management database)

Release Time/Grade Grade Collaboration
- Grade level horizontal collaboration
- Multiple grade level(s) vertical collaboration
- Professional development-CGI, Thinking Maps Writing & reading
- Site visitations/Grade level classroom walkthroughs
- CGI & Thinking Maps: training and collaboration
- Technology training and collaboration
- Illuminate training
- ST Math training
- District trainings

Intervention
- (Title I & EL) Before and/or After School Intervention with Certificated Teachers
- Fountas & Pinnell Reading Intervention
- Kindergarten and RSP Aides
- Bilingual Tutors
- Purple Folder Tutors
- Ticket to Read

Instructional Supplies
- Duplication materials – ink and masters
- Informational text allocation
- Lamination
- Fosnot units and materials
- Thinking Maps materials
- Intervention materials
- Professional literature

Technology
- Ticket to Read Reading Program
- ST Math site license

- Computer software licenses
- ELMOs and LCD Projectors for classrooms
- Chromebooks and/or iPads for ALL classrooms
- SmartBoards for 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 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 in the regular classroom. In the regular classroom whole group instruction is made more comprehensible through the use of visual support such as Thinking Maps, Discovery United Streaming, Brain Pop, Pages/Powerpoint, internet based websites, etc. Technology (ELMO, LCD Projector, laptop, and Smart Boards) helps facilitate visual support in every classroom. In addition to support provided during whole group instruction, small group differentiation occurs on a regular basis.

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

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

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	101
Grade 1	106
Grade 2	122
Grade 3	120
Grade 4	136
Grade 5	151
Total Enrollment	736

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.3
Asian	41.0
Filipino	2.2
Hispanic or Latino	20.8
Native Hawaiian or Pacific Islander	0.4
White	25.8
Socioeconomically Disadvantaged	31.4
English Learners	26.4
Students with Disabilities	3.8
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	28.6	28.2	26.6	244
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	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October, 2018

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 11, 2018, 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. 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)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/24/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	A/C Installation and ventilation upgrades needed - Measure O project scheduled Summer 2019
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Planned deferred maintenance item - Roofs Measure O project scheduled Summer 2019
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Future deferred maintenance item - Measure O project scheduled Summer 2019

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/24/2018	
Overall Rating	**Good**

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	66.0	71.0	75.0	75.0	48.0	50.0
Mathematics (grades 3-8 and 11)	71.0	74.0	70.0	73.0	37.0	38.0

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	417	409	98.08	70.90
Male	200	195	97.50	66.67
Female	217	214	98.62	74.77
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	186	185	99.46	81.08
Filipino	--	--	--	--
Hispanic or Latino	80	77	96.25	59.74
Native Hawaiian or Pacific Islander	--	--	--	--
White	110	106	96.36	65.09
Two or More Races	22	22	100.00	63.64
Socioeconomically Disadvantaged	145	139	95.86	59.71
English Learners	153	147	96.08	71.43
Students with Disabilities	20	20	100.00	15.00

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	417	409	98.08	73.59
Male	200	195	97.5	76.41
Female	217	214	98.62	71.03
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	186	185	99.46	85.95
Filipino	--	--	--	--
Hispanic or Latino	80	77	96.25	51.95
Native Hawaiian or Pacific Islander	--	--	--	--
White	110	106	96.36	68.87
Two or More Races	22	22	100	77.27
Socioeconomically Disadvantaged	145	139	95.86	64.03
English Learners	153	147	96.08	76.87
Students with Disabilities	20	20	100	35

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.7	18.8	39.0

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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:
CGI Math Family Night (November)
Family Literacy Night (March)
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. School Site Council, which consists of ten members (half parents) serve to support the governance of the school. Additional information and opportunities for parent involvement can be accessed 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.4	0.4	0.4	1.1	1.3	1.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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. The safety plan is reviewed in early March and discussed with the staff during our Fall Full Simulation Disaster Drill.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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		26		4		25		4	
1	26		4		29		4		27		4	
2	28		5		30		4		31		4	
3	28		5		28		5		30		4	
4	28		4		29		5		27		5	
5	31		4		30		4		30		5	

Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

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)	.5	N/A
Psychologist	.40	N/A
Social Worker	0	N/A
Nurse	.35	N/A
Speech/Language/Hearing Specialist	.60	N/A
Resource Specialist (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$8,264	$1,719	$6,546	$90,535
District	N/A	N/A	$6,468	$83,984
Percent Difference: School Site and District	N/A	N/A	1.2	7.5
State	N/A	N/A	$7,125	$80,910
Percent Difference: School Site and State	N/A	N/A	-8.5	11.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,504	$50,084
Mid-Range Teacher Salary	$84,973	$80,256
Highest Teacher Salary	$104,834	$100,154
Average Principal Salary (Elementary)	$135,666	$125,899
Average Principal Salary (Middle)	$129,547	$130,255
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$247,350	$222,447
Percent of Budget for Teacher Salaries	41.0	37.0
Percent of Budget for Administrative Salaries	7.0	5.0

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:

- Cognitive Guided Instruction (CGI) Mathematics
- Balanced Literacy
- Thinking Maps-Write from the Beginning and Beyond
- 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 this school year, 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 2017-18 School Year
Published During 2018-19

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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 2018-19)

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 2018-19)

The mission of Fulton Middle School is to empower all students to S.O.A.R. to their greatest potential. Falcons S.O.A.R. when they SOLVE problems, are ORGANIZED and on time, ACT responsibly, and RESPECT everyone.

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 2017-18)

Grade Level	Number of Students
Grade 6	227
Grade 7	294
Grade 8	280
Total Enrollment	801

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.4
Asian	47.1
Filipino	2.1
Hispanic or Latino	13.5
Native Hawaiian or Pacific Islander	0.4
White	31.1
Socioeconomically Disadvantaged	21.8
English Learners	4.1
Students with Disabilities	9.0
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	32	32	29.5	244
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	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October, 2018

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 11, 2018, 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 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. 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)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/22/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	A/C Installation and ventilation upgrades needed - Measure O project scheduled Summer 2019
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/22/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Planned deferred maintenance item - Roofs Measure O project scheduled Summer 2019
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Future deferred maintenance item - Measure O project scheduled Summer 2019

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/22/2018	
Overall Rating	**Good**

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	82.0	83.0	75.0	75.0	48.0	50.0
Mathematics (grades 3-8 and 11)	70.0	76.0	70.0	73.0	37.0	38.0

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	788	787	99.87	83.23
Male	394	394	100.00	79.44
Female	394	393	99.75	87.02
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	377	377	100.00	92.84
Filipino	12	12	100.00	100.00
Hispanic or Latino	106	106	100.00	70.75
Native Hawaiian or Pacific Islander	--	--	--	--
White	241	240	99.59	76.25
Two or More Races	42	42	100.00	73.81
Socioeconomically Disadvantaged	181	181	100.00	72.38
English Learners	124	124	100.00	76.61
Students with Disabilities	57	57	100.00	35.09

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	789	786	99.62	75.57
Male	395	393	99.49	71.5
Female	394	393	99.75	79.64
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	377	377	100	89.39
Filipino	12	12	100	100
Hispanic or Latino	107	106	99.07	63.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	241	239	99.17	60.67
Two or More Races	42	42	100	71.43
Socioeconomically Disadvantaged	181	180	99.45	62.78
English Learners	124	123	99.19	73.17
Students with Disabilities	58	57	98.28	22.81

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	14.8	21.5	48.9

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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. There is a variety of ways to become involved ranging from one-time events to weekly commitments. During most school years, the Fulton community logs close to 18,000 hours of volunteer service to the school.

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. The Fulton PTA's website is: https://fultonms.membershiptoolkit.com/Home

We encourage ALL members of the Fulton community to get involved!

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.8	1.4	1.4	1.1	1.3	1.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	27.0	3	15	3	22.0	11	10	4	23.0	10	13	4
Mathematics	26.0	2	1	4	26.0	2	2	4	26.0	5	14	4
Science	29.0	2	7	10	30.0	2	8	8	28.0	1	17	2
Social Science	28.0	2	11	8	25.0	6	11	5	29.0	3	11	6

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 2017-18)

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	.35	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$7,887	$2,086	$5,801	$87,830
District	N/A	N/A	$6,468	$83,984
Percent Difference: School Site and District	N/A	N/A	-10.9	4.5
State	N/A	N/A	$7,125	$80,910
Percent Difference: School Site and State	N/A	N/A	-20.5	8.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,504	$50,084
Mid-Range Teacher Salary	$84,973	$80,256
Highest Teacher Salary	$104,834	$100,154
Average Principal Salary (Elementary)	$135,666	$125,899
Average Principal Salary (Middle)	$129,547	$130,255
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$247,350	$222,447
Percent of Budget for Teacher Salaries	41.0	37.0
Percent of Budget for Administrative Salaries	7.0	5.0

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

Professional Development (Most Recent Three Years)

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

- Student Engagement
- Data-responsive Instruction
- Response to Intervention
- Visible Learning / S.O.A.R.
- Co-teaching methods (Collaboratively taught classes for ELA and Math)
- Strategic/Intensive Intervention Curriculum/Strategies – Corrective Reading, Academic Vocabulary, Language! Live, English 3D, and Fountas & Pinnell Leveled Literacy
- Technology Integration (1:1 chrome books in core content areas)
- Content development around Depth & Complexity
- California State Standards Implementation
- Professional Learning Communities
- The Irvine Math Project
- NGSS Workshops and unit development
- The Irvine History Project
- ELA grade-level curriculum development
- Content area teams have developed common course curriculum maps and common assessments in order to better monitor student achievement and adapt/re-teach accordingly
- The site-level professional development focus is determined by a site leadership team reflective of all departments on campus
- Teachers are supported through on-site professional development, district-wide collaboration, conference attendance, extended days & departmental release time, and teacher-administrator meetings

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.

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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 2018-19)

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 2018-19)

Robert Gisler Elementary School is a TK-5 elementary school serving approximately 530 students. Gisler School is located in the Fountain Valley School District in Orange County. Gisler students represent a cross-section of cultural, racial and ethnic backgrounds, displaying various levels of abilities from gifted to at-risk. All students receive core curriculum instruction as identified by the Fountain Valley School District and California State Standards. Teachers work collaboratively to design an instructional program to meet the specific needs of students using research-based instructional practices, strategies, and techniques. Gisler is committed to every student reaching a level of proficient performance in order to prepare him/her for the future. Strong parent involvement is evident and supports the vital partnership between home and school.

The success of 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 2017-18)

Grade Level	Number of Students
Kindergarten	114
Grade 1	89
Grade 2	88
Grade 3	65
Grade 4	93
Grade 5	96
Total Enrollment	545

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	22.9
Filipino	0.7
Hispanic or Latino	19.8
Native Hawaiian or Pacific Islander	0.6
White	46.2
Socioeconomically Disadvantaged	20.6
English Learners	13.2
Students with Disabilities	12.1
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	23.4	23.4	21.4	244
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	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October, 2018

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 11, 2018, 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. 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)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/24/2017		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	A/C Installation and ventilation upgrades needed - Measure O project scheduled Summer 2020
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Planned deferred maintenance item - Roofs Measure O project scheduled Summer 2020
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Future deferred maintenance item - Measure O project scheduled Summer 2020

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/24/2017	
Overall Rating	**Good**

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	72.0	71.0	75.0	75.0	48.0	50.0
Mathematics (grades 3-8 and 11)	70.0	71.0	70.0	73.0	37.0	38.0

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	250	249	99.60	70.68
Male	139	138	99.28	68.12
Female	111	111	100.00	73.87
Black or African American	--	--	--	--
Asian	57	56	98.25	80.36
Filipino	--	--	--	--
Hispanic or Latino	50	50	100.00	58.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	115	115	100.00	65.22
Two or More Races	21	21	100.00	95.24
Socioeconomically Disadvantaged	54	54	100.00	59.26
English Learners	39	39	100.00	56.41
Students with Disabilities	42	41	97.62	24.39
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	250	247	98.8	71.26
Male	139	137	98.56	73.72
Female	111	110	99.1	68.18
Black or African American	--	--	--	--
Asian	57	56	98.25	80.36
Filipino	--	--	--	--
Hispanic or Latino	50	50	100	60
Native Hawaiian or Pacific Islander	--	--	--	--
White	115	113	98.26	68.14
Two or More Races	21	21	100	85.71
Socioeconomically Disadvantaged	54	54	100	59.26
English Learners	39	39	100	69.23
Students with Disabilities	42	40	95.24	32.5
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.6	22.9	40.6

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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. These volunteers do a variety of activities with students such as reading one on one, practicing math facts, running small groups as well as assisting the teacher with clerical tasks. We have volunteers that are parent and family members as well as community members.

Gisler has a strong PTO that offers many opportunities for parents to be involved in their child's school experience. These volunteers run family nights, educational speakers, fundraisers and activities throughout the day.

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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.2	0.2	0.0	1.1	1.3	1.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 connected-ness,
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 lock-down 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		4		24	1	4		24	1	4	
1	29		2		28		3		29		3	
2	28		3		28		2		28		3	
3	28		3		31		3		32		2	
4	25		3		30		3		29		3	
5	31		3		23	1	3		26	1	3	
Other	12	2										

Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

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	.60	N/A
Social Worker	0	N/A
Nurse	.35	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$10,214	$3,108	$7,106	$80,937
District	N/A	N/A	$6,468	$83,984
Percent Difference: School Site and District	N/A	N/A	9.4	-3.7
State	N/A	N/A	$7,125	$80,910
Percent Difference: School Site and State	N/A	N/A	-0.3	0.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,504	$50,084
Mid-Range Teacher Salary	$84,973	$80,256
Highest Teacher Salary	$104,834	$100,154
Average Principal Salary (Elementary)	$135,666	$125,899
Average Principal Salary (Middle)	$129,547	$130,255
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$247,350	$222,447
Percent of Budget for Teacher Salaries	41.0	37.0
Percent of Budget for Administrative Salaries	7.0	5.0

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 district-wide initiatives. Initiatives include:

- Fountas and Pinnell Benchmark Assessment System
- Data-responsive Instruction
- Coaching with TOSA support
- CGI
- Fountas and Pinnell Leveled Literacy Intervention
- Peer planning and observations
- Technology Integration
- Professional Learning Communities
- Fountas and Pinnell Continuum of Literacy Learning
- Leveled Readers
- California State Standards Implementation

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Kazuo Masuda Middle School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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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 2018-19)

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 2018-19)

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 2017-18)

Grade Level	Number of Students
Grade 6	236
Grade 7	292
Grade 8	294
Total Enrollment	822

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.2
Asian	52.4
Filipino	2.1
Hispanic or Latino	17.5
Native Hawaiian or Pacific Islander	0.1
White	21.0
Socioeconomically Disadvantaged	36.4
English Learners	11.9
Students with Disabilities	5.1
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	32.4	31.4	29	244
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	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October, 2018

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 11, 2018, 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. 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/22/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	A/C Installation and ventilation upgrades needed - Measure O project scheduled Summer 2018 - IN PROGRESS
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Planned deferred maintenance item - Roofs Measure O project scheduled Summer 2018 - IN PROGRESS
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Future deferred maintenance item - Measure O project scheduled Summer 2018 - IN PROGRESS

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/22/2018	
Overall Rating	Good

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	76.0	72.0	75.0	75.0	48.0	50.0
Mathematics (grades 3-8 and 11)	67.0	71.0	70.0	73.0	37.0	38.0

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	814	814	100.00	71.71
Male	396	396	100.00	68.69
Female	418	418	100.00	74.58
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	431	431	100.00	83.26
Filipino	17	17	100.00	58.82
Hispanic or Latino	145	145	100.00	51.72
Native Hawaiian or Pacific Islander	--	--	--	--
White	169	169	100.00	60.36
Two or More Races	30	30	100.00	73.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	321	321	100.00	61.99
English Learners	226	226	100.00	57.78
Students with Disabilities	32	32	100.00	12.50
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	814	813	99.88	70.73
Male	396	396	100	69.7
Female	418	417	99.76	71.7
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	431	431	100	82.83
Filipino	17	17	100	70.59
Hispanic or Latino	145	145	100	51.03
Native Hawaiian or Pacific Islander	--	--	--	--
White	169	169	100	59.17
Two or More Races	30	29	96.67	68.97
Socioeconomically Disadvantaged	321	321	100	59.81
English Learners	226	226	100	58.85
Students with Disabilities	31	31	100	9.68
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	10.8	23.7	55.4

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

Parents and the community are highly supportive of the educational program at Masuda Middle School. All Masuda 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, and activities throughout the school year.

Parents who wish to participate in Masuda Middle School's leadership teams or activities, or to become volunteers 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.9	1.4	1.2	1.1	1.3	1.0	3.7	3.7	3.5
Expulsions	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The safety of students and staff is a primary concern of Masuda Middle School. Students are supervised before/after school and during lunch/nutrition 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	23.0	7	18	2	22.0	11	8	8	24.0	6	15	4
Mathematics	17.0	4	2	1	29.0	2		5	29.0	4	5	12
Science	32.0		10	8	29.0	1	14	5	29.0	1	12	7
Social Science	30.0	1	10	8	29.0	2	14	4	29.0	2	11	7

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 2017-18)

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	.40	N/A
Social Worker	0	N/A
Nurse	.35	N/A
Speech/Language/Hearing Specialist	.60	N/A
Resource Specialist (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$7,471	$1,759	$5,713	$78,373
District	N/A	N/A	$6,486	$83,984
Percent Difference: School Site and District	N/A	N/A	-12.7	-6.9
State	N/A	N/A	$7,125	$80,910
Percent Difference: School Site and State	N/A	N/A	-22.0	-3.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,504	$50,084
Mid-Range Teacher Salary	$84,973	$80,256
Highest Teacher Salary	$104,834	$100,154
Average Principal Salary (Elementary)	$135,666	$125,899
Average Principal Salary (Middle)	$129,547	$130,255
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$247,350	$222,447
Percent of Budget for Teacher Salaries	41.0	37.0
Percent of Budget for Administrative Salaries	7.0	5.0

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

* Rigor/Depth & Complexity
- 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, Academic Vocabulary, SRI (Scholastic Reading Inventory), Accelerated Reader, ST Math, and English 3D
- Technology Integration
- New Teacher Induction
- California State Standards/Next Generation Science Standards Implementation

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 2018-19)

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 2018-19)

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 500 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. In the 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 Arts 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 2017-18)

Grade Level	Number of Students
Kindergarten	111
Grade 1	84
Grade 2	83
Grade 3	69
Grade 4	80
Grade 5	68
Total Enrollment	495

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.4
Asian	14.9
Filipino	0.4
Hispanic or Latino	16.6
Native Hawaiian or Pacific Islander	0.0
White	60.8
Socioeconomically Disadvantaged	18.8
English Learners	6.3
Students with Disabilities	12.1
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	25.4	25.4	26	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October, 2018

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 11, 2018, 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 2018-19 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/24/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	A/C Installation and ventilation upgrades needed - Measure O project scheduled Summer 2020
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Planned deferred maintenance item - Roofs Measure O project scheduled Summer 2020
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Future deferred maintenance item - Measure O project scheduled Summer 2020

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/24/2018	
Overall Rating	**Good**

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	81.0	92.0	75.0	75.0	48.0	50.0
Mathematics (grades 3-8 and 11)	80.0	91.0	70.0	73.0	37.0	38.0

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	207	202	97.58	92.08
Male	103	99	96.12	88.89
Female	104	103	99.04	95.15
American Indian or Alaska Native	--	--	--	--
Asian	24	23	95.83	100.00
Filipino	--	--	--	--
Hispanic or Latino	42	42	100.00	88.10
White	125	121	96.80	91.74
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	48	47	97.92	91.49
English Learners	14	13	92.86	92.31
Students with Disabilities	12	12	100.00	83.33

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	207	201	97.1	90.55
Male	103	99	96.12	90.91
Female	104	102	98.08	90.2
American Indian or Alaska Native	--	--	--	--
Asian	24	23	95.83	95.65
Filipino	--	--	--	--
Hispanic or Latino	42	42	100	92.86
White	125	120	96	90
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	48	47	97.92	89.36
English Learners	14	13	92.86	92.31
Students with Disabilities	12	12	100	66.67

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	20.6	25.0	41.2

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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
• Jog-a-Thon
• 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.2	0.2	0.8	1.1	1.3	1.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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. 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	4		24	1	4		22	1	4	
1	25		3		25		3		28		3	
2	25		3		28		2		26	1	2	
3	24	1	2		31		3		21	1	2	
4	24	1	2		29		2		23	1	2	
5	33			2	28		3		23	1	3	
Other	9	1			8	2						

Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

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	1.20	N/A
Social Worker	0	N/A
Nurse	.35	N/A
Speech/Language/Hearing Specialist	3.0	N/A
Resource Specialist (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$10,968	$4,150	$6,818	$82,660
District	N/A	N/A	$6,468	$83,984
Percent Difference: School Site and District	N/A	N/A	5.3	-1.6
State	N/A	N/A	$7,125	$80,910
Percent Difference: School Site and State	N/A	N/A	-4.4	2.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,504	$50,084
Mid-Range Teacher Salary	$84,973	$80,256
Highest Teacher Salary	$104,834	$100,154
Average Principal Salary (Elementary)	$135,666	$125,899
Average Principal Salary (Middle)	$129,547	$130,255
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$247,350	$222,447
Percent of Budget for Teacher Salaries	41.0	37.0
Percent of Budget for Administrative Salaries	7.0	5.0

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
- Fountas & Pinnell
- Leadership
- Data-responsive Instruction
- Response to Intervention
- Technology Integration
- Reading instruction
- Effective Reading Intervention Academy
- Professional Learning Communities
- 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)
- ST Math

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Isojiro Oka Elementary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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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 2018-19)

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 2018-19)

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 five 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. Oka has increased the amount of technology available to students with over 200 Chromebooks and 40 iPads on campus, as well as SMARTBoards in every K-5 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 2017-18)

Grade Level	Number of Students
Kindergarten	80
Grade 1	94
Grade 2	59
Grade 3	71
Grade 4	81
Grade 5	81
Total Enrollment	466

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.0
Asian	11.8
Filipino	0.2
Hispanic or Latino	24.0
Native Hawaiian or Pacific Islander	0.6
White	54.1
Socioeconomically Disadvantaged	30.0
English Learners	6.4
Students with Disabilities	11.8
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	19.3	21.8	19.4	244
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	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October, 2018

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 11, 2018, 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. 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)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/24/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	A/C Installation and ventilation upgrades needed - Measure O project scheduled Summer 2020
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Planned deferred maintenance item - Roofs Measure O project scheduled Summer 2020
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Future deferred maintenance item - Measure O project scheduled Summer 2020

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/24/2018	
Overall Rating	**Good**

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	63.0	71.0	75.0	75.0	48.0	50.0
Mathematics (grades 3-8 and 11)	66.0	72.0	70.0	73.0	37.0	38.0

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	228	223	97.81	71.30
Male	111	109	98.20	62.39
Female	117	114	97.44	79.82
Black or African American	--	--	--	--
Asian	29	29	100.00	79.31
Hispanic or Latino	47	46	97.87	67.39
White	128	124	96.88	72.58
Two or More Races	19	19	100.00	63.16
Socioeconomically Disadvantaged	74	72	97.30	58.33
English Learners	18	18	100.00	44.44
Students with Disabilities	34	30	88.24	26.67

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	228	223	97.81	71.75
Male	111	109	98.2	63.3
Female	117	114	97.44	79.82
Black or African American	--	--	--	--
Asian	29	29	100	93.1
Hispanic or Latino	47	46	97.87	67.39
White	128	124	96.88	67.74
Two or More Races	19	19	100	73.68
Socioeconomically Disadvantaged	74	72	97.3	52.78
English Learners	18	18	100	61.11
Students with Disabilities	34	30	88.24	23.33

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.4	25.6	25.6

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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 (BFF)
- 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.2	0.2	0.4	1.1	1.3	1.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	22	1	2		25	1	3		21	1	3	
1	28		2		25		2		31		3	
2	28		3		27		3		28		2	
3	23		3		27		2		29		2	
4	32		1		31		3		32		2	
5	27	1	2	1	30		2		28	1	2	1
Other					16	1						

Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

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	.60	N/A
Social Worker	0	N/A
Nurse	.35	N/A
Speech/Language/Hearing Specialist	1.40	N/A
Resource Specialist (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$10,456	$3,460	$6,993	$80,010
District	N/A	N/A	$6,468	$83,984
Percent Difference: School Site and District	N/A	N/A	7.8	-4.8
State	N/A	N/A	$7,125	$80,910
Percent Difference: School Site and State	N/A	N/A	-1.9	-1.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,504	$50,084
Mid-Range Teacher Salary	$84,973	$80,256
Highest Teacher Salary	$104,834	$100,154
Average Principal Salary (Elementary)	$135,666	$125,899
Average Principal Salary (Middle)	$129,547	$130,255
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$247,350	$222,447
Percent of Budget for Teacher Salaries	41.0	37.0
Percent of Budget for Administrative Salaries	7.0	5.0

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 at Oka Elementary and within 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. Specifically at Oka, we have partnered with Growing Educators to provide in-depth training and development in the area of reading, centered around Balanced Literacy throughout 2018-2019.

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

+ Balanced Literacy
+ 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 State 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 2017-18 School Year
Published During 2018-19

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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 2018-19)

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 2018-19)

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 2017-18)

Grade Level	Number of Students
Kindergarten	116
Grade 1	77
Grade 2	83
Grade 3	92
Grade 4	92
Grade 5	69
Total Enrollment	529

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.2
Asian	52.9
Filipino	1.5
Hispanic or Latino	17.4
Native Hawaiian or Pacific Islander	2.1
White	19.3
Socioeconomically Disadvantaged	36.3
English Learners	25.9
Students with Disabilities	6.8
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	23.1	23.1	21.3	244
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	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October, 2018

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 11, 2018, 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. 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/22/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Planned deferred maintenance item - Roofs Measure O project scheduled Summer 2021
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Future deferred maintenance item - Measure O project scheduled Summer 2021

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/22/2018	
Overall Rating	**Good**

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	75.0	69.0	75.0	75.0	48.0	50.0
Mathematics (grades 3-8 and 11)	72.0	65.0	70.0	73.0	37.0	38.0

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	253	253	100.00	69.17
Male	141	141	100.00	65.25
Female	112	112	100.00	74.11
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	134	134	100.00	77.61
Filipino	--	--	--	--
Hispanic or Latino	44	44	100.00	56.82
Native Hawaiian or Pacific Islander	--	--	--	--
White	44	44	100.00	61.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	96	96	100.00	63.54
English Learners	78	78	100.00	61.54
Students with Disabilities	18	18	100.00	16.67
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	253	252	99.6	65.48
Male	141	140	99.29	65.71
Female	112	112	100	65.18
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	134	134	100	77.61
Filipino	--	--	--	--
Hispanic or Latino	44	44	100	50
Native Hawaiian or Pacific Islander	--	--	--	--
White	44	43	97.73	55.81
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	96	96	100	58.33
English Learners	78	78	100	55.13
Students with Disabilities	18	18	100	33.33
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	17.9	28.4	32.8

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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:
• Parent Education Nights
• Art- Meet the Masters

* After School Programs
• Classroom Volunteer
• Kids Run OC Marathon
• Fountain Valley Schools Foundation
• Grade Level Plays
• School Site Council
• Jog-a-Thon: Apex Fun Run
• School Carnival
• Multicultural Day
• Bowling Family Night
• Lunar New Year Celebration
• PTO
• ST Math- ST Math Fluency
• 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.2	0.6	0.4	1.1	1.3	1.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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		4		26		4		24	1	4	
1	30		3		28		3		25		3	
2	29		3		27		3		28		3	
3	29		2		26		4		31		3	
4	28		3		29		2		31		3	
5	32		3		28		3		35			2
Other	6	1										

Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

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	.40	N/A
Social Worker	0	N/A
Nurse	.35	N/A
Speech/Language/Hearing Specialist	.60	N/A
Resource Specialist (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$10,123	$3,097	$7,026	$74,320
District	N/A	N/A	$6,468	$83,984
Percent Difference: School Site and District	N/A	N/A	8.3	-12.2
State	N/A	N/A	$7,125	$80,910
Percent Difference: School Site and State	N/A	N/A	-1.4	-8.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,504	$50,084
Mid-Range Teacher Salary	$84,973	$80,256
Highest Teacher Salary	$104,834	$100,154
Average Principal Salary (Elementary)	$135,666	$125,899
Average Principal Salary (Middle)	$129,547	$130,255
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$247,350	$222,447
Percent of Budget for Teacher Salaries	41.0	37.0
Percent of Budget for Administrative Salaries	7.0	5.0

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
- Fountas And Pinnell Reading Assessments
- Guided Reading: 2-3 days
- Balanced Literacy: 2-3 days
- ST Math
- RAZ-Kids Reading A-Z
- Positive Behavior Intervention Systems
- Bullying Policy
- Professional Learning Communities
- Junior Great Books
- Cognitively Guided Instruction (CGI)

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 2018-19)

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 2018-19)

A. Vision Statement

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

B. Mission Statement

Talbert Middle School's mission is to prepare students to become articulate, thoughtful, productive, and contributing citizens of the future. To prepare students for the future, we must provide a safe, stimulating, inspiring educational environment which challenges each student's capacity to grow intellectually while at the same time respects and supports his or her need to grow socially and emotionally. Our mission is to provide a program where students will:
- Use and apply higher level thinking skills.
- Become an integral, important part of the school and community; connected in a positive way not only to their peers but also to the staff and school as a whole.
- Take responsibility for their learning and think independently.
- Develop the ability to make appropriate moral and ethical judgments as citizens in a democratic society.
- Learn and apply the characteristics of a a "Good Learner."

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. Some highlighted opportunities include lunch-time homeroom sports league, after school sports and clubs, drama, choir, robotics, band, orchestra, PAL, and leadership.

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, 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 3 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 2018-19 school year, the focus is Depth and Complexity which will increase rigor in classroom instruction. A 5-Year Visible Learning Plan provides guidance for Talbert staff in regards to instruction and school culture.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	240
Grade 7	242
Grade 8	246
Total Enrollment	728

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.3
Asian	17.3
Filipino	1.0
Hispanic or Latino	17.7
Native Hawaiian or Pacific Islander	0.4
White	57.3
Socioeconomically Disadvantaged	20.5
English Learners	4.5
Students with Disabilities	11.8
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	32	29	26	244
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	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October, 2018

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 11, 2018, 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 31 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. 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)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/22/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	A/C Installation and ventilation upgrades needed - Measure O project scheduled Summer 2020
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Planned deferred maintenance item - Roofs Measure O project scheduled Summer 2020
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Future deferred maintenance item - Measure O project scheduled Summer 2020

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/22/2018	
Overall Rating	**Good**

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	71.0	73.0	75.0	75.0	48.0	50.0
Mathematics (grades 3-8 and 11)	62.0	64.0	70.0	73.0	37.0	38.0

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	727	720	99.04	73.33
Male	366	363	99.18	65.29
Female	361	357	98.89	81.51
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	125	125	100.00	82.40
Filipino	--	--	--	--
Hispanic or Latino	125	124	99.20	64.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	418	415	99.28	73.01
Two or More Races	40	38	95.00	81.58
Socioeconomically Disadvantaged	159	156	98.11	62.82
English Learners	74	74	100.00	63.51
Students with Disabilities	79	75	94.94	24.00

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	729	718	98.49	64.35
Male	367	361	98.37	61.77
Female	362	357	98.62	66.95
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	125	125	100	78.4
Filipino	--	--	--	--
Hispanic or Latino	125	124	99.2	55.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	420	413	98.33	61.5
Two or More Races	40	38	95	81.58
Socioeconomically Disadvantaged	159	155	97.48	52.26
English Learners	74	74	100	59.46
Students with Disabilities	81	75	92.59	13.33

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
7	15.6	23.8	43.0

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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 school events as well as join 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
• School Site Council
• Superintendent Parent Council
• Parent Conferences
• Parent Education Nights
• Lunch on the Lawn
• Got Real Assemblies
• STEAM Field Trips & Parent Night
• Music/Drama Performances
• Office Volunteers

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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	5.3	4.3	2.7	1.1	1.3	1.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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
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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	28.0	2	10	5	24.0	8	11	2	25.0	6	12	3
Mathematics	19.0	3	1	1	22.0	4		3	26.0	6	7	7
Science	28.0	1	13	3	30.0	2	7	7	28.0	3	8	6
Social Science	29.0	1	11	4	30.0	2	10	5	30.0	2	6	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 2017-18)

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)	.4	N/A
Psychologist	.80	N/A
Social Worker	0	N/A
Nurse	.35	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$7,943	$2,212	$5,732	$80,400
District	N/A	N/A	$6,468	$83,984
Percent Difference: School Site and District	N/A	N/A	-12.1	-4.4
State	N/A	N/A	$7,125	$80,910
Percent Difference: School Site and State	N/A	N/A	-21.7	-0.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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Superintendent Salary	$247,350	$222,447
Percent of Budget for Teacher Salaries	41.0	37.0
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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 3 implementation of Visible Learning. Visible Learning is a research-based program based on factors that improve student achievement. In effort to increase rigor in instruction, professional development in depth and complexity is a focus in the 2018-2019 school year. The plan focuses on team collaboration and high expectations for students. Instructionally, the staff is in year two of depth and complexity training. Furthermore, the ELA team is developing reading and writing strategies for the entire staff to implement in all subject areas in the 2018-2019 school year.

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 and units 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:
- Staff Collaboration
- Data
- Response to Intervention
- Co-teaching Methods
- Math and Reading Intervention
- Reading and Writing
- Depth and Complexity

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Hisamatsu Tamura Elementary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

</div>

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 2018-19)

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 2018-19)

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 600 students in transitional kindergarten through fifth grade. The school facility is attractive and well maintained, with 23 classrooms allocated for general and special education classes, as well as, support services. Stepping into a classroom at Tamura, one would immediately take notice of the positive and supportive tone that permeates the campus, an optimal environment for learning. Visitors often comment on the campus' attractive classroom environments and 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.

Our Mission:

Tamura's Mission, along with the Fountain Valley School District's, 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.

Our Vision:

Working as a partnership, the Tamura staff is committed to developing the academic, social-emotional, and physical well-being of ALL children. We believe that ALL students can learn with depth and complexity when there are high expectations, rigorous standards, and caring, involved teachers. As educators, we work together to constantly refine and improve our teaching practices, monitor student achievement, and differentiate instruction based on individual student needs. We actively engage our parents and community in our efforts to make an exceptional place for students to learn. We believe we teach the whole child. We expect academic achievement, personal responsibility, honesty, cultural sensitivity, and respect for all people, property, and the environment.

Tamura students will:
- Achieve academic excellence in English-language arts, mathematics, and the sciences.
- Be critical and creative thinkers, demonstrate effective problem-solving and decision-making skills that deal with real-world issues and challenges.
- Communicate effectively in listening, speaking, reading, and writing in a technologically advanced society.
- Use technology as a tool for learning, for acquiring, analyzing, and using information, and for accessing the wider world of people and ideas.
- Learn to work cooperatively, collaboratively, and independently, making choices and taking responsibility for learning.
- Demonstrate integrity, compassion, self-discipline, and interpersonal skills.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	100
Grade 1	84
Grade 2	84
Grade 3	97
Grade 4	104
Grade 5	115
Total Enrollment	584

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.0
Asian	51.2
Filipino	2.4
Hispanic or Latino	14.0
Native Hawaiian or Pacific Islander	0.7
White	26.2
Socioeconomically Disadvantaged	20.9
English Learners	19.9
Students with Disabilities	5.0
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	24.1	23.1	22.4	244
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	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October, 2018

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 11, 2018, 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. 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)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/24/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	A/C Installation and ventilation upgrades needed - Measure O project scheduled Summer 2019
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Planned deferred maintenance item - Roofs Measure O project scheduled Summer 2019
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Future deferred maintenance item - Measure O project scheduled Summer 2019

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/24/2018	
Overall Rating	**Good**

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	75.0	76.0	75.0	75.0	48.0	50.0
Mathematics (grades 3-8 and 11)	79.0	82.0	70.0	73.0	37.0	38.0

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	315	313	99.37	75.72
Male	165	165	100.00	74.55
Female	150	148	98.67	77.03
Asian	160	159	99.38	81.13
Filipino	--	--	--	--
Hispanic or Latino	41	41	100.00	63.41
Native Hawaiian or Pacific Islander	--	--	--	--
White	83	82	98.80	68.29
Two or More Races	18	18	100.00	88.89
Socioeconomically Disadvantaged	75	73	97.33	73.97
English Learners	97	96	98.97	77.08
Students with Disabilities	24	24	100.00	33.33

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	315	314	99.68	81.53
Male	165	165	100	83.03
Female	150	149	99.33	79.87
Asian	160	160	100	86.25
Filipino	--	--	--	--
Hispanic or Latino	41	41	100	70.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	83	82	98.8	75.61
Two or More Races	18	18	100	88.89
Socioeconomically Disadvantaged	75	74	98.67	72.97
English Learners	97	97	100	79.38
Students with Disabilities	24	24	100	66.67

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	15.7	16.5	54.8

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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
- ST Math
- Jog-a-thon

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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.5	0.5	0.2	1.1	1.3	1.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 connected-ness,
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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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		4		28		4		25		4	
1	30		3		28		3		28		3	
2	28		4		28		3		28		3	
3	28		4		28		4		28		3	
4	29		3		31		3		29		4	
5	31		4		25	1	4		29		4	
Other	11	1										

Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

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	.40	N/A
Social Worker	0	N/A
Nurse	.35	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,736	$2,123	$6,613	$81,966
District	N/A	N/A	$6,468	$83,984
Percent Difference: School Site and District	N/A	N/A	2.2	-2.4
State	N/A	N/A	$7,125	$80,910
Percent Difference: School Site and State	N/A	N/A	-7.5	1.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,504	$50,084
Mid-Range Teacher Salary	$84,973	$80,256
Highest Teacher Salary	$104,834	$100,154
Average Principal Salary (Elementary)	$135,666	$125,899
Average Principal Salary (Middle)	$129,547	$130,255
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$247,350	$222,447
Percent of Budget for Teacher Salaries	41.0	37.0
Percent of Budget for Administrative Salaries	7.0	5.0

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:

- 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
- Reading Comprehension through Interactive Read Aloud
- Fountas & Pinnell Assessment & Interventions
- Leadership Team
- Coaching with TOSA support

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: CONTRACT PROPOSAL FOR FAMILY MATH NIGHT
              ***COUNTING COLLECTIONS* AT OKA SCHOOL PROVIDED BY**
              THE ORANGE COUNTY DEPARTMENT OF EDUCATION
DATE: January 28, 2019

Background:
Cognitively Guided Instruction (CGI) supports the understanding of how children learn mathematics. CGI is central to the research base and focus areas of the Common Core State Standards and supports teachers teaching mathematics for understanding.

The two-hour parent education night at Oka School on February 21, 2019 will include a session which engages parents and children in counting collections collaboratively. It will also offer a debrief with parents on ways to support their children at home.

The goal of Oka's Family Math Night is to provide parents with research-based information about the development of children's mathematical thinking and provide them with opportunities and tools to engage with as well as support their child's learning.

Fiscal Impact:
The $250 fee covers one facilitator at $125/hour and will be covered by Oka's Parent Engagement Grant titled CGI Parent Training and Information Session through the Cotsen Foundation.

Recommendation:
It is recommended that the Board of Trustees approves the two-hour Family Math Night *Counting Collections* at Oka School on February 21, 2019.
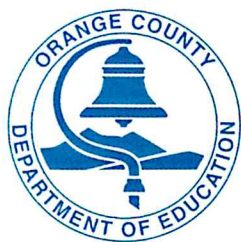
Orange County Department of Education
Instructional Services

TO: Erik Miller
Oka Elementary School
9800 Yorktown Avenue
Huntington Beach, CA 92646

FROM: Jody Guarino
Educational Services, STEM Unit
(714) 454-5192
jguarino@ocde.us

DATE: December 18, 2018

PURPOSE: Family Math Night *Counting Collections*

AUDIENCE: Parents and students

PROPOSED SERVICES:

Two-hour parent education night on February 21, 2019

- Session for parents and children to engage in counting collections collaboratively
- Debrief with parents on ways to support their children at home

LOCATION: Oka Elementary School
9800 Yorktown Avenue
Huntington Beach, CA 92646

GOALS:
To provide parents with research-based information about the development of children's mathematical thinking and provide them with opportunities and tools to engage with and support their child's learning.

RESEARCH BASE:

Cognitively Guided Instruction (CGI) is a research that supports the understanding of how children learn mathematics (Carpenter, Fennema, Franke, Levi, & Empson, 2015). CGI is central to the research base and focus areas of the Common Core State Standards, and supports teachers to teach mathematics for understanding.

ESTIMATED COSTS:

- One facilitator   @ $125/hour   **$250**

Total Estimated Cost: **$250**

For Client Use:

When this proposal is accepted, OCDE will draw up a contract for services.

☐ PROPOSAL ACCEPTED

_____

Authorized Signature   Date

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 AGREEMENT BETWEEN SCOTT BURNETT (INTEGRITY COMPUTER CONCEPTS) AND OKA SCHOOL FOR THE MARCH 7, 2019 PARENT NIGHT PRESENTATION OF "PROTECTING OUR KIDS FROM DIGITAL DANGERS: PRACTICAL WAYS TO KEEP KIDS SAFE"**
DATE: January 28, 2019

Background:
For over 10 years, Integrity Computer Concepts has helped parents keep children safe from the dangers of technology since the two don't always get along perfectly if left unattended.

Scott Burnett, the owner of Integrity Computer Concepts, has spent years giving Cyber Technology and Internet Safety Seminars. His work with schools, law enforcement and parents gives him a unique perspective on the many issues facing parents today. His one-hour parent seminar, "Protecting Our Kids From Digital Dangers: Practical Ways To Keep Kids Safe," will show first-hand how quickly a child who is online can be tossed into an unsafe situation. At the end of the parent seminar, Scott will have a very insightful question and answer session.

Fiscal Impact:
The professional fee for this presentation is $400. This will be paid out of Oka's LCAP allotment budget.

Recommendation:
It is recommended that the Board of Trustees approves the one-hour parent night at Oka School on March 7, 2019 with Scott Burnett and Integrity Computer Concepts

Speaking Agreement

This agreement is between Scott Burnett and Integrity Computer Concepts.,
(Consultant) and **Oka Elementary School/Erik Miller** (Client). Client wishes to
retain the services of Scott Burnett, speaker, to deliver a presentation **PTA general meeting** as follows:

Date**: Thursday, March 7, 2019**   Program Time: **6:30pm – 7:30pm**
Program Location: **Oka Elementary School**
Program Title: **Protecting our Kids from Digital Dangers: Practical ways to keep kids safe**
Number of Participants: **50**

Integrity Computer Concepts and Scott Burnett agree to present to the best of our ability the information and material
contained in the program described above. We also agree to coordinate the details of this program with the Client in
order to achieve the outcomes that the Client has stated. The Client agrees to duplicate the learning materials provided
by the consultant, and to provide the room setup and audiovisual equipment described in the enclosed program logistics
sheet. In exchange for the products and services provided, the Client agrees to compensate Scott Burnett / Integrity
Computer Concepts as follows:

Professional Fee: $400.00

Travel: All reasonable and customary travel expenses including coach airfare, ground transportation, lodging, meals, and
related out of pocket expenses. A complete travel expense report will be submitted with our invoice.
No travel expenses are anticipated for this event

Deposit: In order to confirm this agreement, client agrees to pay a deposit of 50% of the professional fee at the time this
agreement is signed.

Balance: Client agrees to pay the balance of **$200** on the date of the meeting.

Client agrees to pay all travel expenses and materials fees within ten business days of receipt of this contract. In the
event the client makes any change in the program date as shown above, the deposit sum of **$200** will be retained by
ICCGuru and applied to any future presentations or consulting assignment for a period of one year from the date the
consultant was notified of the change. In addition, if the change is made within 30 days of the program date, client shall
be responsible for reimbursing all costs incurred by the consultant related to the presentation. This constitutes the
entire agreement between the parties.

By: Scott Burnett   :   Scott Burnett

Date: 01/15/19

Company: Integrity Computer Concepts

Please sign below and return with deposit to secure your date (keep a copy for your records).
You may send it to ICCGuru 3636 Birch St. Suite 180, Newport Beach, CA 92660
You may also digitally send the contract to Kayli@iccguru.com

Company / Organization: _____

Title / Role: _____

Date:_____

Integrity Computer Concepts
3636 Birch Ste. 180
Newport Beach, CA 92660

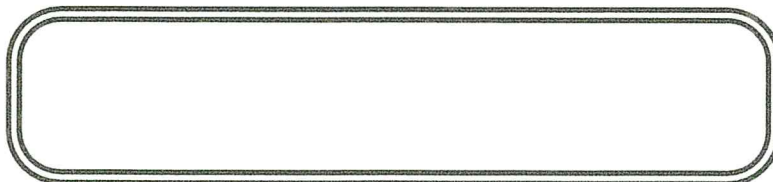Office (949) 340-3756
Fax   (949) 340-7264

Invoice

Date	Invoice #
1/15/2019	2416

Bill To

Oka Elementary
Erik Miller
9800 Yorktown Ave.
Huntington Beach, Ca. 92646

Technician	Project	Referred by
SB		

Serviced	Description	Qty	Rate	Amount
1/15/2019	Event- March 7, 2019 Deposit of 50% due now, remainder due day of event	1	400.00	400.00

Total	$400.00
Balance Due	$400.00
Terms	Due on receipt

Parts ~ Service ~ Upgrades ~ Technical Support ~ Specialized Projects ~ Program Installation and Setup ~ ~ Scanners ~ Printers ~
~ MAC ~ iPad ~ iPhone ~ Service Plans ~ Remote Support ~ Data Recovery ~ Parental Monitoring

~Thank You For Your Business! ~

Mail Payment to:
3636 Birch St. Suite 180
Newport Beach, CA 92660