



Fountain Valley School District

BOARD OF TRUSTEES
REGULAR MEETING

A G E N D A

Board Room
10055 Slater Avenue
Fountain Valley, CA

February 13, 2020

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

M _____
 2nd _____
 V _____

BOARD WORKSHOPS

1. MEASURE O PROJECT UPDATE

Assistant Superintendent, Business Services Christine Fullerton and Director, Maintenance and Facilities Joe Hastie will be providing an update to the Board regarding Measure O HVAC and Modernization Project.

- 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*

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.

Update and review of negotiations with the FVEA and CSEA Bargaining Units with the Board's designated representative, Cathie Abdel.

- OPEN SESSION: 6:30PM
- PLEDGE OF ALLEGIANCE led by Boy Scout Troop 1226.

SPECIAL PRESENTATIONS

2. RECOGNITION OF MIDDLE SCHOOL PARENT VOLUNTEERS

It is an interest of the Board of Trustees to recognize outstanding parent volunteers who give generously of their time and talents to our schools. From Talbert Middle School, the Board shall recognize and thank Rebecca Wheeler and Sandi Woest. From Masuda Middle School, the Board shall recognize and thank Chris Hay and Mike Nomura. And from Fulton Middle School, the Board shall recognize and thank Veronica Tran and Alina Jimenez-Newton.

3. RECOGNITION OF MIDDLE SCHOOL STUDENTS

It is an interest of the Board of Trustees to recognize students who display high achievement, improvement or extraordinary effort. The Board will recognize six outstanding students from each of our middle schools: Talbert Middle School, Masuda Middle School and Fulton Middle School.

- RECESS

BOARD REPORTS AND COMMUNICATIONS

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

PUBLIC COMMENTS

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

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

LEGISLATIVE SESSION

4. 2020 CSBA DELEGATE ASSEMBLY ELECTION – REGION 15

M _____
2nd _____
V _____

The Board of Trustees may vote for up to seven candidates for the 2020 CSBA Delegate Assembly Election – Region 15.

Superintendent's Recommendation: It is recommended that the Board of Trustees reaches consensus to vote for the Delegate Assembly nominees of its choice, not to exceed seven candidates.

5. BOARD POLICY 5131.2 BULLYING (FIRST READING)

M _____
2nd _____
V _____

Board Policy 5131.2 Bullying is being updated to reflect NEW LAW (AB 1127) which requires a district to approve an intradistrict transfer request for a victim of bullying and, if the district does not have another school with the same grade level, allows a victim of bullying to transfer out of the district. Regulation is also being updated to reflect NEW LAW (AB 34) which requires districts to make specified information on bullying and harassment prevention readily accessible on their web sites beginning in the 2020-21 school year.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves Board Policy 5131.2 Bullying for first reading with necessary changes indicated by the Board.

6. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS

M _____
2nd _____
V _____

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

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

Routine Items of Business

- 6-A.** Board Meeting Minutes from January 9th regular meeting
- 6-B.** Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- 6-C.** Donations
- 6-D.** Warrants
- 6-E.** Purchase Order Listing

Consent Items

6-F. SPECIAL EDUCATION SETTLEMENT AGREEMENT

Superintendent's Comments: It is recommended that the Board of Trustees approves Special Education Settlement Agreement 2020-K.

6-G. BOARD POLICY 4033 LACATATION ACCOMMODATION (SECOND READING AND ADOPTION)

Superintendent's Comments: It is recommended that the Board of Trustees approves Board Policy 4033 Lacatation Accommodation for second reading and adoption with necessary changes as indicated by the Board of Trustees.

6-H. MEMORANDUM OF UNDERSTANDING WITH ORANGE COUNTY DEPARTMENT OF EDUCATION (OCDE) TEACHER INDUCTION PROGRAM

Superintendent's Comments: It is recommended that the Board of Trustees approve the Memorandum of Understanding between OCDE and FVSD for the Teacher Induction Program.

6-I. APPROVE THE CONTRACT WITH CRAIG WARREN, INC. DBA SANDALWOOD CONSTRUCTION FOR THE SITEWORK ASSOCIATED WITH THE MASUDA SCIENCE BUILDINGS COMPLETE AND AUTHORIZE STAFF TO FILE THE APPROPRIATE NOTICES OF COMPLETION

Superintendent's Comments: It is recommended that the Board of Trustees approves the contract with Craig Warren Inc. dba Sandalwood Construction for the site work associated with the Masuda Science Buildings complete, and authorizes the Superintendent or his designee to file the appropriate Notice of Completion on behalf of the District.

6-J. SCHOOL ACCOUNTABILITY REPORT CARDS (SARCS)

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

6-K. CONSOLIDATED APPLICATION – WINTER RELEASE 2019

Superintendent's Comments: It is recommended that the Board of Trustees approves transmittal of the Consolidated Application Winter Release 2019 Data Collection to the California State Department of Education.

6-L. APPROVE REVISED CHANGE ORDER #2R2 FOR THE TAMURA ELEMENTARY SCHOOL MEASURE O HVAC AND MODERNIZATION PROJECT

Superintendent's Comments: It is recommended that the Board of Trustees approves Change Order #2R2 for the Tamura Elementary School Measure O HVAC and Modernization Project

6-M. ACCEPT AND AWARD RFO #50 TO BORDERLAN INC. IN THE AMOUNT OF \$117,859.69 TO SUPPLY AND INSTALL A FIREWALL

Superintendent's Comments: It is recommended that the Board of Trustees accepts and awards RFO # 50 to Borderlan Inc., in the amount of \$117,859.69 for the installation of a Firewall at the District Office.

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, March 12, 2020 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.

Regular Board meeting proceedings are tape recorded.

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.

Board Meeting of February 13, 2020



Fountain Valley School District
Business Services Division

MEMORANDUM

TO: Board of Trustees
FROM: Christine Fullerton, Assistant Superintendent, Business Services
SUBJECT: **MEASURE O PROJECT UPDATE**
DATE: February 7, 2020

Background:

Assistant Superintendent, Business Services Christine Fullerton and Director, Maintenance and Facilities Joe Hastie will be providing an update to the Board regarding Measure O HVAC and Modernization Project.



SO 19-20/B20-26
Fountain Valley School District
Superintendent's Office

MEMORANDUM

TO: Board of Trustees
FROM: Mark Johnson, Ed.D., Superintendent
SUBJECT: **RECOGNITION OF MIDDLE SCHOOL PARENT VOLUNTEERS**
DATE: February 13, 2020

Background:

It is an interest of the Board of Trustees to acknowledge parent volunteers from all our school sites. At this board meeting, two volunteers from each of our middle schools will be recognized.

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

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

I am proud to name our middle school outstanding and deserving volunteers:

Talbert Middle School: ♥ Rebecca Wheeler ♥ Sandi Woest
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Masuda Middle School: ♥ Chris Hay ♥ Mike Nomura

Fulton Middle School: ♥ Veronica Tran ♥ Alina Jimenez-Newton
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Fountain Valley School District
Educational Services

MEMORANDUM

TO: Board of Trustees
FROM: Steve McLaughlin, Ed.D., Assistant Superintendent, Educational Services
SUBJECT: **STUDENT RECOGNITION PROGRAM: FULTON, MASUDA, TALBERT**
DATE: January 30, 2020

Background:

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

- extraordinary effort
- achievement
- improvement

At the Board Meeting on February 13, 2020, the following six students from **Fulton, Masuda and Talbert Schools** will be recognized:

	<u>Talbert Middle School</u>	<u>Fulton Middle School</u>	<u>Masuda Middle School</u>
6 th Grade	Golda Miller	Katelyn Tran	Sophie Hsieh
6 th Grade	Shalimar Aaron	Audrey Thompson	Thomas Tran
7 th Grade	Falon Johnson	Ruth Chen	Gina Ambrosio
7 th Grade	Madeline Anguiano	Katie Lam	Grayson Yager
8 th Grade	Ella Marbut	Andrew Hathaway	Beth Arshagouni
8 th Grade	Brooklynn Peters	Charles Hernandez	Dat Nguyen

Board meeting of February 13, 2020



SO 19-20/B20-25
Fountain Valley School District
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees
FROM: Mark Johnson, Superintendent
SUBJECT: **2020 CSBA Delegate Assembly Election – Region 15**
DATE: February 7, 2020

Background

Enclosed is a copy of the 2020 CSBA Delegate Assembly Election ballot and biographical sketches of all nominees. The Board of Trustees may vote for up to seven candidates with no more than one vote for any one candidate. Each member board shall submit one ballot. The ballot contains a provision for write-in candidates. The official ballot, with the signature of the Board Clerk, must be returned to CSBA postmarked no later than March 16, 2020.

Recommendation

It is recommended that the Board of Trustees reaches consensus to vote for the Region 15 Delegate Assembly nominees of its choice, not to exceed seven candidates.

REQUIRES BOARD ACTION

This completed **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the U.S. post office no later than **MONDAY, MARCH 16, 2020**. Only **ONE** Ballot per Board. Be sure to mark your vote “**X**” in the box.

A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2020 DELEGATE ASSEMBLY BALLOT
REGION 15
(Orange County)

(Vote for no more than 7 candidates)

Delegates will serve two-year terms beginning April 1, 2020 – March 31, 2022

**denotes incumbent*

- | | |
|--|---|
| <input type="checkbox"/> Alfonso Alvarez (Santa Ana USD) | <input type="checkbox"/> Shari Kowalke (Huntington Beach City SD)* |
| <input type="checkbox"/> Michelle Barto (Newport-Mesa USD) | <input type="checkbox"/> Kathy Moffat (Orange USD) |
| <input type="checkbox"/> Lauren Brooks (Irvine USD)* | <input type="checkbox"/> Arturo Montez (Centralia ESD) |
| <input type="checkbox"/> Carrie Buck (Placentia-Yorba Linda USD) | <input type="checkbox"/> Annemarie Randle-Trejo (Anaheim Union HSD) |
| <input type="checkbox"/> Gina Clayton-Tarvin (Ocean View SD) | <input type="checkbox"/> Michael Simons (Huntington Beach Union HSD)* |
| <input type="checkbox"/> Lynn Davis (Tustin USD)* | <input type="checkbox"/> Patricia Singer (Ocean View SD) |
| <input type="checkbox"/> Elizabeth Gonzalez (Centralia ESD) | <input type="checkbox"/> Sharon Wallin (Irvine USD)* |
| <input type="checkbox"/> Candice Kern (Cypress ESD)* | |

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District

Date of Board Action

See reverse side for a current list of all Delegates in your Region.

REGION 15 – 27 Delegates (18 elected/9 appointed)◆

Director: Meg Cutuli (Los Alamitos USD)

Below are the current Delegates and their terms (as of January 31, 2020).

County: Orange

Dana Black (Newport-Mesa USD), term expires 2020
David Boyer (Los Alamitos USD), term expires 2021
Lauren Brooks (Irvine USD), term expires 2020
Bonnie Castrey (Huntington Beach Union HSD), term expires 2021
Ian Collins (Fountain Valley ESD), term expires 2021
Lynn Davis (Tustin USD), term expires 2020
Jackie Filbeck (Anaheim ESD), term expires 2021
Carrie Flanders (Brea Olinda USD), term expires 2021
Karin Freeman (Placentia-Yorba Linda USD), term expires 2021
Ira Glasky (Irvine USD)◆, appointed term expires 2020
Patricia Holloway (Capistrano USD)◆, appointed term expires 2021
Al Jabbar (Anaheim Un. HSD), term expires 2021
Candice (Candi) Kern (Cypress ESD), term expires 2020
Shari Kowalke (Huntington Beach City ESD), term expires 2020
Martha McNicholas (Capistrano USD)◆, appointed term expires 2020
Charlene Metoyer (Newport-Mesa USD), term expires 2021
Walter Muneton (Garden Grove USD)◆, appointed term expires 2021
Lan Nguyen (Garden Grove USD)◆, appointed term expires 2020
John Palacio (Santa Ana USD)◆, appointed term expires 2020
Annemarie Randle-Trejo (Anaheim Union HSD)◆, appointed term expires 2020
Rigo Rodriguez (Santa Ana USD)◆, appointed term expires 2021
Francine Scinto (Tustin USD), term expires 2020
Michael Simons (Huntington Beach Union HSD), term expires 2020
Suzie R. Swartz (Saddleback Valley USD), term expires 2021
Sharon Wallin (Irvine USD), term expires 2020
Vacancy until 3/31/2021

County Delegate:

John (Jack) Bedell (Orange COE), term expires 2021

County

Orange



Fountain Valley School District
Educational Services

MEMORANDUM

TO: Board of Trustees
FROM: Kate Smith, Director, Support Services
SUBJECT: **BOARD POLICY 5131.2 BULLYING (FIRST READING)**
DATE: February 7, 2020

Background:

In the continued effort to maintain a set of current board policies, it is necessary to bring policies to the Board of Trustees for approval when there are changes in Education Code or adoption of new laws and/or statutes. The California School Boards Association or the Orange County Department of Education informs the District of mandated changes through alerts.

Policy updated to reflect NEW LAW (AB 1127) which requires a district to approve an intradistrict transfer request for a victim of bullying and, if the district does not have another school with the same grade level, allows a victim of bullying to transfer out of the district. Regulation updated to reflect NEW LAW (AB 34) which requires districts to make specified information on bullying and harassment prevention readily accessible on their web sites beginning in the 2020-21 school year.

Fiscal Impact:

There are no known fiscal impacts associated with the Board Policy 5131.2 Bullying.

Recommendation:

It is recommended that the Board of Trustees approves Board Policy 5131.2 for first reading, with necessary changes as indicated by the Board.

BULLYING

The Board of Trustees recognizes the harmful effects of bullying on **student well-being**, student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. ~~District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.~~ No **individual student** or group of students shall, through physical, written, verbal, **visual**, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any ~~other~~ student or school personnel, **or retaliate against them for filing a complaint or participating in the complaint resolution process.**

(cf. 5131 - Conduct) (cf. 5136 - Gangs) (cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment) (cf. 5145.9 - Hate-Motivated Behavior)

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

**(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 6020 - Parent Involvement)**

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(cf. 1312.3 - Uniform Complaint Procedures)

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

**(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 5117 - Interdistrict Attendance)**

- ~~1. Bullying means any severe or pervasive physical or verbal act or conduction, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as defined in 48900.2, 48900.3, or 48900.4, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - ~~1. Placing a reasonable student or students in fear of harm to that student's or those students' person or property.~~
 - ~~2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.~~
 - ~~3. Causing a reasonable student to experience substantial interference with his or her academic performance.~~
 - ~~4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.~~~~
- ~~2. Cyberbullying means the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.~~

(cf. 5195.2 Freedom of Speech/Expression)

While not an exhaustive list, examples of bullying/cyberbullying might include:

- ~~1. Direct physical contact, such as hitting or shoving~~
- ~~2. Threats to harm another person~~
- ~~3. Oral or written assaults, such as teasing or name calling~~

BULLYING (continued)

- ~~4. Social isolation or manipulation~~
- ~~5. Posting harassing messages, direct threats, social cruelty or other harmful texts, sounds, or images on the Internet, including social networking sites~~
- ~~6. Posting or sharing false or defamatory information about another person~~
- ~~7. Posting or sharing information about another person that is private~~
- ~~8. Pretending to be another person on a social networking site or other electronic communication in order to damage that person's reputation or friendships~~
- ~~9. Posting or sharing photographs of other people without their permission~~
- ~~10. Spreading hurtful or demeaning materials created by another person (e.g. forwarding offensive emails or text messages)~~
- ~~11. Retaliating against someone for complaining that they have been bullied~~
- ~~12. Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager.~~
- ~~13. Reasonable student means a student, including, but not limited to, a student with disabilities, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her disabilities.~~

~~The district prohibits all forms of bullying and cyberbullying as defined in this policy. This includes, but is not limited to, discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Penal Code 422.55 and Education Code 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 234.1(a); 48900(r))~~

~~(cf. 0410—Nondiscrimination in district Programs or Activities) (cf. 5145.7—Sexual Harassment)~~

~~In addition, the district prohibits retaliation against complainants. Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.~~

~~(cf. 0420—School Plans/Site Councils) (cf. 0450—Comprehensive Safety Plan) (cf. 1220—Citizen Advisory Committees)
(cf. 1400—Relations Between Other Governmental Agencies and the Schools)~~

BULLYING (continued)

~~(cf. 6020—Parent Involvement)~~

Bullying Prevention

~~To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.~~

~~The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills and appropriate online behavior.~~

~~School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies~~

~~(cf. 4131—Staff Development) (cf. 4231—Staff Development) (cf. 4331—Staff Development)~~

~~Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.~~

~~Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.~~

~~The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:~~

- ~~1. Discuss the diversity of the student body and school community, including their varying immigration experiences~~
- ~~2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims~~
- ~~3. Identify the signs of bullying or harassing behavior~~
- ~~4. Take immediate corrective action when bullying is observed~~

BULLYING (continued)

5. ~~Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior~~

~~(cf. 4131 — Staff Development) (cf. 4231 — Staff Development) (cf. 4331 — Staff Development)~~

Intervention

~~Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.~~

~~School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)~~

~~As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.~~

Complaints and Investigation

~~Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site level grievance procedures specified in AR 1312.3 — Uniform Complaint Procedures.~~

~~The identity of a complainant alleging discrimination, harassment, or bullying shall remain confidential as appropriate within the dual contexts of the district's legal obligation to ensure a learning environment free from discrimination, harassment, intimidation, and bullying, and the right of the accused to be informed of the allegations. Some level of disclosure may be necessary to ensure a complete and fair investigation, although the district will comply with requests for confidentiality to the extent possible.~~

~~When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.~~

~~When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.~~

BULLYING (continued)

If the student is using a social networking site or service to bully or harass another student, the Superintendent or designee shall file a request with the networking site or service to suspend privileges of the student and to have the material removed

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

~~(cf. 5138 – Conflict Resolution/Peer Mediation) (cf. 5144 – Discipline)
(cf. 5144.1 – Suspension and Expulsion/Due Process)
(cf. 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities)) (cf. 6159.4 – Behavioral Interventions for Special Education Students)~~

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

~~(cf. 5138 – Conflict Resolution/Peer Mediation) (cf. 5144 – Discipline)
(cf. 5144.1 – Suspension and Expulsion/Due Process)
(cf. 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities)) (cf. 6159.4 – Behavioral Interventions for Special Education Students)~~

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

~~(cf. 4118 - Dismissal/Suspension/Disciplinary Action) (cf. 4119.21/4219.21/4319.21 - Professional Standards) (cf. 4218 - Dismissal/Suspension/Disciplinary Action)~~

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

REGULAR MEETING OF THE BOARD OF TRUSTEES

10055 Slater Avenue
Fountain Valley, CA 92708

January 9, 2020

MINUTES

President Galindo called the regular meeting of the Board of Trustees to order at 6:00pm.

CALL TO ORDER

The following board members were present:

ROLL CALL

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

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

AGENDA APPROVAL

Second: Mr. Cunneen

Vote: 5-0

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

PUBLIC COMMENTS

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

CLOSED SESSION

- Personnel Matters: *Government Code 54957 and 54957.1*
Appointment/Assignment/Promotion of employees; employee discipline/dismissal/release; evaluation of employee performance; complaints/charges against an employee; other personnel matters.
- Pupil Personnel: *Education Code 35146*
Student expulsion(s) or disciplinary matters for violation of Board Policy 5144.1.
- Negotiations: *Government Code 54957.6*

Update and review of negotiations with the FVEA and CSEA Bargaining Units with the Board’s designated representative, Cathie Abdel.

The public portion of the meeting resumed at 6:30pm.

PLEDGE OF ALLEGIANCE

Girl Scout Troop 4167 led the Pledge of Allegiance.

SPECIAL PRESENTATIONS

It is an interest of the Board of Trustees to recognize outstanding parent volunteers who give generously of their time and talents to our schools. From Courreges School, the Board recognized and thanked Megan Irvine and Bessie Kozinski. The Board was joined by the Courreges staff, students and community in thanking these women for their amazing contributions.

RECOGNITION OF PARENT VOLUNTEERS FROM COURREGES SCHOOL

It is an interest of the Board of Trustees to recognize students who display high achievement, improvement or extraordinary effort. The Board recognized six outstanding students from Courreges School: Poppy Moreau (K), Jake Yano (1st), Cora Ly (2nd), Ben Rimdzius (3rd), Dimitri Dieu (4th), and Hannah Uribe (5th). The Board joined families, staff and members of the community in celebrating these students for their outstanding accomplishments.

RECOGNITION OF STUDENTS FROM COURREGES SCHOOL

The Board took a brief recess.

BOARD REPORTS AND COMMUNICATIONS

Mr. Collins’ activities since the last meeting included: FVSF meeting and FV Rotary meeting including a presentation by Drains to the Ocean.

Mr. Cunneen’s activities since the last meeting included: annual audit meeting for District financials and Measure O financials, noting unmodified reports or clean audits for both. He thanked Mrs. Fullerton and Mr. Guerra for another successful financial reporting. In addition, he toured Tamura. He congratulated Mrs. Galindo and Mrs. Crandall on their roles this year and thanked Mr. Collins for a wonderful year under his presidency.

Mrs. Schultz wished everyone a wonderful year, noting that she is looking forward to a great 2020 with our Board.

Mrs. Crandall extended her wishes for a wonderful 2020 for everyone. Her activities since the last meeting included: Holiday

Breakfast at the District Office, Plavan 4th and 5th graders caroling at Carmel Village, FVSF meeting, and volunteering at Summer Harvest holiday food event.

Mrs. Galindo wished our staff and her fellow trustees a very happy New Year.

PUBLIC COMMENTS

There were no requests to address the Board of Trustees.

PUBLIC COMMENTS

LEGISLATIVE SESSION

Motion: Mr. Collins moved to approve Board Policy 4033 Lactation Accommodation for first reading.

**BOARD POLICY
4033 LACTATION
ACCOMMODATIO
N (FIRST
READING)**

Second: Mrs. Schultz

Vote: 5-0

Motion: Mrs. Crandall moved to approve the Consent Calendar.

**CONSENT
CALENDAR**

Second: Mr. Cunneen

Vote: 5-0

The Consent Calendar included:

- Board Meeting Minutes from December 19th annual organizational meeting
- Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- Donations
- Warrants
- Purchase Order Listing
- Resolution 2020-07: Payment to Cunneen for Missed Meeting due to Bereavement
- Williams Quarterly Report for Second Quarter 2019-20
- Approval of Contract Between Fountain Valley School District and Orange County Department of Education To Provide Gate Certification Training Program For 4th And 5th Grade Teachers
- Approve the Contract Extension with TPX Communications for District Telecommunication Services And Equipment

- Approve Change Order #2R1 for the Cox Elementary School Measure O HVAC And Modernization Project
- Approve Change Order #2R1 for the Fulton Middle School Measure O HVAC And Modernization Project
- Approve Change Order #2R1 for the Tamura Elementary School Measure O HVAC And Modernization Project
- Approval of Single Year with Annual Renewal Contract Between Fountain Valley School District and Mind Research Institute to Provide St Math to Talbert Middle School
- Non-Public Agency Contracts

<u>Non-Public School/Agency</u>	<u>100% Contract Cost</u>	<u>Effective Dates</u>
Professional Tutors of America, Inc.	\$0.00	1/1/20-6/18/20
Cornerstone Therapies	N/A	1/1/20-6/30/20
Cornerstone Therapies	\$181.84	1/1/20-6/18/20

SUPERINTENDENT’S COMMENTS/NEW ITEMS OF BUSINESS

Dr. Johnson Wished everyone a happy New Year. In addition, he thanked the Board of Trustees for their continued commitment to our District.

ADJOURNMENT

Motion: Mr. Collins moved to adjourn the meeting at 7:24PM.

Second: Mr. Cunneen

Vote: 5-0

/rl

**FOUNTAIN VALLEY SCHOOL DISTRICT
PERSONNEL ITEMS FOR APPROVAL
February 13, 2020**

1.0 EMPLOYMENT FUNCTIONS:

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

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>REASON</u>	<u>EFFECTIVE</u>
1.1.1	Engel, Caity	School Readiness Nurse	Child Care	Child Bonding	02/24/2020
1.1.2	Pham, Nikki	Resource Specialist	Masuda	Maternity	03/09/2020
1.1.3	Nguyen, Amiee	Math	Talbert	Maternity	03/18/2020

2.0 INDEPENDENT CONTRACTOR/CONSULTANT AGREEMENT

2.1 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF CURRICULUM IN COMMUNICATION SCIENCES and DISORDERS AFFILIATION AGREEMENT WITH CHAPMAN UNIVERSITY, EFFECTIVE JANUARY 6, 2020.

**FOUNTAIN VALLEY SCHOOL DISTRICT
PERSONNEL ITEMS FOR APPROVAL
February 13, 2020**

3.0 EMPLOYMENT FUNCTIONS

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

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
3.1.1	Mackie, Natalie	Cox	Preschool Assistant	01/23/2020
3.1.2	Mauzey, Nicole	Courreges	Instructional Assistant	01/21/2020
3.1.3	Inda, Guadalupe	Tamura	Preschool Assistant	02/04/2020
3.1.4	Valencia, Kasey	Newland	IA ABA	02/04/2020
3.1.5	Baker, Marcella	Plavan	ESP Assistant	02/12/2020

3.2 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CLASSIFIED LEAVE OF ABSENCE:

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>REASON</u>	<u>EFFECTIVE</u>
3.2.1	Hightower, Teresa	Tamura	ESP Instructor	Maternity	02/03/2020

3.3 ASSISTANT SUPERINTENDENT, PERSONNEL HAS ACCEPTED THE RESIGNATION OF THE FOLLOWING CLASSIFIED EMPLOYEES:

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
3.3.1	McGhie, Monique	Fulton	IA Moderate/Severe	01/17/2020
3.3.2	Luu, Kathleen	Plavan	ESP Assistant	01/31/2020
3.3.3	Jones, Alison	Masuda & Courreges	Noon Duty Aide	01/14/2020
3.3.4	Caro, Leticia	Noon Duty Aide	Masuda	01/31/2020

3.4 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING RE-EMPLOYMENT OF CLASSIFIED EMPLOYEES:

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
3.4.1	Carter, Cathy	Newland	ESP Assistant	01/08/2020
3.4.2	Navarro, Alexis	Gisler	ESP Assistant	01/21/2020

3.5 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE PROBATIONARY DISMISSAL OF CLASSIFIED EMPLOYEE #4428, FOOD SERVICE WORKER AT TALBERT MIDDLE SCHOOL, EFFECTIVE 01/31/2020.

4.0 WORKSHOP/CONFERENCE ATTENDANCE:

	<u>NAME</u>	<u>ATTENDING</u>	<u>LOCATION</u>	<u>COST</u>	<u>BUDGET</u>	<u>DATES</u>
4.1	Mullin, Bill McCombs, Tony Johnson, Donna	CSPCA 2020 Conference	San Francisco, Ca	Actual & Neces- sary	012819771- 5210	Feb. 20-22, 2020
4.2	Guerra, Isidro	Casbo Annual Conference	Long Beach, Ca	Actual & Neces- sary	012719380- 5210	March 30-April 1, 2020

**FOUNTAIN VALLEY SCHOOL DISTRICT
PERSONNEL ITEMS FOR APPROVAL**

February 13, 2020

EDUCATIONAL SERVICES

5.0 APPROVAL OF ADDITIONAL DUTY REQUESTS

	<u>NAME</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>BUDGET</u>	<u>DATE</u>
5.1	COVACEVICH, Rob (Masuda)	Talent Show Director	\$250 stipend	01-014-4989-1115	2019/2020 school year
5.2	ROSE, Jennifer (Fulton)	Sports Coach Volleyball Girls	\$250 stipend	01-023-2989-1115	2019/2020 school year
5.3	VIVAR, Rolando (Fulton)	Sports Coach Volleyball Boys	\$250 stipend	01-023-2989-1115	2019/2020 school year
5.4	DAVIS, Mary Jo (Courreges) CARRASCO, Christine (Cox) TRESTIK Staci (Fulton) PRIETO, Pat (Gisler) FOUSE, Erin (Masuda) CROWE, Megan (Newland) MCDANIELS, Michelle (Oka) WILSON, Tara (Plavan) JOHNSON, Janette (Talbert) DAO, Huong (Tamura) (Educational Services)	To serve as English Learner Lead Teacher for their individual school site	\$1,000 stipend	01-002-8055-1115	2019/2020 school year

6.0 INDEPENDENT CONTRACTOR AGREEMENTS/RESOLUTIONS

	<u>NAME</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>BUDGET</u>	<u>DATE</u>
6.1	CASE, Joan (Ed Services)	Help create a CGI Academy for teachers in grades 3-6, focusing on implementation of CGI	10,500.00	01-153-5775-5813	2019/2020 school year

7.0 CONFERENCE/WORKSHOP ATTENDANCE

	<u>NAME</u>	<u>ATTENDING</u>	<u>LOCATION</u>	<u>COST</u>	<u>BUDGET</u>	<u>DATE</u>
7.1	PAL Secondary Advisor Training	MANNING, Wesley (Masuda)	OCDE	\$350.00	01-500-4962-5210	March 19-20, 2020
7.2	CSNO 2020, Southern Section	FARNUM, Debra (District Office)	Garden Grove	\$575.00	01-001-9961-5210	February 14-16, 2020

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATIONS

BOARD APPROVAL DATE: February 13, 2020

SCHOOL	DONOR	AMOUNT	DESCRIPTION / INTENDED USE
COX			
	5th Grade Parents	\$19,580.00	Outdoor Science Camp - Admissions & Transportation
	5th Grade Parents	\$10,557.32	Outdoor Science Camp - Admissions & Transportation
	5th Grade Parents	\$3,101.20	Outdoor Science Camp - Admissions & Transportation
	5th Grade Parents	\$2,200.00	Outdoor Science Camp - Admissions & Transportation
	5th Grade Parents	\$1,193.44	Outdoor Science Camp - Admissions & Transportation
	5th Grade Parents	\$920.00	Outdoor Science Camp - Admissions & Transportation
	5th Grade Parents	\$446.00	Outdoor Science Camp - Admissions & Transportation
	5th Grade Parents	\$65.00	Outdoor Science Camp - Admissions & Transportation
	5th Grade Parents	\$39.00	Outdoor Science Camp - Admissions & Transportation
	5th Grade Parents	\$14.00	Outdoor Science Camp - Admissions & Transportation
	5th Grade Parents	\$338.00	Outdoor Science Camp - Photo's
FULTON			
	Fulton PTA	\$1,961.81	Clubs - Before/After School
	Fulton PTA	\$1,962.01	Clubs - Before/After School
	Fulton PTA	\$362.52	ASB Release Time
MASUDA	Masuda Parents	\$465.00	Transportation -Museum of Tolerance
TALBERT			
	Society for Science & the Public	\$1,000.00	Transportation - 6h gr. STEAM Field Trip
	Music Parents/Students	\$7,445.00	To pay for Music Elective

TAMURA			
	Parent Donations - cash	\$632.80	Principal's Direction/Technology
	Education Foundation Grant	\$4,148.81	2nd gr. - Purchase "Fountas & Pinnell Guided Reading Books"
	Education Foundation Grant	\$5,000.00	5th gr. - Purchase "Responsive Teaching Through Guided Reading"

**FOUNTAIN VALLEY SCHOOL DISTRICT
BOARD MEETING FEBRUARY 13, 2020**

To: Christine Fullerton
From: Thuong Nguyen
Subject: Warrant Listing and ACH Payments
Warrant Numbers: 86856 - 87343
Dates: 12/23/2020 - 2/4/2020

Fund 01	General Fund	850,256.38
Fund 12	Child Development	18,174.83
Fund 13	Cafeteria	85,464.31
Fund 14	Deferred Maintenance	15,969.26
Fund 21	GOB 2016 Election	1,096.50
Fund 22	GOB 2016 Election	1,247,087.15
Fund 25	Capital Facilities	-
Fund 40	Special Reserves	436,472.54
Fund 68	Worker Comp	90,105.57
Fund 69	Insurance	85,308.16
TOTAL		\$ 2,829,934.70

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 02/13/2020

FROM 12/27/2019 TO 01/31/2020

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
N20M4146	GOLDEN STATE PAVING INC.	19,060.00	19,060.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
N20M4147	WEST COAST AIR CONDITIONING CO	3,591.60	3,591.60	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
N20M4150	SWRCB ACCOUNTING OFFICE	1,400.00	1,400.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
N20M4236	COMMERCIAL DOOR OF ORANGE COUN	969.50	969.50	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
N20M4241	UNITED PARCEL SERVICE	30.00	30.00	012869390 5930	Maintenance / Postage, Parcel, & Delivery
N20M4242	MENDTRONIX INC.	199.04	199.04	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
N20M4243	WESTERN ILLUMINATED PLASTICS	413.76	413.76	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
N20M4244	BUCHAN, RANDOLPH J	235.00	235.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
N20M4245	PW ATHLETIC MFG CO. PATTERSON-	1,090.00	1,090.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
N20M4246	CRANDALL'S PLUMBING INC.	1,045.00	1,045.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
N20M4247	TIME AND ALARM SYSTEMS INC.	1,758.97	739.40	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
			1,019.57	014869390 5645	STAR Building DO-Routine Maint / Outside Srvs-Repairs &
N20M4249	WOODCRAFT	1,467.15	1,467.15	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
N20M4250	UNITED RENTALS	1,866.84	1,866.84	012869390 5610	Maintenance / Outside Services - Rentals
N20M4251	FOREST PLYWOOD SALES	487.54	487.54	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
N20M4252	TRIANGLE SCENERY DRAPERY	6,798.00	6,798.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
N20M4253	PLAYMAX SURFACING INC	577.94	577.94	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
N20M4276	COLBI TECHNOLOGIES INC	14,250.00	14,250.00	012869390 5899	Maintenance / Other Operating Expenses
N20M4277	COLBI TECHNOLOGIES INC	10,000.00	10,000.00	012869390 5899	Maintenance / Other Operating Expenses
N20M4279	PALFINGER LIFTGATES	1,200.00	1,200.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
N20M4280	MESHWRX INC	4,800.00	4,800.00	012869390 5890	Maintenance / Fire Alarm Safety System Testi
N20M4281	CITY OF HUNTINGTON BEACH	100.00	100.00	012869390 5860	Maintenance / Permits & Fees
N20R0878	JFK TRANSPORTATION CO INC.	1,136.00	1,136.00	010013189 5811	Donations - Gisler / Transportation Outside Agency
N20R1097	BREAKOUT INC	163.13	163.13	010114055 4310	Title I - Plavan / Instructional Supplies
N20R1121	DEMCO	538.97	63.73	010014089 4310	Donations - Plavan / Instructional Supplies
N20R1129	PARADIGM HEALTHCARE SERVICES	10,800.00	10,800.00	010019961 5813	Medi-Cal Billing-Instructional / Consultant
N20R1136	MIND RESEARCH INSTITUTE	708.75	708.75	010143889 4310	Donations - Talbert / Instructional Supplies
N20R1137	SBCSS	900.00	900.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
N20R1138	COURTNEY LEE	2,062.00	2,062.00	015999860 5894	Special Ed - Administration / Regionalized Services (X-Pot)
N20R1139	DAVE BANG ASSOCIATES	51,594.88	51,594.88	010019380 6410	School Equipment / Equipment-Furniture/Computers
N20R1140	SCHOOL SPECIALTY	2,037.98	2,037.98	015005675 4310	Intervention - Special Ed / Instructional Supplies
N20R1141	SCHOOL SPECIALTY	357.70	357.70	012539961 4310	Tobacco-Use-OCDE Adminstrative / Instructional Supplies

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 02/13/2020

FROM 12/27/2019 TO 01/31/2020

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
N20R1142	MHS INC.	917.84	549.44	012289963 5826	MAA - Instructional / Licensing/Software,Maint/Supp
			368.40	012299963 5826	Medi-Cal Billing-Psychologists / Licensing/Software,Maint/Su
N20R1143	LAKESHORE EQUIPMENT COMPANY	130.00	130.00	010113755 4310	Title I - Oka / Instructional Supplies
N20R1144	CDWG	652.50	652.50	012109078 4320	Tech/Media Office Operation / Computer Supplies
N20R1145	EIDE BAILLY LLP	16,470.00	16,470.00	012169380 5810	Business - Audit Services / Audit
N20R1146	EIDE BAILLY LLP	30,900.00	30,900.00	012169380 5810	Business - Audit Services / Audit
N20R1147	EIDE BAILLY LLP	7,800.00	7,800.00	012169380 5810	Business - Audit Services / Audit
N20R1148	EIDE BAILLY LLP	7,800.00	7,800.00	012169380 5810	Business - Audit Services / Audit
N20R1149	PTM DOCUMENT SYSTEMS INC.	76.97	76.97	012849380 4325	Fiscal Services / Office Supplies
N20R1150	BOOKSOURCE	318.03	318.03	010113755 4310	Title I - Oka / Instructional Supplies
N20R1151	CDWG	66.07	66.07	012109078 4320	Tech/Media Office Operation / Computer Supplies
N20R1152	PACIFIC COACHWAYS	480.00	480.00	010014789 5811	PTA Donations - Courreges / Transportation Outside Agency
N20R1153	PACIFIC COACHWAYS	480.00	480.00	010014789 5811	PTA Donations - Courreges / Transportation Outside Agency
N20R1154	CASBO	810.00	810.00	012719380 5210	Business Department / Travel, Conference, Workshop
N20R1155	FRONTLINE TECHNOLOGIES GROUP L	24,038.54	24,038.54	012719470 5826	Personnel Department / Licensing/Software,Maint/Supp
N20R1157	LEE & ASSOCIATES	3,663.14	3,663.14	019509380 5899	STAR Building DO - Operations / Other Operating Expenses
N20R1158	NORTHERN SPEECH SERVICES INC.	96.33	96.33	015642960 4310	Special Ed. - Fulton S&L / Instructional Supplies
N20R1159	SUPPLYMASTER INC	291.45	291.45	012109078 4399	Tech/Media Office Operation / Equipment Under \$500
N20R1160	ORANGE COUNTY DEPARTMENT OF ED	1,200.00	1,200.00	012719275 5210	Educational Services Admin / Travel, Conference, Workshop
N20R1161	LITERACY RESOURCES INC	279.24	279.24	010114055 4310	Title I - Plavan / Instructional Supplies
N20R1162	BLICK ART MATERIALS	51.73	51.73	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
N20R1163	PAUL H. BROOKES PUBLISHING CO.	50.00	50.00	010239275 4310	School Nurse Expansion Project / Instructional Supplies
N20R1165	FOLLETT SCHOOL SOLUTIONS INC.	1,123.96	1,123.96	015004055 4210	EL Library-Plavan / Library Books
N20R1168	SOUTHWEST SCHOOL AND OFFICE SU	100.00	100.00	015609860 4310	Special Ed. - Psychologists / Instructional Supplies
N20R1169	KRISTINE MRAZ	5,400.00	3,987.00	010113755 5813	Title I - Oka / Consultant
			1,413.00	011533775 5813	Cotsen Foundation - Oka / Consultant
N20R1170	CERTIFIED TRANSPORTATION BUS C	928.00	928.00	010014089 5811	Donations - Plavan / Transportation Outside Agency
N20R1171	FOLLETT SCHOOL SOLUTIONS INC.	3,784.00	1,500.00	010451075 4210	Pupil Achvmnt-Library Tamura / Library Books
			844.00	011401055 4210	Library Services - Tamura / Library Books
			960.00	015001055 4210	EL Library-Tamura / Library Books
			480.00	015101055 4210	Gifted&Talented-Library Tamura / Library Books
N20R1172	PEARSON CLINICAL ASSESSMENT	450.00	450.00	012299963 5826	Medi-Cal Billing-Psychologists / Licensing/Software,Maint/Su
N20R1174	ORANGE COUNTY DEPARTMENT OF ED	350.00	350.00	015004962 5210	School Clmt-Stdnt Behvr Masuda / Travel, Conference, Worksh

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 02/13/2020

FROM 12/27/2019 TO 01/31/2020

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
N20R1179	GMSN GROUP INC	7,410.00	7,410.00	012109078 5826	Tech/Media Office Operation / Licensing/Software,Maint/Supp
N20R1180	BARNES AND NOBLE	426.07	426.07	015103255 4210	Gifted&Talented-Library Cox / Library Books
N20R1181	FOLLETT SCHOOL SOLUTIONS INC.	1,068.56	1,068.56	015003255 4210	EL Library-Cox / Library Books
N20R1182	LAKESHORE EQUIPMENT COMPANY	286.01	286.01	010013232 4310	Sch Site Instr - Cox / Instructional Supplies
N20R1183	DEMCO	47.32	47.32	010453275 4210	Pupil Achvmnt-Library Cox / Library Books
N20R1184	BARNES AND NOBLE	121.68	121.68	011403255 4230	Library Services - Cox / Lost Books Rebate
N20R1186	CAHPERD	240.00	240.00	010144949 5210	Sch Site Instr - Masuda / Travel, Conference, Workshop
N20R1188	HEIDI HONG (BLACKSTOCK)	2,585.00	2,585.00	010114055 4310	Title I - Plavan / Instructional Supplies
N20R1189	SEHI COMPUTER PRODUCTS	1,204.95	1,204.95	012109078 4320	Tech/Media Office Operation / Computer Supplies
N20R1190	CDWG	6,503.25	6,503.25	012109078 4399	Tech/Media Office Operation / Equipment Under \$500
N20R1193	WILSON LANGUAGE TRAINING CORPO	1,192.59	1,192.59	010113255 4310	Title I - Cox / Instructional Supplies
N20R1194	HEINEMANN	217.50	217.50	010013232 4310	Sch Site Instr - Cox / Instructional Supplies
N20R1195	BOOKSOURCE	4,020.00	4,020.00	010055675 4310	State Standards-READING / Instructional Supplies
N20R1197	MOMENTUM IN TEACHING LLC	1,700.00	1,700.00	011234775 5210	Reading Support-Courreges / Travel, Conference, Workshop
N20R1200	MACKIN LIBRARY MEDIA	1,028.14	1,028.14	015004955 4210	EL Library-Masuda / Library Books
N20R1201	OFFICE DEPOT	196.80	196.80	012719165 4325	Superintendent / Office Supplies
N20R1202	OFFICE DEPOT	171.01	171.01	012719165 4325	Superintendent / Office Supplies
N20R1203	LAKESHORE EQUIPMENT COMPANY	100.00	100.00	015641060 4310	Special Ed. - Tamura S&L / Instructional Supplies
N20R1204	WILSON LANGUAGE TRAINING CORPO	698.28	698.28	011233175 4310	Reading Support-Gisler / Instructional Supplies
N20R1205	FOLLETT SCHOOL SOLUTIONS INC.	285.00	285.00	015103155 4210	Gifted&Talented-Library Gisler / Library Books
N20R1206	SCHOOL HEALTH CORPORATION	59.79	59.79	015644060 4310	Special Ed. - Plavan S&L / Instructional Supplies
N20R1207	SUPER DUPER INC	107.57	107.57	015644060 4310	Special Ed. - Plavan S&L / Instructional Supplies
N20R1208	FOLLETT SCHOOL SOLUTIONS INC.	640.00	640.00	015003155 4210	EL Library-Gisler / Library Books
N20R1209	KRISTINE MRAZ	2,250.00	2,250.00	011533175 5215	Cotsen Foundation - Gisler / Staff Development
N20R1212	APPLE COMPUTER ORDER DEPARTMEN	1,000.00	1,000.00	010019961 5826	Medi-Cal Billing-Instructional / Licensing/Software,Maint/Su
N20R1213	LAKESHORE EQUIPMENT COMPANY	50.00	50.00	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
N20R1214	LAKESHORE EQUIPMENT COMPANY	50.00	50.00	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
N20R1215	LAKESHORE EQUIPMENT COMPANY	200.00	200.00	010055875 4310	State Standards-ES SCIENCE / Instructional Supplies
N20R1216	SUPER DUPER INC	200.00	200.00	015643860 4310	Special Ed. - Talbert S&L / Instructional Supplies
N20R1218	GATEWAY FUND RAISING SERVICE I	4,505.20	4,505.20	010143889 4311	Donations - Talbert / Elective Supplies
N20R1221	HORIZON FUEL CELL AMERICAS INC	121.80	121.80	010143887 4310	Other Donations - Talbert / Instructional Supplies
N20R1222	CDWG	5,284.21	5,284.21	012109078 4410	Tech/Media Office Operation / Fixed Assets \$500-\$5000
N20R1223	EAI EDUCATION	274.91	274.91	015512960 4310	Special Ed. - Fulton RSP / Instructional Supplies

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N20R1224	HUMAN KINETICS	39.15	39.15	015619860 4310	Special Ed. - DIS--APE / Instructional Supplies
N20R1225	PRO-ED INC.	258.38	258.38	015619860 4310	Special Ed. - DIS--APE / Instructional Supplies
N20R1226	ANCORA PUBLISHINGPACIFIC NORTH	104.18	104.18	010019961 4310	Medi-Cal Billing-Instructional / Instructional Supplies
N20R1227	BOOKSOURCE	175.00	175.00	015104760 4310	Special Ed. - Courreges SDC / Instructional Supplies
N20R1228	BOOKSOURCE	2,643.36	2,643.36	010113755 4310	Title I - Oka / Instructional Supplies
N20R1229	STAPLES	103.17	103.17	012719275 4325	Educational Services Admin / Office Supplies
N20R1230	HOME DEPOT	1,000.00	1,000.00	010142989 4311	Donations - Fulton / Elective Supplies
N20R1231	LAKESHORE EQUIPMENT COMPANY	200.10	200.10	015644760 4310	Special Ed. - Courreges S&L / Instructional Supplies
N20R1232	STAPLES	65.24	65.24	010014747 4310	Sch Site Instr - Courreges / Instructional Supplies
N20R1233	STAPLES	637.46	11.95	010028255 4325	Intervention-Administrative / Office Supplies
			210.78	012658155 4325	Assessment and Accountability / Office Supplies
			414.73	016158155 4322	7140 Gifted & Talented - Instr / Testing Supplies
N20R1234	INSTITUTE FOR EDUCATIONAL DEVE	279.00	279.00	012724949 5210	Sch Site Admin - Masuda / Travel, Conference, Workshop
N20R1235	FRED PRYOR SEMINARS	79.00	79.00	012724949 5210	Sch Site Admin - Masuda / Travel, Conference, Workshop
N20R1236	JAY'S CATERING	318.53	318.53	010144989 5215	Donations - Masuda / Staff Development
N20R1237	LAKESHORE EQUIPMENT COMPANY	150.00	150.00	015511660 4310	Special Ed. - Newland RSP / Instructional Supplies
N20R1238	STAPLES	168.00	168.00	015511660 4310	Special Ed. - Newland RSP / Instructional Supplies
N20R1239	JAMF HOLDINGS INC & SUBSIDIARI	10,269.00	10,269.00	012109078 5826	Tech/Media Office Operation / Licensing/Software,Maint/Supp
N20R1240	LAKESHORE EQUIPMENT COMPANY	241.00	241.00	015103260 4310	Special Ed. - Cox SDC / Instructional Supplies
N20R1242	MACGILL FIRST AID	135.88	135.88	012733232 4327	Health Supplies - Cox / Health Supplies
N20R1243	CALIFORNIA SCHOOL NURSES ORGAN	575.00	575.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
N20R1244	SCHOOL SPECIALTY	271.88	271.88	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
N20R1245	KENNETH TOMKINS	314.59	314.59	015003255 4210	EL Library-Cox / Library Books
N20R1246	LAKESHORE EQUIPMENT COMPANY	132.00	132.00	015101660 4310	Special Ed. - Newland SDC / Instructional Supplies
N20R1247	LAKESHORE EQUIPMENT COMPANY	220.00	220.00	015101660 4310	Special Ed. - Newland SDC / Instructional Supplies
N20R1250	LAKESHORE EQUIPMENT COMPANY	100.00	100.00	015609860 4310	Special Ed. - Psychologists / Instructional Supplies
N20R1251	MICHELLE MCHALE	8,000.00	8,000.00	011531075 5813	Cotsen Foundation - Tamura / Consultant
N20R1252	SEHI COMPUTER PRODUCTS	179.44	179.44	010142929 4399	Sch Site Instr - Fulton / Equipment Under \$500
N20R1253	CERTIFIED TRANSPORTATION BUS C	5,713.80	5,713.80	010014789 5811	PTA Donations - Courreges / Transportation Outside Agency
N20R1254	CERTIFIED TRANSPORTATION BUS C	1,985.92	1,985.92	012539962 5811	Tobacco-Use-OCDE Instructional / Transportation Outside Age
N20R1255	JFK TRANSPORTATION CO INC.	1,094.50	1,094.50	010014089 5811	Donations - Plavan / Transportation Outside Agency
N20R1256	FOREST PLYWOOD SALES	2,059.46	2,059.46	010142989 4311	Donations - Fulton / Elective Supplies
N20R1257	WILLIAMS WOOD WORKS INC.	826.50	826.50	010142989 4311	Donations - Fulton / Elective Supplies

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N20R1258	CALIFORNIA DOWEL & TURNINGS	234.88	234.88	010142989 4311	Donations - Fulton / Elective Supplies
N20R1260	SEHI COMPUTER PRODUCTS	10,032.84	9,140.00	012109078 4399	Tech/Media Office Operation / Equipment Under \$500
			892.84	012109078 4410	Tech/Media Office Operation / Fixed Assets \$500-\$5000
N20R1263	SCHOLASTIC INC.	308.00	308.00	015103760 4310	Special Ed. - Oka SDC / Instructional Supplies
N20R1264	LAKESHORE EQUIPMENT COMPANY	230.00	230.00	015103760 4310	Special Ed. - Oka SDC / Instructional Supplies
N20R1265	STAPLES	418.00	418.00	015513760 4310	Special Ed. - Oka RSP / Instructional Supplies
N20R1266	SOUTHWEST SCHOOL AND OFFICE SU	145.00	145.00	015101660 4310	Special Ed. - Newland SDC / Instructional Supplies
N20R1268	ERIN DONELSON LLC	3,750.00	3,750.00	011231675 5813	Reading Support-Newland / Consultant
N20R1269	LEVEL 27 MEDIA	324.08	324.08	012721010 4325	Sch Site Admin - Tamura / Office Supplies
N20R1270	BLICK ART MATERIALS	100.00	100.00	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
N20R1271	PEARSON CLINICAL ASSESSMENT	249.95	249.95	010019961 5826	Medi-Cal Billing-Instructional / Licensing/Software,Maint/Su
N20R1274	SOUTHWEST SCHOOL AND OFFICE SU	50.00	50.00	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
N20R1275	LAKESHORE EQUIPMENT COMPANY	50.00	50.00	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
N20R1276	STAPLES	50.00	50.00	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
N20R1279	HEINEMANN	55.46	55.46	010785575 4310	Intervention - ES Reading / Instructional Supplies
N20R1280	ACSA XVII	300.00	300.00	012719165 5390	Superintendent / Dues and Membership Non Taxabl
N20R1281	OFFICE DEPOT	624.72	624.72	012719165 4325	Superintendent / Office Supplies
N20R1282	OCSBA	275.00	55.00	012719165 5210	Superintendent / Travel, Conference, Workshop
			220.00	012719166 5210	Board of Trustees / Travel, Conference, Workshop
N20R1285	LYTLE SCREEN PRINTING INC.	3,313.32	3,313.32	010019189 4325	Donations - Superintendent / Office Supplies
N20R1287	SEHI COMPUTER PRODUCTS	274.69	249.69	015511060 4399	Special Ed. - Tamura RSP / Equipment Under \$500
			25.00	015511060 5826	Special Ed. - Tamura RSP / Licensing/Software,Maint/Supp
N20R1289	STAPLES	131.00	131.00	015511060 4310	Special Ed. - Tamura RSP / Instructional Supplies
N20R1291	COMMUNICATION RESOURCES FOR SC	625.00	625.00	012719165 5813	Superintendent / Consultant
N20R1292	FOLLETT SCHOOL SOLUTIONS INC.	1,544.25	1,544.25	015104755 4310	Gifted&Talented-Library Courre / Instructional Supplies
N20R1294	SOUTHWEST SCHOOL AND OFFICE SU	132.00	132.00	015104060 4310	Special Ed. - Plavan SDC / Instructional Supplies
N20R1295	LEVEL 27 MEDIA	50.00	50.00	010143838 4310	Sch Site Instr - Talbert / Instructional Supplies
N20R1297	FOLLETT SCHOOL SOLUTIONS INC.	345.70	345.70	015104055 4310	Gifted&Talented-Library Plavan / Instructional Supplies
N20R1299	LEVEL 27 MEDIA	266.44	266.44	012719275 4325	Educational Services Admin / Office Supplies
N20R1300	MACKIN LIBRARY MEDIA	1,120.56	1,120.56	015104955 4230	Gifted&Talented-Library Masuda / Lost Books Rebate
N20R1302	FIRST BOOK	79.12	79.12	015104955 4230	Gifted&Talented-Library Masuda / Lost Books Rebate
N20R1303	FOLLETT SCHOOL SOLUTIONS INC.	293.63	293.63	015001655 4310	EL Library-Newland / Instructional Supplies
N20R1313	MAGENTA COMPUTER CENTER	210.98	210.98	012109078 4399	Tech/Media Office Operation / Equipment Under \$500

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N20R1314	ADVANTAGE OPTICS	402.00	402.00	012109078 4320	Tech/Media Office Operation / Computer Supplies
N20R1327	WOODCRAFT	1,500.00	1,500.00	010142989 4311	Donations - Fulton / Elective Supplies
N20R1328	PENN STATE INDUSTRIES	1,104.66	1,104.66	010142989 4311	Donations - Fulton / Elective Supplies
N20R1329	CRAFT SUPPLIES USA	812.91	812.91	010142989 4311	Donations - Fulton / Elective Supplies
N20S8036	ADVANTAGE WEST INVESTMENT ENTE	778.70	778.70	011000000 9320	Revenue Limit - State Revenues / STORES
N20S8037	GRAINGER INC.	137.57	137.57	011000000 9320	Revenue Limit - State Revenues / STORES
N20S8038	EMPIRE CLEANING SUPPLY	586.92	586.92	011000000 9320	Revenue Limit - State Revenues / STORES
N20S8039	LIBERTY FLAGS	273.82	273.82	011000000 9320	Revenue Limit - State Revenues / STORES
N20S8040	INDUSTRIAL FORMULATORS INC.	293.63	293.63	011000000 9320	Revenue Limit - State Revenues / STORES
N20S8041	UNITED HEALTH SUPPLIES	109.95	109.95	011000000 9320	Revenue Limit - State Revenues / STORES
N20S8042	P & R PAPER SUPPLY COMPANY	70.36	70.36	011000000 9320	Revenue Limit - State Revenues / STORES
N20S8043	ADVANTAGE WEST INVESTMENT ENTE	608.06	608.06	011000000 9320	Revenue Limit - State Revenues / STORES
N20S8044	SOUTHWEST SCHOOL AND OFFICE SU	1,637.78	1,637.78	011000000 9320	Revenue Limit - State Revenues / STORES
N20S8045	SPICERS PAPER INC	26,445.83	26,445.83	011000000 9320	Revenue Limit - State Revenues / STORES
N20S8046	UNITED HEALTH SUPPLIES	25.84	25.84	011000000 9320	Revenue Limit - State Revenues / STORES
Fund 01 Total:		393,305.38	392,830.14		

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N20R1156	LAKESHORE EQUIPMENT COMPANY	2,175.00	2,175.00	120016198 4310	State Preschool Instructional / Instructional Supplies
N20R1177	SOFTERWARE	320.81	320.81	120336098 4310	Extended School Administration / Instructional Supplies
N20R1191	LAKESHORE EQUIPMENT COMPANY	150.00	150.00	120016098 4310	Extended School Instructional / Instructional Supplies
N20R1192	LAKESHORE EQUIPMENT COMPANY	200.00	200.00	120016098 4310	Extended School Instructional / Instructional Supplies
N20R1199	ARIEL SUPPLY INC.	1,735.22	1,735.22	120336098 4325	Extended School Administration / Office Supplies
N20R1220	S & S WORLDWIDE	163.13	163.13	120016098 4310	Extended School Instructional / Instructional Supplies
N20R1249	DISCOUNT SCHOOL SUPPLY	598.13	598.13	120016198 4310	State Preschool Instructional / Instructional Supplies
N20R1272	AMERICAN SOLUTIONS FOR BUSINES	1,552.33	32.00	120016098 4310	Extended School Instructional / Instructional Supplies
			1,520.33	120016198 4310	State Preschool Instructional / Instructional Supplies
N20R1278	LAKESHORE EQUIPMENT COMPANY	300.00	300.00	120016098 4310	Extended School Instructional / Instructional Supplies
N20R1286	SURPLUS TWO WAY RADIOS	75.00	75.00	120016098 5645	Extended School Instructional / Outside Srvs-Repairs & Maint
N20R1298	LAKESHORE EQUIPMENT COMPANY	303.41	303.41	120016198 4310	State Preschool Instructional / Instructional Supplies
N20R1322	SEHI COMPUTER PRODUCTS	547.38	547.38	120016098 4310	Extended School Instructional / Instructional Supplies
N20R1324	SURPLUS TWO WAY RADIOS	312.72	195.53	120016098 4347	Extended School Instructional / Repair & Upkeep Equip Suppli
			117.19	120016098 5645	Extended School Instructional / Outside Srvs-Repairs & Maint
	Fund 12 Total:	8,433.13	8,433.13		

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N20R1175	CALIFORNIA DEPARTMENT OF EDUCA	256.50	256.50	133207380 4710	Cafeteria Fund / Food
N20R1178	LEVEL 27 MEDIA	93.23	93.23	133207380 5870	Cafeteria Fund / Printing & Repro Outside Agency
N20R1217	HUBERT COMPANY	41.95	41.95	133207380 4790	Cafeteria Fund / Food Services Supplies
N20R1293	PREMIER FOOD SAFETY	139.00	139.00	133207380 5215	Cafeteria Fund / Staff Development
N20R1312	LEVEL 27 MEDIA	72.56	72.56	133207380 5870	Cafeteria Fund / Printing & Repro Outside Agency
Fund 13 Total:		603.24	603.24		

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N20M4188	TIME AND ALARM SYSTEMS INC.	31,938.53	14,124.69	142864789 6299	Def Maint-Courreges / Other Building & Improvement
			17,813.84	142864989 6299	Def Maint-Masuda / Other Building & Improvement
	Fund 14 Total:	31,938.53	31,938.53		

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N20M4189	AESCO		3,772.50	3,772.50	223013280 6220	GOB, ELECTION 2016-Cox / Architect/Engineer Fees-Bldg
		Fund 22 Total:	3,772.50	3,772.50		

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N20M4190	NYBERG ARCHITECTS	81,500.00	81,500.00	403002980 6220	MS Science Bldg - Fulton / Architect/Engineer Fees-Bldg
	Fund 40 Total:	81,500.00	81,500.00		

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Total Account Amount:			519,077.54		

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N20M4005	CALIFORNIA PEST MANAGEMENT	27,100.00	+2,000.00	012899390 5645	Gardening / Outside Srvs-Repairs & Mainten
N20M4019	NAPA AUTO PARTS	9,500.00	+1,000.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
N20M4024	RESOURCE BUILDING MATERIALS	4,000.00	+1,000.00	012899390 4343	Gardening / Gardening Supplies
N20M4027	EQUIPMENT DEPOT INC	4,000.00	+1,000.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
N20R0039	STATE OF CA DEPT OF JUSTICE	18,500.00	+13,500.00	012719470 5823	Personnel Department / Fingerprinting
N20R0112	CALSTRS	28,000.00	+10,000.00	010059470 3901	Contractual Obligation - Cert / OTHER
N20R0135	KEENAN & ASSOCIATES	388,108.00	+220.00	012849380 5450	Fiscal Services / Other Insurance
N20R0137	ATKINSON ANDELSON LOYA RUDD &	79,500.00	+5,000.00	012719165 5830	Superintendent / Legal Fees
			-5,000.00	015659860 5830	Special Ed. - Legal Services / Legal Fees
N20R0271	READYREFRESH BY NESTLE	17,247.96	-1,320.00	010013189 4325	Donations - Gisler / Office Supplies
			+32.00	012109078 4325	Tech/Media Office Operation / Office Supplies
			+44.00	012658155 4325	Assessment and Accountability / Office Supplies
			+78.80	012719165 4325	Superintendent / Office Supplies
			+31.98	012719275 4325	Educational Services Admin / Office Supplies
			+99.99	012719470 4325	Personnel Department / Office Supplies
			+1,320.00	012723189 4325	Donations Clerical - Gisler / Office Supplies
			+71.99	012849380 4325	Fiscal Services / Office Supplies
			+48.00	015999860 4325	Special Ed - Administration / Office Supplies
N20R0470	ARIEL SUPPLY INC.	1,000.00	+500.00	012719470 4325	Personnel Department / Office Supplies
N20R0497	SOUTHWEST SCHOOL AND OFFICE SU	748.00	+548.00	015513860 4310	Special Ed. - Talbert RSP / Instructional Supplies
N20R0516	SOUTHWEST SCHOOL AND OFFICE SU	682.00	+482.00	015513860 4310	Special Ed. - Talbert RSP / Instructional Supplies
N20R0534	IMAGE 2000	10,000.00	+5,000.00	010019380 5645	School Equipment / Outside Srvs-Repairs & Mainten

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N20R0601	XEROX CORPORATION C/O SOCAL OF	800.00	+770.00	012059385 4330	Publications / Printing/Xerox Supplies
N20R0689	SOUTHWEST SCHOOL AND OFFICE SU	308.00	+33.00	015101060 4310	Special Ed. - Tamura SDC / Instructional Supplies
N20R0848	BOOKSOURCE	507.28	+4.50	010114055 4310	Title I - Plavan / Instructional Supplies
N20R1054	PEARSON	8,166.32	+1,434.10	016158155 4322	7140 Gifted & Talented - Instr / Testing Supplies
N20R1101	SOUTHWEST SCHOOL AND OFFICE SU	33.47	+3.03	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
N20R1121	DEMCO	538.97	+63.73	010014089 4310	Donations - Plavan / Instructional Supplies
Fund 01 Total:			+37,965.12		

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N20R0271	READYREFRESH BY NESTLE	17,247.96	-6.80	133207380 4325	Cafeteria Fund / Office Supplies
Fund 13 Total:			-6.80		

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N20M4092	WILLIAMS SCOTSMAN INC	15,000.00	+5,444.20	223011080 6299	GOB, ELECTION 2016-Tamura / Other Building &
Fund 22 Total:			+5,444.20		

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N20R0137	ATKINSON ANDELSON LOYA RUDD &	79,500.00	+20,000.00	402969380 5830	Property - Legal Services / Legal Fees
Fund 40 Total:			+20,000.00		

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02/13/2020

FRO 12/27/2019 TO 01/31/2020

<u>PO</u> <u>NUMBE</u>	<u>VENDOR</u>	<u>PO</u> <u>TOTAL</u>	<u>CHANGE</u> <u>AMOUNT</u>	<u>ACCOUNT</u> <u>NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
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Total Account Amount:		+63,402.52			
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Fountain Valley School District
Support Services
2019-2020-K

M E M O R A N D U M

TO: Board of Trustees
FROM: Kate Smith, Director, Support Services
SUBJECT: **Special Education Settlement Agreement 2020-K**
DATE: February 7, 2020

Background:

According to the Special Education Settlement Agreement signed on February 3, 2020, between Parents and the Fountain Valley School District, it was agreed to reimburse parents an amount not to exceed Twenty-Two Thousand Five Hundred Dollars (\$ 22,500.00) for tuition costs incurred during the 2019-2020 regular school year.

In addition, the District agrees to pay attorney's fees and legal costs not to exceed Two Thousand Five Hundred Dollars (\$ 2,500.00) as full and final settlement of all outstanding claims. This amount shall be paid to "Brian R. Sciacca, Attorney at Law."

Fiscal Impact:

Not to exceed \$25,000.00

Recommendation:

It is recommended that the Board of Trustees approves Special Education Settlement Agreement 2020-K.



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: **BOARD POLICY 4033 LACTATION ACCOMMODATION
(SECOND READING AND ADOPTION)**
DATE: February 7, 2020

Background:

In the continued effort to maintain a set of current board policies, it is necessary to bring policies to the Board of Trustees for approval when there are changes in Education Code or adoption of new laws and/or statutes. The California School Boards Association or the Orange County Department of Education informs the District of mandated changes through alerts.

Senate Bill 142 was signed into law on October 10, 2019, with an effective date of January 1, 2020. The adoption of this law strengthens employee lactation accommodations that must be provided by local educational agencies (LEA's). The adoption of Board Policy 4033 Lactation Accommodation places the district in compliance of the requirements of Senate Bill 142 and the regulations and laws related to the responsibility of the district to provide lactation accommodations for employees.

Board Policy 4033 Lactation Accommodation was approved by the Board of Trustees for first reading at the regular meeting on January 9, 2020.

Fiscal Impact:

There are no known fiscal impacts associated with the Board Policy 4033 Lactation Accommodation.

Recommendation:

It is recommended that the Board of Trustees approves Board Policy 4033 Lactation Accommodations for second reading and adoption with necessary changes as indicated by the Board.

LACTATION ACCOMMODATION

The Board of Trustees recognizes the immediate and long-term health advantages of breastfeeding for infants and mothers and desires to provide a supportive environment for any district employee to express milk for her infant child upon her return to work following the birth of the child. The Board prohibits discrimination, harassment, and/or retaliation against any district employee who chooses to express breast milk for her infant child while at work.

(cf. 4030 - Nondiscrimination in Employment)

The district shall provide a reasonable amount of break time to accommodate an employee each time she has a need to express breast milk for her infant child. (Labor Code 1030)

To the extent possible, such break time shall run concurrently with the break time already provided to the employee. Any additional break time used by a non-exempt employee for this purpose shall be unpaid.

(Labor Code 1030-1031; 29 USC 207)

The employee shall be provided a private location, other than a restroom, and access to a sink with running water and a refrigerator, or cooling device, suitable to store milk in close proximity to the employee's workspace. The lactation room shall comply with the following:

1. Be safe, clean and free of hazardous materials
2. Contain a surface to place a breast pump and personal items
3. Contain a place to sit
4. Have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump

Employees are encouraged to notify their supervisor or other appropriate personnel in advance of their intent to make use of the accommodations offered for employees who are nursing mothers. As needed, the supervisor shall work with the employee to address arrangements and scheduling in order to ensure that the employees' essential job duties are covered during the break time.

Lactation accommodations may be denied only in limited circumstances in accordance with law. (Labor Code 1032; 29 USC 207)

Before an employee's supervisor makes a determination to deny lactation accommodations, he/she shall consult the Superintendent or designee. In any case in which lactation accommodations are denied, the Superintendent or designee shall document the options that were considered and the reasons for denying the accommodations.



Fountain Valley School District
Personnel Department

MEMORANDUM

TO: Board of Trustees
FROM: Cathie Abdel, Assistant Superintendent, Personnel
SUBJECT: **Memorandum of Understanding with Orange County Department of Education (OCDE) Teacher Induction Program**
DATE: February 7, 2020

Background:

The OCDE Induction Program was established to support teachers holding a preliminary educational specialist, multiple and/or single subject credential, issued by the Commission on Teacher Credentialing. All preliminary credentials require teachers to complete induction in order to obtain their Clear credential.

The Memorandum of Understanding maintains a formal working relationship between OCDE and Fountain Valley School District to provide FVSD new teachers with the new teacher induction program.

Fiscal Impact:

FVSD will cover the cost of induction for Year One and Year Two candidates at the cost of \$3600.00 per candidate. This year FVSD has five Year One candidates and four Year Two candidates. The total fiscal impact will not exceed \$35,000.00

Recommendation:

It is recommended that the Board of Trustees approve the Memorandum of Understanding between OCDE and FVSD for the Teacher Induction Program.

Orange County Superintendent of Schools
Institute for Leadership Development

Orange County Department of Education Teacher Induction Program

MEMORANDUM OF UNDERSTANDING

2019 - 2020

This Memorandum of Understanding (MOU) is entered into this 1st day of July, 2019, by and between the Orange County Superintendent of Schools, hereinafter referred to as SUPERINTENDENT, and Fountain Valley School District hereinafter referred to as “participating school district/school”, and Brandman University, University of the Pacific, Vanguard University and University of Phoenix hereinafter referred to as “Participating Institution of High Education (IHE)”, to form a Consortium, supporting qualifying teachers through the OCDE Teacher Induction Program.

A. PURPOSE

The purpose of this MOU is to establish a formal working relationship between the parties to this MOU and to set forth the operating conditions that will govern the OCDE Teacher Induction Program Consortium. Consortium members shall include but not be limited to the following participating school districts: Centralia School District, Cypress School District, Downey Unified School District, Fountain Valley School District, GOALS Academy, Huntington Beach City School District, Laguna Beach Unified School District, Los Alamitos Unified School District, Magnolia School District, Newport-Mesa Unified School District, Ocean View School District, Orange County Educational Arts Academy, Orange County School of the Arts, the Orange County Department of Education’s Special Schools and Programs, Westminster School District, participating charter schools, non-public schools, and private school partnerships throughout Orange County.

B. GOALS

The goal of the OCDE Teacher Induction Program Consortium is to provide quality professional development and support to candidates required by the Commission on Teacher Credentialing to clear their preliminary Multiple, Single Subject, and/or Education Specialist credentials through a CTC – approved Induction program. This support is provided by trained mentors who engage candidates in reflective practice and just in time support.

C. PARAMETERS

1. The term of this MOU shall commence on July 1, 2019 and end on June 30, 2020.
2. Contract monitoring responsibilities for this MOU shall rest with the SUPERINTENDENT.

D. RESPONSIBILITIES – General

1. The OCDE Induction Advisory Council is comprised of a senior level administrator from each General Education participating school/ district, at least one representative from the private school collaborative, a representative from each of the participating Institutions of Higher Education (IHE), and the SUPERINTENDENT's designee; the Coordinator of the OCDE Teacher Induction program. Responsibilities of the Advisory Council are as follows:
 - a. Meet a minimum of two (2) times during the term of this MOU to review the design and implementation of the Induction Programs;
 - b. Provide operational leadership guidance for the Induction Programs; and
 - c. Review all required reports and documents, as required by the Commission on Teacher Credentialing, with the I.L.D. program staff.
2. SUPERINTENDENT agrees to the following:
 - a. Serve as Lead Educational Agency (LEA) of the Consortium.
 - b. Serve as the fiscal agent.
 - c. Serve as a contact among state agencies, participating school districts, participating charter schools, private schools and participating IHE's.
 - d. Serve as a clearinghouse for information, data collection and reporting requirements.
 - e. Employ a full-time Coordinator(s), and an Administrative Assistant to provide direction and support for the OCDE Teacher Induction Program.
 - f. Provide administration, management and coordination of project activities as described in the California Induction Common and Program Standards as well as guidelines of SB 2042.
 - g. Provide workspace for all OCDE Teacher Induction Program staff and secretarial support.
 - h. Provide all program materials to each participating school's Mentors, and to all candidates enrolled in the OCDE Teacher Induction Program.
 - i. Provide professional development and mentoring support to all candidates enrolled in the OCDE Teacher Induction Program.
 - j. Provide reimbursement for up to three (3) substitute days per candidate not to exceed the sum of One hundred fifty dollars (\$150.00) per substitute day. *Please note: documentation confirming the use of those sub days, along with an invoice, must be submitted to OCDE no later than May 30, 2020. See Exhibit A.*

- k. Provide appropriate training(s) for one (1) Lead Mentor from each school/district, for Mentors assigned to candidates, and for those individuals identified by the OCDE Induction Advisory Council as future Induction Program leaders.
- l. Upon completion of the responsibilities defined in the 2019-2020 Mentor Agreement, each Mentor will be paid a stipend in the amount of One thousand eight hundred dollars (\$1,800.00) per candidate served. Should a candidate or Mentor leave the Consortium prior to the end of the school year, the stipend due to the Mentor shall be prorated at a rate of One hundred eighty dollars (\$180.00) per month of mentor support provided. *Please note: Mentors will not receive additional compensation for mileage. See Exhibit B.*
- m. Provide each participating school district/collaborative a Lead Mentor stipend based on the number of candidates for which the Lead Mentor has oversight responsibilities as represented in the scale below:

1 – 5	Candidates	\$1, 800.00
6 – 10	Candidates	\$2, 300.00
11 – 15	Candidates	\$2, 800.00
16 – 20	Candidates	\$3, 300.00
21 – 25	Candidates	\$3, 800.00
26 – 30	Candidates	\$4, 300.00
31 – 35	Candidates	\$4, 800.00
36 – 40	Candidates	\$5, 300.00
41 – 45	Candidates	\$5, 800.00
46 – 50	Candidates	\$6, 300.00

**For every additional 5 Candidates enrolled, the Lead Mentor stipend will be increased by \$500.00.*

- n. Provide each participating school/district an Assistant Lead Mentor stipend when the candidate enrollment exceeds twenty-five (25). The stipend is based on the number of candidates for which the Lead Mentor has oversight responsibilities as represented in the scale below:

26 – 30	Candidates	\$1, 000.00
31 – 35	Candidates	\$1, 200.00
36 – 40	Candidates	\$1, 400.00
41 – 45	Candidates	\$1, 600.00
46 - 50	Candidates	\$1, 800.00

**For every additional 5 Candidates enrolled, the Assistant Lead Mentor stipend will be increased by \$200.00.*

In the event that the district enrollment exceeds twenty-five (25) candidates, the school/district may opt to establish Co-Leads, in lieu of one Lead Mentor and Assistant Lead Mentor. In this case, the school/district will receive the combined amount (Lead Mentor stipend + Assistant Lead Mentor stipend) to divide equally among the two Co-Leads. Co-Leads must be established prior to the start of the program year.

Finally, in the event that an Assistant Lead Mentor is needed, for short-term support, due to extenuating circumstances and candidate enrollment is less than twenty-five (25), the OCDE Induction Advisory Council may approve a Five hundred dollars (\$500.00) stipend that will be paid to an identified individual to secure that support.

- o. Provide advisement, which may result in providing mentor support, for those potential candidates hired after the close of enrollment. See Exhibit C.
 - p. Provide information for participating school/district Site Administrators in support of the California Standards for the Teaching Profession (CSTP), the Induction Program Standards and/or other current educational issues.
 - q. Establish one (1) monthly Lead Mentor meeting from August – May to review program content and address Mentor needs. The OCDE Teacher Induction Program will reimburse the participating school/district at a rate not to exceed the sum of One hundred fifty dollars (\$150.00) per substitute day used by the Lead Mentor.
 - r. Establish an Assessor Cadre to review and assess candidate competence as measured by specific program assessments.
 - s. Convene and facilitate the OCDE Induction Advisory Council meetings.
 - t. Organize and facilitate OCDE Teacher Induction Program evaluations. Establish and maintain accurate records for the OCDE Teacher Induction Program. Submit required reports and documents to appropriate agencies as requested.
3. SCHOOL DISTRICTS AND INDEPENDENT SCHOOLS COVERING TUITION COSTS FOR THEIR CANDIDATES agree to do the following:
- a. Remit payment of Three thousand six hundred dollars (\$3,600.00) per Candidate with their school or district by May 1, 2020.
 - b. Identify a senior level administrator with decision making authority to serve as the school/district's "point of contact" for the OCDE Teacher Induction program. This individual will sit on the OCDE Induction Advisory Council and adhere to the decisions made by the Council regardless of whether he/she is present during Council sessions. *Please note: In the case where this individual cannot attend the Council meeting, a designee will be sent to represent this school/district or independent school.*
 - c. Support the identification of the Lead Mentor by the OCDE Teacher Induction Program Coordinator. The Lead Mentor will attend appropriate meetings, monitor the implementation of the defined Induction program design and complete all required paperwork in a timely manner.
 - d. Assist the OCDE Teacher Induction Program Coordinator in the recruitment and enrollment of perspective candidates according to commission-defined criteria for eligibility. Those individuals responsible for the initial eligibility screening are to be current in their understanding of CTC regulations and procedures.

- e. Ensure that all newly-enrolled candidates participate in an advisement session and verify this advisement by signing the Candidate Letter of Commitment and Advisement for each Candidate enrolled.
 - f. Ensure that the OCDE Teacher Induction program is notified of potential candidates hired beyond the standard OCDE Teacher Induction program enrollment period. See exhibit C.
 - g. Ensure that all candidates and mentors participate in monthly network meeting(s).
 - h. Assist the OCDE Teacher Induction Program Coordinator in the recruitment and selection of mentors according to the established OCDE Induction Program criteria and process.
 - i. Ensure that all mentors understand the requirements of the OCDE Induction Program as defined for candidates and mentors.
 - j. Ensure that all mentors attend all training required as defined for each mentor track i.e.; new mentor or returning mentor.
 - k. Support the Candidate in the development and implementation of an Individual Learning Plan, which may not be used for evaluative purposes.
 - l. Ensure the appropriate tracking of all Substitute coverage used for the OCDE Induction Program and remit an invoice reflecting all Substitute coverage reimbursement on or before May 30, 2020. SUPERINTENDENT will approve the invoice and release the funds no later than June 30, 2020. SUPERINTENDENT reserves the right to make additional adjustments based on confirmed use of Substitute days.
 - m. Upon receipt of the detailed disbursement document, each school/district will create an invoice for the total disbursement amount and send it to SUPERINTENDENT no later than May 1, 2020. SUPERINTENDENT will approve the disbursement and release the funds no later than June 30, 2020. SUPERINTENDENT reserves the right to make additional adjustments to final disbursement amount. Upon receipt of funds, the independent school or member district will issue Mentor stipends for the amounts defined in the final disbursement letter that accompanies the funds. This will be done by the school/district within fourteen days of receiving said funding.
 - n. Provide training space when requested by SUPERINTENDENT as part of their collaborative contribution.
 - o. Participate in the evaluation of SB 2042 standards of the Induction Program.
 - p. Ensure that all Site Administrators who supervise an OCDE Teacher Induction Candidate participate in the following: Triad Meetings, review of program newsletters, Exit Presentations, End-of-Year Colloquium and all program evaluations.
4. PARTICIPATING INSTITUTIONS OF HIGHER EDUCATION (IHE) agree to the following:

- a. Appoint a liaison who will fulfill the roles and responsibilities of a university program co-sponsor as specified in the Induction Program Preconditions & Standards.
- b. Require the liaison to serve as a member of the OCDE Induction Advisory Council and attend all OCDE Induction Advisory Council meetings.
- c. Provide current research regarding effective teacher induction practices, teacher retention, and Induction Program standards as might be requested by the OCDE Induction Advisory Council.
- d. Participate in the development, assessment, and evaluation of the Induction Program.
- e. Provide information to Consortium participants regarding university program opportunities as appropriate.
- f. Facilitate appropriate support services as identified by the OCDE Induction Advisory Council and program staff.

E. RESPONSIBILITIES – Fiscal

1. SUPERINTENDENT, in its capacity of LEA, agrees to the following:

- a. Assume overall fiscal responsibility for the administration of all funds received, to include submission of year-end expenditure reports, and any other documentation sought by the California Department of Education (CDE) and/or the Commission on Teacher Credentialing (CTC).
- b. Develop and maintain a budget that allocates funds sufficient to meet the costs of implementing program requirements as described above.
- c. Monitor all budget expenditures and funds accordingly to established policies and procedures outlined by the funding agency.
- d. In the event that a candidate chooses to withdraw from the OCDE Teacher Induction Program, that school/district will be financially responsible for reimbursing the program for any costs incurred during that teacher's enrollment. This may include, but not be limited to the cost of materials, trainings and Mentor compensation.
- e. The obligation of SUPERINTENDENT under this MOU is contingent upon the availability of funds furnished through tuition monies collected. In the event that such funding is terminated or reduced, this MOU may be terminated and SUPERINTENDENT'S fiscal obligations hereunder shall be limited to a pro-rated amount of funding actually received by the SUPERINTENDENT. SUPERINTENDENT shall provide the participating school district written notification of such termination. Notice shall be deemed given when received by the participating school district no later than three (3) days after the day of mailing. The address to which notices or demands may be given to either party may be changed by written notice given in accordance with the notice provisions of this section. As of the date of this MOU, the addresses of the parties are as follows:

**PARTICIPATING
DISTRICT/SCHOOL:**

Fountain Valley School District
10055 Slater Avenue
Fountain Valley, California 92708
Attn: _____

SUPERINTENDENT:

Orange County Superintendent of Schools
200 Kalmus Drive
Costa Mesa, California 92626
Attn: Patricia McCaughey

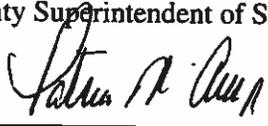
F. SHARED ACCOUNTABILITY

1. In order to ensure that all candidates have the opportunity to participate in program activities, SUPERINTENDENT and the Participating School and/or districts agree to the following:
 - a. Develop strong communication links among all parties to this MOU, so that all information distributed is accurate and timely.
 - b. Distribute documentation regarding the roles and responsibilities of candidates, Mentors, and School Site Administrators annually.
 - c. Partner to provide training for ALL Site Administrators that focuses on the Induction Program Standards, California Standards for the Teaching Profession, the eight (8) Institute for Leadership Development Candidate Competencies, Induction Program Standards and/or other current educational issues.
 - d. Collaborate in stakeholder meetings with candidates and Mentors to make program recommendations and revisions.
 - e. Jointly develop and maintain records and documentation of activities/trainings conducted by the OCDE Teacher Induction Program.

G. TERMS AND CONDITIONS.

1. Any and all products developed for the OCDE Teacher Induction Program are the exclusive property of the Orange County Superintendent of Schools and the right to disseminate, market, or otherwise use the products shall only be with the express prior written permission of the SUPERINTENDENT.
2. Either party may terminate this MOU, with or without cause, upon thirty (30) days written notice served upon the other party. Notice shall be deemed given when received by the other party, no later than three (3) days after the day of mailing, whichever is sooner.

Orange County Superintendent of Schools

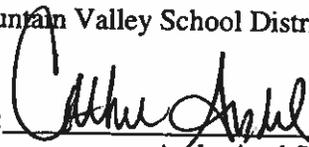
By: 
Authorized Signature

Printed Name Patricia McCaughey

Title: Administrator

Date: December 10, 2019

Fountain Valley School District

By: 
Authorized Signature

Printed Name: CATHIE ABDEL

Title: Asst. Supt. Personnel

Date: 12-13-2019

Fountain Valley School District(49716)Teacher Induction Program-Tuition 2019-2020
ZIP 4



Fountain Valley School District
Business Service Division

MEMORANDUM

TO: Board of Trustees
FROM: Christine Fullerton, Assistant Superintendent Business Services
Joe Hastie, Director of Maintenance and Facilities
SUBJECT: **APPROVE THE CONTRACT WITH CRAIG WARREN, INC. DBA SANDALWOOD CONSTRUCTION FOR THE SITEWORK ASSOCIATED WITH THE MASUDA SCIENCE BUILDINGS COMPLETE AND AUTHORIZE STAFF TO FILE THE APPROPRIATE NOTICES OF COMPLETION**
DATE: February 7, 2020

Background:

On June 13, 2019, the District awarded Bid #19-01 Modular Buildings - Site work Only - Masuda Middle School, to Sandalwood Construction. The work is complete and a Notice of Completion needs to be filed with the Orange County Clerk-Recorder.

The Notice of Completion (NOC), once executed and recorded, serves to give formal notice to subcontractors, manufacturers and material suppliers that they have 30 days in which to submit any claims to the District for payment due from the contractor. The NOC also triggers the start of warranty/guarantee periods from the date the NOC is recorded.

The retention payment of 5% will be released no sooner than 35 days after the filing and recording of the Notice of Completion at the Orange County Clerk-Recorder's Office, in accordance with Public Contract Code Section 7107.

Fiscal Impact:

There is no additional fiscal impact.

Recommendation:

It is recommended that the Board of Trustees approves the contract with Craig Warren Inc. dba Sandalwood Construction for the site work associated with the Masuda Science Buildings complete, and authorize the Superintendent or his designee to file the appropriate Notice of Completion on behalf of the District.

Return To:
Fountain Valley School District
17330 Mt. Herrmann Street
Fountain Valley, CA 92708

NOTICE OF COMPLETION

FOUNTAIN VALLEY SCHOOL DISTRICT
ORANGE COUNTY, CALIFORNIA

NOTICE IS HEREBY GIVEN THAT the Fountain Valley School District is now and was upon the **13th day of February 2020**, the owner of the real property situated in Orange County, State of California, known as the following: **Masuda Middle School**.

THAT, as said owner of said land and property, the Fountain Valley School District, on or about the **25th day of June 2019**, duly entered into a contract for: **Modular Site Work**.

WITH: Craig Warren, Inc. dba Sandalwood Construction

THAT, Merchants Bonding Company, is the Surety under the Contract Bonds furnished in connection with said Contract, and that work contemplated in said Contract has been completed and was accepted by the Board of Trustees of the Fountain Valley School District on: the **13th Day of February 2020**

Assistant Superintendent, Business Services

On behalf of The Board of Trustees
FOUNTAIN VALLEY SCHOOL DISTRICT
EXEMPT FROM RECORDING FEE PER G.C. 27383

RECORDING REQUESTED
BY AND MAIL TO:

OPERATIONS DEPARTMENT, FOUNTAIN VALLEY SCHOOL DISTRICT, 17330 MT. HERRMANN
STREET, FOUNTAIN VALLEY, CALIFORNIA, 92708

STATE OF CALIFORNIA)

ss

COUNTY OF ORANGE)

I, **Christine Fullerton**, Assistant Superintendent Business Services, on behalf of the Fountain Valley School District Board of Trustees being duly sworn, deposes and says; That she is the Assistant Superintendent of the Fountain Valley School District, Orange County, California; That she has read the foregoing Notice of Completion and knows the contents thereof, and that the same is true of her own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Assistant Superintendent, Business Services

On behalf of The Board of Trustees
FOUNTAIN VALLEY SCHOOL DISTRICT
EXEMPT FROM RECORDING FEE PER G.C. 27383



Fountain Valley School District
Educational Services

M E M O R A N D U M

TO: Board of Trustees
FROM: Jerry Gargus, Director, Educational Services
SUBJECT: **School Accountability Report Cards (SARCs)**
DATE: January 31, 2020

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 2019-20 school year, SARCs were completed for each school site reflecting data from the current and prior school years. Each year, SARCs must be submitted to the California Department of Education, and posted to both the District and specific school's website. As mandated by the State, the SARCs for Cox, Fulton, Masuda, Plavan, and Tamura will be translated into Vietnamese and be made available in the same location as the English documents.

Fiscal Impact:

There is no fiscal impact involved in the approval process.

Recommendation:

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

Roch Courreges Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	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
Email Address	ChristensenC@fvsd.us
Website	www.courreges.fvsd.us
County-District-School (CDS) Code	30-66498-6094635

Entity	Contact Information
District Name	Fountain Valley School District
Phone Number	714.843.3200
Superintendent	Dr. Mark Johnson
Email Address	johnsonm@fvsd.us
Website	www.fvsd.us

School Description and Mission Statement (School Year 2019-20)

Roch Courreges Elementary School serves approximately 654 students in Kindergarten through 5th grade. Courreges School is located in the Fountain Valley School District in Orange County and is home to a diverse population of students. It has a middle class population of students from a predominately professional community. Strong parent involvement is evident and supports the vital partnership between the home and school.

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. Beyond the classroom, Courreges provides students with a wide range of extracurricular activities including instrumental music, after school Science/STEM, art, basketball, tennis, and chess programs. Educating ALL students through Innovation, Differentiation, and Creativity is the common vision, which drives all members of the Courreges 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, classified staff, and our parent community are dedicated to assisting students in achieving this mission.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	107
Grade 1	111
Grade 2	108
Grade 3	115
Grade 4	104
Grade 5	116
Total Enrollment	661

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	37.1
Filipino	2.4
Hispanic or Latino	13.2
Native Hawaiian or Pacific Islander	0.2
White	39.6
Two or More Races	5.4
Socioeconomically Disadvantaged	15.9
English Learners	11
Students with Disabilities	8.3
Foster Youth	0.3
Homeless	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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	27.5	26.5	26.5	261.9
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	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: October, 2019

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 10, 2019, 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin Curriculum Associates Holt Adoption Year 2002	No	0.0%
Mathematics	Houghton-Mifflin Adoption Year 2015	Yes	0.0%
Science	Houghton-Mifflin Prentice-Hall Adoption Year 2008	Yes	0.0%
History-Social Science	Scott Foresman Holt Adoption Year 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Courreges Elementary School was originally constructed in 1974 and is currently comprised of 26 classrooms, a computer lab, a library, and a spacious playground. The campus underwent a modernization project between summer 2003 and fall 2005, at which time all facilities were renovated. 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 routine maintenance program is administered by Courreges Elementary School's custodial staff on a regular basis, with more complex maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Fountain Valley School District's Maintenance & Operations Department 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:

Deferred maintenance 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. Fountain Valley School District sets aside funds each year to specifically address deferred maintenance needs. The passing of Measure O provided additional, 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

Year and month of the most recent FIT report: 11/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	A/C Installation and ventilation upgrades needed - Measure O project - COMPLETED
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 - COMPLETED
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Future deferred maintenance item - Measure O project - COMPLETED
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	76	79	75	77	50	50
Mathematics (grades 3-8 and 11)	81	82	73	77	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	336	333	99.11	0.89	79.28
Male	180	179	99.44	0.56	78.21
Female	156	154	98.72	1.28	80.52
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	132	131	99.24	0.76	87.02
Filipino	--	--	--	--	--
Hispanic or Latino	43	43	100.00	0.00	65.12
Native Hawaiian or Pacific Islander					
White	136	134	98.53	1.47	76.12

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	17	17	100.00	0.00	76.47
Socioeconomically Disadvantaged	54	53	98.15	1.85	64.15
English Learners	54	53	98.15	1.85	84.91
Students with Disabilities	32	31	96.88	3.12	29.03
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	336	333	99.11	0.89	81.68
Male	180	179	99.44	0.56	83.24
Female	156	154	98.72	1.28	79.87
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	132	131	99.24	0.76	87.02
Filipino	--	--	--	--	--
Hispanic or Latino	43	43	100.00	0.00	69.77
Native Hawaiian or Pacific Islander					
White	136	134	98.53	1.47	80.60
Two or More Races	17	17	100.00	0.00	76.47
Socioeconomically Disadvantaged	54	53	98.15	1.85	58.49
English Learners	54	53	98.15	1.85	86.79
Students with Disabilities	32	30	93.75	6.25	33.33
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	12.1	28.0	38.3

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

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) and school website (www.courreges.fvsd.us) also provide a variety of resources and helpful information for parents, students, and community members.

PTA meetings are held monthly and the school has a site council (SSC), which consists of ten members (half parents) that serve to support the governance of the school.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.8	1.8	1.8	1.3	1.0	1.4	3.6	3.5	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 2019-20)

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 through the Raptor Visitor Management System in 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. Courreges staff participated in extensive professional development related to safety during the 2019-20 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		4		26		4		26		4	
1	28		4		27		4		27		4	
2	30		3		27		4		26		4	
3	27		4		32		3		28		4	
4	28		4		32		2	1	29		3	
5	27	1	2	2	27	1	2	2	31		2	2
Other**	7	1			11	1			10	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.8
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,184.00	\$2650.00	\$6,534.00	\$84,417.00
District	N/A	N/A	\$6,614.00	\$85,451.00
Percent Difference - School Site and District	N/A	N/A	-1.2	-1.2

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-13.9	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 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,959	\$45,741
Mid-Range Teacher Salary	\$86,248	\$81,840
Highest Teacher Salary	\$106,407	\$102,065
Average Principal Salary (Elementary)	\$137,997	\$129,221
Average Principal Salary (Middle)	\$136,875	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$237,850	\$224,581
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	6

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 for all employees in FVSD, and an additional three days are reserved specifically for professional development related to supporting ELA, Math, and Science. During the school year, there are numerous other opportunities for teachers to attend training either before, during, or after the school day. Throughout the District, there are both school level and district-wide initiatives. Recent training initiatives in Fountain Valley School District and Courreges Elementary School include:

- Cognitively Guided Instruction (CGI) in Mathematics
- Balanced Literacy (i.e. Reading Workshop, Shared Reading, etc.)
- Fountas and Pinnell Assessment Kit and Leveled Literacy Intervention (F&P)
- Differentiated (small group) Instruction (DI)
- Data-Responsive Instruction
- Response to Intervention
- Junior Great Books
- Technology Integration (Chromebooks and iPads)
- Positive Behavior Intervention Systems - Power Paw Program
- Professional Learning Communities
- ST Math professional development

James H. Cox Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	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, Ed.D.
Email Address	HamP@fvsd.us
Website	www.cox.fvsd.us
County-District-School (CDS) Code	30-66498-6066922

Entity	Contact Information
District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Dr. Mark Johnson
Email Address	johnsonm@fvsd.us
Website	www.fvsd.us

School Description and Mission Statement (School Year 2019-20)

James H. Cox Elementary School is a Gold Ribbon Award winning school. It is a Pre-K-5 school serving about 725 students. Cox Elementary, located in Fountain Valley, CA, has a proud tradition of providing instructional excellence since March 1970. The school's 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. The theme for Cox Elementary School for the 2019-2020 school year is "Investigating Common Assessment Data in our Signature Practices" which are Balanced Literacy (B.L.), Thinking Maps Writing (TM), and Cognitively Guided Instruction (CGI-Mathematics).

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." Thanks to Measure O funding approved by the Fountain Valley community in 2016, the Cox campus is currently undergoing significant renovations that will improve infrastructure and update amenities in continue serving our students.

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 School 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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	110
Grade 1	110
Grade 2	111
Grade 3	123
Grade 4	121
Grade 5	145
Total Enrollment	720

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.3
Asian	40
Filipino	1.7
Hispanic or Latino	22.9
Native Hawaiian or Pacific Islander	0.6
White	24.9
Two or More Races	6.7
Socioeconomically Disadvantaged	29.9
English Learners	23.9
Students with Disabilities	4.2
Homeless	0.7

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	28.2	26.6	27.2	261.9
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	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: October, 2019

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 10, 2019, 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.

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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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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. In addition, during the 2019-20 school year, there are significant improvements being made to the Cox campus including the installation of air conditioning in all classrooms. The most recent improvements to the school include technology upgrades to all classrooms. Each classroom is equipped with a surround-sound microphone system, touch-screen displays, and a document camera. 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.

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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

Year and month of the most recent FIT report: 10/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	A/C Installation and ventilation upgrades needed - Measure O project started Summer 2019 - IN PROGRESS
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	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 started Summer 2019 - IN PROGRESS
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Future deferred maintenance item - Measure O project started Summer 2019 - IN PROGRESS
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	71	67	75	77	50	50
Mathematics (grades 3-8 and 11)	74	72	73	77	38	39

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 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	396	386	97.47	2.53	67.36
Male	194	190	97.94	2.06	63.16
Female	202	196	97.03	2.97	71.43
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	171	170	99.42	0.58	77.65
Filipino	--	--	--	--	--
Hispanic or Latino	84	80	95.24	4.76	55.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	101	98	97.03	2.97	59.18
Two or More Races	21	21	100.00	0.00	85.71
Socioeconomically Disadvantaged	128	120	93.75	6.25	55.83
English Learners	131	127	96.95	3.05	59.06
Students with Disabilities	27	23	85.19	14.81	13.04
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	396	385	97.22	2.78	72.21
Male	194	190	97.94	2.06	74.21
Female	202	195	96.53	3.47	70.26

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	171	170	99.42	0.58	84.12
Filipino	--	--	--	--	--
Hispanic or Latino	84	80	95.24	4.76	55.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	101	98	97.03	2.97	65.31
Two or More Races	21	21	100.00	0.00	90.48
Socioeconomically Disadvantaged	128	119	92.97	7.03	63.87
English Learners	131	126	96.18	3.82	73.81
Students with Disabilities	27	23	85.19	14.81	39.13
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.0	29.3	34.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

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 PTA 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 (PTA). The PTA 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.

PTA monthly meetings with free childcare are held on the third Wednesday of each month in Room B7 @ 6:00pm. 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 PTA 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.4	0.4	0.8	1.3	1.0	1.4	3.6	3.5	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 2019-20)

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 through the Raptor Visitor Management System 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.

For the 2019-2022 school year, Cox Elementary along with all the schools in the Fountain Valley School District (FVSD) participated in a full staff development day on November 8, 2019 around safety. The focus of this training day was to introduce staff to the Titan HST app, conduct first aid training, disaster scenario discussion, complete an emergency bin inventory, and review of the updated disaster plan with over 65 employees associated with our school took place.

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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	26		4		25		4		28		4	
1	29		4		27		4		28		4	
2	30		4		31		4		28		4	
3	28		5		30		4		31		4	
4	29		5		27		5		30		4	
5	30		4		30		5		29		5	
Other**												

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.4
Social Worker	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,452.00	\$1,829.00	\$6,624.00	\$89,239.00
District	N/A	N/A	\$6,614.00	\$85,451.00
Percent Difference - School Site and District	N/A	N/A	0.2	4.3
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-12.5	7.7

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

Types of Services Funded (Fiscal Year 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,959	\$45,741
Mid-Range Teacher Salary	\$86,248	\$81,840
Highest Teacher Salary	\$106,407	\$102,065
Average Principal Salary (Elementary)	\$137,997	\$129,221
Average Principal Salary (Middle)	\$136,875	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$237,850	\$224,581
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	6

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 for all employees in FVSD, and an additional three days are reserved specifically for professional development related to supporting ELA, Math, and Science. During the school year, there are numerous other opportunities for teachers to attend training either before, during, or after the school day. Throughout the District, there are both school level and district-wide initiatives. Recent training initiatives in Fountain Valley School District and Cox Elementary School include:

- Cognitive Guided Instruction (CGI) Mathematics
- Balanced Literacy-Reader's Workshop focus
- Thinking Maps-Write from the Beginning and Beyond-Emphasis on Informational & Response to Text
- Differentiated Instruction for small groups
- Data-responsive Instruction
- Response to Intervention
- Technology Integration
- ST Math Professional Development
- Grade Level Teacher Classroom Visits - Demonstration lessons & coaching
- Weekly morning staff meetings & collaboration sessions
- Grade Level collaboration meeting centered around core signature practices: Balanced Literacy, CGI Math, Thinking Maps Writing, and Differentiated Instruction/Small Group Rotations

For this school year, Cox has partnered with outside educational consultants to focus on implementing the Reading Workshop instructional model, an important component of Balanced Literacy. We are continuing the development and implementation of Cognitively Guided Instruction in mathematics as well as Thinking Maps and Write From the Beginning and Beyond for writing, which were professional development emphasis in past years. For CGI, Cox teachers participate in Professional Learning Community collaboration sessions during instructional hours, as well as, after-hour professional development workshops when applicable. In addition to professional development related to our instructional core programs, Cox staff along with all certificated and classified employees in the Fountain Valley School District have participated in professional development related to student safety and disaster preparedness highlighted by our full professional development day.

Harry C. Fulton Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	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	Erin Bains
Email Address	bainse@fvsd.us
Website	www.fulton.fvsd.us
County-District-School (CDS) Code	30-66498-6027916

Entity	Contact Information
District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Dr. Mark Johnson
Email Address	johnsonm@fvsd.us
Website	www.fvsd.us

School Description and Mission Statement (School Year 2019-20)

Harry C. Fulton Middle School has a proud tradition of providing a world-class education for students in the Fountain Valley community since 1967. Thanks to Measure O funding approved by the Fountain Valley community in 2016, the Fulton campus is undergoing significant renovations that will improve infrastructure and update amenities in classrooms to continue serving students. Approximately 750 students in grades 6-8 attend Fulton Middle School. Unique to Fulton Middle School is that many of the students are the second or third generation to live in the neighborhood and attend Fulton, which accounts for the closeness of the community.

Fulton has received numerous awards, including California Distinguished School Awards (2009, 2013, and 2019), and a California Gold Ribbon School Award in 2015. We are fortunate to have a staff of 30+ teachers who are dedicated to the education of our students - many of whom hold advanced degrees in Education or their content area of expertise. Staff members participate in rigorous professional development designed to equip teachers with high-impact, research-based teaching strategies to bring out the best in students. Fulton's number one goal is to focus on increasing student achievement through an engaging, rigorous, standards-based instructional program, while at the same time, providing a highly enriched educational and social environment for our middle school students resulting in high levels of student-indicated school connectedness. Fulton students benefit from outstanding classroom instruction in all areas, and a dedicated team of educational specialists, including a Resource Specialist, three Special Day Class teachers, a Speech and Language Pathologist and School Psychologist, provide the support needed to help students with special needs achieve to their full potential.

Fulton Middle School is proud to provide students with access to a broad course of study through a dynamic electives program that includes leadership classes, yearbook, Peer Assistance League, vocal and instrumental music classes, and STEM-related courses including Robotics. In addition, Fulton is dedicated to supporting students with needs across the full continuum of achievement including intervention support classes, co-teaching classes that provide full-inclusion opportunities for students with special needs, and honors courses - all with the goal of making sure that every student is fully prepared for success in high school and to pursue all of their college and career aspirations.

Fulton Middle School is also proud to have a very active Parent Teacher Association who supports our school in many ways including fundraising, providing parent volunteers for campus events and activities, supplementing district-provided technology resources, funding assemblies, and generally contributing to the development of a connected, positive learning environment for students. Parents play an instrumental role in helping Fulton realize its goals by serving on School Site Council, English Learner Advisory Council, and various sub-committees of the Fulton PTA. Parental involvement and support are key ingredients to making Fulton Middle School one of the finest schools in Orange County. While Fulton Middle School enjoys high levels of student achievement, the staff, parents, and administration are all committed to working together for continuous improvement and ways to maximize student learning and development.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	251
Grade 7	236
Grade 8	297
Total Enrollment	784

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.1
Asian	46.6
Filipino	2
Hispanic or Latino	14.4
Native Hawaiian or Pacific Islander	0.4
White	29.6
Two or More Races	6.3
Socioeconomically Disadvantaged	20.7
English Learners	3.4
Students with Disabilities	9.6
Foster Youth	0.1
Homeless	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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	32	29.5	30.1	261.9
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	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: October, 2019

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 10, 2019, 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 modernized with the addition of air conditioning in every classroom coming in the 2019-20 school year. 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, touch-screen displays, and a 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 routine maintenance program is administered by Fulton's custodial staff on a regular basis, with more complex maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Fountain Valley School District's Maintenance & Operations Department 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:

Deferred maintenance 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. Fountain Valley School District sets aside funds each year to specifically address deferred maintenance needs. The passing of Measure O provided additional, 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

Year and month of the most recent FIT report: 11/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	A/C Installation and ventilation upgrades ongoing - Measure O project started Summer 2019 - 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 started Summer 2019 - IN PROGRESS
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Planned deferred maintenance item - Measure O project started Summer 2019 - IN PROGRESS
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	83	84	75	77	50	50
Mathematics (grades 3-8 and 11)	76	78	73	77	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	773	770	99.61	0.39	83.90
Male	401	401	100.00	0.00	81.80
Female	372	369	99.19	0.81	86.18
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	362	362	100.00	0.00	91.16
Filipino	--	--	--	--	--
Hispanic or Latino	108	108	100.00	0.00	75.93
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	230	227	98.70	1.30	75.77
Two or More Races	54	54	100.00	0.00	88.89
Socioeconomically Disadvantaged	172	172	100.00	0.00	77.33
English Learners	139	139	100.00	0.00	80.58
Students with Disabilities	67	66	98.51	1.49	37.88
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	773	771	99.74	0.26	78.08
Male	401	401	100.00	0.00	78.05
Female	372	370	99.46	0.54	78.11
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	362	362	100.00	0.00	89.78
Filipino	--	--	--	--	--
Hispanic or Latino	108	108	100.00	0.00	63.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	230	228	99.13	0.87	65.79
Two or More Races	54	54	100.00	0.00	79.63
Socioeconomically Disadvantaged	172	172	100.00	0.00	70.35
English Learners	139	139	100.00	0.00	74.10
Students with Disabilities	67	66	98.51	1.49	25.76

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	17.2	25.0	42.7

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

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.

Many parents choose to get involved with the classes/clubs/sports in which their children participate. We offer choir, rock band, orchestra, band, and guitar which perform numerous times throughout the year and parent volunteers are an integral part of the shows' success. Parents also volunteer with our Robotics club and competition teams. Fulton hosts an Inter-district volleyball tournament and a track and field meet which are also excellent opportunity for parents to become involved and cheer on their students.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.4	1.4	2.4	1.3	1.0	1.4	3.6	3.5	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 2019-20)

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. All visitors to the campus must check-in and check-out through the school's Raptor Visitor Management System which helps to provide an elevated level of security for the 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 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. Fulton staff participated in professional development related to safety during the 2019-20 school year.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	22	11	10	4	23	10	13	4	26	5	7	9
Mathematics	26	2	2	4	26	5	14	4	26	6	5	10
Science	30	2	8	8	28	1	17	2				
Social Science	25	6	11	5	29	3	11	6	31	1	6	10

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	784.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.8
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,413.00	\$2,103.00	\$6,310.00	\$84,367.00
District	N/A	N/A	\$6,614.00	\$85,451.00
Percent Difference - School Site and District	N/A	N/A	-4.7	-1.3
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-17.3	2.0

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 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,959	\$45,741
Mid-Range Teacher Salary	\$86,248	\$81,840
Highest Teacher Salary	\$106,407	\$102,065
Average Principal Salary (Elementary)	\$137,997	\$129,221
Average Principal Salary (Middle)	\$136,875	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$237,850	\$224,581
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	6

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 throughout the school year for the purpose of providing district-wide staff development for teachers and classified staff. In addition, teachers attend numerous content-area specific training sessions either before, during, or after the school day throughout the school year. Recent professional development initiatives include:

- Student Engagement
- Data-responsive Instruction
- 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
- The Irvine Math Project
- Piloting of Science and History textbook; adoption
- 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

This year, Fulton staff will continue with professional development in multiple areas. The math department will continue to work with the Irvine Math Project and Edulastic. Both the History and Science Departments will be piloting new textbooks based on CCSS. Our PE department continues to work with Special Olympics to run a Unified Sports program as well as attend Physical Fitness conferences. ELA grade level teams will continue their work with novel studies and units. Also, the entire staff will be receiving Viewsonic Interactive video boards and professional development as part of the campus' modernization project.

Robert Gisler Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	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	Teri Malpass
Email Address	malpasst@fvsd.us
Website	gisler.fvsd.us
County-District-School (CDS) Code	30-66498-6027973

Entity	Contact Information
District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Dr. Mark Johnson
Email Address	johnsonm@fvsd.us
Website	www.fvsd.us

School Description and Mission Statement (School Year 2019-20)

Robert Gisler Elementary School is a TK-5 elementary school serving approximately 535 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. Teachers, staff, and administrators continue to act on the belief that students come first. The educational programs at Gisler are tailored to meet the needs of an ever-changing school population.

Our school's theme and goal for the 2019-2020 school year is "Learning Today, Leading Tomorrow". This theme is applied throughout the day in all aspects of our students education. 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. Gisler school is dedicated to ensuring the academic success of all students, providing a comprehensive educational experience that is the foundation of future endeavors. 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 and teachers to continue perfecting their practices in order to provide the best educational program for students.

Effective collaboration and communication with families as partners in the education of their children are essential to the success of Gisler Elementary School. Parents are welcomed and encouraged to participate in their child's lives by joining PTO, School Site Council, and classroom volunteers. Weekly communication by the principal builds strong communication with the school. In weekly communication, parents are informed of upcoming events, student celebrations, and academic focuses.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	107
Grade 1	87
Grade 2	91
Grade 3	91
Grade 4	66
Grade 5	93
Total Enrollment	535

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	23.7
Filipino	0.9
Hispanic or Latino	22.2
Native Hawaiian or Pacific Islander	0.4
White	43
Two or More Races	8.4
Socioeconomically Disadvantaged	22.8
English Learners	11.6
Students with Disabilities	12.7
Foster Youth	0.2
Homeless	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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23.4	21.4	23.4	261.9
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	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: October, 2019

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 10, 2019, 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 routine maintenance program is administered by Gisler Elementary's custodial staff on a regular basis, with more complex maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the Fountain Valley School District's Maintenance & Operations department 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:

Deferred maintenance 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. Fountain Valley School District sets aside funds each year to specifically address deferred maintenance needs. The passing of Measure O provided additional, 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

Year and month of the most recent FIT report: 9/19

System Inspected	Rating	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 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	71	71	75	77	50	50
Mathematics (grades 3-8 and 11)	71	68	73	77	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	247	246	99.60	0.40	71.14
Male	142	142	100.00	0.00	66.90
Female	105	104	99.05	0.95	76.92
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	64	63	98.44	1.56	85.71
Filipino	--	--	--	--	--
Hispanic or Latino	58	58	100.00	0.00	58.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	98	98	100.00	0.00	65.31

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	18	18	100.00	0.00	88.89
Socioeconomically Disadvantaged	64	64	100.00	0.00	57.81
English Learners	42	42	100.00	0.00	71.43
Students with Disabilities	41	40	97.56	2.44	22.50
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	247	246	99.60	0.40	68.29
Male	142	142	100.00	0.00	65.49
Female	105	104	99.05	0.95	72.12
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	64	63	98.44	1.56	85.71
Filipino	--	--	--	--	--
Hispanic or Latino	58	58	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	98	98	100.00	0.00	64.29
Two or More Races	18	18	100.00	0.00	88.89
Socioeconomically Disadvantaged	64	64	100.00	0.00	60.94
English Learners	42	42	100.00	0.00	64.29
Students with Disabilities	41	40	97.56	2.44	22.50
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.8	19.4	30.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

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. Additional opportunities for parental and community involvement include but are not limited to, the following:

- Serving as a volunteer in classrooms
- Serving on School Site Council or the English Learner Advisory Committee
- Joining the Fountain Valley Schools Foundation
- Assisting with the school's ST Math program
- Volunteering to support PTA events such as the school's Jog-a-Thon

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.2	0.0	0.2	1.3	1.0	1.4	3.6	3.5	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 2019-20)

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 using the Raptor Visitor Management System in the main office. Once signed in all visitors must wear the printed badge from Raptor while on school grounds. Beginning January 1, 2020, all parent volunteers that work with students five hours or more during the week must have a DOJ clearance and fingerprints.

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. Gisler staff participated in professional development related to safety during the 2019-20 school year. All staff received training on Titan HST Emergency Communication system and Stop the Bleed.

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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24	1	4		24	1	4		24	1	4	
1	28		3		29		3		28		3	
2	28		2		28		3		28		3	
3	31		3		32		2		28		3	
4	30		3		29		3		33		1	1
5	23	1	3		26	1	3		25	1	3	
Other**												

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.4
Psychologist	.6
Social Worker	
Speech/Language/Hearing Specialist	1.0

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	.4

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,125.00	\$3,186.00	\$6,939.00	\$86,285.00
District	N/A	N/A	\$6,614.00	\$85,451.00
Percent Difference - School Site and District	N/A	N/A	4.8	1.0
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-7.9	4.3

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 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,959	\$45,741
Mid-Range Teacher Salary	\$86,248	\$81,840
Highest Teacher Salary	\$106,407	\$102,065
Average Principal Salary (Elementary)	\$137,997	\$129,221
Average Principal Salary (Middle)	\$136,875	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$237,850	\$224,581
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	6

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 for all employees in FVSD, and an additional three days are reserved specifically for professional development related to supporting ELA, Math, and Science. During the school year, there are numerous other opportunities for teachers to attend training either before, during, or after the school day. Throughout the District, there are both school level and district-wide initiatives. Recent training initiatives in Fountain Valley School District and Gisler Elementary School include:

- Fountas and Pinnell Benchmark Assessment System & Leveled Literacy Intervention Program training
- Response to intervention (RTI)
- Coaching with TOSA support both in ELA and Math
- CGI Cognitively Guided Instruction
- ST Math
- School Leadership Team
- Collaborative planning and peer observations
- Technology Integration
- Professional Learning Communities
- California State Standards Implementation

Kazuo Masuda Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	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
Email Address	adamsj@fvsd.us
Website	www.masuda.fvsd.us
County-District-School (CDS) Code	30-66498-6094627

Entity	Contact Information
District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Dr. Mark Johnson
Email Address	johnsonm@fvsd.us
Website	www.fvsd.us

School Description and Mission Statement (School Year 2019-20)

Kazuo Masuda Middle School, located in Fountain Valley, California is home to a diverse population of approximately 800 students in grades 6-8. Our diverse student population makes for a rich campus culture. Another admirable quality found at Masuda is strong community involvement. We offer many opportunities for parents and community members alike to become involved on a regular basis and support the partnership between the home and school connection.

Masuda is a 2009 and 2019 California Distinguished School, as well as a 2015 California Gold Ribbon School. We are fortunate to have a staff of 30+ teachers who are dedicated to the education of our students. Our goal is to focus on increasing student achievement through a highly academic, standards-based instructional program, while at the same time, providing a highly enriched educational and social environment for our middle school students. 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.

The Masuda staff spends a great deal of time planning for each school year with the intent of making a positive and successful educational experience for all students. In addition, we recognize the importance of a home-school partnership as a necessary component to ensure the success of our Masuda students. We highly encourage our parents to assist their children by monitoring their daily progress and becoming actively involved in their child's education. Parental involvement and support are key ingredients to making Masuda Middle School one of the finest schools in Orange County.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	248
Grade 7	259
Grade 8	293
Total Enrollment	800

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.1
Asian	50.1
Filipino	2.3
Hispanic or Latino	19.5
Native Hawaiian or Pacific Islander	0.1
White	21.3
Two or More Races	4.1
Socioeconomically Disadvantaged	34.9
English Learners	12.5
Students with Disabilities	6.4
Foster Youth	0.4
Homeless	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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	31.4	29	30.9	261.9
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	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: October, 2019

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 10, 2019, 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 Current Pilot Process underway	Yes	0.0%
History-Social Science	Holt Adoption Year 2006 Current Pilot Process underway	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Masuda Middle School was originally constructed in 1975 and was modernized in 2006. The campus is currently comprised of 32 classrooms, a library, a home economics class, a wood shop, and a spacious playground. During the 2018-19 school year, additional renovations were made to the Masuda campus including the installation of air conditioning and touch-screen displays in multiple classrooms, with plans to expand campus-wide. The campus also features four new state-of-the-art STEM classrooms that were completed in October, 2019. 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 routine maintenance program is administered by Masuda Middle School's custodial staff on a regular basis, with more complex maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the Fountain Valley School District's Maintenance & Operations Department 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:

Deferred maintenance 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. Fountain Valley School District sets aside funds each year to specifically address deferred maintenance needs. The passing of Measure O provided additional, 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

Year and month of the most recent FIT report: 10/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	A/C Installation and ventilation upgrades - Measure O Project - COMPLETED
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	Roofs - Measure O Project - COMPLETED
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Future deferred maintenance item - Measure O - COMPLETED
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	72	73	75	77	50	50
Mathematics (grades 3-8 and 11)	71	73	73	77	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	797	792	99.37	0.63	72.98
Male	397	392	98.74	1.26	68.62
Female	400	400	100.00	0.00	77.25
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	403	403	100.00	0.00	83.13
Filipino	17	17	100.00	0.00	70.59
Hispanic or Latino	155	153	98.71	1.29	59.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	165	162	98.18	1.82	60.49

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	35	35	100.00	0.00	77.14
Socioeconomically Disadvantaged	296	296	100.00	0.00	62.16
English Learners	217	215	99.08	0.92	62.79
Students with Disabilities	51	50	98.04	1.96	30.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	795	789	99.25	0.75	72.88
Male	396	391	98.74	1.26	71.87
Female	399	398	99.75	0.25	73.87
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	403	403	100.00	0.00	85.11
Filipino	17	17	100.00	0.00	76.47
Hispanic or Latino	153	150	98.04	1.96	52.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	165	162	98.18	1.82	61.11
Two or More Races	35	35	100.00	0.00	80.00
Socioeconomically Disadvantaged	296	295	99.66	0.34	57.97
English Learners	217	215	99.08	0.92	65.58
Students with Disabilities	51	50	98.04	1.96	26.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	21.3	28.3	32.6

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

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.fvdsd.us. The District's website (www.fvdsd.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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.4	1.2	2.1	1.3	1.0	1.4	3.6	3.5	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 2019-20)

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 through the Raptor Visitor Management System 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/Health & Wellness Plans 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, which 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. Masuda certificated and classified staff participated in professional development related to safety during the 2019-20 school year.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	22	11	8	8	24	6	15	4	24	6	13	5
Mathematics	29	2		5	29	4	5	12	26	3	16	3
Science	29	1	14	5	29	1	12	7	11	1		
Social Science	29	2	14	4	29	2	11	7	28	2	13	5

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	800.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.8
Psychologist	.6
Social Worker	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,927.00	\$1,990.00	\$5,936.00	\$82,178.00
District	N/A	N/A	\$6,614.00	\$85,451.00
Percent Difference - School Site and District	N/A	N/A	-10.8	-3.9
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-23.4	-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 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,959	\$45,741
Mid-Range Teacher Salary	\$86,248	\$81,840
Highest Teacher Salary	\$106,407	\$102,065
Average Principal Salary (Elementary)	\$137,997	\$129,221
Average Principal Salary (Middle)	\$136,875	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$237,850	\$224,581
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	6

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 throughout the school year for the purpose of providing district-wide staff development for teachers and classified staff. In addition, teachers attend numerous content-area specific training sessions either before, during, or after the school day throughout the school year. Recent professional development initiatives include:

- Student Engagement
- Data-responsive Instruction
- 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
- The Irvine Math Project
- Piloting of Science and History textbook; adoption
- 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

This year, Masuda staff will continue with professional development in multiple areas. The math department will continue to work with the Irvine Math Project and Edulastic. Both the History and Science Departments will be piloting new textbooks to consider for adoption. ELA grade level teams will continue their work with novel units of study for each trimester, and staff will be receiving training on use of the Viewsonic Interactive Displays as this technology is installed campus-wide throughout the coming years.

William T. Newland Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	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
Email Address	mullinc@fvsd.us
Website	www.newland.fvsd.us
County-District-School (CDS) Code	30-66498-6027999

Entity	Contact Information
District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Dr. Mark Johnson
Email Address	johnsonm@fvsd.us
Website	www.fvsd.us

School Description and Mission Statement (School Year 2019-20)

The mission of William T. Newland Elementary School is to provide an educational environment in which academic success is expected and all children are encouraged to develop to their maximum potential through a positive attitude toward self and others, a love of learning, an appreciation for diversity in others, and the cultivation of the ability to be a productive, useful member of society.

Our staff is dedicated to maintaining and enhancing the spirit of excellence that pervades our school and community. All of Newland's teachers teach to the California State Standards, challenging each student to reach his maximum potential. Teachers strive to help students demonstrate mastery on the Smarter Balanced Assessments. The following special programs help students achieve their highest potential: Speech and Language, Resource Specialist Program, Gifted and Talented Program, Remediation, Special Day Classes, and Social Skills Classes. The education program is also enhanced through community involvement utilizing our hardworking and supportive parents and business partners. Parents and teachers conduct ongoing assessments of the school-based program. Our standards based program utilizes hands-on activities, manipulatives, group projects, portfolios, District Interim Assessments, and unit tests provided by the adopted publishers. The Newland staff continues to develop professionally in order to provide high quality instruction. Teachers continue to use the media center and other technology to make learning accessible and enticing for students. Finally, Newland provides a nurturing caring environment that encourages the celebration and joy of learning. The school environment is clean, orderly, and a place where all students feel safe and secure.

Newland has a history of rich academic excellence. Newland has been named a California Distinguished School, a California Gold Ribbon School, and a National Blue Ribbon School. Newland Elementary is fortunate to have 29 certified Teachers, Speech and Language Pathologists and Psychologists who are dedicated to the education of our students; many of who hold advanced degrees in education or their areas of expertise. Staff participate in rigorous professional development designed to equip teachers with high-impact, researched based teaching strategies to bring out the best in students. Newland's number one goal is to focus on increasing student achievement through an academic student-based instructional program, while at the same time providing a highly enriched educational and social environment for elementary students. Newland students benefit from outstanding classroom instruction in all areas and a dedicated team of educational specialists including Resource Specialists, four Special Day Classes, three Speech and Language Pathologists, and two School Psychologists providing the support needed to help students with special needs achieve their full potential.

Newland is the intake center for the District's PB5 (Parent Birth to five years) program. Students are referred for testing by Regional Center and parents or doctors when there is a suspected developmental delay. One or all of the following professionals administer the appropriate testing: the occupational therapist, classroom teacher, psychologist, speech and language pathologist, adaptive Physical Education specialist, and/or nurse. The team meets monthly to determine appropriate placement and level of services. Newland houses a special day pre-school class, a blended pre-school class, social skills groups, occupational therapy and adaptive physical education. These programs provide services for children with identified needs between the ages of three and five. In addition to servicing the Special Day Class population, Resource Specialists and Speech and Language pathologists are also provided for the transitional kindergarten through fifth grade students that require additional support in the classroom.

Our parent community is strong and active in supporting our instructional program and students receive enriched opportunities as a result of the volunteers' countless dedicated hours. Newland School uses all available resources in the community to assist students in their emotional and academic development. Parents take advantage of the ample opportunities to be involved in activities that benefit students.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	101
Grade 1	87
Grade 2	93
Grade 3	76
Grade 4	76
Grade 5	83
Total Enrollment	516

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.6
Asian	14.3
Filipino	0.4
Hispanic or Latino	14.5
Native Hawaiian or Pacific Islander	0.4
White	60.3
Two or More Races	7.4
Socioeconomically Disadvantaged	14.9
English Learners	5.6
Students with Disabilities	12.4
Foster Youth	0.4
Homeless	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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25.4	26	28.4	261.9
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	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: October, 2019

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 10, 2019, 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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)

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 routine maintenance program is administered by Newland Elementary’s custodial staff on a regular basis, with more complex maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Fountain Valley School District's Maintenance & Operations Department 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:

Deferred maintenance 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. Fountain Valley School District sets aside funds each year to specifically address deferred maintenance needs. The passing of Measure O provided additional, much-needed funds for these types of projects. Newland is scheduled to go through remodelization beginning in the Spring of 2021.

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

Year and month of the most recent FIT report: 10/19

System Inspected	Rating	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 2021
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Restrooms are in fair working order but have leaks from time to time.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Planned deferred maintenance item - Roofs Measure O project scheduled Summer 2021
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Future deferred maintenance item - Measure O project scheduled Summer 2021
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	92	89	75	77	50	50
Mathematics (grades 3-8 and 11)	91	89	73	77	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	215	214	99.53	0.47	88.73
Male	116	115	99.14	0.86	87.72
Female	99	99	100.00	0.00	89.90
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	93.10
Filipino	--	--	--	--	--
Hispanic or Latino	40	40	100.00	0.00	89.74
Native Hawaiian or Pacific Islander					
White	123	122	99.19	0.81	85.25

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00	0.00	100.00
Socioeconomically Disadvantaged	38	38	100.00	0.00	86.84
English Learners	15	15	100.00	0.00	93.33
Students with Disabilities	18	18	100.00	0.00	66.67
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	215	214	99.53	0.47	88.79
Male	116	115	99.14	0.86	89.57
Female	99	99	100.00	0.00	87.88
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	100.00
Filipino	--	--	--	--	--
Hispanic or Latino	40	40	100.00	0.00	87.50
Native Hawaiian or Pacific Islander					
White	123	122	99.19	0.81	86.89
Two or More Races	12	12	100.00	0.00	91.67
Socioeconomically Disadvantaged	38	38	100.00	0.00	81.58
English Learners	15	15	100.00	0.00	100.00
Students with Disabilities	18	18	100.00	0.00	61.11
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.8	29.5	24.4

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

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 Parent Volunteers
- Jog-a-Thon
- Committee Leaders and Elected Officers of PTA
- Center Volunteers
- Art Masters
- Fountain Valley Schools Foundation
- Legislative Action Committee
- School Site Council
- Individual Classroom Volunteer Opportunities
- Book Fair
- Special Person Day
- Spring Fair
- ST 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.fvdsd.us. There you can also find additional information about PTA connections and events. The District's website (www.fvdsd.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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.2	0.8	0.8	1.3	1.0	1.4	3.6	3.5	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 2019-20)

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 through the Raptor Visitor Management System in 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. Newland staff participated in professional development related to safety during the 2019-20 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24	1	4		22	1	4		25		4	
1	25		3		28		3		28		3	
2	28		2		26	1	2		30		3	
3	31		3		21	1	2		24		3	
4	29		2		23	1	2		30		2	
5	28		3		23	1	3		24	1	3	
Other**	8	2							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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.4
Psychologist	.2
Social Worker	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	.4

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,149.00	\$4,123.00	\$7,026.00	\$82,784.00
District	N/A	N/A	\$6,614.00	\$85,451.00
Percent Difference - School Site and District	N/A	N/A	6.0	-3.2
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-6.6	0.1

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 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,959	\$45,741
Mid-Range Teacher Salary	\$86,248	\$81,840
Highest Teacher Salary	\$106,407	\$102,065
Average Principal Salary (Elementary)	\$137,997	\$129,221
Average Principal Salary (Middle)	\$136,875	\$132,874

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$237,850	\$224,581
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	6

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 for all employees in FVSD, and an additional three days are reserved specifically for professional development related to supporting ELA, Math, and Science. During the school year, there are numerous other opportunities for teachers to attend training either before, during, or after the school day. Throughout the District, there are both school level and district-wide initiatives. Recent training initiatives in Fountain Valley School District and Newland Elementary School include:

- Lucy Culkins Units of Study Reading
- Cognitively Guided Instruction (CGI) in Math
- Fountas & Pinnell Reading Assessments & Intervention Kits
- School Leadership Team
- Data-responsive Instruction
- Technology Integration
- Secondary Intervention Strategies for 4th and 5th grade
- Professional Learning Communities
- Accelerated Reader
- Special Education supports in the General Education classroom
- Peer-Peer Teacher Classroom Observations (within site, district, and outside-of-district)
- ST Math

In addition to identified days within the school year calendar, Newland has also taken steps to increase the number of opportunities teachers have to collaborate with each other. For site-specific professional development opportunities, these have been determined by Newland Leadership Team input and principal decisions. Since 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. All are used to plan and drive instruction. Specifically at Newland, we have partnered with a leading expert in the field of Reader's Workshop to provide in-depth training and development in the area of reading, centered around Balanced Literacy throughout 2019-2020.

Isojiro Oka Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	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
Email Address	MillerE@fvsd.us
Website	www.oka.fvsd.us
County-District-School (CDS) Code	30-66498-6068605

Entity	Contact Information
District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Dr. Mark Johnson
Email Address	johnsonm@fvsd.us
Website	www.fvsd.us

School Description and Mission Statement (School Year 2019-20)

Oka Elementary School is committed to providing an educational foundation and environment which fosters positive self-esteem and high levels of academic rigor. Furthermore, our mission is to support learning so our students become productive, responsible, caring members of society. Teachers, administrators, support staff, and parents are dedicated to assisting students in achieving this mission.

Instruction in Oka's classrooms leverages Fountain Valley School District's Signature Practices. In English-Language Arts, this includes a Balanced Literacy approach using a Reader's Workshop model to provide targeted and differentiated instruction for all students. In Math, this includes the implementation of Cognitively Guided Instructional practices, which promote a greater depth of problem solving, understanding, and math reasoning. District-level and school-site level professional development opportunities have supported these initiatives, and teachers have been able to work in collaborative teams within and across grade levels to support implementation. Data analysis is evolving to provide a greater emphasis on planning and implementing appropriately targeted instruction for all students.

Students are guided by specific expectations that promote Respect, Responsibility, and Safety, known as, "The Wolfpack Way." This matrix of behavior expectations is visible across the Oka campus, and is utilized by all staff in helping promote consistency in messaging and communication, toward furthering student successes on a daily basis. In addition, the "Values in Action" program, which has been part of Oka for multiple decades, is still entrenched into the campus - with the seven core values emphasized throughout each school-year. Those core values are Integrity, Respect, Cooperation, Perseverance, Compassion, Initiative, and a Positive Mental Attitude. Trimester Awards and other student recognition programs are aligned with these initiatives, and allow Oka to develop strong character in students that will be serve as a foundation for their success.

Teachers, staff, and administration work from the principle that students come first. The educational programs at Oka are tailored to meet the needs of changing student populations. Oka is dedicated to ensuring the academic success of every student by providing them with a comprehensive education experience that becomes an integral part of their life. All students receive instruction using core curriculum that has been adopted by the California State Board of Education and approved by the Fountain Valley School District Board of Education. Instruction is enriched through a variety of special programs and instructional strategies that work toward supporting the needs of students with diverse needs.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	59
Grade 1	85
Grade 2	88
Grade 3	63
Grade 4	70
Grade 5	83
Total Enrollment	448

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
Asian	13.4
Filipino	0.2
Hispanic or Latino	25.2
Native Hawaiian or Pacific Islander	0.4
White	49.6
Two or More Races	8
Socioeconomically Disadvantaged	27.7
English Learners	6.5
Students with Disabilities	11.8
Homeless	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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21.8	19.4	20.8	261.9
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	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: October, 2019

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 10, 2019, 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 routine maintenance program is administered by Oka Elementary's custodial staff on a regular basis, with more complex maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Fountain Valley School District's Maintenance & Operations Department 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:

Deferred maintenance 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. Fountain Valley School District sets aside funds each year to specifically address deferred maintenance needs. The passing of Measure O provided additional, 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

Year and month of the most recent FIT report: 10/19

System Inspected	Rating	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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	71	70	75	77	50	50
Mathematics (grades 3-8 and 11)	72	79	73	77	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	223	220	98.65	1.35	69.55
Male	102	101	99.02	0.98	64.36
Female	121	119	98.35	1.65	73.95
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Asian	34	34	100.00	0.00	82.35
Filipino					
Hispanic or Latino	45	45	100.00	0.00	66.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	112	109	97.32	2.68	66.97
Two or More Races	23	23	100.00	0.00	78.26
Socioeconomically Disadvantaged	70	69	98.57	1.43	62.32
English Learners	16	16	100.00	0.00	68.75
Students with Disabilities	37	36	97.30	2.70	22.22
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	223	220	98.65	1.35	79.09
Male	102	101	99.02	0.98	75.25
Female	121	119	98.35	1.65	82.35
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	34	34	100.00	0.00	88.24
Filipino					
Hispanic or Latino	45	45	100.00	0.00	71.11
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	112	109	97.32	2.68	82.57
Two or More Races	23	23	100.00	0.00	69.57
Socioeconomically Disadvantaged	70	69	98.57	1.43	73.91
English Learners	16	16	100.00	0.00	81.25
Students with Disabilities	37	36	97.30	2.70	30.56
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	14.1	30.6	35.3

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

Parents and the community are very supportive of the educational program at Oka Elementary School. Parents are highly encouraged to become actively 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, to better support student and staff needs.

Examples of specific ways parents can get further connected into Oka include: PTO Committee Chair & Elected Executive Board leadership; Individual Classroom Volunteer opportunities; School Site Council representation; English Learner Committee participation; Meet the Art Masters volunteering; Legislative Action Committee representation; Chaperoning Field Trips; Student Reading Support via BFF (Best Foot Forward); Making Good Choices (formerly Red Ribbon Week); Get Outdoors (formerly Screen Free Week); Fountain Valley Schools Foundation.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.2	0.4	0.4	1.3	1.0	1.4	3.6	3.5	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 2019-20)

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. All visitors to the Oka campus must check-in and check-out using the Raptor Visitor Management System which helps to elevate the level of security on school campuses

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. Oka staff participated in professional development related to safety during the 2019-20 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25	1	3		21	1	3		29		2	
1	25		2		31		3		25		3	
2	27		3		28		2		29		3	
3	27		2		29		2		30		2	
4	31		3		32		2		27		2	
5	30		2		28	1	2	1	26	1	3	
Other**	16	1							14	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.4

Title	Number of FTE* Assigned to School
Psychologist	.8
Social Worker	
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,995.00	\$3,868.00	\$7,086.00	\$80,741.00
District	N/A	N/A	\$6,614.00	\$85,451.00
Percent Difference - School Site and District	N/A	N/A	6.9	-5.7
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-5.8	-2.4

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 2018-19)

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
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- Title III

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,959	\$45,741
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Average Principal Salary (Middle)	\$136,875	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$237,850	\$224,581
Percent of Budget for Teacher Salaries	40%	36%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	6

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 for all employees in FVSD, and an additional three days are reserved specifically for professional development related to supporting ELA, Math, and Science. During the school year, there are numerous other opportunities for teachers to attend training either before, during, or after the school day. Throughout the District, there are both school-level and district-wide initiatives. Recent training initiatives in Fountain Valley School District and Oka Elementary School include:

- Cognitive Guided Instruction (CGI) Mathematics
- Balanced Literacy/Reader's Workshop
- Differentiated Instruction
- Data-responsive Instruction
- Response to Intervention
- Technology Integration (Google Classroom, Robotics and Coding)
- Professional Learning Communities
- Fountas And Pinnell Reading Assessments & Leveled Literacy Intervention Kit
- ST Math Professional Development
- Grade Level collaboration meetings

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. Site-specific professional development opportunities have been determined through the work of the Oka School Leadership Team. Oka teachers especially enjoy opportunities to learn in group settings, and also participate in individualized opportunities for mentoring. Teachers are supported in multiple ways, including principal-teacher meetings, peer coaching, and use of FVSD TOSA personnel. With the help of an expert educator, Oka staff have engaged in ongoing professional development designed to support the implementation of Reader's Workshop. The majority of these training sessions take place during the instructional day, with teachers being provided release time to participate.

Oka continues to be recognized for its efforts to promote student learning and development. Numerous Oka teachers have recently completed a two-year intensive partnership, with the Cotsen Foundation's Art of Teaching mentoring program which provides extensive professional development opportunities and individualized coaching for participating teachers. Oka is proud to maintain a committed affiliation to continue these learning opportunities moving forward into the upcoming years.

In addition, other targeted areas of Professional Development include: Cognitively Guided Instruction (CGI) in Math; ST Math; Site specific initiatives, such as School Safety, and various Special Education curriculum supports.

Urbain H. Plavan Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	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
Email Address	BallesterosJ@fvsd.us
Website	www.plavan.fvsd.us
County-District-School (CDS) Code	30-66498-6085278

Entity	Contact Information
District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Dr. Mark Johnson
Email Address	johnsonm@fvsd.us
Website	www.fvsd.us

School Description and Mission Statement (School Year 2019-20)

Plavan is a vibrant school and home to a diverse community of 525 TK through 5th grade students. Our student body reflects the multicultural fabric of our state and local community. The Plavan staff believe deeply that every child can be successful academically and socially when provided with the appropriate supports. Our goals and resources are centered on high expectations that focus on the potential of each child.

To ensure success for ALL students, our school programs are data-driven and geared to each child's individual strengths and needs. Teachers collaborate in Professional Learning Communities to analyze state and local assessment results, which enables them to identify student needs and plan for effective, differentiated instruction and interventions. From project-based learning to guest speakers and field trips, our students are provided with rich educational experiences that prepare them for success in the classroom and the greater world beyond. Equally important, our teachers take time to know each individual student and learn more about personal strengths and interests in order to inspire a love of learning, confidence in their abilities and positive relationships with others. We focus on the development of the whole child through social emotional support based on a growth mindset.

Academic excellence at Plavan is reflected in our student results from many metrics including the Smarter Balance Assessment, on which 78% of all students in grades 3-5 performed proficient or advanced in both Math and Language Arts. We credit our success to high expectations, rigorous standards, meaningful differentiated curriculum, a nurturing environment, and a strong home-school connection.

The vision of the Plavan Community, which consists of students, teachers, support staff, and parents are committed to creating a learning environment that educates the mind and the heart of every child.

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 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 2018-19)

Grade Level	Number of Students
Kindergarten	108
Grade 1	83
Grade 2	80
Grade 3	80
Grade 4	89
Grade 5	90
Total Enrollment	530

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
Asian	54.9
Filipino	1.9
Hispanic or Latino	18.1
Native Hawaiian or Pacific Islander	1.5
White	17.5
Two or More Races	4.3
Socioeconomically Disadvantaged	33.8
English Learners	23.8
Students with Disabilities	5.7
Foster Youth	0.4
Homeless	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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23.1	21.3	22	261.9
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	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: October, 2019

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 10, 2019, 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin Curriculum Associates 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 routine maintenance program is administered by Plavan Elementary’s custodial staff on a regular basis, with more complex maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Fountain Valley School District's Maintenance & Operations Department 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:

Deferred maintenance 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. Fountain Valley School District sets aside funds each year to specifically address deferred maintenance needs. The passing of Measure O provided additional 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

Year and month of the most recent FIT report: 9/19

System Inspected	Rating	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 - COMPLETED
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Future deferred maintenance item - Measure O project scheduled Summer 2021
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	69	78	75	77	50	50
Mathematics (grades 3-8 and 11)	65	78	73	77	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	260	257	98.85	1.15	78.21
Male	139	137	98.56	1.44	72.99
Female	121	120	99.17	0.83	84.17
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	151	150	99.34	0.66	89.33
Filipino	--	--	--	--	--
Hispanic or Latino	46	46	100.00	0.00	60.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	42	41	97.62	2.38	68.29

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	87	87	100.00	0.00	73.56
English Learners	74	73	98.65	1.35	72.60
Students with Disabilities	20	19	95.00	5.00	26.32
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	260	257	98.85	1.15	78.21
Male	139	138	99.28	0.72	76.81
Female	121	119	98.35	1.65	79.83
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	151	151	100.00	0.00	89.40
Filipino	--	--	--	--	--
Hispanic or Latino	46	46	100.00	0.00	60.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	42	40	95.24	4.76	67.50
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	87	87	100.00	0.00	70.11
English Learners	74	74	100.00	0.00	72.97
Students with Disabilities	20	19	95.00	5.00	21.05
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.2	20	47.8

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

Parents and the community play a very supportive role in Plavan's educational program. The partnership between the school and the home is the foundation for our children's academic and social emotional growth. 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. Consistent communication through classroom apps, emails, newsletters and phone calls, ensures parents are included in and kept up to date on their child's progress and experiences at school.

In addition to numerous community and business partnerships, the school benefits from a student centered and supportive Parent-Teacher Organization (PTO). Plavan's PTO and the Plavan staff sponsors and leads 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:

- Joining and being active in the school's PTO
- Serving on School Site Council or the English Learner Advisory Committee
- Joining and supporting the Fountain Valley Schools Foundation
- Classroom volunteer supporting various activities: Classroom volunteers are provided with training to support small group differentiated instruction, instructional practices and material preparation.
- Supporting the school's Meet the Master's Program
- Attending Friday Flag Ceremony
- Serving as a chaperone on field trips
- Attending special events such as CGI Math Family Night and/or Family Literacy Night
- Volunteering to support various PTO events such as Jog-a-Thon, Trunk or Treat, Family Bowling Night, or Carnival.

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) and our PTO website (plavanpto.org) 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.6	0.4	0.2	1.3	1.0	1.4	3.6	3.5	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 2019-20)

The safety of students and staff is a primary focus 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 into campus through the Raptor Visitor Management System in 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
- 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 an emergency. Routine earthquake, fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year. Plavan staff participated in professional development related to safety during the 2019-20 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	26		4		24	1	4		27		4	
1	28		3		25		3		28		3	
2	27		3		28		3		27		3	
3	26		4		31		3		27		3	
4	29		2		31		3		30		3	
5	28		3		35			2	30		3	
Other**												

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.4
Psychologist	.4
Social Worker	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	.2

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,001.00	\$3,345.00	\$6,657.00	\$75,859.00
District	N/A	N/A	\$6,614.00	\$85,451.00
Percent Difference - School Site and District	N/A	N/A	0.6	-12.2
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-12.0	-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 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,959	\$45,741
Mid-Range Teacher Salary	\$86,248	\$81,840
Highest Teacher Salary	\$106,407	\$102,065
Average Principal Salary (Elementary)	\$137,997	\$129,221
Average Principal Salary (Middle)	\$136,875	\$132,874

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$237,850	\$224,581
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	6

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- Professional Learning Communities
- Fountas And Pinnell Reading Assessments & Leveled Literacy Intervention Kit
- ST Math Professional Development Trainings
- Grade Level Teacher Classroom Visits
- Grade Level collaboration meetings

Samuel E. Talbert Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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- 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 <https://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

School Contact Information (School Year 2019-20)

Entity	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
Email Address	Morganj@fvsd.us
Website	www.talbert.fvsd.us
County-District-School (CDS) Code	30-66498-6071096

Entity	Contact Information
District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Dr. Mark Johnson
Email Address	johnsonm@fvsd.us
Website	www.fvsd.us

School Description and Mission Statement (School Year 2019-20)

Samuel E. Talbert Middle School is a California Distinguished School (2019) and a California Gold Ribbon School (2015) serving approximately 775 students in the city of Huntington Beach. Talbert is one of 10 schools in the Fountain Valley School District providing a world-class education for all students. We offer a challenging education to all students at their various levels, ranging from accelerated honors classes to classes with extra support to meet the needs of all students. Talbert is dedicated to providing students a nurturing environment balanced with fun and learning. Staff and parents work collaboratively to support our children as an educational team for the betterment of all students.

Talbert Middle School believes in students: collaboration, engagement, innovation, problem-solving, and rigor for ALL. This vision drives our goals and priorities at our school. While the theme for the 2019-2020 school year is "Full STEAM Ahead!," it is a philosophical commitment on behalf of our staff to continue to serve all students to the best of our ability. While we have had a STEAM cohort program for the last six years, we are rolling out the important components of that program this year to affect all 6th grade students. In addition, professional development in Depth and Complexity is providing staff tools to develop independent, high level thinkers and learners.

At Talbert, students come first! What sets our school apart from others is the ability to challenge and nurture our students during their middle school experience in an environment that meets the needs of our kids. We have several opportunities to connect kids to school such as homeroom sports, after school clubs and sports, and lunchtime activities. Talbert offers many leadership opportunities as well through participation in our ASB, PAL, Yearbook, and STEAM programs. For students who need additional support, math and reading interventions are offered throughout the school day, as well as, Homework Club after school. Furthermore, we are proud to recognize and reward students for their academic and behavioral achievements through a variety of programs including "Got REAL?" and Students of Excellence.

In effort to support ALL students, Talbert is focused supporting all individuals to do their best. Honors ELA and history classes are offered for students who benefit from the challenge. It is our goal for all students to read and write at grade level before leaving 8th grade. Intervention electives in reading and math as well as Specialized Academic Instruction courses are available for students needing support. All staff have been trained in Depth and Complexity instructional strategies. These strategies support every level of child to be independent learners. Furthermore, a focus on STEAM learning is preparing students for skills of the future including collaboration, problem solving, and how to persevere. The focus in these two areas alongside department instructional initiatives, provides students an excellent middle school education.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	249
Grade 7	251
Grade 8	244
Total Enrollment	744

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.5
Asian	16
Filipino	0.7
Hispanic or Latino	16.9
Native Hawaiian or Pacific Islander	0.4
White	58.5
Two or More Races	5.6
Socioeconomically Disadvantaged	20.6
English Learners	3.5
Students with Disabilities	12.2
Homeless	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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	29	26	29.3	261.9
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	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: October, 2019

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 10, 2019, 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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, 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 routine maintenance program is administered by Talbert Middle School's custodial staff on a regular basis, with more complex maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Fountain Valley School District's Maintenance & Operations Department 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:

Deferred maintenance 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. Fountain Valley School District sets aside funds each year to specifically address deferred maintenance needs. The passing of Measure O provided additional, 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

Year and month of the most recent FIT report: November, 2019

System Inspected	Rating	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 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	73	80	75	77	50	50
Mathematics (grades 3-8 and 11)	64	74	73	77	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	730	717	98.22	1.78	80.47
Male	374	366	97.86	2.14	75.68
Female	356	351	98.60	1.40	85.47
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	119	118	99.16	0.84	89.83
Filipino	--	--	--	--	--
Hispanic or Latino	121	119	98.35	1.65	73.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	427	418	97.89	2.11	80.38

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	42	41	97.62	2.38	87.80
Socioeconomically Disadvantaged	159	155	97.48	2.52	68.39
English Learners	66	66	100.00	0.00	66.67
Students with Disabilities	95	88	92.63	7.37	34.09
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	730	716	98.08	1.92	74.02
Male	374	365	97.59	2.41	73.15
Female	356	351	98.60	1.40	74.93
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	119	118	99.16	0.84	88.14
Filipino	--	--	--	--	--
Hispanic or Latino	121	118	97.52	2.48	64.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	427	418	97.89	2.11	74.64
Two or More Races	42	41	97.62	2.38	75.61
Socioeconomically Disadvantaged	159	155	97.48	2.52	55.48
English Learners	66	66	100.00	0.00	62.12
Students with Disabilities	95	88	92.63	7.37	26.14
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	15.4	26	33.3

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

Parents and the community are very supportive of the educational programs 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:

- Joining and being an active member of the PTO
- Joining and supporting the Fountain Valley Schools Foundation
- Serving on School Site Council or English Learner Advisory Committee
- Serving on Superintendent's Parent Council
- Attending Parent Conferences
- Attending Parent Education Nights
- Attending Lunch on the Lawn and/or Got Real Assemblies
- Attending STEAM and grade level field trips
- Music/Drama Performances
- Serving as 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.fvgsd.us. The District’s website (www.fvgsd.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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.3	2.7	3.3	1.3	1.0	1.4	3.6	3.5	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 2019-20)

The safety of students and staff is a primary concern at Talbert Middle School. Students are supervised by teachers, administrators, and classified staff in effort to keep the campus safe. All visitors to the campus must check in at the main office through the Raptor guest management system. Guests must wear a visitor’s pass at all times during their stay on school grounds.

Talbert has a disaster preparedness plan that includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, shelter in place, and lockdown drills are conducted on a rotating basis throughout the school year. Talbert staff participated in professional development related to safety during the 2019-20 school year where they were trained in Stop the Bleed procedures, updated the school's the safety bin, and practiced using the Titan emergency alert system. In the case of an emergency, parents are asked to check out students in the 6th and 7th Grade Bowl.

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 communicated to classified and certificated staff. The plan is revisited with staff throughout the year. The goals and objectives in the Safe School Action Plan focus on school climate, a safe and orderly physical environment of the school, and the health and wellness of students.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	24	8	11	2	25	6	12	3	23	12	8	4
Mathematics	22	4		3	26	6	7	7	26	4	11	5
Science	30	2	7	7	28	3	8	6	8	1		
Social Science	30	2	10	5	30	2	6	8	29	1	11	5

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	744.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.8
Social Worker	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,450.00	\$2,280.00	\$6,169.00	\$82,550.00
District	N/A	N/A	\$6,614.00	\$85,451.00
Percent Difference - School Site and District	N/A	N/A	-7.0	-3.5

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-19.6	-0.1

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 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,959	\$45,741
Mid-Range Teacher Salary	\$86,248	\$81,840
Highest Teacher Salary	\$106,407	\$102,065
Average Principal Salary (Elementary)	\$137,997	\$129,221
Average Principal Salary (Middle)	\$136,875	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$237,850	\$224,581
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	6

Talbert Middle School believes in students: collaboration, engagement, innovation, problem-solving, and rigor for ALL. This vision drives our goals and priorities at our school. While the theme for the 2019-2020 school year is "Full STEAM Ahead!," it is a philosophical commitment on behalf of our staff to continue to serve ALL students to the best of our ability.

STEAM

While we have had a STEAM cohort program for the last six years, we are rolling out the important components of that program this year to affect all 6th grade students. The 6th grade team has built a unit on water, which is a theme based unit across the curriculum. All departments are participating, including physical education. Six graders who participate in the elective wheel will take an engineering elective in which they will build their own water filtration system in groups. The classes will then visit the Orange County Water District to get a real life experience. Through ELA, students will be reading *A Long Walk to Water*, by Linda Sue Park, a novel based on the impact of a lack of water resources in Sudan. They will be building a water receptacle through science classes for them to carry water across barriers in PE to symbolize the treacherous process that young girls in Sudan go through to fetch water for their families. There will also be a giving back to the world activity where students will campaign to raise money for students in Sudan who don't get to go to school because they spend their days securing water for their families to survive. Donations will go to building wells in Sudan. Two release days for the 6th grade team as well as collaboration with Orange County Department of Education's, STEM learning consultant has provided professional development time for teachers to plan the new unit. The 7th grade team will have two planning days this year as well in preparation for the new 7th grade cross-curricular STEAM unit to be rolled out in 2020-2021.

Depth and Complexity

In addition, professional development in Depth and Complexity is providing staff tools to develop independent, high level thinkers and learners. Talbert staff has been working with Lisa Wright, a Depth and Complexity trainer, who has several years of training under Sandra Kaplan, the pioneer of Depth and Complexity. The entire staff has received in-depth training through staff development days and afternoons in strategies to help all students think independently at a deeper level. Strategies focus on utilizing the icons as well as questioning strategies, essential questions, and universal themes.

Reading and Writing

Reading is the number one predictor of a child's educational success. A committee of five ELA teachers and one history teacher are working together to build a protocol of strategies to support reading and writing in all curricular areas. Some of the strategies will be rolled out next year. This will be a continued multi-year effort. Currently, the impact of this team has affected the use of Newsela, a non-fiction text program which provides leveled texts to support students, as well as a focus on how to annotate texts.

District-wide Staff Development

Each subject area team participates in district-wide curricular initiatives. Science and history departments are piloting new materials to be adopted for 2020-2021. ELA is focused developing a third common novel unit at every grade level as well and piloting a benchmark. Math is focused on the Irvine Math Project and McGraw Hill textbook materials refinement, common assessments, and piloting a benchmark system. The PE and music departments from across the school district collaborate at regularly scheduled meetings to improve instruction and provide some common practices.

Professional Development & Assessments

- Depth & Complexity
- Talbert Writing Across the Curriculum Committee
- Smarter Balance Assessments
- ELA common novel units and writing assessments
- Irvine Math Project
- Math unit assessments across the district
- Scholastic Reading Inventory
- Illuminate
- ST Math
- Newsela
- Accelerated Reader

Collaboration Time

- 3 Staff Development Days
- Site Planning Meetings
- Talbert Writing Team Release Days
- STEAM Team Release Days
- ELA Team Release Days
- Intervention Team Release Days
- ST Math Training

Hisamatsu Tamura Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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

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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

School Contact Information (School Year 2019-20)

Entity	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
Email Address	Davisk@fvsd.us
Website	www.tamura.fvsd.us
County-District-School (CDS) Code	30-66498-6027924

Entity	Contact Information
District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Dr. Mark Johnson
Email Address	Johnsonm@fvsd.us
Website	www.fvsd.us

School Description and Mission Statement (School Year 2019-20)

Hisamatsu Tamura Elementary School serves approximately 580 students in Pre-school through 5th grade. 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 remediated and enriched according to each student's individual needs.

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.

Each day the staff and students at Tamura School start the day knowing to work towards our school pledge: " Be Safe, Be Responsible, Be Respectful and Be Your Best!" 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." Tamura 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 School Plan for Student Achievement. This plan is created by the Tamura 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.

Teachers, staff, and administrators continue to act on the belief that students come first. The educational programs at Tamura are tailored to meet the needs of an ever-changing school population. Tamura 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.

The Tamura staff is focused intently on implementing the Signature Practices of Fountain Valley School District including Balanced Literacy and Cognitively Guided Instruction (CGI-Mathematics). Teachers, staff, and administrators continue to act on the belief that students come first. The educational programs at Tamura are tailored to meet the needs of an ever-changing school population. Tamura Elementary 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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	106
Grade 1	89
Grade 2	90
Grade 3	88
Grade 4	107
Grade 5	105
Total Enrollment	585

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
Asian	53.2
Filipino	2.1
Hispanic or Latino	15.6
Native Hawaiian or Pacific Islander	0.5
White	24.3
Two or More Races	3.1
Socioeconomically Disadvantaged	17.8
English Learners	19.5
Students with Disabilities	7
Homeless	0.7

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23.1	22.4	22.4	261.9
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	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: October, 2019

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 10, 2019, 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 has since been modernized with the addition of air conditioning and touch-screen display systems being installed in every classroom coming in the 2019-20 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 routine maintenance program is administered by Tamura Elementary School's custodial staff on a regular basis, with more complex maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Fountain Valley School District's Maintenance & Operations Department 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:

Deferred maintenance 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. Fountain Valley School District sets aside funds each year to specifically address deferred maintenance needs. The passing of Measure O provided additional, 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

Year and month of the most recent FIT report: 9/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	A/C Installation and ventilation upgrades needed - Measure O project started Summer 2019 - 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 completed Summer 2019 - IN PROGRESS
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Future deferred maintenance item - Measure O project started Summer 2019 - IN PROGRESS

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	76	78	75	77	50	50
Mathematics (grades 3-8 and 11)	82	84	73	77	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	299	298	99.67	0.33	77.85
Male	151	150	99.34	0.66	74.67
Female	148	148	100.00	0.00	81.08
Black or African American					
American Indian or Alaska Native					
Asian	167	167	100.00	0.00	85.63
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	50	50	100.00	0.00	58.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	63	62	98.41	1.59	69.35
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	68	67	98.53	1.47	67.16
English Learners	83	83	100.00	0.00	79.52
Students with Disabilities	25	25	100.00	0.00	48.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	299	298	99.67	0.33	83.56
Male	151	150	99.34	0.66	82.67
Female	148	148	100.00	0.00	84.46
Black or African American					
American Indian or Alaska Native					
Asian	167	167	100.00	0.00	89.82
Filipino	--	--	--	--	--
Hispanic or Latino	50	50	100.00	0.00	76.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	63	62	98.41	1.59	70.97
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	68	67	98.53	1.47	70.15

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	83	83	100.00	0.00	81.93
Students with Disabilities	25	25	100.00	0.00	48.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.1	13.5	52.9

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

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:

- Volunteering in classrooms
- Joining the school's PTO
- Joining the Fountain Valley Schools Foundation
- Serving on the English Learner Advisory Committee
- Serving on various school committees such as School Site Council
- Supporting the Accelerated Reader program
- Assisting students with the ST Math program
- Volunteering to support the 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.fvzd.us. The District's website (www.fvzd.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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.5	0.2	0.3	1.3	1.0	1.4	3.6	3.5	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 2019-20)

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. All visitors to the Tamura must check-in and check-out through the Raptor Visitor Management System which helps to ensure an elevated level of security for the school.

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. Tamura staff participated in professional development related to safety during the 2019-20 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	28		4		25		4		21	1	4	
1	28		3		28		3		28		3	
2	28		3		28		3		24	1	3	
3	28		4		28		3		29		3	
4	31		3		29		4		30		3	
5	25	1	4		29		4		30		4	
Other**												

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.4
Psychologist	.6
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,398.00	\$2,179.00	\$7,219.00	\$86,640.00
District	N/A	N/A	\$6,614.00	\$85,451.00
Percent Difference - School Site and District	N/A	N/A	8.7	1.4
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-3.9	4.7

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 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,959	\$45,741
Mid-Range Teacher Salary	\$86,248	\$81,840
Highest Teacher Salary	\$106,407	\$102,065
Average Principal Salary (Elementary)	\$137,997	\$129,221
Average Principal Salary (Middle)	\$136,875	\$132,874

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$237,850	\$224,581
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	6

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 for all employees in FVSD, and an additional three days are reserved specifically for professional development related to supporting ELA, Math, and Science. During the school year, there are numerous other opportunities for teachers to attend training either before, during, or after the school day. Throughout the District, there are both school level and district-wide initiatives. Recent training initiatives in Fountain Valley School District and Tamura Elementary School include:

- Data-responsive Instruction
- Training to support reading and math intervention programs
- Technology Integration
- Site-based Professional Learning Communities
- California State Standards Math and ELA Implementation
- Training to support the implementation of ST Math
- Training on Positive Behavior Intervention Systems and Bullying Prevention
- Ongoing training to support advanced implementation of Cognitively Guided Instruction (CGI)
- Depth and Complexity training
- Special Education supports in the General Education classroom
- Reading Comprehension through Interactive Read Aloud
- Training to support the use of Fountas & Pinnell Assessment & Interventions
- Training to support the implementation and sustainability of School Leadership Team
- Peer-to-Peer Teacher Classroom Observations (within site, district, outside of district)



Fountain Valley School District
BUSINESS SERVICES DIVISION

MEMORANDUM

TO: Board of Trustees
FROM: Christine Fullerton, Assistant Superintendent Business Services
Isidro Guerra, Director of Fiscal Services
SUBJECT: **CONSOLIDATED APPLICATION - Winter Release 2019**
DATE: February 7, 2020

Background:

Notification has been received from the California State Department of Education with regard to funding under the 2019-20 Consolidated Application winter release. The Consolidated Application is used by the California Department of Education to distribute categorical funds from various state and federal programs to school districts throughout California. The winter release of the application is submitted in February of each year and contains the district's entitlements for each funded program.

Fiscal Impact:

2019-20 Federal categorical program funds administered through the Consolidated Application:

- Title I, Part A - \$393,820. These funds will be used to serve Title I students at Cox Elementary, Oka Elementary, Plavan Elementary, and Masuda Middle School.
- Title II, Part A Supporting Effective Instruction - \$111,101. Funds have been allocated for Class Size Reduction.
- Title III, Language Instruction for English Learners (LEP) - \$79,780. Funds have been allocated to provide supplementary programs and services to limited English proficient students.
- Title III, Immigrant Student Program - \$12,037. These funds have been allocated to provide supplementary programs and services to Immigrant students.
- Title IV, Part A, Student Support and Academic Enrichment - \$28,929. These funds have been allocated to support instructional programs.

Total Consolidated Application funding for 2019-20 will be \$625,667. The 2019-20 expenditure budgets will be adjusted to reflect the new funding entitlements.

Recommendation:

It is recommended that the Board of Trustees approve transmittal of the Consolidated Application Winter Release 2019 Data Collection to the California State Department of Education.



Fountain Valley School District
Business Service Division

MEMORANDUM

TO: Board of Trustees
FROM: Christine Fullerton, Assistant Superintendent Business Services
SUBJECT: **APPROVE REVISED CHANGE ORDER #2R2 FOR THE TAMURA
ELEMENTARY SCHOOL MEASURE O HVAC AND
MODERNIZATION PROJECT**
DATE: February 7, 2020

Background:

On March 14, 2019, the Board of Trustees approve the Guaranteed Maximum Price (GMP) for the Measure O HVAC and Modernization at Tamura Elementary School. At the same time the Board approved District Contingencies for unforeseen conditions and owner changes.

The Board approved Change Order #2R1 in January, however additional review and value engineering was done on the intrusion detection system lowering the cost over \$13,500.00.

Fiscal Impact:

The total for Change Order #2R2 is \$236,544.00 and will be taken from the total contingency budget for the Tamura project of \$625,000.

Recommendation:

It is recommended that the Board of Trustees approves Change Order #2R2 for the Tamura Elementary School Measure O HVAC and Modernization Project



Fountain Valley School District
Information Technology

MEMORANDUM

TO: Board of Trustees
FROM: Christine Fullerton, Assistant Superintendent, Business Services
Parham Sadegh, IT Supervisor
SUBJECT: **ACCEPT AND AWARD RFO #50 TO BORDERLAN INC. IN THE
AMOUNT OF \$117,859.69 TO SUPPLY AND INSTALL A
FIREWALL**
DATE: February 7, 2020

Background:

The District issued a Request for Offer (RFO) to solicit proposals from qualified contractors, to supply and install a Firewall at the District office, to be partially funded by Category Two E-Rate (E-Rate 2.0). The proposal was reviewed by District team, and the final selection was awarded to Borderlan Inc.

Fiscal Impact:

The scope of work outlined in the contract is for \$117,859.69 and will be partially funded through E-Rate 2.0 and carryover of one-time funds.

Recommendation:

It is recommended that the Board of Trustees accepts and awards RFO # 50 to Borderlan Inc., in the amount of \$117,859.69 for the installation of a Firewall at the District Office.



Fountain Valley
School District

FOUNTAIN VALLEY SCHOOL DISTRICT

10055 Slater Avenue
Fountain Valley, CA 92708
Phone (714) 843-3200 Fax (714) 841-0356

**FOUNTAIN VALLEY SCHOOL
DISTRICT**

RFO No. 50 2020/2021 Category 2
Equipment

BorderLAN, Inc.

SPIN#14346384

FORTINET®

SUBMISSION CLOSING DATE:

January 22th, 2020

950 Boardwalk #300
San Marcos, CA 92078
(Main) 760-736-8100
(F) 860-736-8100

Deena Swidler

deena@borderlan.com

(858) 752-2339

BorderLAN Inc., hereby presents Fortinet and certifies receipt of all addendums and all amendments regarding RFO. We certify that BorderLAN & TrulyCreative can perform to the specifications of our response in full compliance with all requirements and terms outlined in the RFO No. 50 (2020-2021) E-Rate Category 2 Equipment response.

01/14/2020

Craig Smith, President BorderLAN Inc.

Date

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1. INTRODUCTION STATEMENT

To Fountain Valley School District:

We would like to thank Fountain Valley School District for the opportunity to compete for this project. After careful consideration has been given to the goals, current environment, and success criteria defined by Fountain Valley School District. We are providing this proposal in direct response to the bid in its entirety addressing each component with a comprehensive solution including hardware, software, implementation, post-sales support, and training where required. We have also addressed the requested requirements for the firewall equipment with installation & support at the District's locations as stated in Fountain Valley School District's RFO.

BorderLAN is a reseller providing various solutions each with their own manufacturers' licensing such as FCC approval. We maintain a license in the state of California for reselling solutions with license number #101-539023. Since 2005 BorderLAN has acquired over 2,000 customers and 500+ active School District and we maintain an A+ no complaints rating from BBB. Our footprint of large customers includes a total of over 2.4 million end-point computers being protected in some manner by our services and/ or products. We also have an office in Portland serving the Pac-Northwest and specialize in School Districts both with e-rate and those without e-rate. Our market position is to assist with the correct Solution on a budget with limited IT School resources.

For any questions or clarifications on this RFO, please call me directly as I will help to direct and or handle any needs and coordination arising from the award of this RFO. I look forward to a successful deployment.

Deena Swidler deena@borderlan.com 858.752.2339

"By virtue of submission of this Proposal, Craig Smith the President of BorderLAN Inc., declares that all information provided is true and correct."

CRAIG SMITH (PRESIDENT OF BORDERLAN)  DATE 12/10/2019

2. CONTENTS OF PROPOSAL

BorderLAN Cyber Security

BorderLAN Corporate has 13 employees, located in North County San Diego. BorderLAN's corporate location is 950 Boardwalk #300, San Marcos CA and has been in business 12 years. BorderLAN also has a Pacific Northwest office. The employees and engineers listed below are all part of the team that will ensure the network filtering project installation and deployment is a success.

Primary Solution Contact: Deena Swidler, 858.752.2339 is authorized to speak on behalf of BorderLAN for this RFO.

Accounting Contact: Mrs. Diane Rogers 760.736.8100 x500 diane@borderlan.com

RFO Lead: Danielle Williams danielle@borderlan.com

President: Craig Smith craig@borderlan.com



Red Light Display System

[FCC](#) | [Fees](#) | Red Light Display System

< [FCC Site Map](#)

Logged in as FRN: BorderLAN Inc. (0024266751) [[Log Out](#)]

[Back](#) | [Print](#) | [Help](#)

STATUS: Green

You have no delinquent bills which would restrict you from doing business with the FCC.

The Red Light Display System checks all FRNs associated with the same Taxpayer Identification Number (TIN). A green light means that there are no outstanding delinquent non-tax debts restricting business with the Commission by any FRN associated with requestor's TIN. The Red Light Display System was last updated on 11/19/2019 at 6:32 AM; it is updated once each business day at about 7 a.m., ET.

Accolades, Licenses and Certifications:

TIN Number: 27-1887219

Sellers Permit/ License: 101-539023

Better Business Bureau (BBB): A+ Rating no complaints



<http://www.bbb.org/sdoc/business-reviews/computers-network-security/borderlan-inc-in-san-marcos-ca-172004463>

California Small Business Certified: SBA Certified via CA.GOV #1496620

DUNS #: 626513654

Experience and Qualifications of Firm

Each customer is treated with white glove service, including excellent pricing, premier engineers when paid engagements call for professional services, and managed services on top of our solutions to ensure if monitoring duties are needed in the future, we can supply those services for a monthly fee. Our ability to configure, and then outsource some routine monitoring and policy duties help set BorderLAN apart and ensure the total Experience is exceptional.

Once a customer we follow-up with you monthly to ensure your satisfaction and escalate to support, or manufacturer support as required. Your Customer Service Manager / Engineer will help identify and solve issues before they become catastrophic. This also sets us apart and is an expensive model for us to keep up, but it works. We are not a sell and forget catalog website as many VAR's have become. Our goal is a long-term relationship for products and future services, so your satisfaction is paramount to our success model.

Truly Creative, an outsourced installation company that is partnered with Borderlan to provide BorderLAN's supplemental support to school districts specializing in large scale installations and has been performing services for over 20 years. Truly Creative has Cisco, Fortinet and Ruckus certified staff to meet the needs of the client. We are currently supporting Silver Valley Unified School District, Garden Grove Unified School District, Lynwood Unified School District and Huntington Beach Unified High School District. They are an on-demand support when need to augment the current staff, whether it is project related or just a higher level of support required for the issue at hand.

- *Primary – Deena Swidler deena@borderlan.com 858.752.2339
- President - Craig Smith craig@borderlan.com 760.736.8100x507
- RFO Lead- Danielle Williams danielle@borderlan.com 760.736.8100 x510
- Project Manager - Lee Lunday- Lalunday@trulycreative.com 909.680.3700
- Engineer -Jacob Lucero- JLucero@Trulycreative.com 909.680.3700
- Engineer - Brock Kartes- BKartes@trulycreative.com 909.680.3700
- Billing and Accounting - Diane Rogers diane@borderlan.com 760.736.8100x500

BorderLAN & Truly Creative hereby certify:

- 1) The key members of BorderLAN holds the qualifications relevant to the scope of services in this project.
- 2) BorderLAN team shall remain intact through the duration of the Project(s). If a team member must leave, the District reserves the right to approve that team member's replacement.
- 3) Responsibility for maintaining the equipment and not the District.
- 4) Any resulting contract will be for products and services commencing during the 2020-2021 school year.

Proposed Methodology for Providing Services

Our Methodology of deployment consists of a four-step process, including

1. Pre-Deployment Planning – Engineers from BorderLAN & Fortinet will work together with you through the pre-planning configuration and scope of the project to determine schedule, scope, timing, IP range, renewal of maintenance license, updates, maintain, repair and or replace appliance if needed.
2. BorderLAN & TrulyCreative will provide the District installation of a next-generation-firewall solution to support a full 10Gb throughput and dual ISP's.
3. Product will be maintained/fixes
4. Onsite service as needed

References

Our Network Security experience is second to none and we have achieved top performance and engineering for products such as iboss, Fortinet, Go Guardian, Barracuda and others which schools rely on for their infrastructure and security.

BorderLAN's e-rate experience demonstrates our firewall and service solutions are installed properly, and working.

BorderLAN Certifies that in 12 years we have not had a single instance of disciplinary action against BorderLAN publicly or privately with any of our customers, including regulatory bodies or professional organizations.

1. Fallbrook Union High School District

Drew Tippin

Director of Technology Infrastructure & Operations

(760)723-1292

dtippin@fuhsd.net

2. Apple Valley Unified School District

Jason Buchanan

Director of Information Technology

(760)247-8001 ext: 20613

jason_buchanan@avusd.org

3. Temecula Valley Unified School District

Jose Romero

Director of Network Operations

(951)506-7962

jromero@tvusd.k12.ca

Statement of Work

Project Scope:

Perform installation of (1) Network Firewall(s) at Customer Location.
10055 Slater Avenue. Fountain Valley, CA 92708

Project Objective:

1. The following are the Objectives for this project:

- A. Obtain and Review legacy firewall configuration.
- B. Configure FortiGate Firewall Solution.
 - a. Register System(s) with OEM
 - b. Configure Network Interfaces
 - c. Configure Routing
 - d. Configure Base Network Policies
 - e. Configure NGFW Security Profiles & Apply to Security Policies
- C. Install Firewall Solution
- D. Conduct Operational testing

1) Project Schedule

This project will start on TBD 2020 and end by TBD, 2020 as per the **Term** of this SOW.

Milestones:

Milestone 1 (Offsite)

- 1) [TBD]- Stage Gear & Burn-in-gear at TrulyCreative's build center.
 - a) Review Legacy Firewall Configuration
 - b) Run burn-in test (requirements TBD)

Milestone 2 (Onsite)

- 2) [TBD] - Onsite Installation & Migration
 - a) Install FortiGate Firewall Solution
 - b) Conduct Operational Testing
 - c) Provide Post Implementation Support

2) Deliverables

- a) Provide End of Day reports
- b) Provide as build documents

3) Change Control Process

- a) Changes to the scope of this SOW may be initiated by either party providing a written request to the other party. The parties will review any change requests, as well as any fee and schedule impacts, and advise each other in not more than five (5) business days if the request can be accepted.
- b) All changes must be agreed to in writing and if the Parties do not enter into an agreement accepting such changes, then the terms of the SOW will prevail.

Technical Requirements

- *BorderLAN Inc. verifies the equipment included in the proposal meet the following requirements:*
 - At least 10 Gbps firewall throughput with IPS/IDS, advanced Malware protection, SSL decryption and all security features enabled
 - Content Filtering
 - SSL decryption
 - IPS (Intrusion prevention system) minimum throughput of 10 Gbps
 - Antivirus protection
 - Concurrent sessions (TCP) – at least 10 million
 - Firewall policies- at least 10,000
 - Application Control – Traffic Blocking /Shaping by Application
 - Authentication – based firewall policy
 - a. Active Directory – LDAP/RADIUS
 - b. Google G Suite for Education
 - SSL VPN Access
 - a. Active Directory authentication /LDAP/RADIUS or Google G Suite for Education
 - b. Must support OSX, Windows 10, iOS or ChromeOS
 - c. Must support at least 100 users
 - Centralized Logging/Reporting – 5 GB per Day
 - a. Firewall must provide the ability to report on individual devices including Chromebooks
 - b. Reporting must integrate with Google G Suite for Education so that user monitoring is capable
 - Centralized Management for multiple hardware Components
 - a. All programming, administrating, and reporting must be entirely web-based. The web-based interface must be HTML5 compliant and be able to be accessed by any updated current device, including OSX, Windows 10, iOS or ChromeOS
 - Role-based administration – ability to delegate administration tasks
 - Firewall must include, at least, sixteen (16) 10GB or faster SFP uplinks
 - Redundante Hot-Swap Power Supplies
 - Rackmounting rails
 - 24x7x4 hour maintenance- please provide 5-year option
 - The proposal should include the cost to configure new equipment

BorderLAN Inc. meets the following qualifications to be considered for award. Documentation regarding the following qualifications is included in the Service Provider's response.

1. When providing electronic equipment quotes for switches/hubs/routers, Service Provider must have at least 1 Certified Engineer or equivalent on staff. *Staff installing and configuring the system are certified in the recommended OEM hardware & software solution.*
2. When providing cable work, Service Provider must be RCDD certified. *Does not apply*
3. When providing cable work, Service Provider must provide as-built diagrams in electronic and paper copy formats, and cable test results within 45 days of completion of work. *Does not apply*
4. If providing cabling work, Service Provider and its subcontractors must have C-7 or C-10 License and maintain compliance with all required State of California Public Works/Prevailing Wage requirements. *Does not apply*
5. If requested by the Applicant, Service Provider must be willing to have employees fingerprinted. *BorderLAN Agrees.*
6. Service Provider shall provide with its quote the complete CMAS contract pages, including all pages that show the goods and/or services in Service Provider's quotation submittal. Said products shall be clearly highlighted for ease of identification. *Yes, please reference to TOC.*
7. Service Provider shall provide references for staff to be associated with project work and implementation. *Yes, please reference to TOC*

Pricing Schedule

QTY	SKU	Description	Price
1	FG-2201E	4 x 40GE QSFP+ slots , 20 x 10GE SFP+ slots (including 18x ports, 2x HA ports), 14 x GE RJ45 ports (including 12 x ports, 2 x management ports), SPU NP6 and CP9 hardware accelerated, and dual AC power supplies, with 2x 1TB SSD onboard storage This Appliance is 100% E-Rate Eligible	\$22,400.00
16	FG-TRAN-SFP+SR	10GE SFP+ transceiver module, short range for all systems with SFP+ and SFP/SFP+ slots The Transceiver Modules are 0% E-Rate eligible	\$1,000.00
1	SP-FG3040B-RAIL	Rack mount sliding rails for FG-1000C/-DC, FG-1200D, FG-1500D/DC, FG-3040B/-DC, FG-3140B/-DC, FG-3240C/-DC, FG-3000D/-DC, FG-3100D/-DC, FG-3200D/-DC, FG-2200/2201E, FG-3300/3301E, FG-3400/3401E, FG-3600/3601E, FG-3700D/-DC, FG-3700DX, FG-3810D/-DC and FG-3950B/-DC. The Rack Mount Sliding Rails are 0% E-Rate Eligible	\$190.00
1	FC-10-F22E1-950-02-60	FortiGate-2201E 5 Year Unified (UTM) Protection (24x7 FortiCare plus Application Control, IPS, AV, Web Filtering and Antispam, FortiSandbox Cloud) The FortiGate Protection is 26.15% E-Rate Eligible	\$86,650.00
1	INSTALL	BorderLAN Installation The Installation is 100% E-Rate Eligible	\$5,555.56
	Shipping		Included
	Sales Tax 8.750%		\$2,064.13
Grand Total			\$117,859.69

10055 Slater Ave, Fountain Valley, CA
92708

Sales & Use Tax Rate (1/21/2020):

8.750%

Tax Area(s)
FOUNTAIN VALLEY

Products and services listed in the Equipment List/ RFO as eligible are based on percentage approvals from USAC, however the funding percentages applicable to the District vary and fully depend on E-Rate’s application of those available funds which may be ineligible or partially eligible. District shall be responsible to pay BorderLAN for items ordered that are ineligible or items E-Rate does not cover.

E-RATE SUPPLEMENTAL TERMS AND CONDITIONS

Signed copy to be returned with bid response.

The Telecommunications Act of 1996 established a fund by which Schools and Libraries across the Country could access discounts on eligible telecommunications products and services. The program is commonly known as the E-rate Program. The eligibility for discounts on internet access, telecommunications products and services, internal connection products, services and maintenance is determined by the Federal Communications Commission (FCC). Funding is made available upon application approval by the Schools and Libraries Division (SLD) of the Universal Service Administrative Company (USAC), which was established by the Act. The amount of discount is based on the numbers of students receiving free and reduced-price meals.

4) E-RATE CONTINGENCY

The project herein is contingent upon the approval of funding from the Universal Service Fund's Schools and Libraries Program, otherwise known as E-rate. Even after award of contract(s) and/or E-rate funding approval is obtained, the District may or may not proceed with the project, in whole or in part. Execution of the project, in whole or in part, is solely at the discretion of the District.

5) SERVICE PROVIDER REQUIREMENTS

The District expects Service Providers to make themselves thoroughly familiar with any rules or regulations regarding the E-rate program.

- a. Service Providers are required to be in full compliance with all current requirements and future requirements issued by the SLD throughout the contractual period of any contract entered into as a result of this RFP.
- b. Service Providers are responsible for providing a valid SPIN (Service Provider Identification Number). More information about obtaining a SPIN may be found at this website:
<https://www.usac.org/e-rate/service-providers/step-1-obtain-a-spin/>
- c. Service Providers are responsible for providing a valid Federal Communications Commission (FCC) Registration Number (FRN) at the time the bid is submitted. More information about obtaining an FRN may be found at this website:
<https://fjallfoss.fcc.gov/coresWeb/publicHome.do>
- d. Service Providers are responsible for providing evidence of FCC Green Light Status at the time the bid is submitted. Any potential bidder found to be in Red Light Status must provide an explanation of the steps it is undertaking to be removed to Red Light Status and the expected timeframe for resolution. A Service Provider's sustained Red Light

Status may be grounds for contract termination as it could prohibit the Service Provider from providing E-rate discounts in a timely manner which would cause harm to the Applicant. More information about FCC Red and Green Light Status may be found at this website: http://www.fcc.gov/debt_collection/welcome.html

- e. Products and services must be delivered before billing can commence. At no time may the Service Provider invoice before July 1, 2020.
- f. Prices must be held firm for the duration of the associated E-rate Funding Year(s) or until all work associated with the project is complete (including any contract and USAC approved extensions).
- g. Goods and services provided shall be clearly designated as “E-rate Eligible”. Non-eligible goods and services shall be clearly called out as 100% non-eligible or shall be “cost allocated” to show the percentage of eligible costs per SLD guidelines.
- h. **Within one (1) week of award, the awarded Service Provider must provide the District a bill of materials using a completed USAC “Item 21 Template”. Subsequent schedules of values and invoices for each site must match Item 21 Attachment or subsequent service substitutions. A summary sheet must also be provided to provide the cumulative amount for all sites.**
- i. In the event of questions during an E-rate pre-commitment review, post-commitment review and/or audit inquiry, the awarded Service Provider is expected to reply within 3 days to questions associated with its proposal.
- j. The awarded Service Provider is required to send copies of all forms and invoices to the District prior to invoicing USAC for pre-approval. Failure to comply with this requirement may result in the District placing the vendor on an “Invoice Check” with the USAC <https://www.usac.org/erate/applicant-process/invoicing/invoice-check/>
- k. Services providers must comply with the FCC rules for Lowest Corresponding Price (“LCP”). Further details on LCP may be obtained at USAC's website: <https://www.usac.org/erate/service-providers/step-2-responding-to-bids/lowest-corresponding-price/>

6) **SERVICE PROVIDER ACKNOWLEDGEMENTS**

- a. The Service Provider acknowledges that no change in the products and/or services specified in this document will be allowed without prior written approval from the district and a USAC service substitution approval with the exception of a Global Service Substitutions.

- b. The Service Provider acknowledges that all pricing and technology infrastructure information in its bid shall be considered as public and non-confidential pursuant to §54.504 (2)(i)(ii).
- c. The Service Provider acknowledges that its offer is considered to be the lowest corresponding price pursuant to § 54.511(b). Further details on LCP may be obtained at USAC's website: <https://www.usac.org/e-rate/service-providers/step-2-responding-to-bids/lowestcorresponding-price/>. Should it not be the lowest corresponding price, the service provider must disclose the conditions leading to the applicant being charged in excess of lowest corresponding price.
- d. BIDDERS are required to comply with the FCC's Lowest Corresponding Price ("LCP") Requirement for all equipment and Services. BIDDER acknowledges that BIDDER is solely responsible to comply with LCP requirements. To the extent that USAC finds an LCP violation and reduces the E-rate Funding, BIDDER agrees that it will not hold the DISTRICT liable for any shortfall in E-rate funding and will be responsible for any ensuing appeals, COMADS and/or RIDFS.
- e. The Service Provider attests that its offer does not violate the FCC's REPORT AND ORDER, FURTHER NOTICE OF PROPOSED RULEMAKING, AND ORDER in the matter of "Protecting Against National Security Threats to the Communications Supply Chain Through FCC Programs" (FCC 19-121, adopted November 22, 2019, released November 26, 2019) and provisions contained in the Order and any subsequent Orders related to the FNPRM referenced in FCC 19-121. FCC 19-121 can be viewed at <https://docs.fcc.gov/public/attachments/FCC-19-121A1.pdf>
- f. This offer is in full compliance with USAC's Free Services Advisory <https://www.usac.org/erate/applicant-process/competitive-bidding/free-services-advisory/>. There are no free services offered that would predicate an artificial discount and preclude the applicant from paying its proportionate non-discounted share of costs. The service provider agrees to provide substantiating documentation to support this assertion should the applicant, USAC, or the FCC request it.

7) STARTING SERVICES/ADVANCE INSTALLATION – Category 1 Services

The annual E-rate Funding Year begins on July 1 and expires on June 30 of each calendar year.

Regardless of the contract “effective date”, E-rate eligible goods and/or services requested in this RFP shall be delivered no earlier than the start of the 2020 funding year (July 1, 2020). If Category 1 services (Telecommunication Services and Internet access) will begin on or shortly after July 1 of a funding year, the service provider, in some cases, may need to undertake some construction and installation work prior to the beginning of that funding year. Within the limitations indicated below, the infrastructure costs of a service provider can be deemed to be delivered at the same time that the associated Category 1 services begin. That is, if services begin on July 1, then the delivery of service provider infrastructure necessary for those services can be considered as also delivered on July 1. However, NO INVOICING can take place prior to July 1 of the associated Funding Year.

EARLY FUNDING CONDITIONS

Category 1

There are four conditions that must be met in order for USAC to provide support in a funding year for Category 1 infrastructure costs incurred prior to that funding year.

- *Initiation of installation cannot take place before selection of the service provider pursuant to a posted Form 470 and in any event no earlier than six months prior to July 1 of the funding year.*
- *The Category 1 service must depend on the installation of the infrastructure.*
- *The underlying Category 1 service cannot have a service start date prior to July 1 of the funding year.*
- *No invoices can be submitted to USAC for reimbursement prior to July 1 of the funding year.*

For more information, please refer to the FCC Order involving the Nassau County Board of Cooperative Educational Services (DA 02-3365 , released December 6, 2002). This FCC decision only applies to Priority 1 services (telecommunications services and Internet access).

The complete text can be found at the following URL:

<https://www.usac.org/e-rate/applicant-process/starting-services/advance-installation/>

Category 2

There is one condition that allows USAC to provide support in a funding year for Category 2 installation costs incurred prior to that funding year.

- *We also amend our rules for category two non-recurring services to permit applicants to seek support for category two eligible services purchased on or after April 1, three*

months prior to the start of funding year on July 1. This will provide schools with the flexibility to purchase equipment in preparation for the summer recess and provide the maximum amount of time during the summer to install these critical networks.

For more information, please refer to the FCC Report and Order and Further Notice of Proposed Rulemaking ([FCC 14-99](#)), released July 23, 2014). This FCC decision only applies to Category 2 services (Internal Connections).

However, NO INVOICING can take place prior to July 1 of the funding year.

8) INVOICING

- a. The Service Provider agrees to bill and receive a portion of the payment for the provisions of goods and services described herein directly from USAC via the Form 474 Service Provider Invoice (SPI). The District will only be responsible for paying its non-discounted share of costs and does not intend to use the BEAR process (Form 472). The maximum percentage the District will be liable for is the pre-discount amount minus the funded amount as shown on the FCC Form 471 Block 5 and any identified ineligible costs. Upon the successful receipt or posting of a Funding Commitment Decision Letter from the SLD and submission, certification and USAC approval of Form 486, the District shall pay only the discounted amount beginning with the billing cycle immediately following said approval. Alternatively, should the District decide that it is in the best interest of the District to file a Form 472, the District will inform the Service Provider of its intent.
- b. All Service Provider invoicing to USAC must be completed within 120 days from the last day of service. Should the Service Provider fail to invoice USAC in a timely manner, the District will only be responsible for paying its non-discounted share.

9) FCC/SLD AUDITABILITY

The E-rate program requires that all records be retained for at least ten (10) years from the last date of service provided on a particular funding request. Respondent hereby agrees to retain all books, records, and other documents relative to any Agreement resulting from this RFP for ten (10) years after final payment. The District, its authorized agents, and/or auditors reserves the right to perform or have performed an audit of the records of the Respondent and therefore shall have full access to and the right to examine any of said materials within a reasonable period of time during said period.

10) PROCUREMENT OF ADDITIONAL GOODS AND/OR SERVICES/COTERMINOUS EXPIRATION

During the term of any Agreement resulting from this RFP, the District may elect to procure additional or like goods and/or services offered by the Respondent. Such services shall be negotiated and obtained via an official amendment to this Agreement and approval by the District's Governing Board. All terms, conditions, warranties, obligations, maintenance and



support of said goods or services shall have a coterminous expiration date with the original date of this Agreement. The District shall not enter into a separate Agreement for said goods or services. Respondents must state in their proposal that they acknowledge, accept and are in agreement with coterminous expiration conditions.

I, the undersigned, as an authorized agent of BorderLAN Inc. (Service Provider Name), hereby certify that I have read the E-rate Supplemental Terms and Conditions, am fully compliant and intend to cooperate with the E-rate process as outlined above.

Signature:  Title: Craig Smith, President

Phone Number: 760-736-8100 Email: craig@borderlan.com

Service Provider Name: BorderLAN Inc.

Fortinet Company Information:



FORTINET
Founded: Nov. 2000
First Product Release: May 2002
Fortinet IPO: Nov. 2009
NASDAQ: FTNT
Headquarters: Sunnyvale, California
Employees: 5,200+
FY 2017 Revenue: \$1.495B
Q1 2018 Revenue: \$399M
Q1 2018 Billings: \$463M
Q1 2018 EPS (GAAP): \$0.24
Q1 2018 EPS (non-GAAP): \$0.33
Market Cap (Mar. 31, 2018): \$9.4B
\$1.4B Cash and No Debt
Units Shipped to Date: 3.85M+
Customers: 350,000+
Global Patents (as of May 8, 2018)
Issued: 515
Pending: 263

From the start, the Fortinet vision has been to deliver broad, truly integrated, high-performance security across the IT infrastructure.

We provide top-rated network and content security, as well as secure access products that share intelligence and work together to form a cooperative fabric. Our unique security fabric combines Security Processors, an intuitive operating system, and applied threat intelligence to give you proven security, exceptional performance, and better visibility and control--while providing easier administration.

Our flagship enterprise firewall platform, FortiGate, is available in a wide range of sizes and form factors to fit any environment and provides a broad array of next generation security and networking functions. Complementary products can be deployed with a FortiGate to enable a simplified, end-to-end security infrastructure covering:

- Network security
- Data center security (physical and virtual)
- Cloud security
- Secure (wired and wireless) access
- Infrastructure (switching and routing) security
- Content security
- Endpoint security
- Application Security

Our market position and solution effectiveness have been widely validated by industry analysts, independent testing labs, business organizations, and media outlets worldwide. We are proud to count the majority of Fortune 500 companies among our satisfied customers.

Fortinet is a true innovator and holds more than double the number of patents than any other dedicated network security vendor. Our market position and solution effectiveness has been widely validated by industry analysts, independent testing labs, business organizations, and the media worldwide.

Fortinet is headquartered in Sunnyvale, California, with 100+ offices around the world. Founded in 2000 by Ken Xie, the visionary founder and former president and CEO of NetScreen, Fortinet is led by a strong and seasoned management team with deep experience in networking and security

Security Without Compromise

Organizations today require a fast and secure network to be successful. Whether or not you have the right protection immediately responding to threats throughout your network can determine if your business runs smoothly or is the victim of a security breach.

Fortinet is the only company with security solutions for network, endpoint, application, data center, cloud, and access designed to work together as an integrated and collaborative security fabric. This also means we are the only company that can truly provide you with a powerful, integrated end-to-end security solution across the entire attack surface.

To enable an effective defense, the data and security elements across all of your various environments must be well-integrated, able to share intelligence, and visible. The Fortinet Security Fabric gives you control, integration, and easy management of security across your entire organization, from IoT to the cloud.

Real-world testing is the best way to evaluate the effectiveness and speed of technology. The number of unverified claims from vendors about what their products can do is overwhelming. That's why we routinely submit our products and technologies for independent tests so that you can verify for yourself that our claims of top performance and effectiveness are valid.

Organizations such as NSS Labs, ICSA Labs, and Virus Bulletin comment about us and present how we stack up against the competition.



More than 310,000 Customers and Growing

Our customers come in all sizes, represent a wide range of industries and organizations, and are located throughout the world. We are proud to count the majority of Fortune 500 companies among our satisfied customers.

In-House Security Research and Services

Fortinet is the only network security vendor that has its own global threat research and response team continuously monitoring the threat landscape and providing customers with ongoing and real-time protection against the latest Internet threats.

Extensive knowledge of the threat landscape combined with the ability to respond quickly at multiple levels is the foundation for providing effective security. Hundreds of researchers at [FortiGuard Labs](#) scour the cyber landscape every day to discover emerging threats and develop effective countermeasures to protect more than 290,000 Fortinet customers around the world. Fortinet solutions, including the flagship FortiGate firewall platform, are powered by security services developed by FortiGuard Labs.

FortiGuard Services

FortiGuard security services are available as subscriptions for use in the FortiGate next generation firewall and IPS platforms as well as with a number of other Fortinet products such as the FortiMail secure email gateway, FortiClient endpoint protection, FortiSandbox, FortiCache, and FortiWeb. You can choose individual services, or get access to all available services with the Enterprise Bundle.

Industry-validated security effectiveness

Fortinet solutions with FortiGuard services are consistently confirmed by NSS Labs, Virus Bulletin, AV Comparatives, and ICSA tests to deliver superior security effectiveness.

- 2016 VB Web test found that FortiGuard Web Filtering blocked 97.7% of direct malware downloads. It's the only web filtering service in the industry to receive VB Web certification.
- 2015 VB100 Reactive and Proactive Test ranked Fortinet one of the industry's most effective AV solutions at stopping both known and zero day threats.
- 2016 VBSPAM Test ranked Fortinet Antispam security effectiveness at 99.97 with a 99.998% spam catch rate (the second highest catch rate in the industry).
- 2015 AV Comparatives awarded its highest-level award, the Advanced+ rating to Fortinet for anti-phishing, file detection, and real-world protection.
- NSS Labs consistently awards Fortinet "Recommended" status for NGFW, NGIPS, and Breach Detection (Sandboxing).

FortiGate Solution Services

FortiGuard Labs delivers a number of security intelligence services to augment the FortiGate firewall platform. You can easily optimize the protection capabilities of your FortiGate with the FortiGuard Enterprise Bundle. This bundle contains the full set of FortiGuard security services plus FortiCare service and support offering the most flexibility and broadest range of protection all in one package.

Industry, Competition, Analysts & Certifications

Industry

- Become familiar with the terminology, trends, and challenges in the Cyber Security industry. Many resources are available on the Internet and within Fortinet to educate you on the industry. Here are several recommended resources to consult. Consider subscribing to RSS feeds or blogs, listening to recurring podcasts or joining list serves to stay current.
 - [The Fortinet Blog](#)
 - [FortiGuard Center](#)
 - [Krebs On Security](#)
 - [Network World](#)
 - [Dark Reading](#)
 - [SC Magazine](#)
 - [Info Security Magazine](#)
 - [Threat Post](#)
 - [Open Web Application Security Project \(OWASP\)](#)
 - [SANS](#)
- Fortinet enjoys the **most independently certified portfolio in the market** and is the proud winner of a variety of prestigious [Industry Awards](#). Be sure to share this information with your partners and customers.

Competition

[Competitive Database](#)

- The Competitive Team also manages an online Competitive Database, providing side-by-side comparisons useful for price band and feature-set analysis. Use your LDAP credentials to

access the Competitive Database. Additional information about the database, as well as an instructional training video for how to leverage the system, can be found on the Fortinet Online Competitive Database [Page on Fuse](#).

Analysts and Certifications

- Product Certification Results
 - Fortinet believes that independent, third-party tests are a critical measure of the quality of a product. This is why we consistently submit our products and technologies to the largest number of third-party independent tests for evaluation.
 - For customer-facing Product Certification results such as NSS Labs Tests, Common Criteria, ICSA, DoD UC APL, VBSspam, FIPS, ISO, etc., visit the Product Certification page on Fortinet.com
 - Internally-facing [3rd Party Certification](#) details can be found on Fuse and on the [Product Certification Page](#) on Fortinet.Com site, including NSS, Common Criteria, FIPS, ICSA, and CAWS.
 - For guidance for [How to Position Analyst Results and NSS Labs](#), listen to the podcast on Sales Center. Additional NSS Labs results for ATP are also available via podcasts on [Sales Center](#).
- [Global Analyst Relations](#)
 - For market research and analysis from Forrester, Frost & Sullivan, Gartner, IHS (Formerly Infonetics), NSS Labs and others, visit this Global Analyst Relations files page on Fuse.
- [Analyst Reports](#)
 - For customer-facing videos, analyst reports and papers, search for “Analyst Reports” on the Fortinet.com home page.
 - Reach the team at analystrelations@fortinet.com for more information.

NSS Labs

- NSS Labs is the world’s leading security product testing laboratory; they are focused exclusively on IT security and provide in-depth security product test reports, research, and analyst services.
- NSS Labs’ testing methodologies are publicly open for vendor review and input and the tests are conducted regularly and free of charge. There is no fee or compensation required for vendor participation. Because of the unbiased nature of the results, CEOs, CIOs, CISOs, and information security professionals- Fortinet’s business and technical decision makers- rely on NSS Labs to evaluate security solutions.
- NSS Labs tests are a comparison of a solution’s security effectiveness to the performance-adjusted total cost of ownership for each product.
- Findings are published in several different reports starting at a high level with a summary of results called a “Security Value Map” or SVM.
- The SVM is a four-quadrant chart- like the Gartner Magic Quadrant- where the X-axis is value and the Y axis is security effectiveness. The map is a good visual that shows the relationship between the value and the security effectiveness of the tested solution. Each technology area – NGFW, IPS, WAF, Sandbox etc. – has its own SVM, Security Value Map.
- Solutions that offer the best security effectiveness for the money are in the upper-right-quadrant and NSS Labs refers to these products as “Recommended”. This means the product or solution being tested had the highest security effectiveness for the value.
- Key Resources:
 - Fortinet frequently publishes a [NSS Labs Tests Summary](#) brochure you can share with your customers. This paper pulls together all the various NSS Labs SVMs/results into one paper you can leave behind with customers or email to them. The paper explains who NSS Labs is, how to read their SVMs, provides a summary of each key SVM (what was tested, how we

performed), then concludes with Fortinet offering the "Only Edge to Endpoint Solution Recommended by NSS Labs" and a discussion of our unparalleled commitment to independent testing.

- See the [Certification](#) site for a complete story of our NSS Labs "Recommended" ratings for a wide range of Fortinet solutions.

Gartner

- Fortinet is distinguished in the industry and validated by placement on the Gartner Magic Quadrant (MQ). We are placed for Enterprise Firewall, SIEM, UTM, WAF, WLAN. See "Figure 2. Gartner MQ Results"
- For additional details about Fortinet's placement on the Gartner Magic Quadrant for our solutions, visit the [Market Research and Analysis](#) page on Fuse.

ICSA Labs Testing

- Advanced Threat Defense and Fortinet is ranked 98.6% effective.
- [ICSA Certification 2016 Documents](#) and additional [3rd Party Certification](#) information can be found on Fuse.

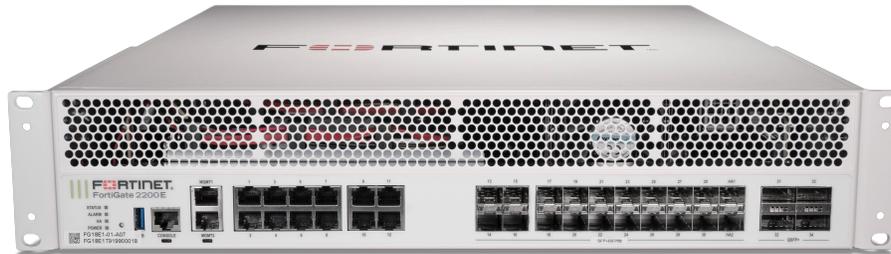
Technical RSS Feeds

- A list of useful, technical RSS feeds can be found here:
 - Fortinet Blog | News and Threat Feed - <http://blog.fortinet.com/tag/research/feed/>
 - Fortinet Blog General - <http://blog.fortinet.com/feed/>
 - Fortinet Technical Documentation - <http://docs.forticare.com/techdocs.xml>
 - FortiGuard Labs - <http://www.fortiguard.com/rss/fg.xml>
 - Fortinet General - <http://www.fortinet.com/rss.xml>
 - FortiGuard Labs Latest Threat - <http://www.fortiguard.com/rss/latestthreat.xml>
 - FortiGuard Labs IPS - <http://www.fortiguard.com/rss/latestthreat.xml>
 - Fortinet Video Feed - <http://video.fortinet.com/rss>
 - Fortinet Customer Support Bulletins - <http://pub.kb.fortinet.com/rss/csb.xml>
 - FortiGate Internals - <http://feeds.feedburner.com/FortigateInternals>
 - FortiGate Knowledge Base - http://pub.kb.fortinet.com/rss/rss_kb.xml
 - FortiGate Firmware - <http://pub.kb.fortinet.com/rss/firmware.xml>
 - Firewall Guru - <http://feeds.feedburner.com/FirewallGuru>

FortiGate® 2200E Series

FG-2200E and 2201E

Next Generation Firewall
Segmentation
IPS
Mobile Security



The FortiGate 2200E series delivers high-performance threat protection and SSL inspection for large enterprises and service providers, with the flexibility to be deployed at the enterprise/cloud edge, in the data center core or internal segments. The multiple high-speed interfaces, high port density, superior security efficacy and high throughput of the 2200E series keep your network connected and secure.

Security

- Identifies thousands of applications inside network traffic for deep inspection and granular policy enforcement
- Protects against malware, exploits, and malicious websites in both encrypted and non-encrypted traffic
- Prevent and detect against known and unknown attacks using continuous threat intelligence from AI-powered FortiGuard Labs security services

Performance

- Delivers industry's best threat protection performance and ultra-low latency using purpose-built security processor (SPU) technology
- Provides industry-leading performance and protection for SSL encrypted traffic

Certification

- Independently tested and validated best security effectiveness and performance
- Received unparalleled third-party certifications from NSS Labs

Networking

- Delivers advanced networking capabilities that seamlessly integrate with advanced layer 7 security and virtual domains (VDOMs) to offer extensive deployment flexibility, multi-tenancy and effective utilization of resources
- Delivers high-density, flexible combination of various high-speed interfaces to enable best TCO for customers for data center and WAN deployments

Management

- Includes a management console that is effective, simple to use, and provides comprehensive network automation & visibility.
- Provides Zero Touch Integration with Security Fabric's Single Pane of Glass Management
- Predefined compliance checklist analyzes the deployment and highlights best practices to improve overall security posture

Security Fabric

- Enables Fortinet and Fabric-ready partners' products to provide broader visibility, integrated end-to-end detection, threat intelligence sharing, and automated remediation

Firewall	IPS	NGFW	Threat Protection	Interfaces
158 Gbps	16.5 Gbps	13.5 Gbps	11 Gbps	Multiple GE RJ45, 10 GE SFP+, 25 GE SFP28, and 40 GE QSFP+ slots

Refer to specification table for details

Deployment



Next Generation Firewall (NGFW)

- Reduce complexity by combining threat protection security capabilities into single high-performance network security appliance
- Identify and stop threats with powerful intrusion prevention beyond port and protocol that examines the actual applications in your network traffic
- Delivers industry's highest SSL inspection performance using industry-mandated ciphers while maximizing ROI
- Proactively blocks newly discovered sophisticated attacks in real-time with advanced threat protection



Segmentation

- Intent-based Segmentation builds robust security framework while proactively reducing risk, cost and complexity
- Integrates with Security Fabric seamlessly to allow third party solutions and continuous trust assessment and thereby prevent sophisticated attacks
- Protects critical business applications and helps implement any compliance without network redesigns



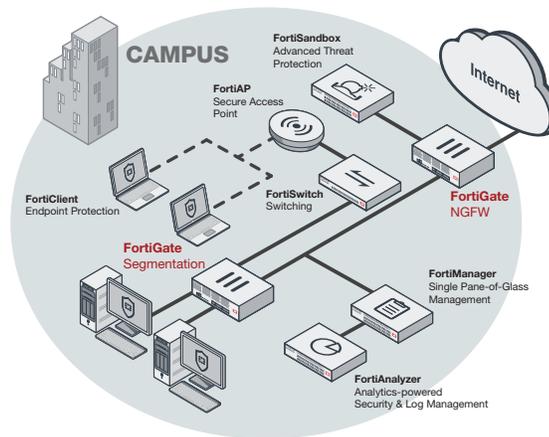
IPS

- Highly cost-effective mitigation of unpatched vulnerability for hard-to-patch systems such as IOT, ICS, and Scada
- Protect sensitive data to achieve various regulatory compliance such as PCI, HIPPA, PII, GDPR
- Multiple inspection engines, threat intelligence feeds and advanced threat protection options to defend against unknown threats in real-time
- Best of breed intrusion prevention with high-performance SSL inspection



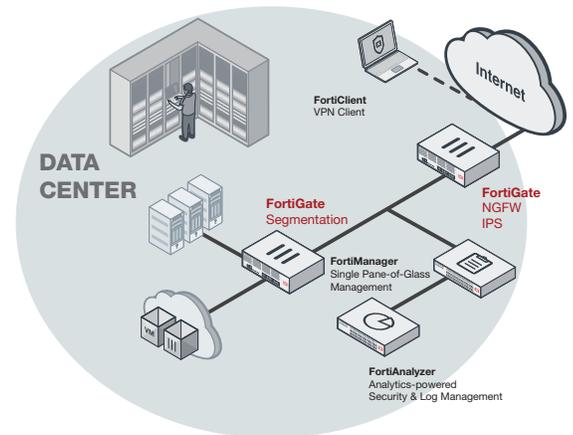
Mobile Security for 4G, 5G and IOT

- SGi LAN security powered by multiple SPUs to provide high performance CGNAT and accelerate IPv4 and IPv6 traffic
- RAN Access Security with highly scalable and best performing IPsec aggregation and control security gateway (SecGW)
- Various high-speed interfaces to enable deployment flexibility



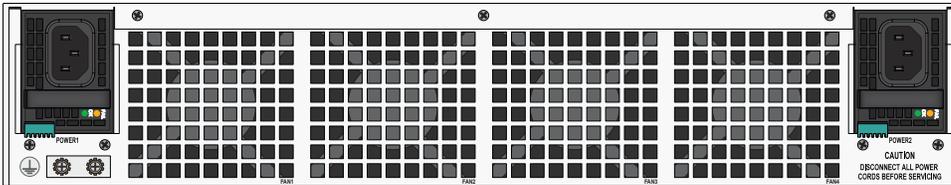
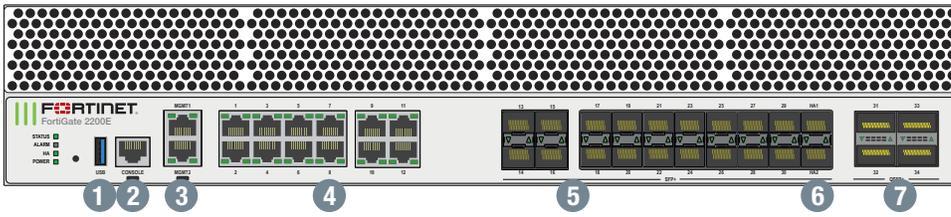
FortiGate 2200E deployment in large campus networks (NGFW, Intent-based Segmentation)

FortiGate 2200E deployment in data center (IPS/NGFW, Intent-based Segmentation)



Hardware

FortiGate 2200E/2201E



Interfaces

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. USB Port 2. Console Port 3. 2x GE RJ45 MGMT Ports 4. 12x GE RJ45 Ports | <ol style="list-style-type: none"> 5. 18x 25 GE SFP28 / 10 GE SFP+ Slots 6. 2x 25 GE SFP28 / 10 GE SFP+ HA Slots 7. 4x 40 GE QSFP+ Slots |
|--|---|

Powered by SPU



- Custom SPU processors deliver the power you need to detect malicious content at multi-Gigabit speeds
- Other security technologies cannot protect against today's wide range of content- and connection-based threats because they rely on general-purpose CPUs, causing a dangerous performance gap
- SPU processors provide the performance needed to block emerging threats, meet rigorous third-party certifications, and ensure that your network security solution does not become a network bottleneck

Network Processor

Fortinet's new, breakthrough SPU NP6 network processor works inline with FortiOS functions delivering:

- Superior firewall performance for IPv4/IPv6, SCTP and multicast traffic with ultra-low latency down to 2 microseconds
- VPN, CAPWAP and IP tunnel acceleration
- Anomaly-based intrusion prevention, checksum offload, and packet defragmentation
- Traffic shaping and priority queuing

Content Processor

Fortinet's new, breakthrough SPU CP9 content processor works outside of the direct flow of traffic and accelerates the inspection of computationally intensive security features:

- Enhanced IPS performance with the unique capability of full signature matching at SPU
- SSL Inspection capabilities based on the latest industry mandated cipher suites
- Encryption and decryption offloading

High-Speed Connectivity

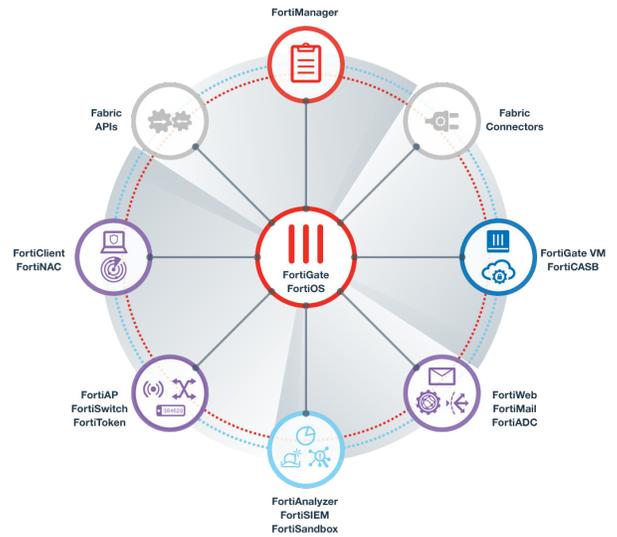
High-speed connectivity is essential for network security segmentation at the core of data networks. The FortiGate 2200E series provides 40 GE and 25 GE interfaces, simplifying network designs without relying on additional devices to bridge desired connectivity.

Fortinet Security Fabric

Security Fabric

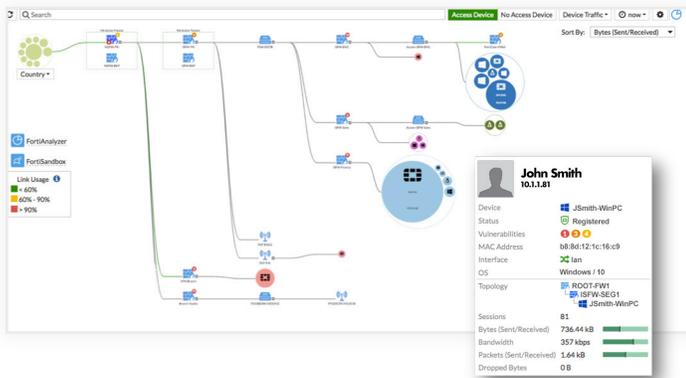
The Security Fabric delivers broad visibility, integrated AI-driven breach prevention, and automated operations, orchestration, and response across all Fortinet and its ecosystem deployments. It allows security to dynamically expand and adapt as more and more workloads and data are added. Security seamlessly follows and protects data, users, and applications as they move between IoT, devices, and cloud environments throughout the network. All this is tied together under a single pane of glass management thereby delivering leading security capabilities across your entire environment while reducing the complexity significantly.

FortiGates are the foundation of Security Fabric, expanding security via visibility and control by tightly integrating with other Fortinet security products and Fabric-Ready Partner solutions.



FortiOS

Control all security and networking capabilities across the entire FortiGate platform with one intuitive operating system. Reduce complexity, costs, and response time with a truly consolidated next-generation security platform.



Services



FortiGuard Labs offers real-time intelligence on the threat landscape, delivering comprehensive security updates across the full range of Fortinet’s solutions. Comprised of security threat researchers, engineers, and forensic specialists, the team collaborates with the world’s leading threat monitoring organizations and other network and security vendors, as well as law enforcement agencies.



Our FortiCare customer support team provides global technical support for all Fortinet products. With support staff in the Americas, Europe, Middle East, and Asia, FortiCare offers services to meet the needs of enterprises of all sizes.

For more information, please refer to forti.net/fortiguard and forti.net/forticare

Specifications

	FORTIGATE 2200E	FORTIGATE 2201E
Interfaces and Modules		
Hardware Accelerated 40 GE QSFP+ Slots		4
Hardware Accelerated 25 GE SFP28 / 10 GE SFP+ HA Slots		2
Hardware Accelerated 25 GE SFP28 / 10 GE SFP+ Slots		18
Hardware Accelerated GE RJ45 Ports		12
GE RJ45 Management Ports		2
USB Port		1
Console Port		1
Onboard Storage	0	2x 1 TB SSD
Included Transceivers		2x SFP+ (SR 10 GE)
System Performance — Enterprise Traffic Mix		
IPS Throughput ²		16.5 Gbps
NGFW Throughput ^{2,4}		13.5 Gbps
Threat Protection Throughput ^{2,5}		11 Gbps
System Performance and Capacity		
IPv4 Firewall Throughput (1518 / 512 / 64 byte, UDP)		158 / 155 / 100 Gbps
IPv6 Firewall Throughput (1518 / 512 / 86 byte, UDP)		158 / 155 / 100 Gbps
Firewall Latency (64 byte, UDP)		4 µs
Firewall Throughput (Packet per Second)		150 Mpps
Concurrent Sessions (TCP)		24 Million
New Sessions/Second (TCP)		500,000
Firewall Policies		100,000
IPsec VPN Throughput (512 byte) ¹		98 Gbps
Gateway-to-Gateway IPsec VPN Tunnels		20,000
Client-to-Gateway IPsec VPN Tunnels		100,000
SSL-VPN Throughput		10 Gbps
Concurrent SSL-VPN Users (Recommended Maximum, Tunnel Mode)		30,000
SSL Inspection Throughput (IPS, avg. HTTPS) ³		17 Gbps
SSL Inspection CPS (IPS, avg. HTTPS) ³		9,500
SSL Inspection Concurrent Session (IPS, avg. HTTPS) ³		2.5 Million
Application Control Throughput (HTTP 64K) ²		52 Gbps
CAPWAP Throughput (HTTP 64K)		60 Gbps
Virtual Domains (Default / Maximum)		10 / 500
Maximum Number of FortiSwitches Supported		128
Maximum Number of FortiAPs (Total / Tunnel)		4,096 / 1,024
Maximum Number of FortiTokens		20,000
Maximum Number of Registered FortiClients		20,000
High Availability Configurations		Active-Active, Active-Passive, Clustering

	FORTIGATE 2200E	FORTIGATE 2201E
Dimensions and Power		
Height x Width x Length (inches)	3.5 x 17.44 x 21.89	
Height x Width x Length (mm)	88.9 x 443 x 556	
Weight	40.0 lbs (18.2 kg)	41.4 lbs (18.8 kg)
Form Factor	Rack Mount, 2 RU	
AC Power Supply	100–240V AC, 60–50 Hz	
Power Consumption (Average / Maximum)	408 W / 571 W	412 W / 577 W
Current (Maximum)	12A@100V, 9A@240V	
Heat Dissipation	1948 BTU/h	1968 BTU/h
Redundant Power Supplies	Yes, Hot swappable	
Operating Environment and Certifications		
Operating Temperature	32–104°F (0–40°C)	
Storage Temperature	-31–158°F (-35–70°C)	
Humidity	10–90% non-condensing	
Noise Level	70 dBA	
Operating Altitude	Up to 7,400 ft (2,250 m)	
Compliance	FCC Part 15 Class A, C-Tick, VCCI, CE, UL/cUL, CB	
Certifications	ICSA Labs: Firewall, IPsec, IPS, Antivirus, SSL-VPN; USGv6/IPv6	

Note: All performance values are "up to" and vary depending on system configuration.

1. IPsec VPN performance test uses AES256-SHA256.

2. IPS (Enterprise Mix), Application Control, NGFW and Threat Protection are measured with Logging enabled.

3. SSL Inspection performance values use an average of HTTPS sessions of different cipher suites.

4. NGFW performance is measured with Firewall, IPS and Application Control enabled.

5. Threat Protection performance is measured with Firewall, IPS, Application Control and Malware Protection enabled.

Order Information

Product	SKU	Description
FortiGate 2200E	FG-2200E	4x 40 GE QSFP+ slots, 20x 25 GE SFP28 slots (including 18x ports, 2x HA ports), 14x GE RJ45 ports (including 12x ports, 2x management ports), SPU NP6 and CP9 hardware accelerated, and dual AC power supplies.
FortiGate 2201E	FG-2201E	4x 40 GE QSFP+ slots, 20x 25 GE SFP28 slots (including 18x ports, 2x HA ports), 14x GE RJ45 ports (including 12x ports, 2x management ports), SPU NP6 and CP9 hardware accelerated, and dual AC power supplies, with 2x 1 TB SSD onboard storage.
Optional Accessories/Spares	SKU	Description
10 GE SFP+ Transceiver Module, Short Range	FG-TRAN-SFP+SR	10 GE SFP+ transceiver module, short range for all systems with SFP+ and SFP/SFP+ slots.
10 GE SFP+ Transceiver Module, Long Range	FG-TRAN-SFP+LR	10 GE SFP+ transceiver module, long range for all systems with SFP+ and SFP/SFP+ slots.
10 GE SFP+ Active Direct Attach Cable, 10m / 32.8 ft	SP-CABLE-ADASFP+	10 GE SFP+ active direct attach cable, 10m / 32.8 ft for all systems with SFP+ and SFP/SFP+ slots.
25 GE SFP28 Transceiver Module, Long Range	FG-TRAN-SFP28-LR	25 GE SFP28 transceiver module, long range for all systems with SFP28 slots.
25 GE/10 GE Dual Rate SFP28 Transceiver Module, Short Range	FG-TRAN-SFP28-SR	25 GE/10 GE dual rate SFP28 transceiver module, short range for all systems with SFP28/SFP+ slots.
40 GE QSFP+ Transceivers, Short Range	FG-TRAN-QSFP+SR	40 GE QSFP+ transceivers, short range for all systems with QSFP+ slots.
40 GE QSFP+ Transceivers, Short Range, BiDi	FG-TRAN-QSFP+SR-BIDI	40 GE QSFP+ transceivers, short range BiDi for systems with QSFP+ slots.
40 GE QSFP+ Transceivers, Long Range	FG-TRAN-QSFP+LR	40 GE QSFP+ transceivers, long range for all systems with QSFP+ slots.
40 GE QSFP+ to 4x 10GE SFP+ Optical Breakout	FG-TRAN-QSFP+4XSFP	40GE QSFP+ Parallel Breakout Active Optical Cable with 1m length for all systems with QSFP+ slots.
QSFP+ to 4xSFP+ Optical breakout 5m	FG-TRAN-QSFP+4SFP-5	40G QSFP+ Parallel Breakout MPO to 4xLC connectors, 5m reach, transceivers not included.
Rack Mount Sliding Rails	SP-FG3040B-RAIL	Rack mount sliding rails for FG-1000C/-DC, FG-1100/1101E, FG-1200D, FG-1500D/-DC, FG-2000E, FG-2200E/2201E, FG-2500E, FG-3040B/-DC, FG-3140B/-DC, FG-3240C/-DC, FG-3000D/-DC, FG-3100D/-DC, FG-3200D/-DC, FG-3300E/3301E, FG-3400/3401E, FG-3600/3601E, FG-3700D/-DC, FG-3700DX, FG-3810D/-DC and FG-3950B/-DC.
AC Power Supply	SP-FG3800D-PS	AC power supply for FG-2200/2201E, FG-3300/3301E, FG-3400/3401E, FG-3600/3601E, FG-3700D, FG-3700D-NEBS, FG-3700DX, FG-3810D and FG-3815D.

Bundles



FortiGuard Bundle

FortiGuard Labs delivers a number of security intelligence services to augment the FortiGate firewall platform. You can easily optimize the protection capabilities of your FortiGate with one of these FortiGuard Bundles.

Bundles	360 Protection	Enterprise Protection	UTM	Threat Protection
FortiCare	ASE ¹	24x7	24x7	24x7
FortiGuard App Control Service	•	•	•	•
FortiGuard IPS Service	•	•	•	•
FortiGuard Advanced Malware Protection (AMP) — Antivirus, Mobile Malware, Botnet, CDR, Virus Outbreak Protection and FortiSandbox Cloud Service	•	•	•	•
FortiGuard Web Filtering Service	•	•	•	•
FortiGuard Antispam Service	•	•	•	•
FortiGuard Security Rating Service	•	•	•	•
FortiGuard Industrial Service	•	•	•	•
FortiCASB SaaS-only Service	•	•	•	•
FortiConverter Service	•	•	•	•
SD-WAN Cloud Assisted Monitoring ²	•	•	•	•
SD-WAN Overlay Controller VPN Service ²	•	•	•	•
FortiAnalyzer Cloud ²	•	•	•	•
FortiManager Cloud ²	•	•	•	•

1. 24x7 plus Advanced Services Ticket Handling 2. Available when running FortiOS 6.2

FortiCare Support and Operational Services

Helping Organizations to Deploy Quickly and Maintain Momentum Over Time

Executive Summary

Organizations that purchase Fortinet Security Fabric solutions seek an integrated, automated approach to network security. However, operational teams face challenges when deploying any new technology, and the complexities of today’s enterprise networks make it increasingly important to architect and configure security solutions correctly. FortiCare Support and Operational Services help companies successfully accomplish their initial and ongoing objectives by offering a flexible set of support and operational offerings that meet the needs of any organization—from the smallest to the largest.

FortiCare Services support the entire Fortinet Security Fabric, resulting in multidisciplinary support and a single source for troubleshooting. FortiCare services, coupled with deployment support from Fortinet Professional Services, helps organizations achieve security and operational efficiency goals more quickly after deployment and set up the operational team for ongoing success.

Organizations that elect to invest in Fortinet Security Fabric solutions have made the strategic decision to take a holistic, integrated approach to protecting their critical assets while optimizing operational efficiency. But as with any new technology, the way the deployment is planned and executed is critical to the ultimate success of the project.

Challenges in Achieving Meaningful Outcomes

A number of challenges confront companies as they plan their Fortinet deployment:

- 1. The need to hit the ground running.** Executive management and the finance team expect their investments to pay quick dividends, the CISO wants to report an improved security posture as soon as possible, and the risk management team wants timely alignment with its priorities. As a result, achieving quick wins out of the gate can help establish momentum for the project and ensure its success over time.
- 2. The need to equip network and security technical teams.** If an organization is new to Fortinet technology, it is likely that there is little expertise with the platform among existing team members, and the cybersecurity skills shortage² means that hiring new staff is difficult and expensive. This means that existing staff members must be trained—including those who might play a backup role with the technology. Over time, the team needs to increase its proficiency in order for planned operational efficiencies to be realized.
- 3. The need for a programmatic approach to complex and sophisticated operations.** The team must establish best practices and maintenance routines that align with organizational priorities. At the same time, they must keep pace with environmental changes in the organization’s infrastructure and tackle internal corporate and industrial compliance.



A recent estimate pegs the average cost of downtime at \$100,000 per hour.¹

FortiCare Services: Flexible Options for Each Organization’s Needs

To address these challenges, just as they are diligent about solution selection, organizations need to be strategic about how and when they engage support and operational services. Fortinet partners with its customers to create a plan that meets their specific business needs with a flexible menu of options. Customers can also elect to overlay FortiCare services with deployment and operational assistance from Fortinet Professional Services (see Figure 1).

For **business operators**, FortiCare services can be customized according to an organization’s unique business needs, its tolerance for downtime, and whether a particular piece of hardware is protecting business-critical assets. And to protect an entire enterprise, FortiCare services can be purchased as an Enterprise Support Agreement. This enables in-house team members to spend their time in strategic pursuits rather than in reactive troubleshooting.

For **communications, security, and managed services providers**, FortiCare services enable a comprehensive go-to-market strategy for their customers that are protected by Fortinet solutions. Dedicated staff members are available to learn the provider’s infrastructure—and its customer base—enabling the most effective and timely support.

FortiCare services include:

- **On-demand and Premium Support.** This includes the ASE FortiCare service (Advanced Support Engineer), which provides direct access to the best support resources. Premium RMA services provide expedited delivery and optional onsite assistance when hardware needs to be replaced. And the Fortinet Secure RMA service supports customers that cannot return replaced hardware due to physical data protection requirements.
- **Active Support and Direct Engagement.** Customers can leverage multiple levels of personalized engagement, often with designated experts who get to know the customer’s infrastructure. These services provide enhanced services such as detailed recommendations on best practices, training for team members, and regular reviews of results.
- **Fortinet Professional Services.** Expert engineers on the Professional Services team can provide a customized engagement that includes service design, transition, and operational services for Fortinet solutions. Deployment assistance can range from full quick-start deployment services to architectural design to migration assistance. Operational services include health checks, knowledge transfer, and process definition.

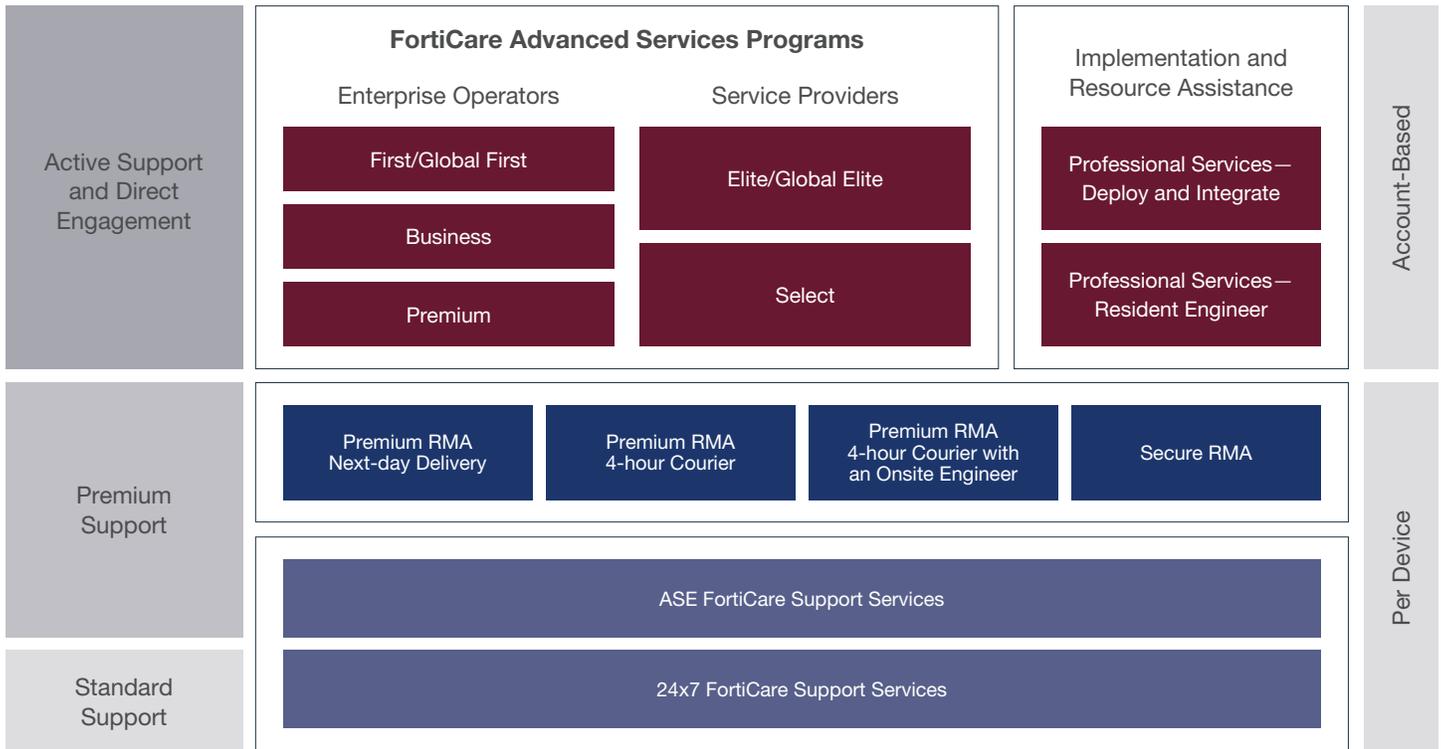


Figure 1: Overview of FortiCare Support and Operational Services.

Supporting Key Use Cases

FortiCare services are flexible and can be combined with Fortinet Professional Services to meet the needs of businesses and service providers of all sizes. Following are the services we recommend for several common use cases:

1. Small Businesses

Small businesses with fewer than 50 employees and only a few sites, and that rely on their IT infrastructure to conduct client transactions. For these clients, outages result in lost business because the entire site is unable to process transactions.

Key FortiCare Solutions:

- 24x7 FortiCare Support
- FortiCare Premium RMA: Next-day Delivery
- Professional Services: Quick-start Implementation

Consequences of Inadequate Support:

Inability to access FortiCare support resources when needed and a standard hardware replacement when urgently needed.

2. Midsize Businesses

Midsize businesses with fewer than 1,000 employees, a few locations, and business-to-business commerce. For these clients, downtime is measured in hours and outages impact employee productivity and customer deliverables.

Key FortiCare Solutions:

- ASE FortiCare
- FortiCare Premium RMA: 4-hour Courier
- Advanced Services: Business Service
- Professional Services: Configuration Transfer, Policy Design, Redundancy

Consequences of Inadequate Support:

Potentially longer downtime costing thousands of dollars and impact to brand value and perception.

3. Large Organizations

Large organizations with fewer than 5,000 employees, less than 100 sites, and critical business-to-business transactions. For these organizations, downtime is measured in seconds and outages can have a severe impact on a department or site.

Key FortiCare Solutions:

- Enterprise Support Agreement
- FortiCare Premium RMA: 4-hour Courier with an Onsite Engineer
- Advanced Services: First Service
- Professional Services: Knowledge Transfer, Integration, Continuity Planning

Consequences of Inadequate Support:

Unnecessary operational impacts from lack of pre-planning, missing organizationwide state of operations, and not realizing original objectives.

4. Cloud Service Providers or Large Enterprises

Cloud service providers or large enterprises with Fortinet technology used for internal operations. For these organizations, downtime is measured in seconds and outages impact multiple business units.

Key FortiCare Solutions:

- FortiCare ASE
- FortiCare Premium RMA: 4-hour Courier with an Onsite Engineer
- Advanced Services: Elite or First Service
- Professional Services: Automation, Dynamic Routing, Authentication

Consequences of Inadequate Support:

Manual integration, change, and incident response processes resulting in more staffing hours and inconsistent applications.

5. Service Providers

Service providers using Fortinet technologies to bring services to market. For these organizations, their downtime is measured according to contractual service-level agreements (SLAs), and outages can affect multiple customers.

Key FortiCare Solutions:

- FortiCare ASE
- FortiCare Premium RMA: 4-hour Courier with an Onsite Engineer
- Advanced Services: Elite Service
- Professional Services: Staff Augmentation, Process Definition, Knowledge Transfer

Consequences of Inadequate Support:

Time to resolution extended due to lack of an assigned, directly accessed FortiCare Advanced Services team member or problems unresolved due to lack of structured processes.

Benefits of FortiCare Services

Investing in FortiCare Services helps companies achieve their goals more quickly while enabling their team members to focus on strategy. Organizations can realize the following benefits:

- **Achieving an optimal security posture** in a short time by leveraging Fortinet's expertise in architecting and deploying the Fortinet Security Fabric and implementing security best practices.
- **Realizing maximum employee productivity** by tapping subject-matter experts for guidance and support rather than solving problems by trial and error.
- **Taking a proactive rather than a reactive approach to security** via smoothly deployed, integrated solutions.
- **Setting the operational team up for success** with system knowledge, best practice recommendations, and optimal maintenance procedures.

Conclusion

FortiCare Services can be structured in multiple ways to meet the needs of any business. Selecting the right support plan for an organization's needs can help make the transition to a Fortinet infrastructure smooth and successful. It can also optimize the success realized with an existing Fortinet deployment.

In deciding which FortiCare Services to purchase, organizations should ask a number of questions, including:

1. What are the business objectives of the Fortinet deployment, and what will be required to achieve them?
2. What is the deployment timeline for the new Fortinet technology?
3. What is the cost of downtime to the organization? What length of downtime can the organization tolerate?
4. What risks are posed by an interruption in real-time threat detection and response?
5. What is the resource availability of the in-house technical team for the initial deployment and integration?

Whatever the answers to those questions, FortiCare Operational and Support Services can help organizations meet their business goals more successfully—whether their infrastructure is small or exceedingly complex.

¹ Kolton Andrus, "[Why CTOs And CIOs Should Care More About The Cost Of Downtime](#)," Forbes, April 26, 2018.

² Jon Oltsik, "[The cybersecurity skills shortage is getting worse](#)," CSO, January 10, 2019.