



Fountain Valley School District

BOARD OF TRUSTEES  
REGULAR MEETING

**A G E N D A**

Videoconference via Zoom

**February 11, 2021**

Meeting Link:

[https://us02web.zoom.us/webinar/register/WN\\_qx4V6kxVTmKLqUOT13nEAW](https://us02web.zoom.us/webinar/register/WN_qx4V6kxVTmKLqUOT13nEAW)

- CALL TO ORDER: 6:30PM
- ROLL CALL
- APPROVAL OF AGENDA

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

- PLEDGE OF ALLEGIANCE

**SPECIAL PRESENTATIONS**

**1. 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**

**STAFF REPORTS AND PRESENTATIONS**

**2. NEXT STEPS IN THE THIRD AND FINAL ISSUANCE OF  
MEASURE O GENERAL OBLIGATION BONDS**

Assistant Superintendent of Business Services, Christine Fullerton, will be joined by Lori Raineri and Keith Weaver, from Government Financial Strategies Inc., to review and discuss the next steps in moving forward with the third and final issuance of the District's General Obligation Bonds.

**BOARD REPORTS AND COMMUNICATIONS**

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

*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.*

## PUBLIC COMMENTS

*Members of the community and staff are welcome to address the Board of Trustees on any item listed on the Agenda of Business or any other item of specific concern. If a member of the audience requests a response to their comments, the Board of Trustees may ask the Superintendent/Staff to respond to them in writing after the meeting, or direct that additional information be provided to the Board on a future agenda.*

**In order to address the Board of Trustees, please email your comments to [luccheser@fvsd.us](mailto:luccheser@fvsd.us) by 2:00PM on Thursday, February 11<sup>th</sup>. Your comments will be read into the record. For those attending in person, please comply with the procedures listed on the goldenrod form, “For Persons Wishing to Address the Board of Trustees” and give the form to the Executive Assistant.**

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

## LEGISLATIVE SESSION

- |           |  |   |
|-----------|--|---|
| <b>3.</b> | <b>APPROVAL OF UPDATED 2020-21 COVID-19 SAFETY PLAN (FORMERLY KNOWN AS REOPENING SCHOOLS PLAN) FOR THE FOUNTAIN VALLEY SCHOOL DISTRICT</b> | M _____<br>2 <sup>nd</sup> _____<br>V _____ |
|-----------|--|---|

On January 14, 2021, the California Department of Public Health released updated guidance for public schools. The 2020-21 Reopening Schools Plan has been updated to reflect recommendations in this new guidance.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves the COVID-19 Safety Plan for the Fountain Valley School District.

- |           |   |   |
|-----------|---|---|
| <b>4.</b> | <b>PROCLAMATION IN APPRECIATION OF OUR SCHOOL COUNSELORS IN CELEBRATION OF NATIONAL SCHOOL COUNSELING WEEK FEBRUARY 1-5, 2021</b> | M _____<br>2 <sup>nd</sup> _____<br>V _____ |
|-----------|---|---|

In honor of our outstanding School Counselors who are actively committed to helping students reach their full potential, we are pleased to celebrate them during National School Counseling Week, February 1-5, 2021.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves the Proclamation of Appreciation to our School Counselors in celebration of National School Counseling Week, February 1-5, 2021.

- |           |   |   |
|-----------|---|---|
| <b>5.</b> | <b>2021 CSBA DELEGATE ASSEMBLY ELECTION – REGION 15</b> | M _____<br>2 <sup>nd</sup> _____<br>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 nine candidates.

## 6. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS

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

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

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

### Routine Items of Business

- 6-A. Board Meeting Minutes from January 8<sup>th</sup> special meeting
- 6-B. Board Meeting Minutes from January 14<sup>th</sup> regular meeting
- 6-C. Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- 6-D. Donations
- 6-E. Warrants
- 6-F. Purchase Order Listing

### Consent Items

#### 6-G. 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-H. CONSOLIDATED APPLICATION – WINTER RELEASE 2020

Superintendent's Comments: It is recommended that the Board of Trustees approves transmittal of the Consolidated Application Winter Release 2020 Data Collection to the California State Department of Education.

#### 6-I. APPROVE CHANGE ORDER #2 FOR THE GISLER ELEMENTARY SCHOOL MEASURE O HVAC AND MODERNIZATION PROJECT

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

#### 6-J. APPROVE CHANGE ORDER #2 FOR THE TALBERT MIDDLE SCHOOL MEASURE O HVAC AND MODERNIZATION PROJECT

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

**6-K. CONTRACT WITH DENNIS SMITH OF LEADERSHIP ASSOCIATES**

Superintendent's Comments: It is recommended that the Board of Trustees approves the consultant contract between Leadership Associates and the Fountain Valley School District for the purpose of providing the services of Governance Team Workshop during the 2020-21 school year.

**6-L. ACCEPT AND AWARD RFO 14 TO GIGAKOM FOR \$ 351,409.31 TO PROVIDE NEW NETWORK SWITCHES FOR THE DISTRICT OFFICE AND SCHOOL SITES**

Superintendent's Comments: It is recommended that the Board of Trustees accepts and awards RFO #14 to Gigakom for \$351,409.31 to provide network switches for the District Office.

**6-M. APPOINT MEMBERS OF CITIZEN'S BOND OVERSIGHT COMMITTEE**

It is recommended that the board of trustees appoints Connie Wadsley and Glenn Kubota to serve on the Measure O Citizen's Bond Oversight Committee.

**6-N. NON-PUBLIC AGENCY CONTRACTS**

Superintendent's comments: under current consortium budget agreements, any unfunded cost of non-public school or non-public agency placement is a cost to the general fund of the resident district. It is recommended that the following non-public school/agency contracts/addendums be approved and that the west orange county consortium for special education be authorized to receive invoices and process payment.

Non-public school/agency	100% contract cost	effective dates
Secure Transportation Company, Inc.	\$7,500	1/25/21-6/30-21

**SUPERINTENDENT'S COMMENTS/NEW ITEMS OF BUSINESS**

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

- CLOSED SESSION**

The Board of Trustees will retire into Closed Session to address the following:

- Personnel Matters: *Government Code 54957 and 54957.1*



Appointment/Assignment/Promotion of employees; employee discipline/dismissal/release; evaluation of employee performance; complaints/charges against an employee; other personnel matters.

- Pupil Personnel: *Education Code 35146*
- Negotiations: *Government Code 54957.6*  
Update and review of negotiations with the FVEA and CSEA Bargaining Units with the Board's designated representative, Cathie Abdel.
- Threat to Public Safety or Facilities: *Government Code 54956.5*
- Consultation with Assistant Superintendent, Personnel, Assistant Superintendent, Business Services and Assistant Superintendent, Educational Services: *Government Code 54956.5*
- REPORT OUT OF CLOSED SESSION  
The Board President will report out on action taken, if any.
- APPROVAL TO ADJOURN

**The next regular meeting of the Fountain Valley School District Board of Trustees is on Thursday, March 11, 2021 at 6:30PM.**

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

*Reasonable Accommodation for any Individual with a Disability:* Any individual with a disability who requires reasonable accommodation to participate in a board meeting may request assistance by contacting the Superintendent's Office at [luccheser@fvsd.us](mailto:luccheser@fvsd.us) or calling 714.843.3255.



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: February 11, 2021

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**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 11, 2021, the following six students from **Fulton, Masuda and Talbert Schools** will be recognized:

	<u><b>Fulton Middle School</b></u>	<u><b>Masuda Middle School</b></u>	<u><b>Talbert Middle School</b></u>
6 <sup>th</sup> Grade	Audrey Le	Alan Do	Payton Koch
6 <sup>th</sup> Grade	Cole Korhonen	Katelyn Smith	Jackson Solis
7 <sup>th</sup> Grade	Katelyn Tran	Brandon Lam	Cameron Cox
7 <sup>th</sup> Grade	Isaac Squires	Amanda Orliczky	Tam-Anh Vu
8 <sup>th</sup> Grade	Jacquelyn Nguyen	Brandon Clausi	Jayden Rodriguez
8 <sup>th</sup> Grade	Tien Dan	Karen Mekhaiel	Miles Dayley

Board meeting of February 11, 2021



Fountain Valley School District  
Business Services Division

M E M O R A N D U M

TO: Board of Trustees  
FROM: Christine Fullerton, Assistant Superintendent, Business Services  
SUBJECT: **NEXT STEPS IN THE THIRD AND FINAL ISSUANCE OF  
MEASURE O GENERAL OBLIGATION BONDS**  
DATE: February 5, 2021

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**Background:**

Assistant Superintendent of Business Services, Christine Fullerton, will be joined by Lori Raineri and Keith Weaver, from Government Financial Strategies Inc., to review and discuss the next steps in moving forward with the third and final issuance of the District's General Obligation Bonds.

Board meeting of February 11, 2020



SO 20-21/B21-18  
Fountain Valley School District  
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees  
FROM: Mark Johnson, Ed.D., Superintendent  
SUBJECT: **APPROVAL OF UPDATED 2020-21 COVID-19 SAFETY PLAN  
(FORMERLY KNOWN AS REOPENING SCHOOLS PLAN) FOR  
THE FOUNTAIN VALLEY SCHOOL DISTRICT**  
DATE: February 5, 2021

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**Background:**

On January 14, 2021, the California Department of Public Health released updated guidance for public schools. The 2020-21 Reopening Schools Plan has been updated to reflect recommendations in this new guidance. In addition, the Plan has been renamed the COVID-19 Safety Plan. The Fountain Valley School District COVID-19 Safety Plan includes COVID-19 Protection Plan and the CPDH COVID-19 Checklist.

**Recommendation:**

It is recommended that the Board of Trustees approves the COVID-19 Safety Plan for the Fountain Valley School District.





SO 20-21/B21-20  
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: **2021 CSBA Delegate Assembly Election – Region 15**  
DATE: February 5, 2021

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**Background**

Enclosed is a copy of the 2021 CSBA Delegate Assembly Election ballot and biographical sketches of all nominees. The Board of Trustees may vote for up to nine 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 15, 2021.

**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 nine candidates.

***REQUIRES BOARD ACTION***

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **MONDAY, MARCH 15, 2021**. 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 2021 DELEGATE ASSEMBLY BALLOT  
REGION 15  
(Orange County)  
Number of vacancies: 9 (Vote for no more than 9 candidates)

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*Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023*

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	Michelle Barto (Newport-Mesa USD)
	John Briscoe (Ocean View SD)
	Bonnie Castrey (Huntington Beach Union HSD)*
	Gina Clayton-Tarvin (Ocean View SD)
	Jackie Filbeck (Anaheim ESD)*
	Carrie Flanders (Brea Olinda USD)*
	Karin M. Freeman (Placentia-Yorba Linda USD)*
	Diana Hill (Los Alamitos USD)
	Al Jabbar (Anaheim Union High SD)*
	Charlene Metoyer (Newport-Mesa USD)*
	Arturo Montez (Centralia ESD)
	Suzie R. Swartz (Saddleback Valley USD)*

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*Provision for Write-in Candidate Name*

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*School District*

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*Signature of Superintendent or Board Clerk*

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*Title*

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*School District Name*

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*Date of Board Action*

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

## **REGION 15 – 24 Delegates (17 elected/7 appointed)◆**

**Director: Meg Cutuli (Los Alamitos USD)**

**Below is a list of all elected or appointed Delegates from this Region.**

### **County: Orange**

Alfonso Alvarez (Santa Ana USD) ◆, appointed term expires 2022  
David Boyer (Los Alamitos USD), term expires 2021  
Lauren Brooks (Irvine USD), term expires 2022  
Carrie Buck (Placentia-Yorba Linda USD), term expires 2022  
Bonnie Castrey (Huntington Beach Union HSD), term expires 2021  
Ian Collins (Fountain Valley ESD), term expires 2021  
Lynn Davis (Tustin USD), term expires 2022  
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 2022  
Judy Bullockus (Capistrano USD) ◆, appointed term expires 2021  
Al Jabbar (Anaheim Un. HSD), term expires 2021  
Candice Kern (Cypress ESD), term expires 2022  
Martha McNicholas (Capistrano USD) ◆, appointed term expires 2022  
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 2022  
Annemarie Randle-Trejo (Anaheim Union HSD), term expires 2022  
Rigo Rodriguez (Santa Ana USD) ◆, appointed term expires 2021  
Michael Simons (Huntington Beach Union HSD), term expires 2022  
Suzie Swartz (Saddleback Valley USD), term expires 2021  
Sharon Wallin (Irvine USD), term expires 2022

### **County Delegate:**

Beckie Gomez (Orange COE), term expires 2021

## **County**

Orange



## Delegate Assembly Biographical Sketch Form for 2021 Election



**Deadline: Thursday, January 7, 2021 | No late submissions accepted**

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not re-type this form. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline. Please submit completed form via e-mail to [nominations@csba.org](mailto:nominations@csba.org) no later than 11:59 p.m. on January 7, 2021. Forms may also be submitted via mail to CSBA's Executive Office at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2021.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Michelle Barto

Date: 12/11/2020

Name: Michelle Barto

CSBA Region & subregion #: 15

District or COE: Newport-Mesa Unified School District

Years on board: 2

Profession: Web Developer, Entrepreneur Contact Number (☒ Cell ☐ Home ☐ Bus.): 949-697-0821

Primary E-mail: mbarto@nmusd.us

Are you an incumbent Delegate? ☐ Yes ☒ No If yes, year you became Delegate: \_\_\_\_\_

**Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.**

I am interested in becoming a delegate to serve children, especially in this coming year when early childhood and technology are at the forefront of our challenges in education. I am a skilled community-builder, have done extensive research in the area of the impact of technology on learning, and powerful advocate for kids in need. I currently have four school-age children and can speak firsthand to the challenges faced by children, teachers, parents, and families. A personal goal for this year is to work on improving the access to educational resources for the families most impacted by the pandemic as well as to increase opportunities for mental health services.

**Please describe your activities and involvement on your local board, community, and/or CSBA.**

I have been the legislative representative for the NMUSD board for the past 2 years and attend OCSBA meetings regularly. I hope to serve as part of our executive board this coming year, December 2020. I am an incoming Trustee for the Coastline ROP Board, where I will serve as clerk. I currently serve on the board of Pretend City Children's Museum, where I have been a past Vice Chairman and have served for the past six years. I am a member of our Newport-Mesa Foundation and am involved with many community organizations including HCPTA, Girl Scouts, Children's Hospital of Orange County Mental Health Taskforce, Newport Beach Foundation, and several others.

**What do you see as the biggest challenge facing governing boards and how can CSBA help address it?**

Governing boards have a two-fold challenge this year - continuing to educate students during the pandemic as well as providing resources to assist with learning loss. CSBA can help by providing guidance on legislation that will affect continuing learning. Programs similar to those presented at the most recent conference will be helpful as we quickly adapt technology to our classrooms. Case studies and programs showing success and lessons learned will be incredibly valuable.

# MICHELLE BARTO

FOUNDER, LAUNCH CREATIVE, LLC  
NMUSD TRUSTEE



## PERSONAL SUMMARY

I am a small business owner and Trustee for the Newport Mesa Unified School District Board of Education. I am focused on building communities through improved Preschool-12th grade education, greater opportunities for women and minorities, and access to technology.

## AREAS OF STUDY

- Computer Science
- Business Administration
- Marketing & User Experience
- Psychology of User Behavior and Learning

## CURRENT VOLUNTEER WORK

Harbor Council PTA 3rd VP, Legislation  
Pretend City Children's Museum Board Member, Education Committee  
Cadette Girl Scout Leader  
Church Youth Group Leader  
Southwest Community Center, Volunteer

## CONTACT DETAILS

Address: 1048 Irvine Ave, #974,  
Newport Beach, CA, 92660  
Phone: (949) 697-0821  
Email: [mbarto@letsgetlaunch.com](mailto:mbarto@letsgetlaunch.com),  
[mbarto@nmusd.us](mailto:mbarto@nmusd.us)

## WORK SUMMARY

### President & Founder

Launch Creative, LLC | March 2008 - present

- Creates digital marketing strategy for B2B and B2C companies
- Recommends and develops web technology solutions
- Helps brands develop and grow additional revenue streams

### Trustee

NMUSD Board of Education | December 2018 - present

- Worked with other trustees to guide vision of NMUSD
- Legislative Committee Liaison

### Senior Consultant

Profit Recovery Partners | July 2003 - January 2008

- Analyzed purchasing data for Fortune 100 companies
- Recommended and presented cost-saving solutions
- Recommended technology solutions for greater internal efficiency

## EDUCATION BACKGROUND

### Franciscan University of Steubenville

BS in Business Administration (Marketing) | Graduated June 2003

BS in Computer Information Science | Graduated June 2003

- Undergraduate Thesis: Mobile Technology & User Behavior

# APPROVED

## JOHN BRISCOE

NOV 18 2020

Delegate Assembly

Biographical Sketch Form for 2021 Election



**Deadline: Thursday, January 7, 2021 | No late submissions accepted**

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not re-type this form. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline. Please submit completed form via e-mail to [nominations@csba.org](mailto:nominations@csba.org) no later than 11:59 p.m. on January 7, 2021. Forms may also be submitted via mail to CSBA's Executive Office at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2021.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature:

Date:

NOV 18 2020

Name:

JOHN BRISCOE

CSBA Region & subregion #:

15

District or COE:

OCEAN VIEW SCHOOL DISTRICT

Years on board:

15

Profession:

BROKER

Contact Number:

☒ Cell

☐ Home

☐ Bus.)

714 658 2245

Primary E-mail:

JOHN@CRESTWAVE.ORG

Are you an Incumbent Delegate? ☐ Yes ☒ No

If yes, year you became Delegate:

15

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I HAVE EXTENSIVE EXPERIENCE IN SCHOOL DISTRICT LEGAL COMPLIANCE WITH CA STATE HEALTH & SAFETY CODES TO BENEFIT OUR STUDENTS. I HAVE WORKED TO HELP MANY DISTRICTS WITH THEIR COMPLIANCE.

Please describe your activities and involvement on your local board, community, and/or CSBA.

ROTARY INTERNATIONAL LAS ANGELES  
HUNTINGTON BEACH OPTIMIST CLUB  
BOY SCOUTS OF AMERICA ISSA ASS. SCOUTMASTER  
TRASTMASTERS INTERNATIONAL  
INSTRUCTOR/PROFESSOR CSULB CAL STATE LONG BEACH

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

THERE IS NO MORE MONEY... FOR SEVERAL COVID RECOVERY YEARS AT CA STATE LEVEL. WE WILL HAVE TO LEARN TO DO MORE WITH LESS. AND MORE WE MUST DO EVIDENCED BY TEST SCORES!!

EXHIBIT B



# Delegate Assembly

## Biographical Sketch Form for 2021 Election



**Deadline: Thursday, January 7, 2021 | No late submissions accepted**

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not re-type this form. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline. Please submit completed form via e-mail to [nominations@csba.org](mailto:nominations@csba.org) no later than 11:59 p.m. on January 7, 2021. Forms may also be submitted via mail to CSBA's Executive Office at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2021.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: \_\_\_\_\_

*Bonnie Castrey*

Date: \_\_\_\_\_

*12/16/2020*

Name: Bonnie Castrey

CSBA Region & subregion #: 15

District or COE: Huntington Beach Union High School District

Years on board: 35

Profession: Mediator/Arbitrator/Fact Finder Contact Number (☐ Cell ☒ Home ☐ Bus.): 714-963-7114

Primary E-mail: bcastrey@earthlink.net

Are you an incumbent Delegate? ☒ Yes ☐ No If yes, year you became Delegate: 1986

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I have a deep knowledge of the education system as well as dispute resolution skills and advocacy skills. I travel throughout California chairing many fact-finding panels and mediating labor-employment disputes. As a result, I have knowledge about many school districts, large and small, rural and urban and the funding model under LCFF and how it impacts students and the operations of various districts. I deeply believe that public education is one of the cornerstones of our democracy. CSBA is the strong voice of public education and through that voice advocates legally and legislatively for all students. I can support those efforts by advocating both state wide and federally.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I'm active at school sites and served on district committees, including Relationships by Objectives, Team Building through Communication, the Wellness Cmte and Coastline ROP. I serve on the Golden West College Fdn. Board and am active in the community with AAUW, Sister City, Yulin Chinese School and the Assistance League. I've served on CSBA Committees including the Nominating Cmte (3 terms), Chair of the AEC, the Legislative Cmte, the Collective Bargaining Task Force and as the CSBA rep. to CIF. For OCSBA, I've held many offices including the Presidency, received the OCSBA Marian Bergeson Leadership Award and mentored new school board members.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

In response to Covid-19: opening schools safely, adequacy of state and national school funding, state deferrals, and addressing issues of learning loss. IDEA must be fully funded at the federal "promise" of 40%. The state must allocate more resources to education rather than shifting LCFF funding to increased pension costs onto school districts. CSBA must continue to advocate locally, nationally and teach board members the importance of advocacy efforts for student needs (mental health services, nutrition and full class days). Funding must also be addressed through the Education Legal Alliance. The Voter Rights Act has actually increased educational disparities with Trustees who care only about "their" area and not the entire district. With the PACERS great assistance, we've increased our advocacy with local legislators and must remain vigilant.

## **Bonnie Prouty Castrey**

### **Resume**

Dr. Castrey, originally a nurse by profession, has always taken an active role in education. She earned her three-year diploma in 1964 from Edward J. Meyer Memorial Hospital in Buffalo, New York, and her Bachelor of Science from California State University at Long Beach in 1972. In 1992, she completed her Juris Doctor at Western State University College of Law where she received a full scholarship based on scholastic achievement.

In 1972 she became a tenured instructor at El Camino College. She continues to teach mediation, negotiation skills, and arbitration at a number of colleges and universities as an adjunct professor. She also provides seminars on communication skills, group process, negotiations, facilitation, and building internal capacity for dispute resolution and dispute resolution skills. In 1978, County Supervisor Harriett Wieder appointed Dr. Castrey to the Orange County Commission on the Status of Women. She served on the Commission for nine years. During that time she influenced public policy and in 1979, Conciliation Courts to mediate child custody disputes were established in the Orange County Superior Court.

Since 1985, Dr. Castrey has served her community as an elected Trustee of the Huntington Beach Union High School District. The District encompasses three cities and has six comprehensive high schools, one continuation school, alternative education and adult education programs serving over 15,894 students. She has served nine terms as President of the Board. One of her most significant contributions to the school district has been the initiation of the Relationships By Objectives (RBO) for certificated staff and Team Building through Communication (TBC) for classified staff which brought labor management peace to the district through collaborative problem-solving.

In 1986, the Board placed a significant emphasis on creating a climate in which women and people of color could thrive and succeed in climbing the administrative ladder. Hence, it is now our culture to have women and people of color in leadership positions.

Dr. Castrey served 10-1/2 years as the HBUHSD Representative to the Coastline Regional Occupational Program and served as President of that Board twice. She has attended the statewide legislative meetings of CARCROP and spoken out on the need for funding and adequately supporting Career and Technical Education.

As a member of the Golden West College Foundation and former Chair of the Center for Excellence in Education Foundation, she has helped raise money for teachers and the Arts/CAPPIES in Orange County. Dr. Castrey was also instrumental in the formation of the HBUHSD Academy for the Performing Arts in 1989. That academy has grown from 80 to more than 700 students, and the academy has won over 25 CAPPIES, many Macy Awards, and other significant recognitions over these years. Its students and staff are nationally and internationally recognized.

Dr. Castrey is an internationally recognized specialist in dispute resolution. She has assisted parties in reaching agreements through mediation in diverse industries from education and construction to theme parks and transportation. She specializes in employment and labor/management issues. In her more than three decades of neutral practice, Dr. Castrey has assisted parties in over 2,500 disputes. As an active member of the Society of Professionals In Dispute Resolution (SPIDR), she co-edited the International "SPIDR News" newsletter for ten years, served on the Board of Directors 1987-1992, and served as the International President in 1990-1991. In 2015-16, she served as the national President of the Labor Employment Relations Association (LERA).

Dr. Castrey helped found and serves on the boards of directors of numerous organizations, including the California Foundation for the Improvement of Employer-Employee Relations (CFIER) and The Mediation Center and the California Dispute Resolution Council (CDRC). She chaired the American Arbitration Association's Orange County Employment Mediation Advisory Council from 1995-1999. She chaired the Center for Collaborative Solutions (CCS) which resulted from the merger of CFIER and The Workplace Institute until 2014.

Dr. Castrey holds numerous awards for her professional and community activities and speaks nationally and internationally on comparative dispute resolution systems in the United States. In 1995, President Clinton appointed Dr. Castrey to a five-year term as a Member of the Federal Service Impasses Panel (FSIP). In 2000, the President reappointed her as Chair of the Federal Service Impasses Panel (FSIP) where she served until January of 2002. In March and April of 1999, she served as a Visiting Scholar at Edith Cowen University, Perth, Australia, and in January of 2000, she was a Guest Lecturer at Harvard's John F. Kennedy School of Public Policy. In 2010 she was awarded a Life Time Achievement Award by the Labor Employment Relations Association. She was the McKelvey Neutral in Residence for School Year 2014-15 at Cornell's ILR School.



# Delegate Assembly Biographical Sketch Form for 2021 Election



**Deadline: Thursday, January 7, 2021 | No late submissions accepted**

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**Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.**

Signature: *Gina Clayton-Tarvin*

Date: January 6, 2021

Name: Gina Clayton-Tarvin

CSBA Region & subregion #: 15

District or COE: Ocean View School District of Orange County

Years on board: 9

Profession: Teacher Contact Number ( ☒ Cell ☐ Home ☐ Bus.): (714) 771-7122

Primary E-mail: ginaclaytontarvin@gmail.com

Are you an incumbent Delegate? ☐ Yes\* ☒ No If yes, year you became Delegate: \_\_\_\_\_ \*Served 2015-2017

**Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.**

The Delegate Assembly is a well-organized and powerful group of like-minded elected officials ready and willing to serve students via political action and lobbying. I have a great interest in serving once more on the CSBA Delegate Assembly because I would like to affect change on behalf of students and schools. In the past, I served with dedication, as well as attend CSBA Legislative Action Day yearly. I am a 4-time board president in an 8-year span, and believe I can bring together interested parties, in a bipartisan manner statewide, to make education a priority. I am also a 24-year classroom teacher and understand what it takes to educate our children from a professional educator's perspective. Lastly, I am a parent of two school-aged children that attend our local public schools. I am interested in our schools on every level and work to advocate for public education every single day.

**Please describe your activities and involvement on your local board, community, and/or CSBA.**

Board Positions:  
President - 2020, 2017, 2016, 2015  
Vice President - 2019  
Clerk 2- 021, 2018  
Member - Present - 2012

Community:  
CA Democratic Party ADEM Delegate, 2017-2021  
PTSO, Ocean View High School, 2019-2021  
PTO, Hope View Elementary School, 2011-2021  
PTA, Cerritos Elementary School, 2006-2021  
ABC Federal of Teachers, Local 2317, Vice President, 1997-2011

CSBA:  
Member 2012-2021  
Delegate Assembly 2015-2017  
Legislative Action Day 2016-2020

Spearheaded and Passed Measure R General Obligation Bond, 2016

Led Public Pressure Campaign/Litigation Against Republic Services, Settlement in Favor of OVSD for \$26 million

**What do you see as the biggest challenge facing governing boards and how can CSBA help address it?**

The biggest challenge without a doubt is the COVID-19 Pandemic. This virus has turned society upside down. Lives have been lost, our students and employees affected, and the virus continues to spread in CA in an unmitigated fashion. Our number one issue is health and safety. Safety of students and staff will continue to dominate our collective psyche for the unforeseeable future. Although we in Ocean View School District have reopened our schools successfully on September 9, 2020 with great success and very low infection rates, things are now strained again with limited ICU bed capacity in the Southern CA area. The continued pivoting from one learning model to the other has put tremendous strain on everyone. Also, the lack of adequate COVID aide funding to many districts up and down the state of CA is the biggest challenge. CSBA can help by being a powerful lobby to influence elected leaders in Washington DC and California alike to do the right thing and increase funding to mitigate for the losses sustained.

## Delegate Assembly Appointed Biosketch Form for 2021



**Deadline: Thursday, January 7, 2021**

Please submit completed form via e-mail to [nominations@csba.org](mailto:nominations@csba.org) no later than January 7, 2021. Forms may also be submitted via mail to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691.

Your signature indicates your consent to serve as a Delegate.

Signature: Jackie Filbeck

Date: 12-15-20

Name: Jackie Filbeck

CSBA Region & subregion #: 15

District or COE: Anaheim Elementary School District

Years on board: 6

Profession: Realtor Contact Number (☐ Cell ☐ Home ☐ Bus.): 714-883-6701

Primary E-mail: jfilbeck@aesd.org

Are you an incumbent Delegate? ☒ Yes ☐ No If yes, year you became Delegate: 2019

**Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.**

Over the past 2 years as a delegate for Region 15, I have learned a tremendous amount about CSBA and the difference we are making for education. I want to continue to build off that experience and continue to work towards our best outcomes, present and future. If re-elected, I feel that I'm now more informed and acclimated to also be able to increase my participation with legislative issues. This has been an unprecedented year and we are facing many changes and difficulties on so many different levels. I would like to continue as a delegate to support our governing boards and districts through these complicated times. I want us to emerge restored, with a solid and positive outlook for

**Please describe your activities and involvement on your local board, community, and/or CSBA.**

I've been a Board member for the Anaheim Elementary School District for 6 years and attended this district as a child. I'm very involved in our programs, including parent involvement and early childhood development and I've worked on the successful passage of school bonds. I enjoy participating in all duties as a CSBA Delegate and try to use my past experience as a Field Representative for the CA State Assembly. Additionally, I serve on the OC Committee On School District Organization, as a Commissioner for First 5 OC and on the Anaheim Family YMCA Executive Board. All these positions address education, health and welfare, legislative action and advocacy.

**What do you see as the biggest challenge facing governing boards and how can CSBA help address it?**

There will be many challenges facing our governing boards and a significant one will be to address learning loss resulting from the pandemic. But we will also have to deal with other complicated issues such as health and safety concerns, PPE, declining enrollment, compromised budgets and loss of funding. CSBA can help by continuing vital advocacy at the state level while also providing guidance and the critical support needed at our local board levels. They will help us pick up the pieces and get through this productively, intact and fiscally sound. CSBA is also an important link to address our legislative concerns and legal reform. Education has changed due to COVID-19 and we need to stay collaborative to come through this and restore and reinforce confidence in our educational system.



## Delegate Assembly Biographical Sketch Form for 2021 Election

**Deadline: Thursday, January 7, 2021 | No late submissions accepted**

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Signature: \_\_\_\_\_

Date: 11/06/2020

Name: Carrie Flanders

CSBA Region & subregion #: 15

District or COE: Brea Olinda Unified School District

Years on board: 6 years

Profession: Former Educator/Event Planner

Contact Number ( ☒ Cell ☐ Home ☐ Bus.): 714-356-4899

Primary E-mail: cflanders@bousd.us

Are you an incumbent Delegate? ☒ Yes ☐ No If yes, year you became Delegate: 2018

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I have served 2 years as a Delegate and I am interested in continuing for another term. It has been a positive experience but I feel like I have just begun to scratch the surface on the support that CSBA has offer our districts. I am so grateful to have served as a Delegate in the middle of this pandemic and I want to continue to work with this team as we help each other through it. I was a former teacher many years ago, and loved everything about it! I have always advocated to make things better for kids! I bring years of leadership experience on all different levels. I am a people-person who is at my best when collaborating with others and learning from their different perspectives.

Please describe your activities and involvement on your local board, community, and/or CSBA.

Board Involvement: I have served as VP and Board President.

CSBA Involvement: Taken MIG classes, attended 6 CSBA conferences and served 2 years in DA

Community Involvement: Rotary Fundraising Chair for the OC Food & Wine Festival and on the Rotary board for 5 years, slated to be Rotary president in 2021

School Involvement: Served on the board of PTA/PTO's at the elementary and secondary schools for 13 years, president positions for 6 years

City Involvement: Planning Commissioner for the City of Brea for 2 years.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Just 2 years ago, I wrote that obtaining Full & Fair Funding was the number one challenge facing CA public schools. At that time, we were struggling to find new, creative ways to address the increasing financial encroachment of SPED and STRS/PERS. NOW we must add to that the new challenges districts are facing due to the pandemic. Getting our kids safely back in the classroom, student learning loss, and meeting their mental health needs will put an even larger strain on our future budgets. PACERS are already providing local support to help us get our voices heard in Sacramento, but CSBA should continue to advocate with the state on behalf of the districts to ensure their interests are represented throughout CA and that CA students receive the quality education they deserve.



# Delegate Assembly Biographical Sketch Form for 2021 Election



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**Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.**

Signature: Karin M. Freeman Date: 11-18-20

Name: Karin M. Freeman CSBA Region & subregion #: 15  
District or COE: Placentia-Yorba Linda Unified School District Years on board: 31  
Profession: Former So. Calif. Edison Supervisor Contact Number (☐ Cell ☒ Home ☐ Bus.): 714-777-0686  
Primary E-mail: kmfinylca@aol.com  
Are you an incumbent Delegate? ☒ Yes ☐ No If yes, year you became Delegate: 2002

**Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.**

As a Delegate, I value working with other regional delegates throughout California so as to help chart the course for CSBA which, in turn, works on behalf of school boards and school children. Orange County has had a long history of demonstrating leadership in CSBA. We work hard to find solutions to problems common to many in education. I am willing to learn from and share with other board members, to be collaborative, and to find better ways to deliver a quality education in public schools. My experiences as a board member in a K-8, a K-12, and ROP give me a strong foundation which prepares me to better serve students. My years in customer service with SCE strengthen my skills.

**Please describe your activities and involvement on your local board, community, and/or CSBA.**

I began my role as a board member in a small K-8 district which then merged with a larger unified district. Each district expanded my understanding of the issues and challenges. My experience with North Orange County ROP has broadened my knowledge base and my appreciation of the role CTE plays in connecting the classroom with the real world. I am a member of the OCSBA Board of Directors which provides greater communication and regular opportunities to give input on matters that impact our County. I serve on the OC Committee on School District Organization which deals with certain matters affecting districts. And I hope to continue as a Delegate at the state level.

**What do you see as the biggest challenge facing governing boards and how can CSBA help address it?**

If ever there was a year that revealed the needs and the inequities of schools up and down our State, it has been 2020. Each district wrestles with challenges due to budget constraints, local and state agencies influencing decisions, district stakeholders voicing disparate views all in the midst of unpredictable variables. Essentially all that we do in public education has been impacted. The opportunity is there for board members to assess what has worked, what can change, what creative strategies and use of resources have emerged, and what no longer seems as effective. CSBA should engage in these areas and expand two-way communication with education leadership at all levels.



**KARIN M. FREEMAN**  
**Candidate for CSBA Delegate Assembly**  
**Region 15**

**EDUCATIONAL LEADERSHIP EXPERIENCE**

- Board member, PYLUSD Board of Education since 1989
- Board member, North Orange County Regional Occupational Program since 1991
- Member, Orange County School Boards Association Board of Directors since 1993
- Member, Orange County Committee on School District Organization since 2007
- Delegate, California School Boards Association since 2002
- CSBA Golden Bell validator multiple times
- Attendee at Annual Educational Conferences
- Masters in Governance graduate, CSBA
- Former CSBA Governmental Relations Chair, Assemblyman Duvall
- Board member, former Yorba Linda Elementary School District (1986-1989)
- Past PTA President at Linda Vista Elementary, 2 terms
- Past Site Council member, Linda Vista Elementary
- Volunteered at district schools, 9 years at one and 5 years at another
- Active leader in the merger of Placentia Unified School District with Yorba Linda Elementary School District in the late 1980's

**CIVIC INVOLVEMENT/ACTIVITIES**

- Member, Yorba Linda Chamber of Commerce since 1984 including terms as a director and executive board officer; currently a member of the Education Foundation Committee
- Member, St. Jude Medical Center Community Benefit Committee since 1999
- Yorba Linda Veterans Memorial Committee, 2006-2009
- Founding member/current committee chair, Yorba Linda Historical Society
- Member, Placentia Founders Society
- Steering Committee member, North Orange County Leadership Institute 1994-2000
- Member, former Placentia-Yorba Linda Child Care Task Force
- Treasurer, YL4ED, an education foundation for the former Yorba Linda School District

**EDUCATION/PROFESSIONAL/PERSONAL**

- B.A., Political Science, UCI
- Lived in Germany for two years post university
- Former technical English teacher, IBM Germany
- Former customer service supervisor, Southern California Edison
- 1990 Recipient of Honor, Orange County Commission on Status of Women
- 2005 Marian Bergeson Award, Outstanding Board Member in Orange County
- Married with two children graduating our public schools; 5 grandchildren currently in PYLUSD schools

My experiences on different boards combined with experience in the public sector have helped me become more adept at research, personal interface, fiscal accuracy, and decision making which make me more effective as a board member. I welcome any questions or comments about my candidacy. Please contact me at 714-777-0686 or at [kmfinylca@aol.com](mailto:kmfinylca@aol.com).

## Delegate Assembly Biographical Sketch Form for 2021 Election



**Deadline: Thursday, January 7, 2021 | No late submissions accepted**

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Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name: Diana D. Hill

CSBA Region & subregion #: 15

District or COE: \_\_\_\_\_

Years on board: 10

Profession: Director Contact Number ☒ Cell ☐ Home ☐ Bus.): 310-720-7677

Primary E-mail: dhill@LosAL.org

Are you an incumbent Delegate? ☐ Yes ☒ No If yes, year you became Delegate: \_\_\_\_\_

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

See attached

Please describe your activities and involvement on your local board, community, and/or CSBA.

See attached

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

See attached

Diana D. Hill

Los AI USD Region 15

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly:

*I bring a wealth of knowledge and experience as a trustee, parent and professional. I want to use that experience to help keep the "main thing the main thing" – educating this and future generations.*

*I have been a school board trustee for 10 years; I have served as vice president and president of the board for two terms. I had several challenging times and issues as president. The most recent was the move to trustee areas. I believe that my skills in communication, collaboration, and inclusion helped lead our district to a very smooth transition.*

Please describe your activities and involvement on your local board, community, and/or CSBA.

*As stated above I have been on the Board for 10 years, before that I was the president of our district's Education Foundation. I also serve on the Board of Pathways to Independence which is a community-based organization whose mission is to transform the lives of disadvantaged single young women through education, therapy, mentoring, housing, and healthcare to break the cycle of poverty and abuse. I have attended 8 CSBA Conferences, Graduate Masters in Governance, new board member workshop, the Brown Act workshop, and Presidents workshop, OCSBA Dinners and seminars. In my professional career, I work as a Director for a Company that educates adults in the financial markets.*

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

*It very clear this last year has dramatic implications for our students, family, and staff with shutdowns and distance learning. Our District with the amazing work of staff, the board, and the community found a very healthy balance of distance learning and hybrid on-campus instruction, which was a family's choice. I am very proud of what we have accomplished but know there is so much work to do in the coming years to make up for learning loss, mental health issues, student, and staff safety to name a few.*

*The second most critical issue facing our districts is our budget shortfalls, STRS and PERS cost and declining enrollment. These issues will need to be dealt with at both state and local levels.*



## **PRODUCT MANAGEMENT**

Award-winning strategic business professional with demonstrated success in creating new products related to the real estate arena that include proprietary platform tools, supporting launch activities, improvements, sustainability and product training. Creatively design and implement effective methods to educate, enhance performance, and recognize achievement. Ability to deliver content, engage an audience and foster mentoring relationships. Analytical, critical thinking and decision-making skills combined with proven success in the areas of team development and leadership. Key competencies include:

- Product Management
- Product Launches / Training
- Project Management / Implementation
- Public / Media Relations
- Sales & Marketing Strategies
- Client / Vendor Relations
- Presentations / Public Speaking
- Leadership / Mentor / Collaborator

## **EXPERIENCE**

**ONLINE TRADING ACADEMY, Irvine, CA**

**2016-2020**

**Director of Real Estate Education**

Developed and launched Real Estate Division for 27 centers nationally.

- Spearheaded development of the entire course curriculum, student resources, and instructor staff.
  - Developed the strategic plan and wireframe for the curriculum
  - Led team of 12 who developed the curriculum; recruited/hired and conducted performance reviews
  - Collaborated with IT in the production of a proprietary platform
  - Managed the project from conception to market and refinement
- Collaborated with the marketing team to bring product to market; created systems to train and support.
- Developed the training and best practices for the sales team.
- Developed budgets and had P&L accountability for \$4M annually.
- Received the "Above & Beyond" Award

**RDH, LLC, Los Alamitos, CA**

**2006-2016**

**Owner**

Created/implemented marketing strategies and built relationships centered on the client's core needs, serving as a marketing consultant for small businesses, real estate education, and education-based non-profits. Consistently identified the right message that resulted in putting the client in the public eye and transforming its mission into a reality.

- Created detailed marketing plans, determined message, and identified an appropriate marketing mix.
  - Worked directly with designers to create marketing materials, resulting in direct marketing campaigns that generated leads for the sale of products and services
  - Developed relationships with joint venture partners, creating cross-selling of products/services
  - Hired/supervised vendors in creation/implementation of web design, eCommerce, affiliate programs, social networking, and blogging
- Developed single-day events that cumulatively raised millions of dollars for local high schools/groups.
- Conducted educational multiple-day workshops and seminars.
- Served as creator/contributing columnist for over a dozen online newsletters.
- Clients Included: Online Trading Academy, Online Ed, Dynetech Corp, Michelle's European Bakery, Tennessee Gardens Event Center, Randy Hill-Broker, FFWG - Pacifica High School, Our Los Al, PFAN Aliso Niguel High School.

# Delegate Assembly Biographical Sketch Form for 2021 Election



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Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ CSBA Region & subregion #: \_\_\_\_\_

District or COE: \_\_\_\_\_ Years on board: \_\_\_\_\_

Profession: \_\_\_\_\_ Contact Number (☐ Cell ☐ Home ☐ Bus.): \_\_\_\_\_

Primary E-mail: \_\_\_\_\_

Are you an incumbent Delegate? ☐ Yes ☐ No If yes, year you became Delegate: \_\_\_\_\_

**Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.**

**Please describe your activities and involvement on your local board, community, and/or CSBA.**

**What do you see as the biggest challenge facing governing boards and how can CSBA help address it?**



# Delegate Assembly

## Biographical Sketch Form for 2021 Election



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Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Charlene Metoyer Date: 12-10-20

Name: Charlene Metoyer CSBA Region & subregion #: 15  
District or COE: Newport-Mesa Unified School District Years on board: 6  
Profession: Educator, retired Contact Number ( ☒ Cell ☐ Home ☐ Bus.): 714-313-7257  
Primary E-mail: cmetoyer@nmusd.us  
Are you an incumbent Delegate? ☒ Yes ☐ No If yes, year you became Delegate: 2018

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

After participating on the Newport-Mesa Board of Education; attending the OCSBA, CSBA, and NSBA conferences; and serving as a Delegate from NMUSD, I wish to continue my commitment to the children, staff, and stakeholders at Delegate Assembly. I am a strong advocate of public education. As a former principal, teacher, PTA leader, community member, and board member, I am blessed with this wide range of experiences to bring to the table. As a newer member of Delegate Assembly, I will help balance the experiences of our veteran delegates with the enthusiasm of a newbie.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I have served CSBA as a Delegate (2) and as CIF Rep (2). I earned my Masters in Governance in 2015. I have served NMUSD as Board Clerk, Vice-President, and President. I sit on SARB (3), NMUSD Policy Committee (3), Leg. Rep (2), City of Newport Beach Youth Council (3), Community Advisory Committee, SpEd (6), NMUSD Arts Commission, Costa Mesa Chamber of Commerce Education Committee (6), and Costa Mesa Youth Sports Council (6). As an advocate of the Arts, I volunteer with the Pacific Symphony Orchestra and network to foster the arts in public schools. I am an active member of several PTA/PTSA's. (# years served)

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Surviving the Covid Pandemic, financially, academically, and social/emotionally is the challenge of all governing boards. CSBA can continue to support legal assistance to local districts; sponsor PACER-led District Zoom meetings, CSBA workshops with legislators/CSBA staff, providing policy templates for our new challenges, and working to obtain liability relief. The achievement gap has widened at an alarming rate! CSBA District meetings help us benefit from each other. Also, CSBA can add additional workshops to assist in supporting struggling students and staff. These can be academic and/or social-emotional.

**Charlene Juhl Metoyer**  
759 Alegheny Avenue  
Costa Mesa, Ca 92626  
714.979.8016 home    714.313.7257 cell

**EMPLOYMENT EXPERIENCE:**

2014 - present	<b>Governing Board Member Trustee Area 2</b> , Newport-Mesa Unified School District (NMUSD) President (2018-2019), Vice-President 2017-2018, Clerk 2016-2017,
1996 - 2012	<b>Principal</b> , Harbor View School and Harbor View Pre-School, Eastbluff School <b>Interim Principal</b> Sonora School, Killybrooke School, Eastbluff School <b>Science/Math Coordinator, Interim Director of Elementary Curriculum, Summer Science Principal, Grades K-6 Administrative Intern, Adult Education Title VII</b> Coordinator-Project ATOM (NMUSD)
1974-1996	<b>Teacher, Mentor Teacher, Master Teacher</b> Newport-Mesa USD, Fountain Valley School District, Los Angeles Unified School District

**EDUCATION:**

- **Master of Science** in Educational Administration- National University 1996
- Standard Elementary Teaching Credential; Biological Science (life)
- Standard Secondary Teaching Credential; Biological Science, Mathematics (life)
- **Bachelor of Arts**- California State University, Northridge, 1973; Major: Biological Sciences, Minor: Mathematics

**PROFESSIONAL ORGANIZATIONS:**

- California School Boards Association-**CSBA** 2014-present
- Association of California School Administrators- **ACSA**
- California Science Teachers Association- **CSTA (Lifetime member)**
- CIF Victory with Honor Training, 2017-2018

**COMMUNITY ORGANIZATION/ACTIVITIES:**

- Pacific Symphony Class Act Ambassador
- NMUSD Arts Commission
- Costa Mesa Chamber of Commerce Education Committee
- Costa Mesa Youth Sports Council
- Costa Mesa City Liaison Committee

**AWARDS:**

- ACSA Administrator of the Year Award – Elementary Principal, Region 17 (OC), 2010
- Distinguished School – Harbor View 2008, Eastbluff 2008
- Grant Awards: [Beckman@Science](mailto:Beckman@Science), Allergan, AB 1331, Garden Nutrition Grant, EISS, Target Field Trip Award

**PROFESSIONAL REFERENCES:**

- Russell Lee- Sung, NMUSD Superintendent  
714-501-5934
- Fred Navarro, EdD, NMUSD Superintendent, retired  
562-896-0221
- Martha Fluor, former President CA School Boards Association, NMUSD Trustee  
949-933-4151



## Delegate Assembly Biographical Sketch Form for 2021 Election



**Deadline: Thursday, January 7, 2021 | No late submissions accepted**

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not re-type this form. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline. Please submit completed form via e-mail to [nominations@csba.org](mailto:nominations@csba.org) no later than 11:59 p.m. on January 7, 2021. Forms may also be submitted via mail to CSBA's Executive Office at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2021.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Arturo Montez Date: 01/06/2021

Name: Arturo Montez CSBA Region & subregion #: 15

District or COE: Centralia Elementary School District Years on board: 29

Profession: Businessman Contact Number (☒ Cell ☐ Home ☐ Bus.): 714-914-3154

Primary E-mail: arturomontez@gmail.com

Are you an incumbent Delegate? ☐ Yes ☒ No If yes, year you became Delegate: \_\_\_\_\_

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I want to continue the work of advocacy for our public schools, our students and families. I am interested in keeping a focus on equitable outcomes for students. I have over 50 years service as an advocate through my involvement as either a Board member in the Centralia ESD or as a member of LULAC or NALEO, organizations that support the needs of at-risk families and their children. I have extensive experience as a Board member, having served as President, Vice President and Clerk. My involvement on fiscal, audit and family engagement committees shows my passion for our work.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I am active in local and national issues that affect people of color, immigrants and children. As a LULAC Regional Representative, I have had the honor of working on national issues such as Healthy Families, Americorps and DACA. I believe that Board members need to advocate for their districts and I do so through my extensive work with our locally elected officials, AQMD, LULAC and NALEO.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

We need to ensure quality education for all our students, especially in the face of the COVID-19 crisis. We have had massive inequities laid bare as to the need for equal access to online learning for all students. We must ensure the financial stability of our public school system. We must advocate for the State to develop long term plans to support our schools as well as ensure that the Federal government keeps its promise to fund special education. We must secure universal preschool for all children so families can have a safe, educational environment for our youngest learners. We must also focus on the effects of poor environmental policies that unfairly affect our lowest income families. I see CSBA as a leader in these issues, and would be honored to serve in support of all students.

# Delegate Assembly Biographical Sketch Form for 2021 Election



**Deadline: Thursday, January 7, 2021 | No late submissions accepted**

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Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Suzie R. Swartz Date: 11-18-2020

Name: Suzie R. Swartz CSBA Region & subregion #: 15  
District or COE: Saddleback Valley Unified Years on board: 20  
Profession: PR Consultant Contact Number (☐ Cell ☒ Home ☐ Bus.): 949-830-5924  
Primary E-mail: suzieswartz@cox.net  
Are you an incumbent Delegate? ☒ Yes ☐ No If yes, year you became Delegate: 2010

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

My work on the Orange County School Boards Association (OCSBA), in my local district, and as a current member of Delegate Assembly has prepared me to fairly represent the interests of our region as platforms, and guidelines are formed. Delegate Assembly can help guide state and federal policy makers as well as local school boards to make decisions that truly benefit the children we serve - especially during this pandemic. In addition, Delegate Assembly's voice is critical to help inform and improve public perception of our schools. I believe I have the experience, interpersonal skills and passion to respectfully continue to collaborate and contribute to the strength of Delegate Assembly. 🇺🇸

Please describe your activities and involvement on your local board, community, and/or CSBA.

I've served terms in all SVUSD board offices and currently serve as Clerk. I also currently serve as President of OCSBA; have served in various capacities on OCSBA Board of Directors, and serve on the County Committee of School District Organization; served on 2014 CSBA Nominating Committee, OC Education Coalition Steering Committee, and Coastline ROP Board; served many terms in various capacities on PTA and PTA Council executive boards along with music and athletic booster boards; served on the OC Dept. of Education Character Education and Early Childhood committee; and co-chaired the OCSBA Mental Health Committee formed to advocate for mental health funding. 🇺🇸

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Attaining full, equal and stable funding including adequate funding and resources to address mental health needs and COVID 19 related expenses. Current funding does not keep pace with rising costs, and student needs especially during the pandemic. Raising funding to at least at the national average and ongoing pension cost relief should be a goal.

Addressing the ever-increasing mental health needs of students, their families and our staff members.

Teacher shortage - it's become more difficult to attract and retain high quality teachers. With many teachers nearing retirement it's projected we'll need about 100,000 new teachers in the next 10 years.

## **Suzie R. Swartz for CSBA Delegate Assembly Region 15**

Saddleback Valley Unified School District (SVUSD) – first elected in 2000

### **Experience**

- Clerk SVUSD Board of Education – also served several terms as president, and Vice President along with additional terms as Clerk.
- Ten years representing Region 15 in Delegate Assembly
- Served on the 2014 California School Boards Association Nominating Committee
- President OCSBA – also served additional terms as President, Vice President, Legislative Chair, Mental Health Advocacy Co-Chair and Political Action Group Effort Chair
- Served on Coastline ROP Board including one term as President
- Member Orange County Committee on School District Organization
- Member Orange County Education Coalition Steering Committee; volunteered public relations services to promote coalition rallies and events
- California School Boards Association Federal Government Relations Rep 2004-05

### **Community Service**

- Recipient OCSBA Marian Bergeson Award for outstanding governing board service and community service to promote and enhance public education.
- Recipient Phi Delta Kappa Citizen of the Year Award for community service to our public schools.
- Founding member Saddleback Valley Arts Education Alliance
- Past PTA President and PTA Council Executive Board Member for several terms
- Member Memorial Care Community Benefit Oversight Committee
- Served on School Site Councils, high school band, athletic and Model UN booster boards
- Room mother/Classroom Volunteer
- Community Advisory Board for South County Family Resource Center (SCFRC)  
Developed/implemented a bilingual preschool Story/Activity Hour for SCFRC.
- Served on OC Dept. of Education Character Education and Early Childhood committees

### **Education**

- Bachelor of Arts, University of California at Los Angeles
- Masters in Governance Program, CSBA
- Early Childhood Education Credits Saddleback Community College

### **Employment**

- Public Relations and Marketing Communications Consultant
- Preschool Teacher

My work with OCSBA, OC Education Coalition, and in my local district has prepared me to fairly represent the interests of our region. Delegate Assembly provides a powerful voice to guide policy makers' decisions, inform and improve public perceptions and positively impact public education. I believe I have the skills, experience and enthusiasm to respectfully collaborate with colleagues on the critical issues facing our public schools and the children we serve. Please feel free to contact me at 949-510-5924 or [suzieswartz@cox.net](mailto:suzieswartz@cox.net).

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

**SPECIAL MEETING OF THE BOARD OF TRUSTEES**

Videoconference via Zoom

**January 8, 2021**

Meeting Link: [https://us02web.zoom.us/webinar/register/WN\\_Tuiulma\\_S1ufhQEpb3baiQ](https://us02web.zoom.us/webinar/register/WN_Tuiulma_S1ufhQEpb3baiQ)

**MINUTES**

President Crandall called the special meeting of the Board of Trustees to order at 7:15pm.

CALL TO ORDER

The following board members were present:

ROLL CALL

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

**Motion:** Mrs. Schultz moved to approve the meeting agenda with the amendment to Item 4-O.

AGENDA APPROVAL

Second: Mr. Schultz

Vote: 5-0

Mrs. Schultz led the Pledge of Allegiance.

PLEDGE OF  
ALLEGIANCE

**PUBLIC COMMENTS**

There were fifty-five requests to address the Board of Trustees. Fifty-five members of the community, including teachers and parents/guardians of FVSD students, addressed the Board of Trustees regarding the return to in-person instruction.

PUBLIC COMMENTS

**CLOSED SESSION**

Mrs. Crandall 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.
- Threat to Public Safety or Facilities: *Government Code 54956.5*
- Consultation with Assistant Superintendent, Personnel, Assistant Superintendent, Business Services and Assistant Superintendent, Educational Services: *Government Code 54956.5*

## BOARD WORKSHOP

The Board of Trustees participated in a workshop to discuss the return to in-person instruction on January 12, 2021. Superintendent, Dr. Mark Johnson shared with the Board of Trustees additional information to assist in their discussion.

BOARD  
DISCUSSION  
REGARDING  
RETURN TO IN-  
PERSON  
INSTRUCTION

## LEGISLATIVE SESSION

Motion: Mrs. Schultz moved to give direction to staff to delay the return to in-person instruction to January 19, 2021.

Second: Mr. Cunneen

Vote: 5-0

ACTION  
REGARDING  
RETURN TO IN-  
PERSON  
INSTRUCTION FOR  
STUDENTS  
PARTICIPATING IN  
THE HYBRID  
MODEL WITHIN  
FOUNTAIN  
VALLEY SCHOOL  
DISTRICT

## **ADJOURNMENT**

**Motion:** Mrs. Galindo moved to adjourn the meeting at 11:03PM.

**Second:** Mr. Schultz

**Vote:** 5-0

/rl

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

**REGULAR MEETING OF THE BOARD OF TRUSTEES**

Videoconference via Zoom

**January 14, 2021**

Meeting Link:

[https://us02web.zoom.us/webinar/register/WN\\_hDa1P8a7Ssm6\\_Ti\\_-3BI5w](https://us02web.zoom.us/webinar/register/WN_hDa1P8a7Ssm6_Ti_-3BI5w)

**MINUTES**

President Crandall called the regular meeting of the Board of Trustees to order at 6:30pm.

CALL TO ORDER

The following board members were present:

ROLL CALL

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

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

AGENDA APPROVAL

Second: Mrs. Schultz

Vote: 5-0

Mr. Cunneen led the Pledge of Allegiance.

PLEDGE OF  
ALLEGIANCE

**SPECIAL PRESENTATIONS**

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. The Board joined staff, parents and the community in celebrating the following Courreges Cougars: Mikayla Kaplan (K), Brayden Boyd (1<sup>st</sup>), Jake Holt (2<sup>nd</sup>), Coral Bell (3<sup>rd</sup>), Ella Reed (4<sup>th</sup>) and Dalton Ruig (5<sup>th</sup>).

RECOGNITION OF  
STUDENTS 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 seven outstanding students from Plavan School. The Board joined staff, parents and the community in celebrating the following Plavan Panthers: Elijah Perez (TK),

RECOGNITION OF  
STUDENTS FROM  
PLAVAN SCHOOL

Bella Tran (K), Christian Brady (1<sup>st</sup>), Avyn Stambuk (2<sup>nd</sup>), Vy Nguyen (3<sup>rd</sup>), Khloe Rabideau (4<sup>th</sup>) and Rubi Nguyen (5<sup>th</sup>).

Following these recognitions, the Board took a brief recess.

## **STAFF REPORTS AND PRESENTATIONS**

Assistant Superintendent, Educational Services, Dr. Steve McLaughlin, and Director, Support Services, Mrs. Kate Christmas, provided an update for the Board of Trustees on the Social Emotional Learning and Mental Health Supports. The presentation included a review of the support staff, resources, professional development opportunities, and community events, including the anticipated timeline.

### **PRESENTATION OF SOCIAL EMOTIONAL LEARNING AND MENTAL HEALTH SUPPORTS AND NEXT STEPS**

## **BOARD REPORTS AND COMMUNICATIONS**

Mrs. Schultz thanked the Plavan and Courreges students honored for their hard work and dedication to their education, noting that their smiles are truly contagious. In addition, she noted the importance of the social emotional learning in the District, emphasizing the importance of making resources available, not forced upon individuals. She noted her pride in our district for making the effort to have this information and resources available to staff, students and families.

Mr. Cunneen's activities since the last meeting included: virtual attendance of annual audit meeting with Eide Bailly for the District and Measure O as the representative for the Board. He noted unmodified reports and clean audits for both. He thanked Mrs. Fullerton and Mr. Guerra for another success year in compliance reporting. In addition, he attended the virtual CSBA Ball Frost Group Fiscal update on the Governor's budget.

Mr. Schutlz attended the virtual CSBA Ball Frost Group Fiscal update on the Governor's budget. In addition, he remarked on the passing of Mrs. Rogers, Fred Roger's wife, noting her husband's great impact on his life. Mr. Schultz thanked staff for their dedication and expressed his appreciation for their hours. He noted that he is happy to see how our District is doing and expressed his great hope to meet more of our staff as the weeks continue.

Mrs. Crandall thanked staff for their hard work since last Friday to put in a productive virtual week for students this week. She also thanked her fellow trustees for their continued work for our students. Her activities since the last meeting included: drive-thru



to thank the food distribution groups that took place right before the holidays; preview of Be Well OC, mental health services developed on the site of the District Crossroads building; virtual CSBA Ball Frost Group Fiscal update on the Governor's budget; FVSF meeting; and writing an article for *School News* highlighting initiatives coming in 2021. She thanked her fellow trustees for their service this month.

## **PUBLIC COMMENTS**

There were nine requests to address the Board of Trustees. Nine staff members addressed the Board of Trustees with concerns and feedback.

## **PUBLIC COMMENTS**

## **LEGISLATIVE SESSION**

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

**CONSENT  
CALENDAR**

Second: Mrs. Galindo

Vote: 5-0

The Consent Calendar included:

- Board Meeting Minutes from December 17<sup>th</sup> annual organizational meeting
- Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- Donations
- Warrants
- Purchase Order Listing
- Williams Quarterly Report For Second Quarter 2020-21
- Approve the Scope of Work with Government Financial Strategies, Inc. for Third Issuance of Measure O General Obligation Bonds
- Single Plans for Student Achievement
- Review and Approval of 2019-20 Financial Audit
- Review and Approval of 2019-20 Building Fund Measure O Financial and Performance Audit Report

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

Dr. Johnson Thanked staff, parents and the community for the stakeholder input we continue to receive. He noted the great value in continuing to hear how we are working. To our students, teachers and two principals tonight, he noted that it was such a great presentation. To our students specifically, he noted

the wonderful opportunity from photos shared to see into their own world, a glimpse of their homelife. He noted loving to get to see these and these personal relationships that matter. To our teachers, he noted that it is not easy to put together these videos. He loved hearing how much our teachers care for these students. He thanked Mr. Christensen and Dr. Ham for a job well done. He noted that this is the first student recognition of the year and while different, it was a job very well done. Dr. Johnson also thanked the Board for their work during what is Board appreciation month. To Dr. McLaughlin and Mrs. Christmas, he noted that Social Emotional Learning is hard to define and he appreciates the things that have been done in the past. He noted it is great to see the continued progress. He highlighted the recent email to staff regarding the Othena website and app available, both of which are growing in functionality. He encouraged staff to register for a user name and password on the website. He also acknowledged the varying feelings on returning to in person instruction. He noted looking forward to seeing our students in person on 1/19 and emphasized the protocols in place. He noted that while we empathize with those that did not want to delay, it was the right thing to do to delay return one more week.

## CLOSED SESSION

Mrs. Crandall 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.
- Threat to Public Safety or Facilities: *Government Code 54956.5*
- Consultation with Assistant Superintendent, Personnel, Assistant Superintendent, Business Services and

Assistant Superintendent, Educational Services:  
*Government Code 54956.5*

**ADJOURNMENT**

**Motion:** Mrs. Schultz moved to adjourn the meeting at 9:12PM.

**Second:** Mrs. Galindo

**Vote:** 5-0

/rl

**FOUNTAIN VALLEY SCHOOL DISTRICT**  
**February 11, 2021**

**1.0 EMPLOYMENT FUNCTIONS:**

- 1.1 ASISTANT 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	Pourjahan, Jane	RSP	Cox School	Maternity	01/12/2021

- 1.2 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING NEW CERTIFICATED EMPLOYEE ON TEMPORARY CONTRACT FOR THE 2020-2021 SCHOOL YEAR.

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>EFFECTIVE</u>
1.2.1	Rios, Gabriela	Early Entry Kindegarten	Tamura	02/18/21

- 1.3 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF CHANGE IN CERTIFICATED EMPLOYEE, BROOKE QUINN, SPEECH & LANGUAGE, WORK STATUS FTE, FROM FULL- TIME TO PART- TIME (50%), EFFECTIVE 02/22/2021

- 1.4 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CERTIFICATED CHANGE OF STATUS, EFFECTIVE THE FIRST DAY OF THEIR WORK YEAR 2020-21 SCHOOL YEAR.

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>FROM</u>	<u>TO</u>	<u>EFFECTIVE</u>
1.4.1	Skitco, Kaelin	Speech & Language	Newland/Tamura	Prob I	Prob II	08/31/2020
1.4.2	Vivar, Rolando	Math	Fulton	Prob I	Prob II	08/31/2020
1.4.3	Zambanini, Rebecca	ELA/Social Science	Fulton	Prob I	Prob II	08/31/2020

**FOUNTAIN VALLEY SCHOOL DISTRICT  
PERSONNEL ITEMS FOR APPROVAL  
February 11, 2021**

**2.0 EMPLOYMENT FUNCTIONS**

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

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
2.1.1	Bermudez, Eric	Plavan	Head Custodian	01/20/2021
2.1.2	Hindman, Elizabeth	Cox	Health Assistant	01/12/2021
2.1.3	Dominguez, Aristeo	Maintenance	Plumber	02/17/2021

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

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
2.2.2	Rodriguez, Gabriela	Tamura	ESP Assistant	11/02/2020

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

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
2.3.1	Rodriguez, Lydia	Tamura	ESP Assistant	01/22/2021

**2.4 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>
2.4.1	Rios, Gabriela	Courreges	ESP Instructor	Personal	02/16/2021

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATIONS

**BOARD APPROVAL DATE: 2/11/2021**

SCHOOL	DONOR	AMOUNT	DESCRIPTION / INTENDED USE
<b>FULTON</b>			
	Fulton PTA	\$1,500.00	Principal's discretion
<b>NEWLAND</b>			
	Edison International	\$150.00	Classroom Instructional Supplies
	Boeing	\$100.00	Classroom Instructional Supplies
<b>DISTRICT</b>			
	FV Schools Foundation	13,000.00	Library/Media Support for schools

**FOUNTAIN VALLEY SCHOOL DISTRICT  
BOARD MEETING FEB 11, 2021**

To: Christine Fullerton

From: Thuong Nguyen

Subject: Warrant Listing and ACH Payments

Warrant Numbers: 90089 - 90440

Dates: 1/6/2021 - 2/3/2021

Fund 01	General Fund	1,041,698.77
Fund 12	Child Development	304,826.39
Fund 13	Cafeteria	76,300.85
Fund 14	Deferred Maintenance	-
Fund 21	GOB 2016 Election	-
Fund 22	GOB 2016 Election	1,085,758.64
Fund 25	Capital Facilities	-
Fund 40	Special Reserves	438,597.45
Fund 68	Worker Comp	80,903.41
Fund 69	Insurance	142,832.06
<b>TOTAL</b>		<b>\$ 3,170,917.57</b>

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT BY FUND**  
**BOARD OF TRUSTEES MEETING 02/11/2021**

**FROM 01/01/2021 TO 01/31/2021**

<b>PO NUMBER</b>	<b>VENDOR</b>	<b>PO TOTAL</b>	<b>ACCOUNT AMOUNT</b>	<b>ACCOUNT NUMBER</b>	<b>PSEUDO / OBJECT DESCRIPTION</b>
P20M4144	THOMSON REUTERS/BARCLAY	423.80	423.80	016919295 5645	7240 SpEd Transportaion-Fuel / Outside Srvs-Repairs & Mainte
P20M4145	SWRCB ACCOUNTING OFFICE	1,474.00	1,474.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
P20M4254	MIRACLE RECREATION EQUIPT CO	2,412.35	2,412.35	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
P20M4255	ORTCO INC	2,400.00	2,400.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
P20M4256	FILTERBUY INC	10,561.72	10,561.72	010238989 4345	CARESLLM-Prop 98 Custodial / Maintenance Supplies
P20M4257	INTERLINE BRANDS INC	160.95	160.95	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
P20M4258	GANAHL LUMBER COMPANY	916.28	916.28	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
P20M4259	REFRIGERATION CONTROL COMPANY	364.08	364.08	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
P20M4260	TRAPPER TREVOR INC	750.00	750.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
P20M4261	TURF STAR INC.	140.00	140.00	012899390 4347	Gardening / Repair & Upkeep Equip Supplies
P20M4262	SI HEALTH GROUP LLC	4,241.25	4,241.25	010238989 4345	CARESLLM-Prop 98 Custodial / Maintenance Supplies
P20M4263	TIME AND ALARM SYSTEMS INC.	770.54	770.54	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
P20M4264	SI HEALTH GROUP LLC	7,403.50	7,403.50	010238989 4345	CARESLLM-Prop 98 Custodial / Maintenance Supplies
P20R0544	BRAINPOP	2,950.00	2,950.00	010113755 5826	Title I - Oka / Licensing/Software,Maint/Supp
P20R0548	CDWG	880.39	30.83	010142989 5899	Donations - Fulton / Other Operating Expenses
			849.56	012109078 4320	Tech/Media Office Operation / Computer Supplies
P20R0590	AMAZON.COM LLC	90.38	90.38	012109078 4320	Tech/Media Office Operation / Computer Supplies
P20R0592	LYTLE SCREEN PRINTING INC.	800.41	800.41	010143889 5899	Donations - Talbert / Other Operating Expenses
P20R0593	STAPLES	34.78	34.78	012059385 4330	Publications / Printing/Xerox Supplies
P20R0594	LEVEL 27 MEDIA	281.88	281.88	010014040 4310	Sch Site Instr - Plavan / Instructional Supplies
P20R0595	ORANGE COUNTY DEPARTMENT OF ED	250.00	250.00	010144988 5210	ASB Donations Instr - Masuda / Travel, Conference, Workshop
P20R0596	SOUTHWEST SCHOOL AND OFFICE SU	697.00	697.00	015514960 4310	Special Ed. - Masuda RSP / Instructional Supplies
P20R0597	T-MOBILE USA INC	4,947.00	147.00	010239078 4399	CARESLLM-Prop 98 Technology / Equipment Under \$500
			4,800.00	010239078 5940	CARESLLM-Prop 98 Technology / Other Communication
P20R0598	AMAZON.COM LLC	27.91	23.90	012109078 4320	Tech/Media Office Operation / Computer Supplies
			4.01	012109078 4325	Tech/Media Office Operation / Office Supplies
P20R0599	PYRAMID EDUCATIONAL CONSULTANT	425.12	425.12	010019962 4310	Medi-Cal Billing - S&L / Instructional Supplies
P20R0600	ORANGE COUNTY DEPARTMENT OF ED	700.00	700.00	011279961 5210	School Climate-Middle School / Travel, Conference, Workshop
P20R0602	NEW MANAGEMENT INC	237.50	237.50	010013131 4310	Sch Site Instr - Gisler / Instructional Supplies
P20R0603	TEACHER SYNERGY LLC	111.59	111.59	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
P20R0604	AMAZON.COM LLC	31.84	31.84	012129078 4110	Lottery Instructional Material / Basic Textbooks



**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT BY FUND**  
**BOARD OF TRUSTEES MEETING 02/11/2021**

**FROM 01/01/2021 TO 01/31/2021**

<b>PO NUMBER</b>	<b>VENDOR</b>	<b>PO TOTAL</b>	<b>ACCOUNT AMOUNT</b>	<b>ACCOUNT NUMBER</b>	<b>PSEUDO / OBJECT DESCRIPTION</b>
P20R0605	BRAINPOP	2,950.00	2,950.00	010014789 5826	PTA Donations - Courreges / Licensing/Software,Maint/Supp
P20R0606	AWARDS & TROPHIES	45.68	45.68	010142929 5899	Sch Site Instr - Fulton / Other Operating Expenses
P20R0607	SOUTHWEST SCHOOL AND OFFICE SU	376.84	376.84	012721616 4325	Sch Site Admin - Newland / Office Supplies
P20R0608	ORANGE COUNTY DEPARTMENT OF ED	100.00	100.00	011279961 5210	School Climate-Middle School / Travel, Conference, Workshop
P20R0609	VIRCO MANUFACTURING	2,235.45	2,235.45	010019380 6410	School Equipment / Equipment-Furniture/Computers
P20R0610	ORANGE COUNTY REGISTER	540.76	540.76	012849380 4325	Fiscal Services / Office Supplies
P20R0612	INSPIRIT GROUP LLC	850.00	850.00	012849380 5450	Fiscal Services / Other Insurance
P20R0613	STAPLES	26.09	26.09	012849380 4320	Fiscal Services / Computer Supplies
P20R0614	AMAZON.COM LLC	3,262.17	3,262.17	010238989 4327	CARESLLM-Prop 98 Custodial / Health Supplies
P20R0615	SOUTHWEST SCHOOL AND OFFICE SU	89.00	89.00	010011616 4310	Sch Site Instr - Newland / Instructional Supplies
P20R0616	SOUTHWEST SCHOOL AND OFFICE SU	13.01	13.01	010011616 4310	Sch Site Instr - Newland / Instructional Supplies
P20R0617	SOUTHWEST SCHOOL AND OFFICE SU	122.14	122.14	010011616 4310	Sch Site Instr - Newland / Instructional Supplies
P20R0618	RW SMITH & CO	5,339.84	5,339.84	010238381 4410	CARESLLM-Prop 98 Food Service / Fixed Assets \$500-\$5000
P20R0619	ATKINSON ANDELSON LOYA RUDD &	147.00	147.00	012719380 5210	Business Department / Travel, Conference, Workshop
P20R0620	RIVERSIDE COMMUNITY CARE INC	326.25	326.25	015709860 5826	Mental Health-Psychologists / Licensing/Software,Maint/Supp
P20R0621	SOUTHWEST SCHOOL AND OFFICE SU	41.74	41.74	012059385 4330	Publications / Printing/Xerox Supplies
P20R0622	PRO-ED INC.	87.33	87.33	012299963 5826	Medi-Cal Billing-Psychologists / Licensing/Software,Maint/Su
P20R0623	SCHOOL HEALTH CORPORATION	1,737.83	1,737.83	012739962 4327	Medi-Cal Billing-Nurses / Health Supplies
P20R0624	LEARNING A-Z	1,805.00	1,805.00	010230075 5826	CARESLLM-Prop 98 Instructional /
P20R0628	LAKESHORE EQUIPMENT COMPANY	120.00	120.00	015101060 4310	Special Ed. - Tamura SDC / Instructional Supplies
P20R0629	TEACHER SYNERGY LLC	55.50	55.50	015101060 4310	Special Ed. - Tamura SDC / Instructional Supplies
P20R0631	BOOKSOURCE	171.72	171.72	015514060 4310	Special Ed. - Plavan RSP / Instructional Supplies
P20R0632	SOUTHWEST SCHOOL AND OFFICE SU	202.28	202.28	015514060 4310	Special Ed. - Plavan RSP / Instructional Supplies
P20R0634	SURPLUS TWO WAY RADIOS	375.00	375.00	010143838 4310	Sch Site Instr - Talbert / Instructional Supplies
P20R0635	SEESAW LEARNING	1,457.50	1,457.50	010230075 4310	CARESLLM-Prop 98 Instructional / Instructional Supplies
P20R0638	SURPLUS TWO WAY RADIOS	5,185.35	2,592.69	010143838 4399	Sch Site Instr - Talbert / Equipment Under \$500
			2,592.66	010230075 4399	CARESLLM-Prop 98 Instructional / Equipment Under \$500
P20R0640	ANAHEIM BAND INSTRUMENTS	191.75	191.75	015000075 4311	Course Access-MS Music / Elective Supplies
P20R0641	EDUCATION & ELDER LAW	14,000.00	14,000.00	015659860 5830	Special Ed. - Legal Services / Legal Fees
P20R0642	SCHOOLS EXCESS LIABILITY FUND	45,540.16	45,540.16	012849380 5450	Fiscal Services / Other Insurance
P20R0644	LAKESHORE EQUIPMENT COMPANY	88.00	88.00	015103260 4310	Special Ed. - Cox SDC / Instructional Supplies
P20R0645	BARNES AND NOBLE	228.54	228.54	011404755 4230	Library Services - Courreges / Lost Books Rebate

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT BY FUND**  
**BOARD OF TRUSTEES MEETING 02/11/2021**

**FROM 01/01/2021 TO 01/31/2021**

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
P20R0647	FERGUSON REFRIGERATION COMMERC	399.00	399.00	010238381 5645	CARESLLM-Prop 98 Food Service / Outside Srvs-Repairs &
P20R0650	NORTHERN SPEECH SERVICES INC.	98.62	98.62	015643160 4310	Special Ed. - Gisler S&L / Instructional Supplies
P20R0651	GOPHER SPORTS EQUIPMENT	1,853.05	1,853.05	010013232 4310	Sch Site Instr - Cox / Instructional Supplies
P20R0652	NORTHERN SPEECH SERVICES INC.	98.62	98.62	015644060 4310	Special Ed. - Plavan S&L / Instructional Supplies
P20R0653	GMSN GROUP INC	2,340.00	2,340.00	012109078 5826	Tech/Media Office Operation / Licensing/Software,Maint/Supp
P20R0654	GMSN GROUP INC	4,290.00	4,290.00	012109078 5826	Tech/Media Office Operation / Licensing/Software,Maint/Supp
P20R0655	PRO-ED INC.	261.87	261.87	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
P20R0656	UZBL LLC	365.40	365.40	012109078 4399	Tech/Media Office Operation / Equipment Under \$500
P20R0657	LAKESHORE EQUIPMENT COMPANY	100.00	100.00	015609860 4310	Special Ed. - Psychologists / Instructional Supplies
P20R0658	SOUTHWEST SCHOOL AND OFFICE SU	444.79	444.79	015513860 4310	Special Ed. - Talbert RSP / Instructional Supplies
P20R0659	LAKESHORE EQUIPMENT COMPANY	103.21	103.21	015514760 4310	Special Ed. - Courreges RSP / Instructional Supplies
P20R0660	SOUTHWEST SCHOOL AND OFFICE SU	238.64	238.64	015103760 4310	Special Ed. - Oka SDC / Instructional Supplies
P20R0661	OKAPI EDUCATIONAL PUBLISHING I	213.75	213.75	015103760 4310	Special Ed. - Oka SDC / Instructional Supplies
P20R0662	CURRICULUM ASSOCIATES INC.	206.02	206.02	015514760 4310	Special Ed. - Courreges RSP / Instructional Supplies
P20R0663	LAKESHORE EQUIPMENT COMPANY	100.00	100.00	015513760 4310	Special Ed. - Oka RSP / Instructional Supplies
P20R0664	STAPLES	100.00	100.00	015513760 4310	Special Ed. - Oka RSP / Instructional Supplies
P20R0665	NEW MANAGEMENT INC	625.63	625.63	010013789 5899	Donations - Oka / Other Operating Expenses
P20R0669	CDWG	19,056.38	19,020.38	012109078 4410	Tech/Media Office Operation / Fixed Assets \$500-\$5000
			36.00	012109078 5826	Tech/Media Office Operation / Licensing/Software,Maint/Supp
P20R0670	CHOC (CHILDREN'S HOSPITAL ORAN	55.00	55.00	010239275 5210	School Nurse Expansion Project / Travel, Conference, Worksho
P20R0671	CDWG	5,546.25	5,546.25	012109078 4410	Tech/Media Office Operation / Fixed Assets \$500-\$5000
P20R0672	BOOKSOURCE	209.18	209.18	015511060 4310	Special Ed. - Tamura RSP / Instructional Supplies
P20R0673	STAPLES	86.00	86.00	015511060 4310	Special Ed. - Tamura RSP / Instructional Supplies
P20R0674	AMAZON.COM LLC	217.49	217.49	012719275 4325	Educational Services Admin / Office Supplies
P20R0675	CDWG	158.70	158.70	012109078 4320	Tech/Media Office Operation / Computer Supplies
P20R0679	COASTAL FAMILY MEDICINE INC	1,200.00	1,200.00	010230061 5820	CARESLLM-Prop 98 Health / Physical Exam, Drug testing
P20R0682	PEARSON CLINICAL ASSESSMENT	561.63	217.87	010019962 4322	Medi-Cal Billing - S&L / Testing Supplies
			343.76	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
P20R0684	LAKESHORE EQUIPMENT COMPANY	110.00	110.00	015103760 4310	Special Ed. - Oka SDC / Instructional Supplies
P20R0685	TIME FOR KIDS	601.64	601.64	010113755 4310	Title I - Oka / Instructional Supplies
P20R0686	TEACHER SYNERGY LLC	99.44	99.44	015644760 4310	Special Ed. - Courreges S&L / Instructional Supplies
P20R0687	IMAGESTUFF COM	51.80	8.30	010014747 4310	Sch Site Instr - Courreges / Instructional Supplies

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT BY FUND**  
**BOARD OF TRUSTEES MEETING 02/11/2021**

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<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
P20R0687	*** CONTINUED ***				
			43.50	012724747 4325	Sch Site Admin - Courreges / Office Supplies
P20R0689	AMAZON.COM LLC	28.26	28.26	010230080 4325	CARESLLM-Prop 98Administrative / Office Supplies
P20R0690	SCHOOL SPECIALTY INC	32.84	32.84	015104760 4310	Special Ed. - Courreges SDC / Instructional Supplies
P20R0691	SOUTHWEST SCHOOL AND OFFICE SU	49.00	49.00	015641060 4310	Special Ed. - Tamura S&L / Instructional Supplies
P20R0692	SUPPLYMASTER INC	595.95	595.95	012869390 4325	Maintenance / Office Supplies
P20R0693	LAKESHORE EQUIPMENT COMPANY	34.00	34.00	015641060 4310	Special Ed. - Tamura S&L / Instructional Supplies
P20R0694	SOUTHWEST SCHOOL AND OFFICE SU	101.18	101.18	015103160 4310	Special Ed. - Gisler SDC / Instructional Supplies
P20R0695	CHESS.COM LLC	360.00	360.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
P20R0696	ORANGE COUNTY DEPARTMENT OF ED	350.00	350.00	011279961 5210	School Climate-Middle School / Travel, Conference, Workshop
P20R0698	EAI EDUCATION	178.79	178.79	015512960 4310	Special Ed. - Fulton RSP / Instructional Supplies
P20R0699	AMAZON.COM LLC	92.38	92.38	012109078 4320	Tech/Media Office Operation / Computer Supplies
P20R0701	AMAZON.COM LLC	173.99	173.99	012719275 4325	Educational Services Admin / Office Supplies
P20R0702	AMAZON.COM LLC	152.22	152.22	012719275 4325	Educational Services Admin / Office Supplies
P20R0703	SOUTHWEST SCHOOL AND OFFICE SU	175.42	175.42	015103160 4310	Special Ed. - Gisler SDC / Instructional Supplies
P20R0704	J W PEPPER	45.00	45.00	010143889 4311	Donations - Talbert / Elective Supplies
P20R0705	ARIEL SUPPLY INC.	132.56	132.56	010143838 4310	Sch Site Instr - Talbert / Instructional Supplies
P20R0706	SCHOLASTIC MAGAZINE	754.80	754.80	010143889 4310	Donations - Talbert / Instructional Supplies
P20S8030	CANNON SPORTS	462.44	462.44	011000000 9320	Revenue Limit - State Revenues / STORES
P20S8031	ADVANTAGE WEST INVESTMENT ENTE	1,432.33	1,432.33	011000000 9320	Revenue Limit - State Revenues / STORES
P20S8032	INDUSTRIAL FORMULATORS INC.	182.89	182.89	011000000 9320	Revenue Limit - State Revenues / STORES
P20S8033	SOUTHWEST SCHOOL AND OFFICE SU	362.40	362.40	011000000 9320	Revenue Limit - State Revenues / STORES
P20S8034	ADVANTAGE WEST INVESTMENT ENTE	617.97	617.97	011000000 9320	Revenue Limit - State Revenues / STORES
P20S8035	GRAINGER INC.	66.95	66.95	011000000 9320	Revenue Limit - State Revenues / STORES
P20S8036	SPICERS PAPER INC	291.02	291.02	011000000 9320	Revenue Limit - State Revenues / STORES
P20S8037	ADVANTAGE WEST INVESTMENT ENTE	555.71	555.71	011000000 9320	Revenue Limit - State Revenues / STORES
P20S8038	SOUTHWEST SCHOOL AND OFFICE SU	4,176.00	4,176.00	011000000 9320	Revenue Limit - State Revenues / STORES
P20S8039	GRAINGER INC.	146.27	146.27	011000000 9320	Revenue Limit - State Revenues / STORES
P20S8040	ADVANTAGE WEST INVESTMENT ENTE	290.23	290.23	011000000 9320	Revenue Limit - State Revenues / STORES
<b>Fund 01 Total:</b>		<b>183,828.91</b>	<b>183,828.91</b>		

**FOUNTAIN VALLEY SD**  
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**BOARD OF TRUSTEES MEETING 02/11/2021**

**FROM 01/01/2021 TO 01/31/2021**

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
P20R0627	LAKESHORE EQUIPMENT COMPANY	163.13	163.13	120016098 4310	Extended School Instructional / Instructional Supplies
P20R0668	LAKESHORE EQUIPMENT COMPANY	108.75	108.75	120016098 4310	Extended School Instructional / Instructional Supplies
P20R0688	CONSTRUCTIVE PLAYTHINGS	345.46	345.46	120016098 4310	Extended School Instructional / Instructional Supplies
Fund 12 Total:		617.34	617.34		

**FOUNTAIN VALLEY SD**  
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<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
P20M4265	INTERNATIONAL E-Z UP INC	64.01	64.01	133207380 5645	Cafeteria Fund / Outside Srvs-Repairs & Mainten
P20R0625	FERGUSON REFRIGERATION COMMERC	399.00	399.00	133207380 5645	Cafeteria Fund / Outside Srvs-Repairs & Mainten
P20R0637	RW SMITH & CO	992.40	992.40	133207380 4399	Cafeteria Fund / Equipment Under \$500
P20R0648	FERGUSON REFRIGERATION COMMERC	225.00	225.00	133207380 5645	Cafeteria Fund / Outside Srvs-Repairs & Mainten
P20R0649	FERGUSON REFRIGERATION COMMERC	225.00	225.00	133207380 5645	Cafeteria Fund / Outside Srvs-Repairs & Mainten
P20R0677	RW SMITH & CO	3,953.57	3,953.57	133207380 4410	Cafeteria Fund / Fixed Assets \$500-\$5000
P20R0680	CALIFORNIA DEPARTMENT OF EDUCA	641.25	641.25	133207380 4710	Cafeteria Fund / FOOD
P20R0681	FERGUSON REFRIGERATION COMMERC	225.00	225.00	133207380 5645	Cafeteria Fund / Outside Srvs-Repairs & Mainten
P20R0697	E-CONTROL SYSTEMS INC.	1,500.00	1,500.00	133207380 5826	Cafeteria Fund / Licensing/Software,Maint/Supp
P20R0710	SOUTHERN CALIFORNIA PIZZA COMP	1,500.00	1,500.00	133207380 4710	Cafeteria Fund / FOOD
P20R0711	REVOLUTION FOODS INC	5,000.00	5,000.00	133207380 4710	Cafeteria Fund / FOOD
<b>Fund 13 Total:</b>		<b>14,725.23</b>	<b>14,725.23</b>		

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT BY FUND**  
**BOARD OF TRUSTEES MEETING 02/11/2021**

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<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
P20M4173	CLASS LEASING LLC	14,928.00	3,732.00	223013180 6299	GOB, ELECTION 2016-Gisler / Other Building & Improvement
			11,196.00	223013780 6299	GOB, ELECTION 2016-Oka / Other Building & Improvement
P20M4174	NINYO & MOORE	42,729.00	42,729.00	223011680 6222	GOB, ELECTION 2016-Newland / Inspection Svcs Bldg
P20R0611	DIVISION OF THE STATE ARCHITECT	17,533.41	17,533.41	223012980 6222	GOB, ELECTION 2016-Fulton / Inspection Svcs Bldg Improvement
	Fund 22 Total:	75,190.41	75,190.41		

**FOUNTAIN VALLEY SD**  
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**BOARD OF TRUSTEES MEETING 02/11/2021**

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<b><u>PO</u></b>	<b><u>NUMBER</u></b>	<b><u>VENDOR</u></b>	<b><u>PO</u></b>	<b><u>TOTAL</u></b>	<b><u>ACCOUNT</u></b>	<b><u>AMOUNT</u></b>	<b><u>ACCOUNT</u></b>	<b><u>NUMBER</u></b>	<b><u>PSEUDO / OBJECT DESCRIPTION</u></b>
<b>Total Account Amount:</b>						<b>274,361.89</b>			

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND**  
**BOARD OF TRUSTEES                      02/11/2021**

				FRO	01/01/2021	TO 01/31/2021
PO		PO	CHANGE	ACCOUNT		
NUMBE	VENDOR	TOTAL	AMOUNT	NUMBER	PSEUDO / OBJECT DESCRIPTION	
P20M4005	CALIFORNIA PEST MANAGEMENT	27,000.00	+5,500.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten	
			+3,500.00	012899390 5645	Gardening / Outside Srvs-Repairs & Mainten	
P20M4007	CLARK SECURITY PRODUCTS INC.	7,500.00	+4,500.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies	
P20M4014	HARBOR WHOLESALE ELECTRIC	3,500.00	+1,000.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies	
P20M4034	THURSTON ELEVATOR CONCEPTS INC	6,150.00	+2,650.00	014869390 5899	STAR Building DO-Routine Maint / Other Operating Expense	
P20M4249	SMD INC	611.20	+49.18	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies	
P20M4252	INTERLINE BRANDS INC	21,274.15	+21,274.15	013028989 4345	CARESLLM-CRF Custodial / Maintenance Supplies	
P20R0037	KEENAN & ASSOCIATES	432,963.00	+251.00	012849380 5450	Fiscal Services / Other Insurance	
P20R0453	EIDE BAILLY LLP	24,410.00	+1,910.00	012169380 5810	Business - Audit Services / Audit	
P20R0489	SCHOOL SERVICES OF CALIFORNIA	1,920.00	+240.00	012719275 5210	Educational Services Admin / Travel, Conference, Workshop	
P20R0522	LAKESHORE EQUIPMENT COMPANY	367.89	+41.97	010113755 4310	Title I - Oka / Instructional Supplies	
P20S8009	SOUTHWEST SCHOOL AND OFFICE SU	1,533.82	+296.89	011000000 9320	Revenue Limit - State Revenues / STORES	
Fund 01 Total:			+41,213.19			



**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND**  
**BOARD OF TRUSTEES**      **02/11/2021**

**FRO 01/01/2021 TO 01/31/2021**

<b><u>PO</u></b>		<b><u>PO</u></b>	<b><u>CHANGE</u></b>	<b><u>ACCOUNT</u></b>	
<b><u>NUMBE</u></b>	<b><u>VENDOR</u></b>	<b><u>TOTAL</u></b>	<b><u>AMOUNT</u></b>	<b><u>NUMBER</u></b>	<b><u>PSEUDO / OBJECT DESCRIPTION</u></b>
<b>P20R0142</b>	<b>LAKESHORE EQUIPMENT COMPANY</b>	<b>4,000.00</b>	+2,000.00	120016198 4310	State Preschool Instructional / Instructional Supplies
<b>P20R0249</b>	<b>SMART &amp; FINAL</b>	<b>5,000.00</b>	+3,000.00	123207598 4710	Child Dev Cntr Prsch Food Serv / FOOD
<b>Fund 12 Total:</b>			<b>+5,000.00</b>		

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND**  
**BOARD OF TRUSTEES                      02/11/2021**

**FRO   01/01/2021   TO 01/31/2021**

<b><u>PO</u></b> <b><u>NUMBE</u></b>	<b><u>VENDOR</u></b>	<b><u>PO</u></b> <b><u>TOTAL</u></b>	<b><u>CHANGE</u></b> <b><u>AMOUNT</u></b>	<b><u>ACCOUNT</u></b> <b><u>NUMBER</u></b>	<b><u>PSEUDO / OBJECT DESCRIPTION</u></b>
<b>P20R0526</b>	<b>AMAZON.COM LLC</b>	<b>21.72</b>	<b>+6.51</b>	<b>133207380 4790</b>	<b>Cafeteria Fund / Food Services Supplies</b>
<b>Fund 13   Total:</b>			<b>+6.51</b>		

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND**  
**BOARD OF TRUSTEES                      02/11/2021**

<b>PO NUMBE</b>	<b>VENDOR</b>	<b>PO TOTAL</b>	<b>CHANGE AMOUNT</b>	<b>ACCOUNT NUMBER</b>	<b>FRO    01/01/2021    TO 01/31/2021</b>	<b>PSEUDO / OBJECT DESCRIPTION</b>
N20M4382	WILLIAMS SCOTSMAN INC	25,000.00	+7,000.00	223013880 6299		GOB, ELECTION 2016-Talbert / Other Building &
N20M4392	SANDY PRINGLE ASSOCIATES	90,000.00	+45,000.00	223013180 6222		GOB, ELECTION 2016-Gisler / Inspection Svcs Bldg Improv
N20M4393	SANDY PRINGLE ASSOCIATES	90,000.00	+45,000.00	223013880 6222		GOB, ELECTION 2016-Talbert / Inspection Svcs Bldg Improv
P20R0453	EIDE BAILLY LLP	24,410.00	+8,000.00	223019990 5810		GOB, ELECTION 2016 / Audit
<b>Fund 22   Total:</b>			<b>+105,000.00</b>			

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND**  
**BOARD OF TRUSTEES                      02/11/2021**

<b>PO NUMBE</b>	<b>VENDOR</b>	<b>PO TOTAL</b>	<b>CHANGE AMOUNT</b>	<b>ACCOUNT NUMBER</b>	<b>FRO    01/01/2021    TO 01/31/2021</b>	<b><u>PSEUDO / OBJECT DESCRIPTION</u></b>
<b>P20M4049</b>	<b>ECAMSECURE</b>	<b>30,000.00</b>	+10,000.00	402998990 5899		Moiola Improvement Projects / Other Operating Expenses
<b>P20M4092</b>	<b>R JENSEN CO INC.</b>	<b>869,285.45</b>	+41,285.45	403002980 6299		MS Science Bldg - Fulton / Other Building & Improvement
<b>Fund 40   Total:</b>			<b>+51,285.45</b>			

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND**  
**BOARD OF TRUSTEES**      **02/11/2021**

**FRO 01/01/2021 TO 01/31/2021**

<b><u>PO</u></b> <b><u>NUMBE</u></b>	<b><u>VENDOR</u></b>	<b><u>PO</u></b> <b><u>TOTAL</u></b>	<b><u>CHANGE</u></b> <b><u>AMOUNT</u></b>	<b><u>ACCOUNT</u></b> <b><u>NUMBER</u></b>	<b><u>PSEUDO / OBJECT DESCRIPTION</u></b>
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<b>Total Account Amount:</b>	<b>+202,505.15</b>
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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 26, 2021

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**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 2020-21 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 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

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

### District Contact Information (School Year 2020-2021)

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 2020-2021)

Roch Courreges Elementary School serves approximately 650 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 2019-2020)**

Grade Level	Number of Students
Kindergarten	101
Grade 1	107
Grade 2	112
Grade 3	106
Grade 4	117
Grade 5	109
Total Enrollment	652

**Student Enrollment by Student Group (School Year 2019-2020)**

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	37
Filipino	2.3
Hispanic or Latino	13
Native Hawaiian or Pacific Islander	0.2
White	37.3
Two or More Races	7.8
Socioeconomically Disadvantaged	15.2
English Learners	10.6
Students with Disabilities	6.7
Foster Youth	0.2
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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	26.5	26.5	25.5	277.3
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	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October, 2020

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	Yes	0.0%
Mathematics	Houghton-Mifflin Adoption Year 2015	Yes	0.0%
Science	Houghton-Mifflin Prentice-Hall Adoption Year 2008	Yes	0.0%
History-Social Science	Scott Foresman Holt Adoption Year 2006	Yes	0.0%

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

## School Facility Conditions and Planned Improvements

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 went through another modernization project, which provided 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. Measure O Projects completed 2019.

### COVID-19 Protocols:

Throughout the 2020-21 school year, additional cleaning measures have been implemented during the school day to ensure the safety of students and staff. In addition, extensive deep cleaning protocols have been implemented at regular increments, and as required when individual incidents of COVID occur. Cleaning staff have participated in additional training and have access to all supplies needed to establish and maintain safe, clean learning environments for students and staff.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 08/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	79	N/A	77	N/A	50	N/A
Mathematics (grades 3-8 and 11)	82	N/A	77	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	66	N/A	59	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

## 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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

## 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 2020-2021)

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, 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](http://www.CourregesPTA.org). The district's website ([www.fvsd.us](http://www.fvsd.us)) and school website ([www.courreges.fvsd.us](http://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. Due to COVID-19, many of the typical parent involvement activities were not able to be conducted during the 2020-21 school year, or were conducted in a modified version via Zoom technology.

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.8	1.8	1.0	1.4	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.8	1.1	2.6
Expulsions	0.0	<0.1	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

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 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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	26		4		26		4		29		3	
1	27		4		27		4		29		3	
2	27		4		26		4		28		4	
3	32		3		28		4		26		4	
4	32		2	1	29		3		33			
5	27	1	2	2	31		2	2	31		3	
Other**	11	1			10	2			24	2	1	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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

\*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 2018-2019)

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$9,755.00	\$2,743.00	\$7,012.00	\$87,031.00
<b>District</b>	N/A	N/A	\$7,172.00	\$88,670
<b>Percent Difference - School Site and District</b>	N/A	N/A	-2.3	-1.9
<b>State</b>	N/A	N/A	\$7,750	\$84,183
<b>Percent Difference - School Site and State</b>	N/A	N/A	-10.0	3.3

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

### Types of Services Funded (Fiscal Year 2019-2020)

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
- Title IV

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$47,338	\$51,004
<b>Mid-Range Teacher Salary</b>	\$88,835	\$82,919
<b>Highest Teacher Salary</b>	\$109,599	\$104,604
<b>Average Principal Salary (Elementary)</b>	\$142,137	\$131,277
<b>Average Principal Salary (Middle)</b>	\$145,604	\$136,163
<b>Average Principal Salary (High)</b>		\$128,660
<b>Superintendent Salary</b>	\$240,199	\$230,860
<b>Percent of Budget for Teacher Salaries</b>	40.0	35.0
<b>Percent of Budget for Administrative Salaries</b>	6.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	6	3

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.

For the 2020-21 school year, teachers had the opportunity to participate in extensive professional development related to educational technology platforms such as Florida Virtual Schools, NewsELA, IXL, Edulastic, Scholastic Reading Inventory, Zoom, and training on new History/Social Studies curriculum resources. Staff completed online training modules related to the health and safety protocols related to COVID-19, child abuse reporting, and live virtual training related to sexual harassment prevention/Title IX. Additional recent training initiatives in Fountain Valley School District and at 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 (1:1 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 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

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	Cara Robinson
Email Address	robinsonc@fvsd.us
Website	www.cox.fvsd.us
County-District-School (CDS) Code	30-66498-6066922

### District Contact Information (School Year 2020-2021)

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 2020-2021)

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 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 2019-2020)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	107
<b>Grade 1</b>	108
<b>Grade 2</b>	113
<b>Grade 3</b>	117
<b>Grade 4</b>	123
<b>Grade 5</b>	123
<b>Total Enrollment</b>	691

#### **Student Enrollment by Student Group (School Year 2019-2020)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	1.3
<b>American Indian or Alaska Native</b>	0.1
<b>Asian</b>	40.5
<b>Filipino</b>	1.4
<b>Hispanic or Latino</b>	22.9
<b>Native Hawaiian or Pacific Islander</b>	0.6
<b>White</b>	24.2
<b>Two or More Races</b>	5.9
<b>Socioeconomically Disadvantaged</b>	35.5
<b>English Learners</b>	20.1
<b>Students with Disabilities</b>	3.2
<b>Foster Youth</b>	0.1
<b>Homeless</b>	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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	26.6	27.2	28.3	277.3
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	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
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 Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** October, 2020

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	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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%

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

## School Facility Conditions and Planned Improvements

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.

### Maintenance & Repair:

A routine maintenance program is administered by Cox 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. Measure O Projects were completed in 2020

**COVID-19 Protocols:**

Throughout the 2020-21 school year, additional cleaning measures have been implemented during the school day to ensure the safety of students and staff. In addition, extensive deep cleaning protocols have been implemented at regular increments, and as required when individual incidents of COVID occur. Cleaning staff have participated in additional training and have access to all supplies needed to establish and maintain safe, clean learning environments for students and staff.

**School Facility Good Repair Status**

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 08/2020**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	67	N/A	77	N/A	50	N/A
Mathematics (grades 3-8 and 11)	72	N/A	77	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	48	N/A	59	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)**

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.fvdsd.us](http://www.cox.fvdsd.us). The District's website ([www.fvdsd.us](http://www.fvdsd.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.

Due to COVID-19, many of the typical parent involvement activities were not able to be conducted during the 2020-21 school year, or were conducted in a modified version via Zoom technology.

#### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>Suspensions</b>	0.4	0.8	1.0	1.4	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.1

#### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	<0.1	1.1	2.6
<b>Expulsions</b>	0.0	<0.1	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

#### School Safety Plan (School Year 2020-2021)

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 2019-2020 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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	25		4		28		4		27		4	
1	27		4		28		4		27		4	
2	31		4		28		4		35		3	1
3	30		4		31		4		29		4	
4	27		5		30		4		31		4	
5	30		5		29		5		31		4	

\*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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	

\*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 2018-2019)

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$9,489.00	\$2,238.00	\$7,251.00	\$97,277.00
District	N/A	N/A	\$7,172.00	\$88,670
Percent Difference - School Site and District	N/A	N/A	1.1	9.3
State	N/A	N/A	\$7,750	\$84,183
Percent Difference - School Site and State	N/A	N/A	-6.7	14.4

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

### Types of Services Funded (Fiscal Year 2019-2020)

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
- Title IV

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$47,338	\$51,004
Mid-Range Teacher Salary	\$88,835	\$82,919
Highest Teacher Salary	\$109,599	\$104,604
Average Principal Salary (Elementary)	\$142,137	\$131,277
Average Principal Salary (Middle)	\$145,604	\$136,163
Average Principal Salary (High)		\$128,660
Superintendent Salary	\$240,199	\$230,860
Percent of Budget for Teacher Salaries	40.0	35.0
Percent of Budget for Administrative Salaries	6.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	6	3

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.

For the 2020-21 school year, teachers had the opportunity to participate in extensive professional development related to educational technology platforms such as Florida Virtual Schools, NewsELA, IXL, Edulastic, Scholastic Reading Inventory, Zoom, and training on new History/Social Studies curriculum resources. Staff also completed online training modules related to the health and safety protocols related to COVID-19, child abuse reporting, and live, virtual training related to sexual harassment prevention/Title IX. Additional recent training initiatives in Fountain Valley School District and at 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



# **Robert Gisler Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

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

### District Contact Information (School Year 2020-2021)

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 2020-2021)

Robert Gisler Elementary School is a TK-5 elementary school serving approximately 415 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 parental 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 2020-21 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 for their future endeavors. We believe all students can learn and are each respected as 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 and School Site Council. 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 2019-2020)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	118
<b>Grade 1</b>	83
<b>Grade 2</b>	93
<b>Grade 3</b>	95
<b>Grade 4</b>	95
<b>Grade 5</b>	70
<b>Total Enrollment</b>	554

#### **Student Enrollment by Student Group (School Year 2019-2020)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	0.4
<b>American Indian or Alaska Native</b>	0.2
<b>Asian</b>	24.9
<b>Filipino</b>	0.7
<b>Hispanic or Latino</b>	20
<b>Native Hawaiian or Pacific Islander</b>	0.2
<b>White</b>	42.2
<b>Two or More Races</b>	10.3
<b>Socioeconomically Disadvantaged</b>	23.8
<b>English Learners</b>	12.5
<b>Students with Disabilities</b>	9.7
<b>Foster Youth</b>	0.4
<b>Homeless</b>	0.2

## **A. Conditions of Learning**

### **State Priority: Basic**

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

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

## Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	21.4	23.4	22.2	277.3
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	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October, 2020

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	Yes	0.0%
Mathematics	Houghton-Mifflin Adoption Year 2015	Yes	0.0%
Science	Houghton-Mifflin Prentice-Hall Adoption Year 2008	Yes	0.0%
History-Social Science	Scott Foresman Adoption Year 2006	Yes	0.0%

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

## School Facility Conditions and Planned Improvements

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.

### COVID-19 Protocols:

Throughout the 2020-21 school year, additional cleaning measures have been implemented during the school day to ensure the safety of students and staff. In addition, extensive deep cleaning protocols have been implemented at regular increments, and as required when individual incidents of COVID occur. Cleaning staff have participated in additional training and have access to all supplies needed to establish and maintain safe, clean learning environments for students and staff.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 08/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	A/C Installation and ventilation upgrades needed - Measure O project scheduled Summer 2020 - In progress

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 - In progress
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Future deferred maintenance item - Measure O project scheduled Summer 2020 - 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	71	N/A	77	N/A	50	N/A
Mathematics (grades 3-8 and 11)	68	N/A	77	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	51	N/A	59	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

## 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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.



## 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 2020-2021)

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 (once restrictions lift), participating in school activities (once restrictions lift), 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 (once restrictions lift)
- Serving on School Site Council or the English Learner Advisory Committee
- Joining the Fountain Valley Schools Foundation
- Volunteering to support PTO events such as the school's virtual Jog-a-Thon and virtual Talent Show

When volunteers are permitted, parent volunteers are always encouraged in our classrooms. Volunteers do a variety of activities with students such as reading one on one, practicing math facts, running small group, and assisting the teacher with clerical tasks. Volunteers are made up of 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. Volunteers help to run fundraisers and activities throughout the year.

### Contact Information

Parents who wish to participate in Gisler Elementary's leadership teams, activities, or become a volunteer may contact the office at (714) 378-4211 or visit the school website at [www.gisler.fvgsd.us](http://www.gisler.fvgsd.us). The District's website ([www.fvgsd.us](http://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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>Suspensions</b>	0.0	0.2	1.0	1.4	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.1

## Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	<1.0	1.1	2.6
<b>Expulsions</b>	0.1	<0.1	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

The safety of students and staff is a primary concern of Gisler 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 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 more than five hours in a given 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 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 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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	24	1	4		24	1	4		28		4	
1	29		3		28		3		27		3	
2	28		3		28		3		28		2	
3	32		2		28		3		29		3	
4	29		3		33		1	1	29		3	
5	26	1	3		25	1	3		34			2
Other**									15	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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,251.00	\$3,565.00	\$7,687.00	\$84,769.00
District	N/A	N/A	\$7,172.00	\$88,670
Percent Difference - School Site and District	N/A	N/A	6.9	-4.5

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,750	\$84,183
Percent Difference - School Site and State	N/A	N/A	-0.8	0.7

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

### Types of Services Funded (Fiscal Year 2019-2020)

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
- Title IV

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,338	\$51,004
Mid-Range Teacher Salary	\$88,835	\$82,919
Highest Teacher Salary	\$109,599	\$104,604
Average Principal Salary (Elementary)	\$142,137	\$131,277
Average Principal Salary (Middle)	\$145,604	\$136,163
Average Principal Salary (High)		\$128,660
Superintendent Salary	\$240,199	\$230,860
Percent of Budget for Teacher Salaries	40.0	35.0
Percent of Budget for Administrative Salaries	6.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	6	3

Staff development is a priority in the Fountain Valley School District. We value the impact highly skilled instructors have on student achievement. During the school year, there are numerous opportunities for teachers to participate in training. Throughout the District, there are both school level and district-wide opportunities.

For the 2020-21 school year, teachers had the opportunity to participate in extensive professional development related to educational technology platforms such as Florida Virtual Schools, NewsELA, IXL, Edulastic, Scholastic Reading Inventory, Zoom, and training on new History/Social Studies curriculum resources. Staff also completed online training modules related to the health and safety protocols, COVID-19 precautions, child abuse reporting, and Sexual Harassment Prevention/Title IX. Additional recent training opportunities in Fountain Valley School District and at 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 and current training on new technology platforms used during distance learning
- Professional Learning Communities
- California State Standards Implementation

# **William T. Newland Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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- For more information about the LCFF or the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

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

### District Contact Information (School Year 2020-2021)

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 2020-2021)

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 their 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 the 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 2019-2020)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	113
<b>Grade 1</b>	79
<b>Grade 2</b>	82
<b>Grade 3</b>	94
<b>Grade 4</b>	80
<b>Grade 5</b>	77
<b>Total Enrollment</b>	525



## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.2
Asian	15
Filipino	0.4
Hispanic or Latino	14.9
Native Hawaiian or Pacific Islander	0.2
White	58.3
Two or More Races	8.8
Socioeconomically Disadvantaged	14.1
English Learners	5.5
Students with Disabilities	7.6
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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	26	28.4	25.9	277.3
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	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** October, 2020

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	Yes	0.0%
Mathematics	Houghton-Mifflin Adoption Year 2015	Yes	0.0%
Science	Houghton-Mifflin Prentice-Hall Adoption Year 2008	Yes	0.0%
History-Social Science	Scott Foresman Holt Adoption Year 2006	Yes	0.0%

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

## School Facility Conditions and Planned Improvements

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 remodernization beginning in the Spring of 2021.

**COVID-19 Protocols:**

Throughout the 2020-21 school year, additional cleaning measures have been implemented during the school day to ensure the safety of students and staff. In addition, extensive deep cleaning protocols have been implemented at regular increments, and as required when individual incidents of COVID occur. Cleaning staff have participated in additional training and have access to all supplies needed to establish and maintain safe, clean learning environments for students and staff.

**School Facility Good Repair Status**

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 08/2020**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	A/C Installation and ventilation upgrades needed - Measure O project scheduled Summer 2021
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Fair	Planned deferred maintenance item - Roofs Measure O project scheduled Summer 2021
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Fair	Planned deferred maintenance item - Roofs Measure O project scheduled Summer 2021
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Fair	Future deferred maintenance item - Measure O project scheduled Summer 2021

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	89	N/A	77	N/A	50	N/A
Mathematics (grades 3-8 and 11)	89	N/A	77	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	55	N/A	59	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

## 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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

## 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 2020-2021)

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.fvssd.us](http://www.newland.fvssd.us). There you can also find additional information about PTA connections and events. The District's website ([www.fvssd.us](http://www.fvssd.us)) also provides a variety of resources and helpful information for parents, students, and community members. Due to COVID-19, many of the typical parent involvement activities were not able to be conducted during the 2020-21 school year, or were conducted in a modified version via Zoom technology.

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.8	0.8	1.0	1.4	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

## Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	<0.1	1.1	2.6
<b>Expulsions</b>	0.0	<0.1	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

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 2020-21 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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	22	1	4		25		4		28		4	
1	28		3		28		3		25		3	
2	26	1	2		30		3		27		3	
3	21	1	2		24		3		29		3	
4	23	1	2		30		2		27		1	
5	23	1	3		24	1	3		30		2	
Other**					8	2			12	3	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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,776.00	\$4,144.00	\$7,632.00	\$80,245.00
District	N/A	N/A	\$7,172.00	\$88,670
Percent Difference - School Site and District	N/A	N/A	6.2	-10.0

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,750	\$84,183
Percent Difference - School Site and State	N/A	N/A	-1.5	-4.8

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

### Types of Services Funded (Fiscal Year 2019-2020)

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
- Title IV

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,338	\$51,004
Mid-Range Teacher Salary	\$88,835	\$82,919
Highest Teacher Salary	\$109,599	\$104,604
Average Principal Salary (Elementary)	\$142,137	\$131,277
Average Principal Salary (Middle)	\$145,604	\$136,163
Average Principal Salary (High)		\$128,660
Superintendent Salary	\$240,199	\$230,860
Percent of Budget for Teacher Salaries	40.0	35.0
Percent of Budget for Administrative Salaries	6.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	6	3

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.

For the 2020-21 school year, teachers had the opportunity to participate in extensive professional development related to educational technology platforms such as Florida Virtual Schools, NewsELA, IXL, Edulastic, Scholastic Reading Inventory, Zoom, and training on new History/Social Studies curriculum resources. Staff also completed online training modules related to the health and safety protocols, COVID-19 precautions, child abuse reporting, and Sexual Harassment Prevention/Title IX. Additional recent training initiatives in Fountain Valley School District and at 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 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

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

### District Contact Information (School Year 2020-2021)

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

### School Description and Mission Statement (School Year 2020-2021)

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. Approximately 390 students in Kindergarten through 5th grade attend Oka Elementary School for this year, with an additional 114 Oka students participating in the District's FVSDConnected Virtual Program.

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 fully integrated 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 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 2019-2020)

Grade Level	Number of Students
Kindergarten	75
Grade 1	59
Grade 2	84
Grade 3	89
Grade 4	65
Grade 5	75
Total Enrollment	447

#### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.2
Asian	12.5
Filipino	0.4
Hispanic or Latino	25.3
Native Hawaiian or Pacific Islander	0.9
White	49.2
Two or More Races	8.5
Socioeconomically Disadvantaged	26.6
English Learners	4.9
Students with Disabilities	9.2
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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	19.4	20.8	21.3	277.3
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	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** October, 2020

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 8, 2020, 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. FVSD is in the instructional materials review and adoption process for Elementary Science, with anticipation of new materials being adopted for the 2021-22 school year.

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	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	Houghton-Mifflin Adoption Year 2015	Yes	0.0%
<b>Science</b>	Houghton-Mifflin Prentice-Hall Adoption Year 2008	Yes	0.0%
<b>History-Social Science</b>	Scott Foresman Holt Adoption Year 2006	Yes	0.0%

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

## School Facility Conditions and Planned Improvements

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.

### COVID-19 Protocols:

Throughout the 2020-21 school year, additional cleaning measures have been implemented during the school day to ensure the safety of students and staff. In addition, extensive deep cleaning protocols have been implemented at regular increments, and as required when individual incidents of COVID occur. Cleaning staff have participated in additional training and have access to all supplies needed to establish and maintain safe, clean learning environments for students and staff.



### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 07/2020**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	A/C Installation and ventilation upgrades needed - Measure O project scheduled Summer 2021
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	Planned deferred maintenance item - Roofs Measure O project scheduled Summer 2021
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	Future deferred maintenance item - Measure O project scheduled Summer 2021
<b>Overall Rating</b>	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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	70	N/A	77	N/A	50	N/A
Mathematics (grades 3-8 and 11)	79	N/A	77	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	52	N/A	59	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)**

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. Due to COVID-19, many of the typical parent involvement activities were not able to be conducted during the 2020-21 school year, or were conducted in a modified version via Zoom technology.

## 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.fvdsd.us](http://www.oka.fvdsd.us). There, you will also find further information for various PTO connections and events. The District's website at: [www.fvdsd.us](http://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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.4	0.4	1.0	1.4	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

## Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	<0.1	1.1	2.6
Expulsions	0.0	<0.1	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

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.

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. Throughout the 2020-21 school year, Fulton staff will be participating in professional development related to ensuring students safety student safety including Mandated Child Abuse Reporting, Disaster Response Protocols, Sexual Harassment Prevention, and COVID-19 Prevention. 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 2020-21 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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	21	1	3		29		2		24		3	
1	31		3		25		3		28		2	
2	28		2		29		3		25		3	
3	29		2		30		2		29		3	
4	32		2		27		2		30		2	
5	28	1	2	1	26	1	3		34			2
Other**					14	1			15	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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,469.00	\$4,510.00	\$7,960.00	\$84,559.00
District	N/A	N/A	\$7,172.00	\$88,670
Percent Difference - School Site and District	N/A	N/A	10.4	-4.7
State	N/A	N/A	\$7,750	\$84,183
Percent Difference - School Site and State	N/A	N/A	2.7	0.4

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

### Types of Services Funded (Fiscal Year 2019-2020)

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
- Title IV

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,338	\$51,004
Mid-Range Teacher Salary	\$88,835	\$82,919
Highest Teacher Salary	\$109,599	\$104,604
Average Principal Salary (Elementary)	\$142,137	\$131,277
Average Principal Salary (Middle)	\$145,604	\$136,163
Average Principal Salary (High)		\$128,660
Superintendent Salary	\$240,199	\$230,860
Percent of Budget for Teacher Salaries	40.0	35.0
Percent of Budget for Administrative Salaries	6.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	6	3

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. For the 2020-21 school year, Oka staff participated in extensive professional development including online training modules related to the health and safety protocols related to COVID-19, child abuse reporting, and sexual harassment prevention/Title IX. In addition, teachers and school administrators participated in training on a variety of educational technology programs designed to support virtual/remote and asynchronous learning including Florida Virtual Schools, Zoom, IXL, NewsELA, Scholastic Reading Inventory, Edulastic and training on new History/Social Studies curriculum resources. Recent training initiatives in Fountain Valley School District and at 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 2019-2020 School Year**

#### **Published During 2020-2021**

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- For more information about SARC requirements and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

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	Patrick Ham, Ed.D.
Email Address	hamp@fvsd.us
Website	www.plavan.fvsd.us
County-District-School (CDS) Code	30-66498-6085278

### District Contact Information (School Year 2020-2021)

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 2020-2021)

Plavan is a vibrant school and home to a diverse community of 505 TK through 5th grade students, 168 of which are participating in the FVSDConnected virtual program for the 2020-21 school year. 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, is to create 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
- 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
- Display problem-solving abilities in working with others.

#### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	109
Grade 1	80
Grade 2	84
Grade 3	81
Grade 4	82
Grade 5	93
<b>Total Enrollment</b>	<b>529</b>

#### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.4
Asian	52.4
Filipino	1.9
Hispanic or Latino	17.8
Native Hawaiian or Pacific Islander	1.1
White	17.6
Two or More Races	6.8
Socioeconomically Disadvantaged	35.2
English Learners	20.6
Students with Disabilities	3.8
Foster Youth	0.2
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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	21.3	22	21.2	277.3
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	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** October, 2020

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	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	Houghton-Mifflin Adoption Year 2015	Yes	0.0%
<b>Science</b>	Houghton-Mifflin Prentice-Hall Adoption Year 2008	Yes	0.0%
<b>History-Social Science</b>	Scott Foresman Holt Adoption Year 2006	Yes	0.0%

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

## School Facility Conditions and Planned Improvements

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.

### COVID-19 Protocols:

Throughout the 2020-21 school year, additional cleaning measures have been implemented during the school day to ensure the safety of students and staff. In addition, extensive deep cleaning protocols have been implemented at regular increments, and as required when individual incidents of COVID occur. Cleaning staff have participated in additional training and have access to all supplies needed to establish and maintain safe, clean learning environments for students and staff.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 08/2020**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	Planned deferred maintenance item - Roofs Measure O project - COMPLETED
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	Future deferred maintenance item - Measure O project scheduled Summer 2022
<b>Overall Rating</b>	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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	78	N/A	77	N/A	50	N/A
Mathematics (grades 3-8 and 11)	78	N/A	77	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	63	N/A	59	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

## 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 2020-2021)**

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, help to ensure 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.fvdsd.us](http://www.plavan.fvdsd.us). The District's website ([www.fvdsd.us](http://www.fvdsd.us)) and our PTO website ([plavanpto.org](http://plavanpto.org)) also provides a variety of resources and helpful information for parents, students, and community members. Due to COVID-19, many of the typical parent involvement activities were not able to be conducted during the 2020-21 school year, or were conducted in a modified version via Zoom technology.

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>Suspensions</b>	0.4	0.2	1.0	1.4	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.0	1.1	2.6
<b>Expulsions</b>	0.0	<0.1	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	24	1	4		27		4		27		4	
1	25		3		28		3		36		2	1
2	28		3		27		3		28		3	
3	31		3		27		3		27		3	
4	31		3		30		3		27		3	
5	35			2	30		3		31		3	

\*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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,716.00	\$3,336.00	\$7,380.00	\$77,018.00
District	N/A	N/A	\$7,172.00	\$88,670
Percent Difference - School Site and District	N/A	N/A	2.9	-14.1
State	N/A	N/A	\$7,750	\$84,183
Percent Difference - School Site and State	N/A	N/A	-4.9	-8.9

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

### Types of Services Funded (Fiscal Year 2019-2020)

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
- Title IV

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,338	\$51,004
Mid-Range Teacher Salary	\$88,835	\$82,919
Highest Teacher Salary	\$109,599	\$104,604
Average Principal Salary (Elementary)	\$142,137	\$131,277
Average Principal Salary (Middle)	\$145,604	\$136,163
Average Principal Salary (High)		\$128,660
Superintendent Salary	\$240,199	\$230,860
Percent of Budget for Teacher Salaries	40.0	35.0
Percent of Budget for Administrative Salaries	6.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	6	3

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.

For the 2020-21 school year, teachers had the opportunity to participate in extensive professional development related to educational technology platforms such as Florida Virtual Schools, NewsELA, IXL, Edulastic, Scholastic Reading Inventory, Zoom, and training on new History/Social Studies curriculum resources. Staff also completed online training modules related to the health and safety protocols, COVID-19 precautions, child abuse reporting, and Sexual Harassment Prevention/Title IX. Additional recent training initiatives in Fountain Valley School District and Plavan Elementary School include:

- Cognitive Guided Instruction (CGI) Mathematics
- Balanced Literacy
- 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 Trainings
- Grade Level Teacher Classroom Visits
- Grade Level collaboration meetings

# **Hisamatsu Tamura Elementary School**

## **School Accountability Report Card**

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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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

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

### District Contact Information (School Year 2020-2021)

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

### School Description and Mission Statement (School Year 2020-2021)

Hisamatsu Tamura Elementary School is located in Fountain Valley, California, and is one of 10 schools in the Fountain Valley School District (FVSD). Tamura takes great pride in providing a 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. Tamura Elementary School serves approximately 350 students in Transitional Kindergarten through 5th grade during the 2020-21 school year, and an additional 175 Tamura students are participating in the FVSDConnected virtual/remote program due to the COVID-19 pandemic.

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 by committing to 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 ensuring 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. 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 ensuring the academic success of all students, providing a comprehensive educational experience that is the foundation of future endeavors. Parents, administrators, teachers, and support staff work as an educational team for the betterment of all students.

#### **Student Enrollment by Grade Level (School Year 2019-2020)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	111
<b>Grade 1</b>	84
<b>Grade 2</b>	89
<b>Grade 3</b>	95
<b>Grade 4</b>	92
<b>Grade 5</b>	109
<b>Total Enrollment</b>	580

#### **Student Enrollment by Student Group (School Year 2019-2020)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Asian</b>	49.3
<b>Filipino</b>	1.6
<b>Hispanic or Latino</b>	16.9
<b>Native Hawaiian or Pacific Islander</b>	0.7
<b>White</b>	26.4
<b>Two or More Races</b>	4
<b>Socioeconomically Disadvantaged</b>	21
<b>English Learners</b>	17.4
<b>Students with Disabilities</b>	5.2
<b>Foster Youth</b>	0.2
<b>Homeless</b>	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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	22.4	22.4	24.9	277.3
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	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October, 2020

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 8, 2020, 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. FVSD is currently in the instructional materials review and adoption process for Science, in anticipation of adoption prior to the start of the 2021-22 school year.

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	Yes	0.0%
Mathematics	Houghton-Mifflin Adoption Year 2015	Yes	0.0%
Science	Houghton-Mifflin Prentice-Hall Adoption Year 2008	Yes	0.0%
History-Social Science	Scott Foresman Holt Adoption Year 2006	Yes	0.0%

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

## School Facility Conditions and Planned Improvements

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. Measure O Project was completed in 2020

### COVID-19 Protocols:

Throughout the 2020-21 school year, additional cleaning measures have been implemented during the school day to ensure the safety of students and staff. In addition, extensive deep cleaning protocols have been implemented at regular increments, and as required when individual incidents of COVID occur. Cleaning staff have participated in additional training and have access to all supplies needed to establish and maintain safe, clean learning environments for students and staff.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 08/2020**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	78	N/A	77	N/A	50	N/A
Mathematics (grades 3-8 and 11)	84	N/A	77	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	74	N/A	59	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

## 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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

## 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 2020-2021)

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 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:

- Volunteering in classrooms
- Joining the school's PTA
- 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

Due to COVID-19, many of the typical parent involvement activities were not able to be conducted during the 2020-21 school year, or were conducted in a modified version via Zoom technology. However, we definitely still encourage parents to join the school's PTA and participate in online meetings and activities.

#### Contact Information

Parents who wish to participate in the school's leadership teams, activities, or become a volunteer may contact the office at (714) 375-6227 or visit the school website at [www.tamura.fvsd.us](http://www.tamura.fvsd.us). The District's website ([www.fvsd.us](http://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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.2	0.3	1.0	1.4	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

## Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.0	1.1	2.6
<b>Expulsions</b>	0.0	<0.1	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

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 check-in and check-out in the school's main office using the Raptor Visitor Management System and wear a visitor's pass at all times during their stay on school grounds.

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. Throughout the 2020-21 school year, Fulton staff will be participating in professional development related to ensuring students safety student safety including Mandated Child Abuse Reporting, Disaster Response Protocols, Sexual Harassment Prevention, and COVID-19 Prevention. 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 2020-21 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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	25		4		21	1	4		33		3	1
1	28		3		28		3		36		2	1
2	28		3		24	1	3		28		3	
3	28		3		29		3		32		3	
4	29		4		30		3		31		3	
5	29		4		30		4		27		4	
Other**									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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,430.00	\$2,833.00	\$7,597.00	\$86,618.00
District	N/A	N/A	\$7,172.00	\$88,670
Percent Difference - School Site and District	N/A	N/A	5.8	-2.3



Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,750	\$84,183
Percent Difference - School Site and State	N/A	N/A	-2.0	2.9

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

### Types of Services Funded (Fiscal Year 2019-2020)

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
- Title IV

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,338	\$51,004
Mid-Range Teacher Salary	\$88,835	\$82,919
Highest Teacher Salary	\$109,599	\$104,604
Average Principal Salary (Elementary)	\$142,137	\$131,277
Average Principal Salary (Middle)	\$145,604	\$136,163
Average Principal Salary (High)		\$128,660
Superintendent Salary	\$240,199	\$230,860
Percent of Budget for Teacher Salaries	40.0	35.0
Percent of Budget for Administrative Salaries	6.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	6	3

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.

For the 2020-21 school year, teachers had the opportunity to participate in extensive professional development related to educational technology platforms such as Florida Virtual Schools, NewsELA, IXL, Edulastic, Scholastic Reading Inventory, Zoom, and training on new History/Social Studies curriculum resources. Staff also completed online training modules related to the health and safety protocols related to COVID-19, child abuse reporting, and live, virtual training related to sexual harassment prevention/Title IX. Recent professional development for Tamura teachers over the past two school years has included content related to:

- 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)

# **Harry C. Fulton Middle School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

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

### District Contact Information (School Year 2020-2021)

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

### School Description and Mission Statement (School Year 2020-2021)

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 underwent significant renovations during the 2019-20 school year that improved infrastructure and updated amenities in classrooms to continue serving students. Approximately 735 students attend Fulton Middle School, 176 of which are participating in the FVSDConnected virtual program for the 2020-21 school year. 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, one Special Day Class teacher, 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 2019-2020)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 6</b>	255
<b>Grade 7</b>	261
<b>Grade 8</b>	242
<b>Total Enrollment</b>	758

#### **Student Enrollment by Student Group (School Year 2019-2020)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	0.1
<b>Asian</b>	49.1
<b>Filipino</b>	2.2
<b>Hispanic or Latino</b>	15.6
<b>Native Hawaiian or Pacific Islander</b>	0.5
<b>White</b>	26
<b>Two or More Races</b>	5.8
<b>Socioeconomically Disadvantaged</b>	19.8
<b>English Learners</b>	4.2
<b>Students with Disabilities</b>	7
<b>Foster Youth</b>	0.3
<b>Homeless</b>	0.1

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	29.5	30.1	29.8	277.3
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	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** October, 2020

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 8, 2020, 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. FVSD is currently in the instructional materials adoption process for Middle School History-Social Studies and Middle School Science, with adoption of materials anticipated prior to the start of the 2021-22 school year.

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	Yes	0.0%
Mathematics	McGraw Hill Adoption Year 2015	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Prentice-Hall Adoption Year 2008	Yes	0.0%
History-Social Science	Holt Adoption Year 2006	Yes	0.0%

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

## School Facility Conditions and Planned Improvements

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 2020-21 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. Measure O Projects were completed in 2020.

### COVID-19 Protocols:

Throughout the 2020-21 school year, additional cleaning measures have been implemented during the school day to ensure the safety of students and staff. In addition, extensive deep cleaning protocols have been implemented at regular increments, and as required when individual incidents of COVID occur. Cleaning staff have participated in additional training and have access to all supplies needed to establish and maintain safe, clean learning environments for students and staff.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 08/2020**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	84	N/A	77	N/A	50	N/A
Mathematics (grades 3-8 and 11)	78	N/A	77	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	68	N/A	59	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

## 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 2020-2021)**

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. During the pandemic, volunteer opportunities are limited but we have an active PTA holding remote meetings and fundraisers. During most school years, the Fulton community logs close to 18,000 hours of volunteer service to the school. Parents who wish to participate in Fulton Middle School's leadership teams, activities, or become a volunteer may contact the office at (714) 375-2816 or visit the school website at [www.fulton.fvgsd.us](http://www.fulton.fvgsd.us). The District's website ([www.fvgsd.us](http://www.fvgsd.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!

Due to COVID-19, many of the typical parent involvement activities were not able to be conducted during the 2020-21 school year, or were conducted in a modified version via Zoom technology.

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.4	2.4	1.0	1.4	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.8	1.1	2.6
Expulsions	0.0	<0.1	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

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. Throughout the 2020-21 school year, Fulton staff will be participating in professional development related to ensuring students safety student safety including Mandated Child Abuse Reporting, Disaster Response Protocols, Sexual Harassment Prevention, and COVID-19 Prevention.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	23	10	13	4	26	5	7	9	30	4	8	7
Mathematics	26	5	14	4	26	6	5	10	28	7	5	8
Science	28	1	17	2					31	1	10	5
Social Science	29	3	11	6	31	1	6	10	28	2	13	3

\*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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	758

\*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,869.00	\$2,235.00	\$6,634.00	\$88,396.00
District	N/A	N/A	\$7,172.00	\$88,670
Percent Difference - School Site and District	N/A	N/A	-7.8	-0.3
State	N/A	N/A	\$7,750	\$84,183
Percent Difference - School Site and State	N/A	N/A	-15.5	4.9

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

## Types of Services Funded (Fiscal Year 2019-2020)

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
- \* Title IV

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,338	\$51,004
Mid-Range Teacher Salary	\$88,835	\$82,919
Highest Teacher Salary	\$109,599	\$104,604
Average Principal Salary (Elementary)	\$142,137	\$131,277
Average Principal Salary (Middle)	\$145,604	\$136,163
Average Principal Salary (High)		\$128,660
Superintendent Salary	\$240,199	\$230,860
Percent of Budget for Teacher Salaries	40.0	35.0
Percent of Budget for Administrative Salaries	6.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	6	3

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. For the 2020-21 school year, Fulton staff participated in extensive professional development including online training modules related to the health and safety protocols related to COVID-19, child abuse reporting, and sexual harassment prevention/Title IX. In addition, teachers and school administrators participated in training on a variety of educational technology programs designed to support virtual/remote and asynchronous learning including Florida Virtual Schools, Zoom, IXL, NewsELA, Scholastic Reading Inventory, Edulastic and training on new History/Social Studies curriculum resources.

For the 2020-21 school year, teachers had the opportunity to participate in extensive professional development related to educational technology platforms such as Florida Virtual Schools, NewsELA, IXL, Edulastic, Scholastic Reading Inventory, Zoom, and training on new History/Social Studies curriculum resources. Staff also completed online training modules related to the health and safety protocols, COVID-19 precautions, child abuse reporting, and Sexual Harassment Prevention/Title IX.

In recent years, Fulton staff have also participated in professional development activities related to the following:

- 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

# **Kazuo Masuda Middle School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



## About This School

### School Contact Information (School Year 2020-2021)

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

### District Contact Information (School Year 2020-2021)

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 2020-2021)

Kazuo Masuda Middle School, located in Fountain Valley, California, is home to a diverse student population which makes for a rich campus culture. Approximately 800 students attend Masuda Middle School, 240 of which are participating in the FVSDConnected virtual program for the 2020-21 school year. 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 2019-2020)**

Grade Level	Number of Students
Grade 6	257
Grade 7	279
Grade 8	261
Total Enrollment	797

**Student Enrollment by Student Group (School Year 2019-2020)**

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.4
Asian	53.1
Filipino	1.5
Hispanic or Latino	17.7
Native Hawaiian or Pacific Islander	0.3
White	20.1
Two or More Races	4.6
Socioeconomically Disadvantaged	31.4
English Learners	11.9
Students with Disabilities	4
Foster Youth	0.5
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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	29	30.9	27.0	277.3
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	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** October, 2020

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	Yes	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%

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

## School Facility Conditions and Planned Improvements

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. Measure O Projects were completed in 2019

**COVID-19 Protocols:**

Throughout the 2020-21 school year, additional cleaning measures have been implemented during the school day to ensure the safety of students and staff. In addition, extensive deep cleaning protocols have been implemented at regular increments, and as required when individual incidents of COVID occur. Cleaning staff have participated in additional training and have access to all supplies needed to establish and maintain safe, clean learning environments for students and staff.

**School Facility Good Repair Status**

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 07/2020**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	73	N/A	77	N/A	50	N/A
Mathematics (grades 3-8 and 11)	73	N/A	77	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	61	N/A	59	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

## 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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

## 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 2020-2021)

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. Due to COVID-19, many of the typical parent involvement activities were not able to be conducted during the 2020-21 school year, or were conducted in a modified version via Zoom technology.

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](http://www.masuda.fvdsd.us). (\*Please note that due to the current COVID pandemic, volunteer opportunities at Masuda are limited/restricted.) The District's website ([www.fvdsd.us](http://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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.2	2.1	1.0	1.4	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.4	1.1	2.6
Expulsions	0.0	<0.1	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

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.

#### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	24	6	15	4	24	6	13	5	26	7	13	4
Mathematics	29	4	5	12	26	3	16	3	29	4	12	6
Science	29	1	12	7	11	1			30	1	9	8
Social Science	29	2	11	7	28	2	13	5	28	2	13	4

\*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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,596.00	\$2,148.00	\$6,448.00	\$81,739.00
District	N/A	N/A	\$7,172.00	\$88,670
Percent Difference - School Site and District	N/A	N/A	-10.6	-8.1
State	N/A	N/A	\$7,750	\$84,183
Percent Difference - School Site and State	N/A	N/A	-18.3	-2.9

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

### Types of Services Funded (Fiscal Year 2019-2020)

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
- Title IV

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,338	\$51,004
Mid-Range Teacher Salary	\$88,835	\$82,919
Highest Teacher Salary	\$109,599	\$104,604
Average Principal Salary (Elementary)	\$142,137	\$131,277
Average Principal Salary (Middle)	\$145,604	\$136,163
Average Principal Salary (High)		\$128,660
Superintendent Salary	\$240,199	\$230,860
Percent of Budget for Teacher Salaries	40.0	35.0
Percent of Budget for Administrative Salaries	6.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	6	3

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.

For the 2020-21 school year, teachers had the opportunity to participate in extensive professional development related to educational technology platforms such as Florida Virtual Schools, NewsELA, IXL, Edulastic, Scholastic Reading Inventory, Zoom, and training on new History/Social Studies curriculum resources. Staff also completed online training modules related to the health and safety protocols, COVID-19 precautions, child abuse reporting, and Sexual Harassment Prevention/Title IX. Additional 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 and online curricula)
- Content development around Depth & Complexity
- The Irvine Math Project
- Adoption of Science and History textbooks
- NGSS Workshops and unit development
- 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

# **Samuel E. Talbert Middle School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

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

### District Contact Information (School Year 2020-2021)

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 2020-2021)

Samuel E. Talbert Middle School is a California Distinguished School (2019) and a California Gold Ribbon School (2015) serving approximately 600 sixth through eighth grade students, with an additional 137 students participating in the FVSDConnected virtual program for the 2020-21 school year. Located in Huntington Beach, California but part of the Fountain Valley School District, Talbert is home to a diverse population of students including 13% of students identifying as Asian, 18% of students identifying as Hispanic, 56% of students identify as White, and 10% of students identify as Multi-Ethnic. English Learners constitute 3% of Talbert's enrollment, 17% of Talbert students are identified as socio-economically disadvantaged, and 11% of students attending Talbert Middle School receive special education services.

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. Reflective of the effects of the pandemic, our theme for the 2020-2021 school year is "Together We are Talbert," which is a philosophical commitment on behalf of our staff to continue to serve all students to the best of our ability. Providing students with stability, emotional support, and academic support is our goal at this challenging time.

In effort to support the mental health of our students this year, PAL (Peer Assistance League) and ASB provide positive opportunities for students to participate in the culture of Talbert through events such as music at break, dress up days, and class competitions. The school psychologist and school counselor are resources that are available to all students for emotional support as well as organization skills in this new hybrid world of learning.

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. While we are limited in offering activities this year due to the pandemic, in a typical year, 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. 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.

As stated in our vision statement, "Talbert believes in ALL students." Talbert is home to 59 staff members that support our student programs. Full time staff includes 30 highly qualified teachers, an office manager, a head custodian, a school counselor, a speech pathologist, an assistant principal and a principal. Part time staff include a librarian, instructional aides, office staff, a school nurse assistant, a school psychologist and a night custodian. The staff works collaboratively to support student needs and school goals. The certificated staff meets regularly throughout the year to provide input and make decisions related to students. They also serve on various school and district committees to represent Talbert including School Site Council, School Leadership Team, Parent Teacher Association, Student Study Team, and the School Solution Action Team.

Talbert's dedicated staff is focused on differentiating instruction and support to meet the unique needs of all students. Specialized Academic Instruction is provided for students needing additional academic support. 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 or above grade level. In order to accomplish this goal, intervention electives in reading and math, as well as Specialized Academic Instruction courses are available for students needing support.

As far as instruction, all teachers 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 2019-2020)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 6</b>	277
<b>Grade 7</b>	253
<b>Grade 8</b>	253
<b>Total Enrollment</b>	783

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.5
Asian	18.3
Filipino	0.3
Hispanic or Latino	17.2
Native Hawaiian or Pacific Islander	0.8
White	55.8
Two or More Races	5.2
Socioeconomically Disadvantaged	20.7
English Learners	3.7
Students with Disabilities	9.5
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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	26	29.3	32.6	277.3
Without Full Credential	0	0		0
Teaching Outside Subject Area of Competence (with full credential)	0	0		0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

**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%

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

## School Facility Conditions and Planned Improvements

Talbert Middle School was originally constructed in 1972. Talbert is currently under construction, with a projected completion date of Fall, 2021. All classrooms will have air conditioning and modernized paint, ceilings, and sound systems. Four new science classrooms and a new music classroom will be added in the last phase of construction. The school is currently comprised of 31 classrooms, a library, an event center, a wood shop, and a spacious blacktop and field. 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.

**COVID-19 Protocols:**

Throughout the 2020-21 school year, additional cleaning measures have been implemented during the school day to ensure the safety of students and staff. In addition, extensive deep cleaning protocols have been implemented at regular increments, and as required when individual incidents of COVID occur. Cleaning staff have participated in additional training and have access to all supplies needed to establish and maintain safe, clean learning environments for students and staff.

**School Facility Good Repair Status**

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 07/2020**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	A/C Installation and ventilation upgrades needed - Measure O project scheduled Summer 2020 - In progress
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	Planned deferred maintenance item - Roofs Measure O project scheduled Summer 2020 - In progress
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	Future deferred maintenance item - Measure O project scheduled Summer 2020 - 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	80	N/A	77	N/A	50	N/A
Mathematics (grades 3-8 and 11)	74	N/A	77	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	48	N/A	59	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

## 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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

## 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 2020-2021)

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

- Joining and being an active member of the PTA
- 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](http://www.talbert.fvgsd.us). The District's website ([www.fvgsd.us](http://www.fvgsd.us)) also provides a variety of resources and helpful information for parents, students, and community members. Due to COVID-19, many of the typical parent involvement activities were not able to be conducted during the 2020-21 school year, or were conducted in a modified version via Zoom technology.

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.7	3.3	1.0	1.4	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

## Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	3.7	1.1	2.6
<b>Expulsions</b>	0.1	<0.1	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

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. (Due to COVID-19 restrictions, visitors are currently not allowed on campus.)

Due to the COVID pandemic, the primary focus on campus this year is safety. FVSD safety protocols are constantly monitored and enforced. The school and District work collaboratively with Orange County Public Health to monitor and report cases.

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. 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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
<b>English Language Arts</b>	25	6	12	3	23	12	8	4	24	7	11	5
<b>Mathematics</b>	26	6	7	7	26	4	11	5	26	6	6	8
<b>Science</b>	28	3	8	6	32	1	9	12	29	3	5	9
<b>Social Science</b>	30	2	6	8	29	1	11	5	29	1	12	4

\*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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
<b>Academic Counselors*</b>	783

\*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,213.00	\$2,570.00	\$6,643.00	\$84,903.00
District	N/A	N/A	\$7,172.00	\$88,670
Percent Difference - School Site and District	N/A	N/A	-7.7	-4.3
State	N/A	N/A	\$7,750	\$84,183
Percent Difference - School Site and State	N/A	N/A	-15.4	0.9

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

### Types of Services Funded (Fiscal Year 2019-2020)

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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,338	\$51,004
Mid-Range Teacher Salary	\$88,835	\$82,919
Highest Teacher Salary	\$109,599	\$104,604
Average Principal Salary (Elementary)	\$142,137	\$131,277
Average Principal Salary (Middle)	\$145,604	\$136,163
Average Principal Salary (High)		\$128,660

Category	District Amount	State Average For Districts In Same Category
<b>Superintendent Salary</b>	\$240,199	\$230,860
<b>Percent of Budget for Teacher Salaries</b>	40.0	35.0
<b>Percent of Budget for Administrative Salaries</b>	6.0	5.0

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	2018-19	2019-20	2020-21
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	6	3

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 2020-2021 school year is "Together We Are Talbert," it is a philosophical commitment on behalf of our staff to continue to serve ALL students to the best of our ability.

### STEAM

Talbert has had a strong STEAM program since 2013. In the 2019-2020 school year, the program was being rolled out to the full school beginning with the 6th grade class. This endeavor included a 6th grade unit built around the novel, A Long Walk To Water, which culminated in a multi-disciplinary STEAM project. Due to COVID, the unit was cut short. The staff will re-commit to this plan in the 2021-2022 school year. In the meantime, teachers continue to incorporate the Talbert STEAM values into learning which includes the following ideals:

- Work cooperatively and collaboratively to reach conclusions.
- Know how to present and communicate ideas to others.
- Actively seek feedback for improvement.
- See failure as a step towards progress.
- Think critically and responsibly about the world around them.
- Recognize problems and are willing to solve them.
- Know how to research and gather relevant information.
- Apply creativity and imagination to generate ideas.

### Depth and Complexity

The Talbert staff has been trained in Depth and Complexity the last few years. Through staff development days and after school site planning time, the staff has trained with Depth and Complexity experts, Dr. Sandra Kaplan, Dr. Kim Dodds, and Ms. Lisa Wright. While a lot of growth has been made in this area since 2017, the formal training has been put on hold due to the pandemic constraints. Teachers continue to incorporate depth and complexity strategies into their instruction. More training in this area will continue in the 2021-2022 school year.

### 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. This will be a continued multi-year effort. Currently, the impact of this team has increased 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.



#### Professional Development & Assessments

- Depth & Complexity
- Talbert Writing Across the Curriculum Committee
- Math unit assessments across the district
- Scholastic Reading Inventory
- Illuminate
- Newsela

For the 2020-21 school year, teachers had the opportunity to participate in extensive professional development related to educational technology platforms such as Florida Virtual Schools, NewsELA, IXL, Edulastic, Scholastic Reading Inventory, Zoom, and training on new History/Social Studies curriculum resources. Staff also completed online training modules related to the health and safety protocols, COVID-19 precautions, child abuse reporting, and Sexual Harassment Prevention/Title IX.



Fountain Valley School District  
**BUSINESS SERVICES DIVISION**

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

TO: Board of Trustees  
FROM: Christine Fullerton, Assistant Superintendent Business Services  
Isidro Guerra, Director of Fiscal Services  
SUBJECT: **CONSOLIDATED APPLICATION - Winter Release 2020**  
DATE: February 2, 2021

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**Background:**

Notification has been received from the California State Department of Education with regard to funding under the 2020-21 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:**

2020-21 Federal categorical program funds administered through the Consolidated Application:

- Title I, Part A - \$436,982. 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 - \$102,338. Funds have been allocated for Class Size Reduction.
- Title III, Language Instruction for English Learners (LEP) - \$79,394. Funds have been allocated to provide supplementary programs and services to limited English proficient students.
- Title III, Immigrant Student Program - \$17,799. These funds have been allocated to provide supplementary programs and services to Immigrant students.
- Title IV, Part A, Student Support and Academic Enrichment - \$33,498. These funds have been allocated to support instructional programs.

Total Consolidated Application funding for 2020-21 will be \$670,011. The 2020-21 expenditure budgets will be adjusted to reflect the new funding entitlements.

**Recommendation:**

It is recommended that the Board of Trustees approves transmittal of the Consolidated Application Winter Release 2020 Data Collection to the California State Department of Education.



Fountain Valley School District  
Business Service Division

M E M O R A N D U M

TO: Board of Trustees  
FROM: Christine Fullerton, Assistant Superintendent Business Services  
SUBJECT: **APPROVE CHANGE ORDER #2 FOR THE GISLER  
ELEMENTARY SCHOOL MEASURE O HVAC AND  
MODERNIZATION PROJECT**  
DATE: February 5, 2021

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**Background:**

On March 12, 2020, the Board of Trustees approve the Guaranteed Maximum Price (GMP) for the Measure O HVAC and Modernization at Gisler Elementary School. At the same time, the Board approved District Contingencies for unforeseen conditions and owner changes.

**Fiscal Impact:**

The total for Change Order #2 is \$86,102.00 and will be taken from the total contingency budget for the Gisler project of \$650,000.

**Recommendation:**

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



Fountain Valley School District  
Business Service Division

M E M O R A N D U M

TO: Board of Trustees  
FROM: Christine Fullerton, Assistant Superintendent Business Services  
SUBJECT: **APPROVE CHANGE ORDER #2 FOR THE TALBERT MIDDLE  
SCHOOL MEASURE O HVAC AND MODERNIZATION  
PROJECT**  
DATE: February 5, 2021

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**Background:**

On March 12, 2020, the Board of Trustees approve the Guaranteed Maximum Price (GMP) for the Measure O HVAC and Modernization at Talbert Middle School. At the same time, the Board approved District Contingencies for unforeseen conditions and owner changes.

**Fiscal Impact:**

The total for Change Order #2 is \$61,281.00 and will be taken from the total contingency budget for the Talbert project of \$765,000.

**Recommendation:**

It is recommended that the Board of Trustees approves Change Order #2 for the Talbert Middle School Measure O HVAC and Modernization Project.



SO 2020-21/B21-19  
Fountain Valley School District  
Department

M E M O R A N D U M

TO: Board of Trustees  
FROM: Mark Johnson, Ed.D., Superintendent  
SUBJECT: **Contract with Dennis Smith of Leadership Associates**  
DATE: February 5, 2021

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**BACKGROUND:**

To support the development of a strong district leadership team, the Superintendent recommends conducting a governance workshop during the 2020-2021 school year. After careful review of the qualifications of several consultants, it is recommended that the Board of Trustees contract with Dennis Smith, Ed.D., with Leadership Associates, to facilitate this workshop. Dr. Smith is a former superintendent, recognized as one of the top 100 Executive Educators in North America by the National School Boards Association, one of the 89 Rising Stars to Watch by the Los Angeles Times, one of the 100 Most Influential Business Leaders in Central Florida by the Orlando Business Journal, and the Association of California School Administrators (ACSA) Region XVII Superintendent of the Year. He also served as President of the Southern California Superintendents' Association. He specializes in executive leadership consultation for superintendents, governance and leadership teams and principals.

**RECOMMENDATION**

It is recommended that the Board of Trustees approves the consultant contract between Leadership Associates and the Fountain Valley School District for the purpose of providing the services of Governance Team Workshop during the 2020-21 school year.



**LEADERSHIP ASSOCIATES, LLC**  
50-855 Washington Street #C-205  
La Quinta, CA 92253  
Phone (760) 771-4277

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**AGREEMENT FOR CONSULTANT SERVICES**

THIS AGREEMENT is made this **January 2021** between **LEADERSHIP ASSOCIATES**, hereinafter called the Contractor, and **FOUNTAIN VALLEY SCHOOL DISTRICT** hereinafter called the District.

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

**The Contractor will facilitate a governance and leadership team workshop during the 2020-21 school year.**

The District agrees to pay the Contractor an amount not to exceed **ONE THOUSAND, EIGHT HUNDRED FIFTY DOLLARS (\$1,850)**, for services provided. The Contractor will submit an invoice to the District upon completion of the workshop. Payment is due within 30 days of receipt of invoice.

**Mail remittance to: Leadership Associates  
50855 Washington St., C205  
La Quinta, CA 92253**

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

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

Leadership Associates does not participate in a California public pension system. Leadership Associates and the District understand that the work/services provided should not be considered creditable toward the STRS earnings limit as the work is not normally performed by employees of the District and requires less than 24 months (496 business days). REF. CA Education Code § 26135.7 (2014)

CONTRACTOR:  
LEADERSHIP ASSOCIATES, LLC  
Taxpayer ID#: 68-038 3653

DISTRICT:  
FOUNTAIN VALLEY SCHOOL DISTRICT

By 

By \_\_\_\_\_

Name Linda Hunt, Contracts Administrator

Name \_\_\_\_\_

Date January 28, 2021

Date \_\_\_\_\_



Fountain Valley School District  
Information Technology

M E M O R A N D U M

TO: Board of Trustees  
FROM: Christine Fullerton, Assistant Superintendent, Business Services  
Parham Sadegh, IT Supervisor  
SUBJECT: **ACCEPT AND AWARD RFO 14 TO GIGAKOM FOR \$ 351,409.31  
TO PROVIDE NEW NETWORK SWITCHES FOR THE DISTRICT  
OFFICE AND SCHOOL SITES**  
DATE: February 5, 2021

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**Background:**

Network switches play a vital role in delivering wired and wireless network connectivity (Wi-Fi) to staff and student devices. The network switches at the District and the school sites are 7 years old and require refreshing. The District issued a Request for Offer (RFO) to solicit proposals from qualified contractors, to provide network switches for the district office and the school sites, to be partially funded by Category Two E-Rate. The District received six proposals from qualified contractors. All proposals were reviewed by the District team, and the final selection was awarded to Gigakom, based on best value. The determination of best value was established using the objective criteria of price, scope of work, specification compliance, and bidder's ability to deliver services.

**Fiscal Impact:**

The fee of \$351,409.31 will be partially funded through E-Rate Two, as well as 2021-2022 IT budget.

**Recommendation:**

It is recommended that the Board of Trustees accepts and awards RFO #14 to Gigakom for \$351,409.31 to provide network switches for the District Office.

Board meeting of February 11, 2021



Fountain Valley School District  
Business Service Division

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

**TO:** Board of Trustees  
**FROM:** Christine Fullerton, Assistant Superintendent Business Services  
**SUBJECT:** **APPOINT MEMBERS OF CITIZEN'S BOND OVERSIGHT COMMITTEE**  
**DATE:** February 5, 2021

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**Background:**

The following community members have volunteered to serve on the Citizen's Bond Oversight Committee for Measure O:

- Connie Wadsley – Community member at large
- Glenn Kubota – Parent of a student enrolled in the school district

**Fiscal Impact:**

None

**Recommendation:**

It is recommended that the Board of Trustees appoints Connie Wadsley and Glenn Kubota to serve on the Measure O Citizen's Bond Oversight Committee.



**2020/2021**

**WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION**  
**CONFIDENTIAL MEMO**

To: FVSD Board Members

From: Rachel Rios, Fiscal Manager  
West Orange County Consortium for Special Education

Date: February 3, 2021

Subject: **Non-Public Agency/School Contracts**

Board Meeting Date: February 11, 2021

Under current consortium budget agreements, any unfunded cost of NPS/NPA placement is a cost to the general fund of the resident district. It is recommended that the following non-public school/agency contracts be approved and that the West Orange county Consortium for Special Education be authorized to receive invoices and process payment.

Student's Name	Non-Public School/Agency	100% Contract / Amendment	Effective Dates
	Secure Transportation Company, Inc. W21162	\$7,500.00	January 25, 2021 to June 30, 2021

Approved by the FVSD Board of Trustees  
February 11, 2021

\_\_\_\_\_  
Dr. Mark Johnson  
Superintendent

\_\_\_\_\_  
Date:

## WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION

## Transportation Services for Special Education Students

The WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION, hereinafter referred to as WOCCSE, on behalf of FOUNTAIN VALLEY SCHOOL DISTRICT, hereinafter referred to as District, and SECURE TRANSPORTATION COMPANY, INC., hereinafter referred to as Contractor, mutually agree as follows:

1. The term under this Contract shall be January 25, 2021 through June 30, 2021.
2. The Contractor shall furnish, operate and maintain vehicles to provide for the transportation of handicapped pupils at such times and places as may be specified by WOCCSE/District during regular school days during the term of the contract.
3. The Contractor shall provide home-to-school transportation for Special Education Student, residing within the Fountain Valley School District to Village View Elementary School, located within the Ocean View School District, at a round-trip daily rate of \$150.00 per day for up to twenty-four (24) miles driven plus \$2.50 for each additional mile, with a minimum daily fee of \$75.00 for students requiring wheelchair/stroller transportation. Transportation schedule to be daily PM transport from school to home Monday through Friday beginning 01/25/21 - 6/30/21. Transportation schedule is subject to change depending on school reopening plans as determined by COVID-19 Pandemic guidelines.
4. The Contractor, its employees and agents shall secure and maintain valid permits and licenses, which are required by law for the execution of this contract.
5. Minimum driver qualifications:
  - A. All screening exam, fingerprinting and DMV report. No individual with a record of conviction for sex related offenses may be utilized as a driver under the terms of this contract.
  - B. Drivers assigned to vehicles which transport handicapped pupils shall be given special training in the techniques for handling such pupils as needed and shall be currently First Aid/CPR Certified.
  - C. The Contractor shall provide ongoing formal safety instruction to all persons operating vehicles under the terms of this contract as needed.
  - D. Contractor personnel shall provide "safe riding" and "evacuation" instructions to passengers. These shall conform to current requirements of state regulations.
6. Minimum equipment requirements:
  - A. All vehicles utilized under this contract shall meet all applicable statutory and administrative requirements for the transportation of passengers for hire, and be so certified and under current state and local regulations and laws. In addition, all

transport vehicles used shall be air-conditioned, be equipped with 2-way radios, and when applicable, be equipped with hydraulic wheelchair lifts.

- B. Vehicles shall be maintained, clean inside and out as necessary and visible repairs to body damage shall be made without undue delay.
  - C. In no case, will a vehicle be used to transport students under the terms of this contract which has installed seating for more than nine (9) passengers, unless it is equipped and certified under California law as a school bus and driven by a licensed school bus driver.
- 7. All accidents involving equipment or personnel while operating under the terms of the contract shall be reported to WOCCE as soon as is practicable after the occurrence.
  - 8. WOCCE shall designate a contract administrator for each type of transportation required under this contract who shall be available during regular working hours and have the authority to act in all matters covered by the agreement.
  - 9. The Contractor agrees to bind every subcontractor by the terms of the Contract as far as such terms are applicable to the contractors' work. If the Contractor subcontracts any part of this Contract, the Contractor shall be as fully responsible to WOCCE/District for acts and omissions of persons directly employed by the Contractor. Nothing contained in the Contract documents shall create any contractual relationship between any subcontractor and WOCCE/District. WOCCE's consent to, or approval of, any subcontractor under this Contract shall not in any way relieve the Contractor of his obligations under this Contract, and no such consent or approval shall be deemed to waive any provision of this Contract.
  - 10. The Huntington Beach Union High School District on behalf of WOCCE/District shall pay the Contractor on a monthly basis for all transportation services, based upon the submission of an itemized invoice. Invoices must include individual trip tickets showing the name of the passengers and destination of runs.
  - 11. The Contractor shall not assign or transfer any operation of law or otherwise any or all of its rights, burdens, duties, obligations, or any sum that may accrue to it hereunder, without the prior written consent of WOCCE.
  - 12. While performing services under the Contract, the Contractor and any subcontractors, are independent Contractors and not an officer, employee or agent of WOCCE.
  - 13. The Contractor shall hold harmless and indemnify WOCCE/District, its officers, agents and employees from every claim, demand, or liability, which may be made by reason of:
    - A. Any injury to property or person including death, sustained by the Contractor or by any person, firm, or corporation employed by the Contractor, directly or indirectly upon or in connection with the services hereunder, however caused; and
    - B. Any injury to property or person, including death, sustained by any firm or corporation, caused by an error, omission, neglect or torturous act of the Contractor, its officers, agents or employees upon or in connection with the services hereunder,



whether the injury or damage occurs upon or adjacent to the premises whose services hereunder are performed; and

- C. The Contractor, at its own expense, cost and risk, shall defend any and all action, suits or other proceedings, that may be brought or instituted against WOCCSE/District or any such claim, demand or liability, and pay to satisfy any judgement that may be rendered against WOCCSE/District, its officers, agents or employees in any such action, suit or other proceedings as a result thereof.
14. The Contractor shall take out and maintain during the life of this Contract: 1) comprehensive public liability insurance consisting of bodily injury liability in amounts not less than One Million (\$1,000,000) for any one (1) person and One Million (\$1,000,000) for any one (1) occurrence and property damage insurance in an amount equal to One Million (\$1,000,000) to insure against all claims for personal injury, including accidental death, as well as from all claims for property damage arising from operations under this Contract. This coverage will be endorsed naming WOCCSE as additional insured. 2) Workers' Compensation Insurance to statutory limits by the State of California.

The Contractor shall require his subcontractors, if any, to take out and maintain similar public liability and property damage insurance as shall protect the subcontractor and WOCCSE with respect to those same claims and liabilities as to which the Contractor holds WOCCSE harmless as provided for in the Contract documents. Such insurance shall be in the amounts and requirements set forth above.

15. The Contractor shall not commence work nor shall he allow any subcontractor to commence work under this Contract until he has obtained all required insurance and certificated which have been delivered to and approved by the Purchasing Department of the Huntington Beach Union High School District.

Certificates and insurance policies shall include the following clause:

"This policy shall not be cancelled or reduced in required limits of liability or amounts of insurance until notice has been mailed to WOCCSE stating the effective date of cancellation or reduction. The date of cancellation or reduction may not be less than thirty (30) days after the date of mailing of said notice."

Certificates of insurance shall state in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, and cancellation and reduction notice.

16. WOCCSE may, by written notice of default to the Contractor, terminate the whole or any part of this Contract if:
- a. The Contractor fails to perform the services satisfactorily, or to furnish safe and adequate equipment or personnel during the time specified herein or any extension thereof:

OR

- b. The Contractor fails to perform any of the other provisions of the Contract and does not cure such failure within a period of ten (10) days (or such longer period as WOCCSE may authorize in writing) after receipt of notice from WOCCSE specifying such failure.

The Contractor shall not be liable for any excess costs if the failure to perform under the Contract arises out of causes beyond the control and without the fault of negligence of the Contractor. Such causes may include, but are not restricted to: acts of God or of the public enemy, acts of the Government, acts of WOCCSE or anyone employed by it, fires, floods, epidemics, quarantine restrictions, strikes, freight embargoes and unusually severe weather, or delays of subcontractors of supplies due to such causes.

The Contractor shall be required to continue services under the Contract which are not terminated.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This Contract is effective on the 25<sup>th</sup> day of January 2021 and terminates on June 30, 2021, unless sooner terminated as provided herein.

**Fountain Valley School District****Secure Transportation Company, Inc.**

By: \_\_\_\_\_  
Signature

By: \_\_\_\_\_  
Signature

Dr. Mark Johnson, Superintendent  
Name and Title of Authorized Representative

Jeff Boshears, Chief Financial Officer  
Name and Title of Authorized Representative

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**West Orange County Consortium for  
Special Education**

By: \_\_\_\_\_  
Signature

Jimmy Templin, Executive Director  
Name and Title of Authorized Representative

Date: \_\_\_\_\_



**NOTICE TO CONTRACTORS REGARDING CRIMINAL RECORDS CHECK  
EDUCATION CODE SECTION 45125.1**

Education Code Section 45125.1 provides if the employees of any entity that has a contract with a school district may have any contact with pupils, those employees shall submit or have submitted their fingerprints in a manner authorized by the Department of Justice together with a fee determined by the Department of Justice to be sufficient to reimburse the Department for its costs incurred in processing the application.

The Department of Justice shall ascertain whether the individual whose fingerprints were submitted to it has been arrested or convicted of any crime insofar as that fact can be ascertained from information available to the Department. When the Department of Justice ascertains that an individual whose fingerprints were submitted to it has a pending criminal proceeding for a violent felony listed in Penal Code Section 1192.7(c), or has been convicted of such a felony, the Department shall notify the employer designated by the individual of the criminal information pertaining to the individual. The notification shall be delivered by telephone and shall be confirmed in writing and delivered to the employer by first-class mail.

**PENAL CODE SECTION 667.5(C)** - Penal Code Section 667.5(c) lists the following "violent" felonies: murder; voluntary manslaughter; mayhem; rape; sodomy by force; oral copulation by force; lewd acts on a child under the age of 14 years; any felony punishable by death or imprisonment in the state prison for life; any felony in which the defendant inflicts great bodily injury on another; any robbery perpetrated in an inhabited dwelling; arson; penetration of a person's genital or anal openings by foreign or unknown objects against the victim's will; attempted murder; explosion or attempt to explode or ignite a destructive device or explosive with the intent to commit murder; kidnapping; continuous sexual abuse of a child; and carjacking.

**PENAL CODE SECTION 1192.7** - Penal Code Section 1192.7 lists the following "serious" felonies: murder; voluntary manslaughter; mayhem; rape; sodomy by force; oral copulation by force; a lewd or lascivious act on a child under the age of 14 years; any felony punishable by death or imprisonment in the state prison for life; any felony in which the defendant personally inflicts great bodily injury on another, or in which the defendant personally uses a firearm; attempted murder; assault with intent to commit rape or robbery; assault with a deadly weapon on a peace officer; assault by a destructive device with intent to injure or to murder, or explosion causing great bodily injury or mayhem; burglary of an inhabited dwelling; robbery or bank robbery; kidnapping; holding of a hostage by a person confined in a state prison; attempt to commit a felony punishable by death or imprisonment in the state prison for life; any felony in which the defendant personally uses a dangerous or deadly weapon; selling for furnishing specified controlled substances to a minor; penetration of genital or anal opening by foreign objects against the victim's will; grand theft involving a firearm; carjacking; and a conspiracy to commit specified controlled substances offenses.

The CONTRACTOR shall not permit an employee to come in contact with pupils until BOTH the Department of Justice and the Federal Bureau of Investigation have ascertained that the employee has not been convicted of a violent or serious felony. The contractor shall certify in writing to the governing board of the school district that none of its employees who may come in contact with pupils have been convicted of a violent or serious felony.

**CRIMINAL RECORDS CHECK  
FINGERPRINTING CERTIFICATION**

To the Governing Board of the Huntington Beach Union High School District:

I Secure Transportation Company, Inc., acknowledge and certify as follows:

I have carefully read and understand the Notice to Contracts Regarding Criminal Record Checks "NOTICE" (Education Code section 45125.1) required by the passage of AB 1610, 1612, and 2102.

Due to the nature of the work to be performed, I, my employees, subcontractors, employees of subcontractors and/or volunteers (check all that apply):

- ☒ May have contact with students of the SELPA/Member Districts.
- ☐ Will have only limited contact with pupils, and requests that the SELPA/Member Districts provide supervision of its employees, subcontractors, employees of subcontractors, and or volunteers by SELPA/Member District personnel while such employees are in contact with pupils.
- ☐ Will have NO contact with students of the SELPA/Member Districts.

I, my employees, subcontractors, employees of subcontractors, and or volunteers who may have contact with SELPA/Member Districts students MUST complete background checks with the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI).

I, nor any of my employees, subcontractors, employees of subcontractors, and or volunteers who will be performing the work have been convicted of a violent or serious felony as defined in the NOTICE and in Penal Code sections 667.5 and 1192.7. This determination was made by a background check through the DOJ and FBI.

I declare under penalty of perjury that the foregoing is true and correct.

Executed at \_\_\_\_\_, California, on \_\_\_\_/\_\_\_\_/\_\_\_\_.

Secure Transportation Company, Inc.  
CONTRACTOR Name / Business Name  
Jeff Boshears  
Printed Name of Authorized Signer  
Chief Financial Officer  
Title of Authorized Signer  
\_\_\_\_\_  
Authorized Signature

434 E. Broadway Avenue  
Address  
Long Beach , CA 90802  
City, State, Zip  
(800) 856-9994  
Telephone  
schools@securetransportation.com  
E-Mail Address