



Fountain Valley School District

BOARD OF TRUSTEES
REGULAR MEETING

A G E N D A

10055 Slater Avenue
Fountain Valley, CA 92708
And Teleconference via Zoom

February 10, 2022

Meeting Link: https://us02web.zoom.us/webinar/register/WN_4u6W4haPSliN7WbJISWw

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

M _____
2nd _____
V _____

- PLEDGE OF ALLEGIANCE

SPECIAL PRESENTATIONS

1. RECOGNITION OF GISLER ELEMENTARY 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 seven outstanding students from Gisler Elementary School.

- RECESS

2. RECOGNITION OF PLAVAN ELEMENTARY 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 seven outstanding students from Plavan Elementary School.

- RECESS

STAFF REPORTS AND PRESENTATIONS

3. BOARD WORKSHOP: LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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.

Assistant Superintendent, Educational Services, Dr. Katherine Stopp, and Director Educational Services, Dr. Jerry Gargus, will review with the Board of Trustees the process used to update the District’s Local Control Accountability Plan (LCAP).

BOARD REPORTS AND COMMUNICATIONS

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

PUBLIC COMMENTS

Members of the community and staff are welcome to address the Board of Trustees on any item listed on the Agenda of Business or any other item of specific concern. 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 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

- 4. **APPROVAL OF ONE TIME SUPPLEMENT TO THE 2021-22 LOCAL CONTROL ACCOUNTABILITY PLAN**

M _____
 2nd _____
 V _____

On June 24, 2021, the FVSD Board of Trustees approved the 2021-22 Local Control Accountability Plan. As is typically the case, passage of the California Budget Act of 2021 occurred subsequent to the District’s approval of the LCAP. Unlike prior years, the California Budget Act provided additional funding for school districts that had not been accounted for in their adopted LCAP. Specifically, for the 2021-22 school year, there were additional funds allocated to school districts that receive LCFF Concentration Funds. As part of the requirements of Assembly Bill 130, districts are required to complete a supplement for the Annual Update for the 2021-22 LCAP that is to be reported to the Orange County Department of Education and California Department of Education prior to February 28, 2022.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves the One-time Supplement to the 2021-22 Local Control Accountability Plan, including the revised Budget Overview for Parents, Mid-year Outcome Data Related to Metrics Identified in the 2021-22 LCAP, and Mid-year Expenditure and Implementation Data on all actions identified in the 2021-22 LCAP for the Fountain Valley School District.

5. RESOLUTION 2022-12 ADOPTING STAFFING FLEXIBILITY MEASURES IN ACCORDANCE WITH GOVERNOR NEWSOM’S EXECUTIVE ORDER N-3-22 M ____

On January 11, 2022, Governor Gavin Newsom signed Executive Order (EO) N-3-22 which immediately enacted staffing flexibilities to help alleviate staffing issues due to the Omicron-driven rise in COVID-19 cases. The Governing Board of a school district may by Resolution utilize the temporary staffing flexibility in accordance with the EO to support the District in maintaining in-person services for students despite staffing shortages caused by the Omicron-driven rise in COVID-19 cases. 2nd ____
V ____

Superintendent's Recommendation: It is recommended that the Board of Trustees adopts Resolution 2022-12 approving the temporary staffing flexibility.

6. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS M ____
2nd ____
V ____

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

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

Routine Items of Business

- 6-A. Board Meeting Minutes from January 13th regular meeting
- 6-B. Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- 6-C. Donations
- 6-D. Warrants
- 6-E. Purchase Order Listing

Consent Items

6-F. CONTRACT WITH ORANGE COUNTY DEPARTMENT OF EDUCATION FOR CUSTOMIZED OUTDOOR CLASSROOM TRAINING FOR PRESCHOOL STAFF

Superintendent’s Comments: It is recommended that the Board of Trustees approves the contract for customized outdoor classroom training with Orange County Department of Education.

6-G. SINGLE PLANS FOR STUDENT ACHIEVEMENT

Superintendent's Comments: It is recommended that the Board of Trustees approves the School Plans for Student Achievement for Gisler, Newland, Oka, Plavan, and Tamura. The 2021-22 School Plans for Fulton, Masuda, Talbert, Courreges, and Cox were approved as part of the January 13, 2022 Board Meeting.

6-H. 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-I. CONSOLIDATED APPLICATION - WINTER RELEASE 2021

Superintendent's Comments: It is recommended that the Board of Trustees approves transmittal of the Consolidated Application Winter Release 2021 Data Collection to the California State Department of Education.

6-J. APPROVE THE CONTRACT WITH INCOTECHNIC, INC FOR THE SITE WORK ASSOCIATED WITH THE TALBERT SCIENCE BUILDINGS COMPLETE AND AUTHORIZE STAFF TO FILE THE APPROPRIATE NOTICES OF COMPLETION

Superintendent's Comments: It is recommended that the Board of Trustees approves the contract with Incotechnic, Inc, for the site work associated with the Talbert Science Buildings complete, and authorize the Superintendent or his designee to file the appropriate Notice of Completion on behalf of the District.

6-K. APPROVE AGREEMENT FOR STUDENT TRANSPORTATION SERVICES BETWEEN THE ORANGE COUNTY SCHOOL DISTRICTS

Superintendent's Comments: It is recommended that the Board of Trustees approves the Agreement for Student Transportation Services between the Orange County School Districts.

6-L. APPROVE CHANGE ORDER #2 FOR THE OKA 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 Oka Elementary School Measure O HVAC and Modernization Project.

6-M. MEMORANDUM OF UNDERSTANDING BETWEEN FOUNTAIN VALLEY SCHOOL DISTRICT AND FOUNTAIN VALLEY EDUCATION ASSOCIATION

Superintendent's Comments: It is recommended that the Board of Trustees approves the Memorandum of Understanding between Fountain Valley School District and Fountain Valley Education Association.

6-N. MEMORANDUM OF UNDERSTANDING BETWEEN FOUNTAIN VALLEY SCHOOL DISTRICT AND CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS' CHAPTER #358

Superintendent's Comments: It is recommended that the Board of Trustees approves the Memorandum of Understanding between Fountain Valley School District and California School Employees Association, Chapter #358.

6-O. 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
Rossier Park Elementary	N/A	1/18/22-6/30/22
Rossier Park Elementary	\$24,355.56	1/18/22-6/30/22

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*
- Public Employee Employment: *Government Code 54957.1*

Title: Superintendent

- 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 10, 2022 at 6:30PM.**

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



Fountain Valley School District
Educational Services

MEMORANDUM

TO: Board of Trustees
FROM: Katherine Stopp, Ed.D., Assistant Superintendent, Educational Services
SUBJECT: **STUDENT RECOGNITION PROGRAM: GISLER**
DATE: February 10, 2022

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 10, 2022, the following students from Gisler School will be recognized:

Gisler School

Transitional Kinder	Anya Dave
Kindergarten	Diana Chau
First Grade	Lia Choe
Second Grade	Kai Kletke
Third Grade	Jake Phelps
Fourth Grade	Jeremy Weimer
Fifth Grade	Kailee-Rose Garcia



Fountain Valley School District
Educational Services

MEMORANDUM

TO: Board of Trustees
FROM: Katherine Stopp, Ed.D., Assistant Superintendent, Educational Services
SUBJECT: **STUDENT RECOGNITION PROGRAM: PLAVAN**
DATE: February 10, 2022

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 10, 2022, the following students from Plavan School will be recognized:

Plavan School

Transitional Kinder	Saul Thompson
Kindergarten	Cressida Johnson
First Grade	Gwyneth Bui
Second Grade	Alex Do
Third Grade	Trina Ta
Fourth Grade	Konan Nguyen
Fifth Grade	Mark Mekhaiel

Board meeting of February 10, 2022



Fountain Valley School District
Superintendent's Office

MEMORANDUM

TO: Board of Trustees
FROM: Katherine Stopp, Ed.D., Assistant Superintendent
SUBJECT: **Board Workshop: Local Control Accountability Plan (LCAP)**
DATE: January 25, 2022

Background:

Assistant Superintendent, Educational Services, Dr. Katherine Stopp, and Director Educational Services, Dr. Jerry Gargus, will review with the Board of Trustees the process used to update the District's Local Control Accountability Plan (LCAP).

Information will be shared related to the Supplement to the Annual Update of the 2021-22 LCAP, as well as progress related to the development of the 2022-23 Local Control Accountability Plan. The 2022-23 LCAP will be the second year of implementation for the 3-year LCAP cycle, which began this year (2021-22) and culminates with the 2023-24 school year.



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: **APPROVAL OF ONE TIME SUPPLEMENT TO THE 2021-22
LOCAL CONTROL ACCOUNTABILITY PLAN**
DATE: January 24, 2022

Background:

On June 24, 2021, the FVSD Board of Trustees approved the 2021-22 Local Control Accountability Plan. As is typically the case, passage of the California Budget Act of 2021 occurred subsequent to the District's approval of the LCAP. Unlike prior years, the California Budget Act provided additional funding for school districts that had not been accounted for in their adopted LCAP. Specifically, for the 2021-22 school year, there were additional funds allocated to school districts that receive LCFF Concentration Funds.

In response to the changes in funding, and as an omnibus trailer bill, the Governor signed Assembly Bill 130, into law on July 9, 2021. Section 124(e) of Assembly Bill 130 requires school districts to present an "update on the annual update" to the 2021-22 LCAP and budget overview for parents on or before February 28, 2022. The required components of this update include the following:

- Supplement for the Annual Update for the 2021-22 LCAP;
- All available mid-year outcome data related to metrics identified in the 2021-22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021-22 LCAP

Of these three components, the supplement for the Annual Update for the 2021-22 LCAP is to be reported to the Orange County Department of Education and California Department of Education prior to February 28, 2022. In addition, school districts are required to provide the local board with the mid-year outcome data related to metrics identified in the 2021-22 LCAP, as well as mid-year expenditure and implementation data.

Fiscal Impact:

There is no fiscal impact involved in the approval process.

Recommendation:

It is recommended that the Board of Trustees approve the One-time Supplement to the 2021-22 Local Control Accountability Plan, including the revised Budget Overview for Parents, Mid-year Outcome Data Related to Metrics Identified in the 2021-22 LCAP, and Mid-year Expenditure and Implementation Data on all actions identified in the 2021-22 LCAP for the Fountain Valley School District.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fountain Valley School District	Jerry Gargus, Ed.D., Director of Educational Services	(714) 843-3268

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Fountain Valley School District included all applicable funds in its adopted 2021-22 Local Control Accountability Plan, which was approved by the FVSD Board of Trustees on June 24, 2021. The LCAP included all adjustments made to the LCFF allocations over the course of Spring 2021, as well as the required supplemental plan developed to address funding received by the District through the Expanded Learning Opportunities Grant.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Fountain Valley School District does not receive LCFF Concentration Funding due to fact that the District's unduplicated count of students does not meet the 55% threshold.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Fountain Valley School District has a longstanding tradition of working collaboratively to ensure that we meet the high expectations of our parents, staff, and community. As such, the District actively engaged educational partners in the development of the ESSER III Expenditure Plan through a variety of methods including (1) reflecting on input received by educational partners associated with the development of the 2021-22 LCAP and the Expanded Learning Opportunities Grant plan, (2) hosting an additional input session with the 2021-22 LCAP Leadership Team specifically dedicated to ESSER III input, and (3) conducting a survey of educational partners specific to the development of the ESSER III plan.

COMPONENT ONE: REFLECTING ON EDUCATIONAL PARTNER INPUT INTO THE 2021-22 LCAP & EXPANDED LEARNING OPPORTUNITIES GRANT

FVSD conducted a robust educational partner input process to develop both the 2021-22 LCAP and the Expanded Learning Opportunities Grant plan between January 2021 and June 2021. This work leveraged multiple virtual meetings with educational partner groups including the LCAP Leadership Team, District English Learner Advisory Committee, School Site Councils, Superintendent's Parent's Council, English Learner Lead Teachers, and GATE Lead Teachers. The District's LCAP Leadership Team represents a diverse group of educational partners including parent representatives from each school site, certificated and classified bargaining unit representatives, principal/assistant principal representatives, and district administrators. In addition, the District conducted a Local Control Accountability Plan Input Survey and received over 1,100 survey responses. Input gathered through this process helped serve as the backbone of the ESSER III Expenditure Plan development process.

COMPONENT TWO: DEDICATED ESSER III EDUCATIONAL PARTNER INPUT SESSION WITH 2021-22 LCAP LEADERSHIP TEAM

On October 13, 2021, FVSD hosted an additional in-person meeting of the 2021-22 LCAP Leadership Team to gather input specific to the ESSER III Expenditure Plan. Highlights of the input received by FVSD through this meeting included the Leadership Teams interest in supporting the following actions in the ESSER III Expenditure Plan:

- * Continuing to provide necessary PPE for staff and students, as well as providing additional custodial support to help ensure safe/healthy learning environments on campus (included as Action 1 in the ESSER III Expenditure Plan)
- * Expanding access to health-related services/support on school campuses (included as Action 2 in the ESSER III Expenditure Plan)
- * Ensuring access to COVID-19 testing resources at school sites (included as Action 2 in the ESSER III Expenditure Plan)
- * Ensuring robust summer learning opportunities for students (included as Action 3 in the ESSER III Expenditure Plan)
- * Creating opportunities for "Beyond the Bell" learning through high-dose tutoring (included as Action 3 in the ESSER III Expenditure Plan)

- * Increasing opportunities for teachers to work with small groups of students through additional staffing (included as Action 3 in the ESSER III Expenditure Plan)
- * Increasing opportunities for students to participate in social-emotional and academic counseling, as well as expanding the implementation of MTSS services at schools (included as Action 3 in the ESSER III Expenditure Plan)
- * Providing teachers/staff with training opportunities related to Social-Emotional Learning and increasing opportunities for academic intervention during the school day (included as Action 4 in the ESSER III Expenditure Plan)

COMPONENT THREE: DEDICATED ESSER III COMMUNITY INPUT SURVEY

In October 2021, FVSD distributed the FVSD ESSER III Community Input Survey to all parents and staff. The District received over 650 responses to the survey - of which 22% were received from families of low-income students and 4% of surveys were received from families of English Learners. Highlights of the input received by FVSD through the ESSER III Community Input Survey included:

- * 87% support for providing PPE and maintaining safe learning environments (included as Action 1 of the ESSER III Expenditure Plan)
- * 80% support for expanding access to health-related services provided by district staff, as well as additional support for contact tracing (included as Action 2 of the ESSER III Expenditure Plan)
- * 84% support for expanding access to timely and no-cost COVID-19 testing for students and staff (included as Action 2 of the ESSER III Expenditure Plan)
- * 92% support for expanding summer school program for students across all grade levels (included as Action 3 of the ESSER III Expenditure Plan)
- * 93% support for providing students with "beyond-the-bell" learning activities or high-dose tutoring (included as Action 3 of the ESSER III Expenditure Plan)
- * 87% support for providing teachers to work with students in small groups through additional staffing (included as Action 3 of the ESSER III Expenditure Plan)
- * 90% support for expanding access to social-emotional support for students (included as Action 3 of the ESSER III Expenditure Plan)
- * 88% support for providing ongoing professional development, instructional support, and coaching for teachers/staff (included as Action 4 of the ESSER III Expenditure Plan)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Fountain Valley School District is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief Fund plan by executing the following actions:

ACTION 1: STRATEGIES FOR CONTINUOUS AND SAFE IN-PERSON LEARNING

Providing safe and healthy learning environments for students and staff to help maximize in-person instructional time for students

Budgeted Amount: \$804,028.00

UPDATE ON ACTION 1

FVSD will utilize ARPA/ESSER III funding to acquire and distribute Personal Protective Equipment (PPE), establish and maintain safe learning environments, provide additional custodial support and resources, ensure optimal ventilation in the classroom, and implement COVID safety measures on district-provided transportation vehicles. The attendance rate for the 2021-22 school year through 12/17/2021 was 95.07%. For comparison purposes, the attendance rate for the 2020-21 school year for FVSD was 95.73%. As of the 1st Interim Report, there were no expenditures of ESSER III funds on this action. Expenditures of ESSER III funds on this action will be initiated once the District has exhausted all remaining ESSER II funding.

ACTION 2: STRATEGIES FOR CONTINUOUS AND SAFE IN-PERSON LEARNING

Expand access to health-related services for students and staff to help maximize instructional time for students

Budgeted Amount: \$708,110.00

UPDATE ON ACTION 2

FVSD will utilize ARPA/ESSER III funding to expand access to health-related services provided by nurses, health aides, and other district staff. This support included expanded support for contact tracing and pandemic-related communication with families. FVSD will utilize ESSER III funding to expand ongoing access to timely and cost-free COVID-19 testing.

Funding allocated to this action will enable FVSD to continue to increase work hours for health aides at school sites and provide resources needed to fund additional hours for District nursing staff. As of the 1st Interim Report, there were no expenditures of ESSER III funds on this action. Expenditures of ESSER III funds on this action will be initiated once the District has exhausted all remaining ESSER II funding.

ACTION 3: ADDRESSING THE IMPACT OF LOST INSTRUCTIONAL TIME

Expand programming to mitigate the impact of lost instructional time by supporting the academic success and social-emotional wellness of students

Budgeted Amount: \$1,212,031.00

UPDATE ON ACTION 3

FVSD will utilize ARPA/ESSER III funding to support academic inventions including "beyond-the-bell" learning activities and expanding opportunities for teachers to leverage small-group instruction in classrooms. The District is currently exploring options for high-dose tutoring leveraging the support of FVSD teachers/staff outside of contract hours and educational partners from the private sector. The District intends to utilize ARPA/ESSER III funds to offer an expanded Summer Learning Program to extend learning opportunities beyond the traditional school year. In addition, FVSD continues to utilize ARPA/ESSER III funds to expand and extend social-emotional support programs, including the Behavioral Intervention Aide program at each FVSD elementary school. As of the 1st Interim Report, there were no expenditures of ESSER III funds on this action. Expenditures of ESSER III funds on this action will be initiated once the District has exhausted other funding sources.

ACTION 4: ADDRESSING THE IMPACT OF LOST INSTRUCTIONAL TIME

Provide ongoing professional development, instructional support, and coaching for FVSD staff to support collaboration and high levels of academic achievement.

Update on Action 4

FVSD will utilize ARPA/ESSER III funding to provide professional development, instructional support, and coaching for teachers and staff related to the implementation of "best" first instruction, academic interventions, and social-emotional support. The District intends to utilize ESSER III funds to extend Site Lead Teacher positions into "out-years" beyond the 2021-22 school year (funded through ELOG for 2021-22 school year). As of the 1st Interim Report, there were no expenditures of ESSER III funds on this action. Expenditures of ESSER III funds on this action will be initiated once the District has exhausted other funding sources.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Fountain Valley School District continues to utilize the fiscal resources received for the 2021-22 school year in a manner consistent with the 2021-22 Local Control Accountability Plan, Expanded Learning Opportunities Grant plan, Safe Return to In-person Instruction & Continuity of Services Plan, and the ESSER III Expenditure Plan. FVSD will continue to utilize fiscal resources in a manner that provides the most appropriate levels of support for students, while strategically leveraging resources in a manner that aligns with corresponding expenditure deadlines.

District’s plans mentioned above are available on the FVSD website, and educational partners are encouraged to review these documents at the following web addresses:

2021-22 LOCAL CONTROL ACCOUNTABILITY PLAN (www.fvsd.us/apps/pages/LCAP)

Serves as the backbone for all instructional and operational activities of the Fountain Valley School District and is aligned with FVSD's District Priorities as adopted by the FVSD Board of Trustees which include (1) increasing student academic success for all students, (2) sustaining an inclusive, caring, and collaborative culture, (3) aligning resources to maximize achievement for all students, (4) expanding communication with staff, families, and community members to increase engagement, and (5) modernizing schools to provide a safe and productive learning environment. These District Priorities serve as the guiding principles in developing the Local Control Accountability Plan.

EXPANDED LEARNING OPPORTUNITIES GRANT PLAN (www.fvsd.us/apps/pages/ELOGGrantPlan)

This plan, approved by the Board of Trustees on June 24, 2021, specifies how the district plans to provide supplemental instruction and support strategies. Actions included in this plan include (1) extending instructional learning time; (2) accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports; (3) additional academic services for students; and, (4)

training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs. These actions align with numerous actions in the 2021-22 LCAP including:

- * LCAP Action 1.5 - Professional development for certificated and classified staff (aligns with ELOG Action 4)
- * LCAP Action 2.1 - Provide coordinated services for English Learners at school sites (aligns with ELOG Actions 1-3)
- * LCAP Action 2.2 - Implement co-teaching service delivery model (aligns with ELOG Actions 2 and 3)
- * LCAP Action 2.3 - Utilize common assessments to monitor the progress of students in special populations (aligns with ELOG Actions 1-3)
- * LCAP Action 2.4 - Provide intervention for students identified as performing below grade level (aligns with ELOG Actions 1-3)
- * LCAP Action 4.4 - Social-emotional support for elementary students (aligns with ELOG Actions 3 and 4)
- * LCAP Action 4.5 - Middle school counseling program (aligns with ELOG Actions 3 and 4)
- * LCAP Action 4.6 - District-wide support for student behaviors (aligns with ELOG Actions 3 and 4)
- * LCAP Action 4.7 - Promote student engagement and school connectedness (aligns with ELOG Actions 1-3)

2021-22 COVID-19 SAFETY PLAN (www.fvsd.us/apps/pages/CovidSafetyPlan_21-22)

This plan is also referred to as the "Safe Return to In-person Instruction & Continuity of Services Plan" aligns with numerous actions in the 2021-22 LCAP including:

- * LCAP Action 4.2 - Communicating with parents regarding student absences and the importance of school attendance
- * LCAP Action 4.3 - Health services and health education
- * LCAP Action 5.1 - Providing clean and well-maintained school campuses
- * LCAP Action 5.4 - Site safety resources, supplies, and training

ESSER III EXPENDITURE PLAN (www.fvsd.us/apps/pages/ESSER_III)

This plan, approved by the Board of Trustees on October 21, 2021, clearly delineates the alignment of fiscal resources between the actions of the ESSER III Plan with both the 2021-22 LCAP and the Expanded Learning Opportunities Grant Plan in the designated column on the tables located Page 5 and Page 6 of the document.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Budgetary Impact of 2021 Budget Act on 2021-22 Adopted Budget

The purpose of this section of the 2021-22 Supplement to the 2021-22 LCAP is to communicate updates to the information provided in the adopted Budget Overview for Parents that was adopted as a component of the 2021-22 LCAP by the FVSD Board of Trustees on June 24, 2021. This update is reflective of information reported to the FVSD Board of Trustees as part of the First Interim Report (approved by the Board on December 9, 2021).

Budget Item	Projected 2021-22 Budget Amount	Actual 2021-22 Budget Amount	Difference
Total LCFF Funds	\$56,127,590	\$56,087,678	(\$39,912)
LCFF supplemental and concentration grants	\$4,085,795	\$4,085,795	\$0
All other state funds	\$6,919,749	\$8,168,994	\$1,249,245
All local funds	\$5,857,028	\$6,269,360	\$412,332
All federal funds	\$3,367,293	\$3,268,777	(\$98,516)
Total projected revenue	\$72,271,660	\$73,794,809	\$1,523,149
Total budgeted general fund expenditures	\$76,086,587	\$77,814,225	\$1,727,638

2021-22 LCAP Mid-year Outcome Data

The purpose of this section of the 2021-22 Supplement to the 2021-22 LCAP is to communicate available mid-year outcome data related to the metrics identified in the 2021-22 LCAP, which was adopted by the FVSD Board of Trustees on June 24, 2021. This update is reflective of information related to metrics available as of December 17, 2021.

LCAP Goal 1: Fountain Valley School District's goal is to support academic success, students will participate in a rigorous academic program and demonstrate continued growth in all content areas, with an emphasis on collaboration, communication, critical-thinking, and problem solving.

Metric	Baseline	Available Outcome Data
Percentage of staff qualified to support the academic needs of students	100% of FVSD certificated staff are qualified to support the academic needs of students	100% of FVSD certificated staff are qualified to support the academic needs of students
Percentage of students with access to textbooks and standards-aligned instructional materials	100% of students have access to textbooks and standards-aligned instructional materials	100% of students have access to textbooks and standards-aligned instructional materials
Percentage of students Meeting or Exceeding grade level standards as measured on Smarter Balanced Assessment for English Language Arts	77% of students in grades 3-8 Met or Exceeded grade level standards on the 2018-19 Smarter Balanced Assessment for ELA	74% of 3 rd -8 th grade students Met or Exceeded grade level standards on the IXL Diagnostic Assessment for ELA that was administered in lieu of the SBAC ELA assessment for the 2020-21 school year Smarter Balanced Assessment for ELA to be administered with 3 rd -8 th grade students in May 2022
Percentage of students Meeting or Exceeding grade level standards as measured on Smarter Balanced Assessment for Mathematics	77% of students in grades 3-8 Met or Exceeded grade level standards on the 2018-19 Smarter Balanced Assessment for Mathematics	70% of 3 rd -8 th grade students Met or Exceeded grade level standards on the IXL Diagnostic Assessment for Mathematics that was administered

		<p>in lieu of the SBAC Mathematics assessment for the 2020-21 school year</p> <p>Smarter Balanced Assessment for Mathematics to be administered with 3rd – 8th grade students in May 2022</p>
Percentage of students Meeting or Exceeding grade level standards on the California Science Test (CAST)	59% of students in grades 5 and 8 Met or Exceeded grade level standards on the 2018-19 California Science Test	<p>Due to COVID-19 related flexibility, the California Science Test was not administered during the 2020-21 school year</p> <p>California Science Test (CAST) to be administered with 5th and 8th grade students in May 2022</p>
Percentage of 3 rd Grade students demonstrating grade level proficiency on 3 rd grade literacy screener (Fountas & Pinnell Assessment)	62% of 3 rd grade students demonstrated proficiency on the 3 rd grade literacy assessment at the conclusion of the 2018-19 school year	<p>Data will be collected in June 2022 for the 2021-22 school year</p> <p>50% of 3rd grade students demonstrated proficiency on the 3rd grade literacy assessment at the conclusion of the 2020-21 school year</p>
Percentage of students reporting daily/almost daily use of technology to support learning	75% of students surveyed reported Daily/Almost Daily use of technology to support learning	<p>2021-22 survey to be administered during 3rd trimester of school year</p> <p>100% of FVSD students engaged in Daily/Almost Daily use of technology to support learning throughout the 2020-21 school year</p>
Percentage of students with access to a "Broad Course of Study"	100% of students have access to a Broad Course of Study	100% of FVSD students have access to a Broad Course of Study
LCAP Goal 2:	Fountain Valley School District's goal is to support the academic success of English learners, homeless students, foster youth, students from low-income homes, and students with special needs in the core program, and to provide additional supports needed to ensure equal access, engagement, and high levels of achievement.	
Metric	Baseline	Available Outcome Data
Percentage of English Learners Meeting or Exceeding grade level standards on the Smarter Balanced Assessment for English Language Arts	39% of 3 rd -8 th grade English Learners Met or Exceeded grade level standards on the 2018-19 Smarter Balanced Assessment for English Language Arts	<p>43% of 3rd-8th grade English learners Met or Exceeded grade level standards on the IXL Diagnostic Assessment for ELA that was administered in lieu of the SBAC ELA assessment for the 2020-21 school year</p> <p>Smarter Balanced Assessment for ELA to be administered with 3rd-8th grade students in May 2022</p>
Percentage of English Learners Meeting or Exceeding grade level standards on the Smarter Balanced Assessment for Mathematics	52% of 3 rd -8 th grade English Learners Met or Exceeded grade level standards on the 2018-19 Smarter Balanced Assessment for English Language Arts	51% of 3 rd -8 th grade English learners Met or Exceeded grade level standards on the IXL Diagnostic Assessment for Mathematics that was administered in lieu of the SBAC

		<p>ELA assessment for the 2020-21 school year</p> <p>Smarter Balanced Assessment for ELA to be administered with 3rd-8th grade students in May 2022</p>
Percentage of English Learners Meeting or Exceeding grade level standards on the California Science Test (CAST)	11% of 5 th and 8 th grade English Learners Met or Exceeded grade level standards on the 2018-19 California Science Test	<p>Due to COVID-19 related flexibility, the California Science Test was not administered during the 2020-21 school year</p> <p>California Science Test (CAST) to be administered with 5th and 8th grade students in May 2022</p>
Percentage of English Learners achieving Overall Level 4 on the Summative English Language Proficiency Assessment for California (Summative ELPAC)	29% of English Learners achieved Overall Level 4 on the 2019-20 Summative ELPAC	<p>Data not available for the 2021-22 school year, as Summative ELPAC will be administered between February 1 through May 31, 2022</p> <p>27% of FVSD's English Learners achieved Overall Level 4 on the 2020-21 Summative ELPAC</p>
Percentage of English Learners reclassifying to Fluent English Proficient Status (RFEP)	16.6% of students identified as Reclassified Fluent English Proficient for the 2019-20 school year	<p>Data not available for 2021-22 school year at this time</p> <p>11.6% of FVSD English Learners were reclassified during the 2020-21 school year</p>
Percentage of Low-income students Meeting or Exceeding grade level standards on the Smarter Balanced Assessment for English Language Arts	67% of 3 rd -8 th grade Low-income students Met or Exceeded grade level standards on the 2018-19 Smarter Balanced Assessment for ELA	<p>61% of 3rd-8th grade Low-income students Met or Exceeded grade level standards on the IXL Diagnostic Assessment for ELA that was administered in lieu of the SBAC ELA assessment for the 2020-21 school year</p> <p>Smarter Balanced Assessment for ELA to be administered with 3rd-8th grade students in May 2022</p>
Percentage of Low-income students Meeting or Exceeding grade level standards on the Smarter Balanced Assessment for Mathematics	64% of 3 rd -8 th grade Low-income students Met or Exceeded grade level standards on the 2018-19 Smarter Balanced Assessment for Mathematics	<p>57% of 3rd-8th grade Low-income students Met or Exceeded grade level standards on the IXL Diagnostic Assessment for Mathematics that was administered in lieu of the SBAC ELA assessment for the 2020-21 school year</p> <p>Smarter Balanced Assessment for ELA to be administered with 3rd-8th grade students in May 2022</p>
Percentage of Low-income students Meeting or Exceeding grade level	49% of 5 th and 8 th grade Low-income students Met or Exceeded standards	Due to COVID-19 related flexibility, the California Science Test was not

standards on the California Science Test (CAST)	on the 2018-19 California Science Test	administered during the 2020-21 school year California Science Test (CAST) to be administered with 5 th and 8 th grade students in May 2022
Percentage of Students with Special Needs Meeting or Exceeding grade level standards on the Smarter Balanced Assessment for English Language Arts	32% of 3 rd -8 th grade Students with Special Needs Met or Exceed standards on the 2018-19 Smarter Balanced Assessment for ELA	32% of 3 rd -8 th grade Students with Special Needs Met or Exceeded grade level standards on the IXL Diagnostic Assessment for ELA that was administered in lieu of the SBAC ELA assessment for the 2020-21 school year Smarter Balanced Assessment for ELA to be administered with 3 rd -8 th grade students in May 2022
Percentage of Students with Special Needs Meeting or Exceeding grade level standards on the Smarter Balanced Assessment for Mathematics	31% of 3 rd -8 th grade Students with Special Needs Met or Exceed standards on the 2018-19 Smarter Balanced Assessment for ELA	30% of 3 rd -8 th grade Students with Special Needs Met or Exceeded grade level standards on the IXL Diagnostic Assessment for Mathematics that was administered in lieu of the SBAC ELA assessment for the 2020-21 school year Smarter Balanced Assessment for ELA to be administered with 3 rd -8 th grade students in May 2022
Percentage of Students with Special Needs Meeting or Exceeding grade level standards on the California Science Test (CAST)	24% of 5 th and 8 th grade Students with Special Needs Met or Exceeded standards on the 2018-19 California Science Test	Due to COVID-19 related flexibility, the California Science Test was not administered during the 2020-21 school year California Science Test (CAST) to be administered with 5 th and 8 th grade students in May 2022
LCAP Goal 3:	Fountain Valley School District's goal is to support the academic success of students by working to ensure that all parents are engaged and play an active role in the school community.	
Metric	Baseline	Available Outcome Data
Parent Leadership and Involvement Opportunities	Maintain at or above 175 opportunities	96 Parent Leadership & Involvement opportunities as of 12/17/2021
Fall Parent-Teacher Conferences	Maintain at or above 95% participation rate	95% of parents participated in Fall Parent-Teacher conferences
Daily Volunteers in Classrooms	Re-engage parents in classroom volunteer program in manner compliant with COVID-19 safety guidance from the California Department of Public Health	FVSD initiated parent volunteer activities in October 2021 and continued to expand opportunities through December 2021
Written Translations of Documents	Maintain at or above 200 documents translated annually	320 documents have been translated by FVSD staff as of 12/17/2021
Oral Interpretations for Families	Oral interpretation provided at 130 scheduled meetings in baseline year	180 meetings with families supported by district translators

LCAP Goal 4:	Fountain Valley School District's goal is to support the academic success of students by ensuring they have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.	
Metric	Baseline	Available Outcome Data
Suspension Rate	Maintain suspension rate "at or below" 1.0%	Suspension rate for the 2020-21 school year was 0.1%
Expulsion Rate	Maintain expulsion rate at 0.0%	Expulsion rate for the 2020-21 school year was 0%
Attendance Rate	Maintain attendance rate "at or above" 97.0%	Attendance rate for 2021-22 school year through 12/17/2021 was 95.07% Attendance rate for the 2020-21 school year was 95.73%
Chronic Absenteeism	Maintain chronic absenteeism rate "at or below" 3.5%	Chronic absenteeism rate for the 2020-21 school year was 9.8%
Middle School Drop-out Rate	Maintain middle school dropout rate at 0.0%	Middle school dropout rate for the 2020-21 school year was 0%
Percentage of 5 th grade students reporting that they "feel like they are part of this school" on CHKS or Local Climate Survey	82% of 5 th grade students reported that they "feel like they are part of this school" on the 2020-21 CHKS	Data not yet available as the CHKS/Local Climate Survey is not administered until Spring 2022
Percentage of 7 th grade students reporting that they "feel like they are part of this school" on CHKS or Local Climate Survey	57% of 7 th grade students reported that they "feel like they are part of this school" on the 2020-21 CHKS	Data not yet available as the CHKS/Local Climate Survey is not administered until Spring 2022
Percentage of 5 th grade students reporting that they "feel safe or very safe at school" on CHKS or Local Climate Survey	87% of 5 th grade students reported that they "feel safe or very safe at this school" on the 2020-21 CHKS	Data not yet available as the CHKS/Local Climate Survey is not administered until Spring 2022
Percentage of 7 th grade students reporting that they "feel safe or very safe at school" on CHKS or Local Climate Survey	76% of 5 th grade students reported that they "feel safe or very safe at this school" on the 2020-21 CHKS	Data not yet available as the CHKS/Local Climate Survey is not administered until Spring 2022
LCAP Goal 5:	To support the academic success of students, school facilities will be clean, safe, and effectively support a 21st Century education.	
Metric	Baseline	Available Outcome Data
Facilities Inspection Tool (FIT)	Maintain 100% of district facilities at "Overall Good" rating	100% of district facilities received an "Overall Good" rating for the 2021-22 school year in August 2021

2021-22 LCAP Action/Expenditure Update

The purpose of this section of the 2021-22 Supplement to the 2021-22 LCAP is to communicate information related to actions and expenditures articulated in the 2021-22 LCAP which was adopted by the FVSD Board of Trustees on June 24, 2021. This update is reflective of available year-to-date outcome data related to actions/expenditures as of December 17, 2021.

Goal 1:	Fountain Valley School District's goal is to support academic success, students will participate in a rigorous academic program and demonstrate continued growth in all content areas, with an emphasis on collaboration, communication, critical-thinking, and problem solving.				
Action #	Action Title	Budgeted Expenditures	Expenditures to Date	Percent Implemented	Notes
1.1	Recruit, select, and retain highly qualified staff to support student learning	\$51,423,258.00	\$18,660,567	36%	
1.2	Provide an Induction Program for new teachers	\$50,400.00	\$0	\$0	End-of-year expenditure
1.3	Expand elective options across middle schools	\$159,589.00	\$73,928	46%	
1.4	Provide standards-aligned instructional materials and supplies	\$974,000.00	\$1,010,215	104%	
1.5	Professional development for certificated and classified staff	\$300,000	\$82,845	28%	
1.6	Improve access to technology to support student achievement	\$456,340.00	\$229,487	50%	
1.7	Support and maintain infrastructure, classroom technology, and devices	\$646,250.00	\$316,781	49%	
1.8	Elementary Music Program for all elementary students	\$383,907.00	\$157,949	41%	
1.9	Improve School Library Program	\$365,225.00	\$178,502	49%	
Goal 2:	Fountain Valley School District's goal is to support the academic success of English learners, homeless students, foster youth, students from low-income homes, and students with special needs in the core program, and to provide additional supports needed to ensure equal access, engagement, and high levels of achievement.				
Action #	Action Title	Budgeted Expenditures	Expenditures to Date	Percent Implemented	Notes
2.1	Provide coordinated services for English Learners at school sites	\$383,150.00	\$76,172	20%	
2.2	Implement Co-Teaching service delivery model	\$132,922.00	\$51,211	39%	
2.3	Utilize common assessments to monitor progress of students in special populations	\$119,096.00	\$137,585	116%	Software costs higher than anticipated
2.4	Provide intervention for students identified as	\$762,608.00	\$137,998	18%	

	performing below grade level				
2.5	Utilize Teachers on Special Assignment (TOSAs) to support teachers in meeting the needs of students from special populations	\$510,000.00	\$221,384	43%	
2.6	Provide coordinated services for students identified as Gifted & Talented	\$60,000.00	\$11,721	20%	
Goal 3:	Fountain Valley School District's goal is to support the academic success of students by working to ensure that all parents are engaged and play an active role in the school community.				
Action #	Action Title	Budgeted Expenditures	Expenditures to Date	Percent Implemented	Notes
3.1	Parent and volunteer training	\$10,000.00	\$0	0%	Expenditures impacted by pandemic circumstances
3.2	Use of technology solutions, social media venues, and newsletters	\$89,012.00	\$43,221	49%	
3.3	Bilingual Community Liaison	\$77,033.00	\$39,249	51%	
3.4	Outreach to parents of students from special populations	\$6,550.00	\$5,848	89%	
3.5	Targeted support for students promoting from middle school to high school	\$3,000.00	\$0	0%	Expenditures anticipated 3 rd trimester
Goal 4:	Fountain Valley School District's goal is to support the academic success of students by ensuring they have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.				
Action #	Action Title	Budgeted Expenditures	Expenditures to Date	Percent Implemented	Notes
4.1	Develop leadership capacity needed to promote engagement and school connectedness	\$10,000.00	\$3,534	35%	
4.2	Communicate with parents regarding student absences and the importance of school attendance	\$30,270.00	\$24,660	81%	
4.3	Health services and health education	\$583,370.00	\$403,057	69%	
4.4	Social-emotional support for elementary students	\$31,360.00	\$14,521	46%	
4.5	Middle school counseling program	\$298,379.00	\$113,984	38%	
4.6	District-wide support for student behaviors	\$13,000.00	\$647	5%	
4.7	Promote student engagement and school connectedness	\$30,000.00	\$4,729	16%	

Goal 5:	To support the academic success of students, school facilities will be clean, safe, and effectively support a 21st Century education.				
Action #	Action Title	Budgeted Expenditures	Expenditures to Date	Percent Implemented	Notes
5.1	Provide clean and well-maintained school campuses	\$6,375,700.00	\$4,879,195	77%	
5.2	Fund and execute the District's Deferred Maintenance Plan	\$500,000.00	\$0	0%	Allocated at end-of-year
5.3	Provide and maintain the infrastructure to support instructional technology	\$52,000.00	\$0	0%	ESSER II Funds utilized in lieu of LCFF resources
5.4	Site safety resources, supplies, and training	\$177,693.00	\$10,290	6%	
5.5	Execute the District's Facilities Master Plan	\$0.00	-NA-	-NA-	



Fountain Valley School District
Personnel Department

MEMORANDUM

TO: Board of Trustees
FROM: Cathie Abdel, Assistant Superintendent, Personnel
SUBJECT: **Resolution 2022-12 Adopting Staffing Flexibility Measures in accordance with Governor Newsom's Executive Order N-3-22**
DATE: February 10, 2022

Background:

On January 11, 2022, Governor Gavin Newsom signed Executive Order (EO) N-3-22 which immediately enacted staffing flexibilities to help alleviate staffing issues due to the Omicron-driven rise in COVID-19 cases. The EO allows individuals who do not currently hold an Emergency 30-Day Substitute Teaching Permit to receive a Temporary County Certificate (TCC) to serve in an emergency substitute assignment immediately, if the individual holds a Bachelor's or higher degree and a valid Certificate of Clearance or other Commission issued document, and the individual meets the Basic Skills Requirement.

The Governing Board of a school district may by Resolution utilize the temporary staffing flexibility in accordance with the EO to support the District in maintaining in-person services for students despite staffing shortages caused by the Omicron-driven rise in COVID-19 cases.

Fiscal Impact:

There is no fiscal impact.

Recommendation:

It is recommended that the Board of Trustees adopts Resolution 2022-12 approving the temporary staffing flexibility.

**BEFORE THE BOARD OF TRUSTEES OF THE
FOUNTAIN VALLEY SCHOOL DISTRICT
COUNTY OF ORANGE, STATE OF CALIFORNIA**

RESOLUTION NO. 2022-12

**RESOLUTION ADOPTING STAFFING FLEXIBILITY MEASURES IN ACCORDANCE
WITH GOVERNOR NEWSOM'S EXECUTIVE ORDER N-3-22**

WHEREAS, on January 11, 2022, the Governor issued Executive Order N-3-22, providing staffing flexibility measures to address staffing needs for in-person instruction through March 31, 2022; and

WHEREAS, the flexibility measures authorized by the Executive Order include, but are not limited to, suspending requirements that substitute teachers have an application on file with the California Commission on Teacher Credentialing prior to the issuance of temporary certificates; extending substitute service in general education assignments to not more than 120 days through March 31, 2022; suspending requirements that student teachers be under the direct supervision of a credentialed teacher; and providing incentives for CalSTRS' retirees to return to classroom service; and

WHEREAS, between the time period of December 1, 2021 and January 31, 2022, the instructional programs operated by the Fountain Valley School District ("District") had a need to fill 1,019 substitute teaching assignments for in-person instruction, at an average of 30.87 assignments per day for 33 working days; and

WHEREAS, due to extreme substitute shortages caused by the Omicron-driven rise in COVID-19 cases, the instructional programs were unable to fill daily substitute assignments at an average of 10.7 percent (10.7%) per instructional day between December 1, 2021 and January 31, 2022.

NOW, THEREFORE, BE IT RESOLVED that the District finds that the staffing flexibility measures specified in Executive Order N-3-22 will greatly assist instructional programs operated under my auspices to provide in person services to students despite the staffing shortages caused by the Omicron-driven rise in COVID-19 cases.

BE IT FURTHER RESOLVED that Personnel staff is directed to adopt and implement all staffing flexibility measures authorized by Executive Order N-3-22 through March 31, 2022.

ADOPTED, SIGNED AND APPROVED this 10th day of February, 2022, by the following vote:

AYES: _____ , _____ , _____

_____ , _____

NOES: _____ , _____

ABSTAIN: _____

ABSENT: _____

President of the Board of Trustees for the
Fountain Valley School District

I, Charles Hinman, Ed.D., Secretary of the Board of Trustees of the Fountain Valley School District, do certify that the foregoing Resolution was regularly introduced, passed and adopted by the Board of Trustees at its regular meeting held on February 10, 2022.

Charles Hinman, Ed.D.
Secretary, Board of Trustees of the
Fountain Valley School District

Fountain Valley School District
Superintendent's Office

REGULAR MEETING OF THE BOARD OF TRUSTEES

10055 Slater Avenue
Fountain Valley, CA 92708
And Videoconference via Zoom
Meeting Link: https://us02web.zoom.us/webinar/register/WN_6wbD_L1iT6e3DxtPelVvmg

January 13, 2022

MINUTES

President Schultz called the special meeting of the Board of Trustees to order at 6:30pm. CALL TO ORDER

The following board members were present: ROLL CALL

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

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

Second: Mr. Cunneen

Vote: 5-0

The Pledge of Allegiance was led by Mrs. Galindo. PLEDGE OF ALLEGIANCE

BOARD REPORTS AND COMMUNICATIONS

Mr. Cunneen wished everyone a happy New Year. His activities since the last meeting included: virtual audit meeting for the District's financial reports with EideBailley and CSBA fiscal webinar. He thanked Dr. Hinman for taking on this job, noting that he looks forward to working with him.

Mrs. Galindo's activities since the last meeting included: CSBA fiscal webinar and FVSF meeting, noting the success of the Festival of the Trees and the planning for the upcoming Taste of Fountain Valley. She wished everyone a happy New Year, noting her hope that health comes to us all soon.

Mrs. Crandall thanked all of our staff, certificated and classified, for everything that they have done for our students and families since returning from winter break. Her activities since the last meeting included: FVSF meeting, installation of new FV Chamber of Commerce officers, ribbon cutting of Chop Shop, a new restaurant in Fountain Valley and CSBA fiscal webinar. In addition, she shared an update regarding the superintendent search process to date.

Mr. Schultz’s activities since the last meeting included: CSBA fiscal webinar, noting his reaction to the Governor’s budget.

Mrs. Schultz thanked Mr. Cuneen for attending the audit meeting on our behalf. In addition, she thanked Mrs. Crandall for her assistance preparing her for her first meeting as President. And she thanked Dr. Hinman for joining us. She thanked her fellow trustees for their service this month.

PUBLIC COMMENTS

There were no requests to address the Board of Trustees.

PUBLIC COMMENTS

LEGISLATIVE SESSION

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

CONSENT
CALENDAR/ROUTINE
ITEMS OF
BUSINESS

Second: Mrs. Crandall

Vote: 5-0

The Consent Calendar included:

- Board Meeting Minutes from December 16th annual organizational meeting
- Board Meeting Minutes from December 18th special meeting
- Board Meeting Minutes from January 3rd regular meeting
- Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- Donations
- Warrants
- Purchase Order Listing
- Williams Quarterly Report for Second Quarter 2021-22
- Approve Change Order #1 For the Newland Elementary School Measure O HVAC And Modernization Project
- Single Plans for Student Achievement

- Review and Approval Of 2020-21 Financial Audit
- Review and Approval Of 2020-21 Building Fund Measure O Financial and Performance Audit Report
- Approve District Use of CMAS Contract with Image2000 For Procurement of Risograph Digital Duplicators and Supplies
- Non-Public Agency Contracts

Non-public School/Agency	100% Contract Cost	Effective Dates
Olive Crest Academy/ Olive Crest Acad. N.	\$35,236.92	11/10/21-6/30/22
Mardan School	\$25,740.58	1/3/22-6/15/22

SUPERINTENDENT’S COMMENTS/NEW ITEMS OF BUSINESS

Dr. Hinman Noted his appreciation for the kind words shared this evening. He commended the fantastic job done by not just our Board of Trustees but also Dr. Johnson and Dr. Ecker in the staff that they have built in FVSD. He noted being hard pressed to find a better group to serve the children of Fountain Valley School District. In addition, he celebrated Mrs. Abdel for the extensive work and support she has given to the District focused on COVID-19, noting how blessed we are to have her. Moreover, he shared the great work being done by our certificated, classified and administrative staff as well. In closing, he noted that FVSD is a special place indeed.

CLOSED SESSION

Mrs. Schultz 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*
- Public Employee Employment: *Government Code 54957.1*
Title: Superintendent

ADJOURNMENT

Motion: Mr. Cunneen moved to adjourn the meeting at 8:25PM.

Second: Mr. Schultz

Vote: 5-0

/rl

FOUNTAIN VALLEY SCHOOL DISTRICT
February 10, 2022

1.0 EMPLOYMENT FUNCTIONS:

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

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>REASON</u>	<u>EFFECTIVE</u>
1.1.1	Carlson, Marissa	4 th Grade	Oka	Maternity/Child Bonding	2/22/2022
1.1.2	Cowper, Katie	Kindergarten	Oka	Maternity/Child Bonding	1/31/2022
1.1.3	Levitt, Molly	Math	Talbert	Child Bonding	1/24/2022
1.1.4	Nguyen, Kim	Math/TOSA	Masuda	Sick Leave	4/18/2022
1.1.5	Shin, Ana	Resource Teacher	Tamura	Maternity/Child Bonding	5/18/2022
1.1.6	Vivar, Rolando	Math	Fulton	Child Bonding	2/22/2022
1.1.7	Ybaben, Carrie	English	Fulton	Extended Illness	1/3/2022

1.2 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING NEW CERTIFICATED EMPLOYEE ON TEMPORARY CONTRACT FOR THE 2021-2022 SCHOOL YEAR.

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>FTE</u>
1.2.1	Courter, Clare	TK-5 th Grade Moderate/Severe	Newland	1.0
1.2.2	House, Kenan	Early Entry Kindergarten	Gisler	1.0
1.2.3	Knutsen, Jeanette	TK-5 th Grade Moderate/Severe	Newland	1.0
1.2.4	Maus, Jennifer	Early Entry Kindergarten	Tamura	1.0
1.2.5	Shiver, Dorian	Science	Talbert	1.0

1.3 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CERTIFICATED CHANGE OF STATUS, EFFECTIVE THE FIRST DAY OF THEIR WORK YEAR 2021-2022 SCHOOL YEAR.

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>FROM</u>	<u>TO</u>	<u>EFFECTIVE</u>
1.3.1	Bandy, April	Counselor	Masuda	Temporary	Prob. I	8/31/2021
1.3.2	Cowper, Katie	Kindergarten	Oka	Temporary	Prob. II	8/31/2021
1.3.3	Elmi, Adam	History/Social Science	Fulton	Temporary	Prob. II	8/31/2021
1.3.4	Grunwald, Nicole	4 th Grade	Newland	Temporary	Prob. II	8/31/2021
1.3.5	Ho, Cathy	Math	Fulton	Temporary	Prob. II	8/31/2021
1.3.6	Kendig, Angela	School Nurse	District Office	Temporary	Prob. II	8/31/2021
1.3.7	King, Cheyenne	Counselor	Talbert	Temporary	Prob. I	8/31/2021
1.3.8	Liberio, Kathryn	Speech/Language	Newland	Temporary	Prob. I	8/31/2021
1.3.9	Lindsey, Kaitlyn	TK	Gisler	Temporary	Prob. II	8/31/2021
1.3.10	Lipman, Hannah	TK	Oka	Temporary	Prob. II	8/31/2021
1.3.11	MacDonald, Elena	Music	Ed Services	Temporary	Prob. II	8/31/2021
1.3.12	McCord, Nicole	School Nurse	District Office	Temporary	Prob. I	8/31/2021
1.3.13	Miller, Michael	Instrumental Music	Talbert	Temporary	Prob. I	8/31/2021
1.3.14	O'Cain, Karissa	Speech/Language	Tamura	Temporary	Prob. I	8/31/2021
1.3.15	Pham, Hanh Mai	1 st Grade	Oka	Temporary	Prob. II	8/31/2021
1.3.16	Pourjahan, Jane	Resource Teacher	Cox	Temporary	Prob. II	8/31/2021
1.3.17	Todd, Kelly	English	Fulton	Temporary	Prob. II	8/31/2021
1.3.18	Trinidad, Jessica	Spanish	Talbert	Temporary	Prob. I	8/31/2021
1.3.19	Van Voy, Allison	1 st Grade	Tamura	Temporary	Prob. II	8/31/2021
1.3.20	Vosough, Kourosh	Science	Fulton	Temporary	Prob. II	8/31/2021

FOUNTAIN VALLEY SCHOOL DISTRICT
February 10, 2022

1.4 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE NEW CERTIFICATED LIMITED TERM INTERVENTION TEACHERS, HOURLY RATE OF PAY \$32.25.

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>EFFECTIVE</u>
1.4.1	Lee, Dechia	Cox	1/24/2022
1.4.2	Steiner, Kayla	Plavan	2/15/2022

1.5 ASSISTANT SUPERINTENDENT, PERSONNEL HAS ACCEPTED THE RESIGNATION OF THE FOLLOWING CERTIFICATED EMPLOYEE:

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>EFFECTIVE</u>
1.5.1	Courter, Clare	TK-5 th Grade Moderate/Severe	Newland	1/28/2022
1.5.2	Lokken, Megan	Science	Talbert	2/1/2022

1.6 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF TEACHING INTERNSHIP AGREEMENT WITH CAL STATE UNIVERSITY, LONG BEACH, EFFECTIVE JANUARY 11, 2022.

1.7 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF SPECIAL EDUCATION TEACHING INTERNSHIP AGREEMENT WITH CAL STATE UNIVERSITY, NORTHRIDGE, EFFECTIVE FEBRUARY 2, 2022.

1.8 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE REVISED SPORTS TOURNAMENT CALENDAR FOR 2021-2022 SCHOOL YEAR (see attachments).

**FOUNTAIN VALLEY SCHOOL DISTRICT
PERSONNEL ITEMS FOR APPROVAL
February 10, 2022**

2.0 EMPLOYMENT FUNCTIONS

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

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>REASON</u>	<u>EFFECTIVE</u>
2.1.1	Kraus, Barbara	Tamura	Preschool Instructor	Family Illness	01/03/2022
2.1.2	Plemons, Lori	Newland	IA Applied Behavior Analysis	Sick Leave	01/03/2022
2.1.3	Phan, Hong	Talbert	Noon Duty Aide	Personal	01/18/2022

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>
2.2.1	Warner, Suzanne	Gisler	Noon Duty Aide	01/28/2022
2.2.2	Rowland, Elizabeth	Talbert	Noon Duty Aide	01/03/2022
2.2.3	Lee, Cameron	Gisler	ESP Instructor	01/28/2022
2.2.4	Silva, Keziah	Newland	ESP Instructor & Assistant	02/04/2022

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

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
2.3.1	Fogarty, Christina	Oka	Library/Media Technician	12/01/2021
2.3.2	Ito, Peri	Courreges	Preschool Assistant	01/03/2022
2.3.3	Fuchigami, Reina	Courreges	ESP Assistant	01/03/2022
2.3.4	Huynh, Wendy	Rover	Food Service Worker	01/03/2022
2.3.5	Owens, Chris	Transportation	Bus Driver	01/17/2022
2.3.6	Fragoso, Ashley	Cox	Behavior Intervention Assistant	01/24/2022

3.0 WORKSHOP/CONFERENCE ATTENDANCE:

	<u>NAME</u>	<u>ATTENDING</u>	<u>LOCATION</u>	<u>COST</u>	<u>BUDGET</u>	<u>DATES</u>
3.1	Johnson, Donna Talley, Jeremy	CSPCA 2022 Conference	Monterey, Ca	Actual & Necessary	012819771 -5210	March 6-8, 2022

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

February 10, 2022

EDUCATIONAL SERVICES

4.0 APPROVAL OF ADDITIONAL DUTY REQUESTS

	<u>NAME</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>BUDGET</u>	<u>DATE</u>
4.1	ELMI, Adam (Fulton)	Sports Coach Volleyball Girls	\$250 stipend	01-023-2989-1115	2021/2022 school year
4.2	WEIRETER, Dan (Fulton)	Sports Coach Volleyball Boys	\$250 stipend	01-023-2989-1115	2021/2022 school year

5.0 INDEPENDENT CONTRACTOR AGREEMENTS/RESOLUTIONS

	<u>NAME</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>BUDGET</u>	<u>DATE</u>
5.1	ACOSTA, Kristen (Ed Services)	Making Math an Active Subject	\$2,400.00	01-153-5775-5813	2021/2022 school year
5.2	SYVERSON, Michelle (Ed Services)	LLI Training for Intervention Teachers	\$1,200.00	01-078-5775-5813	2021/2022 school year

6.0 CONFERENCE/WORKSHOP ATTENDANCE

	<u>NAME</u>	<u>ATTENDING</u>	<u>LOCATION</u>	<u>COST</u>	<u>BUDGET</u>	<u>DATE</u>
6.1	CGI 2022 National Conference	COSTIGAN, Kimberly NGUYEN, Kim (TOSAs)	Orlando, FL	Actual & Necessary	01-153-5775-5210	June 29-July 1, 2022
6.2	WEB Basic Training Boomerang Project	BANDY, April LIGER, Robyn (Masuda)	Stevenson, WA	Actual & Necessary	01-111-4955-5210	Feb 28-Mar 2, 2022
6.3	Child Nutrition and Industry Summit 2022	BROWN, Suzanne (Food Services)	Pismo Beach, CA	Actual & Necessary	13-320-7380-5210	May 15-17, 2022



PERSONNEL

TO: All Schools

FROM: Cathie Abdel, Assistant Superintendent, Personnel

SUBJECT: **Sport Tournament Dates REVISED**

DATE: February 10, 2022

Please note the tournament dates for the **2021-2022** School Year. Those attending require many substitutes and buses. As you plan school calendars, avoid scheduling activities, which require substitutes on these days.

<u>DATE</u>	<u>ACTIVITY</u>	<u>LOCATION</u>
Wednesday, 11/17/2021	SOCCER	TALBERT MIDDLE SCHOOL
<i>revised</i> Wednesday, 03/02/2022	VOLLEYBALL	FULTON MIDDLE SCHOOL
Wednesday, 04/06/2022	BASKETBALL	MASUDA MIDDLE SCHOOL
Wednesday, 06/01/2022	TRACK and FIELD	FULTON MIDDLE SCHOOL

Board Approved: _____

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATIONS

BOARD APPROVAL DATE: 2/10/2022

SCHOOL	DONOR	AMOUNT	DESCRIPTION / INTENDED USE
NEWLAND			
	Newland Elem. PTA	\$16,000.00	Viewsonics for Classrooms

**FOUNTAIN VALLEY SCHOOL DISTRICT
BOARD MEETING FEB 10, 2022**

To: Christine Fullerton
From: Thuong Nguyen
Subject: Warrant Listing and ACH Payments
Warrant Numbers: 93532 - 93856
Dates: 1/7/2022 - 2/2/2022

Fund 01	General Fund	1,653,923.57
Fund 12	Child Development	7,971.14
Fund 13	Cafeteria	108,057.02
Fund 14	Deferred Maintenance	-
Fund 22	GOB 2016 Election	-
Fund 23	GOB 2016 Election	450,406.99
Fund 25	Capital Facilities	-
Fund 40	Special Reserves	1,042,759.18
Fund 68	Worker Comp	20,732.06
Fund 69	Insurance	72,995.65
TOTAL		\$ 3,356,845.61

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 02/10/2022

FROM 01/01/2022 TO 01/31/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
R20M4114	COLBI TECHNOLOGIES INC	14,250.00	14,250.00	012868989 5899	Maintenance / Other Operating Expenses
R20M4115	CHEMSEARCH	601.82	601.82	012868989 4345	Maintenance / Maintenance Supplies
R20M4116	CITY OF HUNTINGTON BEACH	250.00	250.00	012868989 5860	Maintenance / Permits & Fees
R20M4117	THOMSON REUTERS/BARCLAY	478.61	478.61	016919295 5645	7240 SpEd Transportaion-Fuel / Outside Srvs-Repairs & Mainte
R20M4118	CONNELL CHEVROLET	6,502.00	6,502.00	016919395 5645	7240 Special Ed Transportation / Outside Srvs-Repairs & Main
R20M4119	SOCAL AUTO & TRUCK PARTS, INC.	299.96	299.96	012868989 5645	Maintenance / Outside Srvs-Repairs & Mainten
R20M4120	SWRCB ACCOUNTING OFFICE	1,738.00	1,738.00	012868989 5860	Maintenance / Permits & Fees
R20M4121	TIME AND ALARM SYSTEMS INC.	895.60	895.60	012868989 5645	Maintenance / Outside Srvs-Repairs & Mainten
R20M4122	PACIFIC COACHWAYS	3,439.48	3,439.48	010014089 5650	Donations - Plavan / District Transportation
R20M4253	REFRIGERATION CONTROL COMPANY	384.17	384.17	012868989 5645	Maintenance / Outside Srvs-Repairs & Mainten
R20M4254	HOME DEPOT	507.90	507.90	010142989 4311	Donations - Fulton / Elective Supplies
R20M4256	GRUETT TREE COMPANY INC	3,500.00	3,500.00	012899390 5645	Gardening / Outside Srvs-Repairs & Mainten
R20M4257	SI HEALTH GROUP LLC	4,557.00	4,557.00	012120089 4345	ESSER II Custodial / Maintenance Supplies
R20M4258	SI HEALTH GROUP LLC	4,567.50	4,567.50	012120089 4345	ESSER II Custodial / Maintenance Supplies
R20M4259	VORTEX INDUSTRIES INC	2,268.00	2,268.00	012868989 5645	Maintenance / Outside Srvs-Repairs & Mainten
R20M4260	PHILLIPS PLYWOOD CO. INC.	281.36	281.36	012868989 4345	Maintenance / Maintenance Supplies
R20M4261	TIME AND ALARM SYSTEMS INC.	1,458.93	1,458.93	012868989 5645	Maintenance / Outside Srvs-Repairs & Mainten
R20M4262	REFRIGERATION CONTROL COMPANY	1,630.94	1,630.94	012868989 5645	Maintenance / Outside Srvs-Repairs & Mainten
R20M4263	ABC SCHOOL EQUIPMENT INC	1,794.08	1,794.08	012868989 4347	Maintenance / Repair & Upkeep Equip Supplies
R20M4264	FILTERBUY INC	13,308.25	13,308.25	012120089 4345	ESSER II Custodial / Maintenance Supplies
R20M4265	SI HEALTH GROUP LLC	1,627.50	1,627.50	012120089 4345	ESSER II Custodial / Maintenance Supplies
R20M4266	REFRIGERATION CONTROL COMPANY	2,483.59	2,483.59	012868989 5645	Maintenance / Outside Srvs-Repairs & Mainten
R20M4268	A GOOD SIGN	1,500.00	1,500.00	014869390 4347	STAR Building DO-Routine Maint / Repair & Upkeep Equip
R20R0891	LAKESHORE EQUIPMENT COMPANY	2,605.99	1,080.39	010114055 4310	Title I - Plavan / Instructional Supplies
			1,525.60	011404075 4310	ES CGI/Math-Plavan / Instructional Supplies
R20R0910	SCHOOL SPECIALTY LLC	41.13	41.13	011404232 4310	ES PE Equipment-Cox / Instructional Supplies
R20R0916	CWF FLOORING INC	2,372.41	2,372.41	011404249 4310	MS PE Equipment-Masuda / Instructional Supplies
R20R0924	TED ANGELO	5,491.88	5,491.88	011404249 4310	MS PE Equipment-Masuda / Instructional Supplies
R20R0925	KANKAKEE SPIKEBALL INC	798.03	798.03	011404249 4310	MS PE Equipment-Masuda / Instructional Supplies
R20R0930	SCHOOL SPECIALTY LLC	2,410.18	2,410.18	015005675 4310	Intervention - Special Ed / Instructional Supplies
R20R0935	J W PEPPER	462.93	462.93	010062975 4310	Course Access-Music Fulton / Instructional Supplies

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 02/10/2022

FROM 01/01/2022 TO 01/31/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
R20R0936	LAKESHORE EQUIPMENT COMPANY	450.00	450.00	011403737 4310	ES Reading Support-Oka / Instructional Supplies
R20R0937	SCHOOL SPECIALTY LLC	329.08	329.08	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
R20R0938	CDWG	888.54	888.54	012109078 4399	Tech/Media Office Operation / Equipment Under \$500
R20R0939	ATKINSON ANDELSON LOYA RUDD &	207.00	207.00	012819771 5210	Personnel Commission / Travel, Conference, Workshop
R20R0940	LAKESHORE EQUIPMENT COMPANY	327.00	327.00	015103760 4310	Special Ed. - Oka SDC / Instructional Supplies
R20R0941	WILSON LANGUAGE TRAINING CORPO	2,500.06	2,500.06	011403737 4310	ES Reading Support-Oka / Instructional Supplies
R20R0942	LEARNING A-Z	1,080.00	1,080.00	011403737 5826	ES Reading Support-Oka / Licensing/Software,Maint/Supp
R20R0943	NEW MANAGEMENT INC	250.25	250.25	010013737 4310	Sch Site Instr - Oka / Instructional Supplies
R20R0944	BOOKSOURCE	6,201.87	6,201.87	011403232 4310	ES Reading Support-Cox / Instructional Supplies
R20R0945	AMAZON.COM LLC	36.95	36.95	012109078 4320	Tech/Media Office Operation / Computer Supplies
R20R0946	WILSON LANGUAGE TRAINING CORPO	1,365.97	1,365.97	011401616 4310	ES Reading Support-Newland / Instructional Supplies
R20R0947	HEINEMANN	4,925.04	4,925.04	011401616 4310	ES Reading Support-Newland / Instructional Supplies
R20R0948	TESTING MD PC	20,000.00	20,000.00	012120061 4327	ESSER II Health Serv / Health Supplies
R20R0949	LAKESHORE EQUIPMENT COMPANY	300.00	300.00	011401616 4310	ES Reading Support-Newland / Instructional Supplies
R20R0950	LAKESHORE EQUIPMENT COMPANY	300.00	300.00	011401616 4310	ES Reading Support-Newland / Instructional Supplies
R20R0953	LITERACY RESOURCES LLC	79.98	79.98	011403737 5826	ES Reading Support-Oka / Licensing/Software,Maint/Supp
R20R0954	SOUTHWEST SCHOOL AND OFFICE SU	361.93	361.93	011401616 4310	ES Reading Support-Newland / Instructional Supplies
R20R0955	HEINEMANN	1,087.39	1,087.39	011404240 4310	ES PE Equipment-Plavan / Instructional Supplies
R20R0956	TCRWP	800.00	800.00	011403737 5210	ES Reading Support-Oka / Travel, Conference, Workshop
R20R0957	AARDVARK CLAY AND SUPPLY	100.00	100.00	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
R20R0958	NASCO	150.00	150.00	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
R20R0960	CASBO	810.00	810.00	012719380 5210	Business Department / Travel, Conference, Workshop
R20R0961	FRONTLINE TECHNOLOGIES GROUP L	15,717.86	15,717.86	012719470 5826	Personnel Department / Licensing/Software,Maint/Supp
R20R0963	TEACHER SYNERGY LLC	54.91	54.91	015641660 4310	Special Ed. - Newland S&L / Instructional Supplies
R20R0964	STAPLES	200.00	200.00	015609860 4310	Special Ed. - Psychologists / Instructional Supplies
R20R0965	SPICERS PAPER INC	1,627.17	1,627.17	012059385 4330	Publications / Printing/Xerox Supplies
R20R0966	PTM DOCUMENT SYSTEMS INC.	87.62	87.62	012849380 4325	Fiscal Services / Office Supplies
R20R0969	CSPCA	3,495.00	3,495.00	012819771 5210	Personnel Commission / Travel, Conference, Workshop
R20R0970	STAPLES	69.23	69.23	015511660 4310	Special Ed. - Newland RSP / Instructional Supplies
R20R0971	LAKESHORE EQUIPMENT COMPANY	300.00	300.00	015101660 4310	Special Ed. - Newland SDC / Instructional Supplies
R20R0972	SOUTHWEST SCHOOL AND OFFICE SU	636.00	636.00	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
R20R0973	HEINEMANN	546.25	546.25	011401010 4310	ES Reading Support-Tamura / Instructional Supplies

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 02/10/2022

FROM 01/01/2022 TO 01/31/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
R20R0975	WOODCRAFT	170.00	170.00	010142989 4311	Donations - Fulton / Elective Supplies
R20R0977	LAKESHORE EQUIPMENT COMPANY	64.13	64.13	010014747 4310	Sch Site Instr - Courreges / Instructional Supplies
R20R0978	TEACHER SYNERGY LLC	39.09	39.09	015641660 4310	Special Ed. - Newland S&L / Instructional Supplies
R20R0979	J W PEPPER	54.00	54.00	010143889 4311	Donations - Talbert / Elective Supplies
R20R0980	MICHELLE SYVERSON	1,050.00	1,050.00	010785575 5813	Intervention - ES Reading / Consultant
R20R0981	SUPER DUPER INC	139.96	139.96	015641660 4310	Special Ed. - Newland S&L / Instructional Supplies
R20R0982	BARNES AND NOBLE	65.12	65.12	012129078 4310	Lottery Instructional Material / Instructional Supplies
R20R0983	TCRWP	800.00	800.00	010055675 5210	State Standards-READING / Travel, Conference, Workshop
R20R0984	ORANGE COUNTY TREASURER	1,917.46	1,917.46	019509380 5899	STAR Building DO - Operations / Other Operating Expenses
R20R0985	FOLLETT CONTENT SOLUTIONS LLC	97.88	97.88	011403855 4230	Library Services - Talbert / Lost Books Rebate
R20R0986	BOOKSOURCE	350.95	350.95	011403232 4310	ES Reading Support-Cox / Instructional Supplies
R20R0987	STAPLES	225.00	225.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
R20R0988	SCHOOL HEALTH CORPORATION	144.81	144.81	012739962 4327	Medi-Cal Billing-Nurses / Health Supplies
R20R0989	PSYCHOLOGICAL ASSESSMENT RESOU	172.00	172.00	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
R20R0991	CDWG	849.53	849.53	012109078 4399	Tech/Media Office Operation / Equipment Under \$500
R20R0992	WESTERN PSYCHOLOGICAL	744.00	744.00	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
R20R0993	TCRWP	800.00	800.00	010055675 5210	State Standards-READING / Travel, Conference, Workshop
R20R0994	SOUTHWEST SCHOOL AND OFFICE SU	250.00	250.00	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
R20R0996	CSHA	1,616.00	1,616.00	015989860 5210	Special Ed DO - Instruction / Travel, Conference, Workshop
R20R0997	SOUTHWEST SCHOOL AND OFFICE SU	197.16	197.16	015101660 4310	Special Ed. - Newland SDC / Instructional Supplies
R20R0998	FENCESCREEN INC	538.70	538.70	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
R20R0999	SOUTHWEST SCHOOL AND OFFICE SU	167.39	167.39	010011616 4310	Sch Site Instr - Newland / Instructional Supplies
R20R1000	WILSON LANGUAGE TRAINING CORPO	8,330.12	8,330.12	011401616 4310	ES Reading Support-Newland / Instructional Supplies
R20R1003	SOUTHWEST SCHOOL AND OFFICE SU	556.39	556.39	011405149 4310	MS Math-Masuda / Instructional Supplies
R20R1004	SCHOOL MART	1,445.39	1,445.39	011405149 4310	MS Math-Masuda / Instructional Supplies
R20R1005	SCHOLASTIC MAGAZINE	52.25	52.25	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
R20R1006	SCHOOL SPECIALTY LLC	95.92	95.92	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
R20R1009	DIANA NESKOVSKA	4,885.00	4,885.00	015989860 5210	Special Ed DO - Instruction / Travel, Conference, Workshop
R20R1011	VIRCO MANUFACTURING	804.00	804.00	010011010 4310	Sch Site Instr - Tamura / Instructional Supplies
R20R1012	BEARCOM	468.98	468.98	012120075 4399	ESSER II Instructional / Equipment Under \$500
R20R1013	PEARSON CLINICAL ASSESSMENT	1,100.00	1,100.00	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
R20R1014	PEARSON CLINICAL ASSESSMENT	330.00	330.00	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies

FOUNTAIN VALLEY SD
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R20R1016	SOUTHWEST SCHOOL AND OFFICE SU	3,143.75	3,143.75	010011689 5899	Donations - Newland / Other Operating Expenses
R20R1018	FOLLETT CONTENT SOLUTIONS LLC	109.00	109.00	010011010 4210	Sch Site Instr - Tamura / Library Books
R20R1019	SOUTHWEST SCHOOL AND OFFICE SU	900.00	900.00	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
R20R1021	CAHPERD	399.00	310.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
			89.00	010019961 5310	Medi-Cal Billing-Instructional / Dues and Membership Taxable
R20R1022	PRO-ED INC.	1,819.76	1,819.76	015005675 4310	Intervention - Special Ed / Instructional Supplies
R20R1024	SOCIAL THINKING PUBLISHING	201.68	201.68	015609860 4310	Special Ed. - Psychologists / Instructional Supplies
R20R1027	J W PEPPER	544.28	544.28	010143889 4311	Donations - Talbert / Elective Supplies
R20R1029	BERTRAND MUSIC ENTERPRISES INC	7,919.83	7,622.95	010063875 4310	Course Access-Music Talbert / Instructional Supplies
			296.88	010143889 4311	Donations - Talbert / Elective Supplies
R20R1030	LAKESHORE EQUIPMENT COMPANY	100.00	100.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
R20R1031	STAPLES	64.45	64.45	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
R20R1032	SCHOOL SPECIALTY LLC	350.53	350.53	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
R20R1033	SOUTHWEST SCHOOL AND OFFICE SU	53.78	53.78	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
R20R1035	STAPLES	225.00	225.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
R20R1038	BLICK ART MATERIALS	233.45	233.45	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
R20R1039	LAKESHORE EQUIPMENT COMPANY	363.58	363.58	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
R20R1040	SCHOOL SPECIALTY LLC	55.06	55.06	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
R20R1041	OFFICE DEPOT	145.93	145.93	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
R20R1042	JAMF HOLDINGS INC & SUBSIDIARI	11,772.00	11,772.00	012109078 5826	Tech/Media Office Operation / Licensing/Software,Maint/Supp
R20R1043	LAKESHORE EQUIPMENT COMPANY	57.52	57.52	014079275 4310	OC Arts Ed-Visual & Perfor Art / Instructional Supplies
R20R1044	MACKIN LIBRARY MEDIA	153.50	153.50	011404955 4230	Library Services - Masuda / Lost Books Rebate
R20R1046	IT'S ELEMENTARY!	249.04	249.04	010053262 4310	School Clmt-Stdnt Behvr Cox / Instructional Supplies
R20R1048	FOLLETT CONTENT SOLUTIONS LLC	127.46	127.46	012395137 4310	7395 Sch/Libr Librarian-Oka / Instructional Supplies
R20R1050	LAKESHORE EQUIPMENT COMPANY	75.00	75.00	010011010 4310	Sch Site Instr - Tamura / Instructional Supplies
R20R1054	BARNES AND NOBLE	312.81	312.81	010055275 4310	State Standards-ELA / Instructional Supplies
R20R1058	VIRCO MANUFACTURING	2,620.19	2,620.19	010019380 6410	School Equipment / Equipment-Furniture/Computers
R20R1059	SOUTHWEST SCHOOL AND OFFICE SU	100.05	100.05	015103860 4310	Special Ed. - Talbert SDC / Instructional Supplies
R20R1061	AMAZON.COM LLC	168.51	168.51	010054062 4310	School Clmt-Stdnt Behvr Plavan / Instructional Supplies
R20R1062	REV ROBOTICS LLC	657.16	657.16	015002975 4310	Robotics-Fulton / Instructional Supplies
R20R1064	VIRCO MANUFACTURING	871.91	871.91	010019380 6410	School Equipment / Equipment-Furniture/Computers
R20S8027	INDUSTRIAL FORMULATORS INC.	535.05	535.05	011000000 9320	Revenue Limit - State Revenues / STORES

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R20S8028	CANNON SPORTS	1,757.62	1,757.62	011000000 9320	Revenue Limit - State Revenues / STORES
R20S8029	GRAINGER INC.	317.57	317.57	011000000 9320	Revenue Limit - State Revenues / STORES
R20S8030	ADVANTAGE WEST INVESTMENT ENTE	1,708.47	1,708.47	011000000 9320	Revenue Limit - State Revenues / STORES
R20S8031	SOUTHWEST SCHOOL AND OFFICE SU	3,219.00	3,219.00	011000000 9320	Revenue Limit - State Revenues / STORES
R20S8032	P & R PAPER SUPPLY COMPANY	289.52	289.52	011000000 9320	Revenue Limit - State Revenues / STORES
R20S8033	ARAMSCO INC	9,598.28	9,598.28	011000000 9320	Revenue Limit - State Revenues / STORES
R20S8034	AMAZON.COM LLC	168.42	168.42	011000000 9320	Revenue Limit - State Revenues / STORES
R20S8035	MACGILL FIRST AID	1,243.56	1,243.56	011000000 9320	Revenue Limit - State Revenues / STORES
Fund 01 Total:		228,945.29	228,945.29		

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R20R0951	LAKESHORE EQUIPMENT COMPANY	217.50	217.50	120016098 4310	Extended School Instructional / Instructional Supplies
R20R0952	SURPLUS TWO WAY RADIOS	517.71	517.71	120016098 4347	Extended School Instructional / Repair & Upkeep Equip Suppli
R20R0962	LAKESHORE EQUIPMENT COMPANY	215.50	215.50	120016098 4310	Extended School Instructional / Instructional Supplies
R20R0967	LEVEL 27 MEDIA	44.14	44.14	120016198 4310	State Preschool Instructional / Instructional Supplies
R20R1015	ORIENTAL TRADING COMPANY	74.01	74.01	120017598 4310	Child Dev Cntr Preschool Instr / Instructional Supplies
R20R1026	SCHOLASTIC BOOK ORDERS	150.00	150.00	120016098 4310	Extended School Instructional / Instructional Supplies
R20R1055	S & S WORLDWIDE	161.63	161.63	120016098 4310	Extended School Instructional / Instructional Supplies
Fund 12 Total:		1,380.49	1,380.49		

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R20R0959	FERGUSON REFRIGERATION COMMERC	125.00	125.00	133207380 5645	Cafeteria Fund / Outside Srvs-Repairs & Mainten
R20R0974	FERGUSON REFRIGERATION COMMERC	263.03	263.03	133207380 5645	Cafeteria Fund / Outside Srvs-Repairs & Mainten
R20R1001	CHEFS' TOYS	78.26	78.26	133207380 4790	Cafeteria Fund / Food Services Supplies
R20R1002	CHEFS' TOYS	987.39	987.39	133207380 4399	Cafeteria Fund / Equipment Under \$500
R20R1008	CALIFORNIA SCHOOL NUTRITION AS	395.00	395.00	133207380 5210	Cafeteria Fund / Travel, Conference, Workshop
R20R1010	LEVEL 27 MEDIA	82.66	82.66	133207380 5870	Cafeteria Fund / Printing & Repro Outside Agency
R20R1017	PREMIER FOOD SAFETY	159.00	159.00	133207380 5215	Cafeteria Fund / Staff Development
R20R1023	CALIFORNIA DEPARTMENT OF EDUCA	535.80	535.80	133207380 4710	Cafeteria Fund / FOOD
R20R1028	HEARTLAND PAYMENT SYSTEMS	375.00	375.00	133207380 5826	Cafeteria Fund / Licensing/Software,Maint/Supp
Fund 13 Total:		3,001.14	3,001.14		

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R20R1049	EIDE BAILLY LLP	8,400.00	8,400.00	223019990 5810	GOB, ELECTION 2016 / Audit
Fund 22 Total:		8,400.00	8,400.00		

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R20M4229	UNIVERSAL ASPHALT CO INC	3,000.00	3,000.00	233013880 6299	GOB, ELECTION 2016-Talbert / Other Building & Improvement
R20M4230	WEST COAST AIR CONDITIONING CO	7,575.00	7,575.00	233013180 6200	GOB, ELECTION 2016-Gisler / BUILDINGS & IMPROV OF
R20M4232	AESCO	6,828.50	6,828.50	233011680 6220	GOB, ELECTION 2016-Newland / Architect/Engineer Fees-BL
R20M4233	NINYO & MOORE	9,580.10	9,580.10	233014080 6222	GOB, ELECTION 2016-Plavan / Inspection Svcs Bldg Improve
R20M4236	CLASS LEASING LLC	34,500.00	34,500.00	233013880 6299	GOB, ELECTION 2016-Talbert / Other Building & Improvement
Fund 23 Total:		61,483.60	61,483.60		

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R20M4231	AESCO	7,467.50	7,467.50	403003880 6220	MS Science Bldg - Talbert / Architect/Engineer Fees-Bldg
R20M4234	CLASS LEASING LLC	14,928.00	14,928.00	403013780 6299	HVAC Modernization-Oka / Other Building & Improvement
R20M4235	TIME AND ALARM SYSTEMS INC.	26,000.00	26,000.00	403003880 6299	MS Science Bldg - Talbert / Other Building & Improvement
Fund 40 Total:		48,395.50	48,395.50		

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R20R1025	KEENAN & ASSOCIATES	19,520.00	19,520.00	682719470 5899	Workers Comp Admin / Other Operating Expenses
	Fund 68 Total:	19,520.00	19,520.00		

FOUNTAIN VALLEY SD
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PO
NUMBER VENDOR

PO **ACCOUNT** **ACCOUNT**
TOTAL **AMOUNT** **NUMBER**

PSEUDO / OBJECT DESCRIPTION

Total Account Amount:

371,126.02

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

BOARD OF TRUSTEES

02/10/2022

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<u>PO</u> <u>NUMBE</u>	<u>VENDOR</u>	<u>PO</u> <u>TOTAL</u>	<u>CHANGE</u> <u>AMOUNT</u>	<u>ACCOUNT</u> <u>NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
R20M4006	CLARK SECURITY PRODUCTS INC.	15,000.00	+7,000.00	012868989 4347	Maintenance / Repair & Upkeep Equip Supplies
R20M4011	EWING AND COMPANY	7,500.00	+1,500.00	012899390 4343	Gardening / Gardening Supplies
R20M4026	SMARDEN SUPPLY COMPANY	32,000.00	+5,000.00	012868989 4347	Maintenance / Repair & Upkeep Equip Supplies
R20M4050	CITY OF FOUNTAIN VALLEY	635.00	+135.00	012868989 5860	Maintenance / Permits & Fees
R20R0038	HP COMPUTING & PRINTING INC	22,350.00	+1,200.00	010013737 4330	Sch Site Instr - Oka / Printing/Xerox Supplies
R20R0092	ATKINSON ANDELSON LOYA RUDD &	72,797.75	+1,256.25	012159275 5830	Ed Services - Legal Services / Legal Fees
R20R0330	SOUTHWEST SCHOOL AND OFFICE SU	6,000.00	+2,000.00	010142929 4310	Sch Site Instr - Fulton / Instructional Supplies
R20R0331	STAPLES	4,000.00	+2,000.00	010142929 4310	Sch Site Instr - Fulton / Instructional Supplies
R20R0446	SOUTHWEST SCHOOL AND OFFICE SU	210.00	+110.00	015512960 4310	Special Ed. - Fulton RSP / Instructional Supplies
R20R0472	HOME DEPOT	1,800.00	+800.00	010144989 4311	Donations - Masuda / Elective Supplies
R20R0504	THINK IT BY HAND	28.73	+4.00	012129078 4310	Lottery Instructional Material / Instructional Supplies
R20R0666	COASTAL OCCUPATIONAL MEDICAL G	600.00	+200.00	012819771 5820	Personnel Commission / Physical Exam, Drug testing
R20R0764	BARNES AND NOBLE	104.28	+48.65	010055775 4310	State Standards-CGI / Instructional Supplies
R20R0775	BARNES AND NOBLE	141.86	+70.61	010453275 4310	Pupil Achvmnt-Library Cox / Instructional Supplies
R20R0818	STAPLES	137.55	+21.76	012719275 4325	Educational Services Admin / Office Supplies
Fund 01 Total:			+21,346.27		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

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<u>PO</u> <u>NUMBE</u>	<u>VENDOR</u>	<u>PO</u> <u>TOTAL</u>	<u>CHANGE</u> <u>AMOUNT</u>	<u>ACCOUNT</u> <u>NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
M20R0445	RACHLIN PARTNERS INC	398,486.69	+17,465.07	233011680 6220	GOB, ELECTION 2016-Newland / Architect/Engineer
P20M4397	SANDY PRINGLE ASSOCIATES	60,000.00	+30,000.00	233011680 6222	GOB, ELECTION 2016-Newland / Inspection Svcs Bldg
R20R0173	ZIONS BANCORPORATION NATIONAL	700.00	+350.00	233019990 5899	GOB, ELECTION 2016 / Other Operating Expenses
Fund 23 Total:			+47,815.07		

FOUNTAIN VALLEY SD

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M20R1798	RACHLIN PARTNERS INC	658,072.15	+19,794.89	403013780 6220	HVAC Modernization-Oka / Architect/Engineer Fees-Bldg
P20M4395	MARTIN BROTHERS CONSTRUCTION S	90,000.00	+6,400.00	403003880 6222	MS Science Bldg - Talbert / Inspection Svcs Bldg Improve
P20M4398	SANDY PRINGLE ASSOCIATES	60,000.00	+20,000.00	403013780 6222	HVAC Modernization-Oka / Inspection Svcs Bldg Improve
R20M4076	TIME AND ALARM SYSTEMS INC.	58,050.00	-20,230.00	403003880 6299	MS Science Bldg - Talbert / Other Building & Improvement
Fund 40 Total:			+25,964.89		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND
BOARD OF TRUSTEES **02/10/2022**

FRO 01/01/2022 TO 01/31/2022

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		Total Account Amount:	+95,126.23		



Fountain Valley School District
Educational Services
Child Care Programs Department

MEMORANDUM

TO: Board of Trustees
FROM: Mona Green, Director
SUBJECT: **CONTRACT WITH ORANGE COUNTY DEPARTMENT OF
EDUCATION FOR CUSTOMIZED OUTDOOR CLASSROOM
TRAINING FOR PRESCHOOL STAFF**
DATE: February 7, 2022

Background:

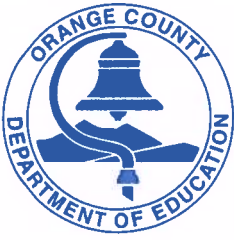
The Child Care Programs Office would like to utilize Orange County Department of Education trainers Carole Browne and Michelle Banh for a customized outdoor classroom training. This half-day training will provide staff with resources to use outdoor space as an additional and flexible environment for exploratory activities and play, in addition to providing staff with fresh activity ideas. The training will take place on Staff Development Day #4, March 4, 2022, for all Child Care Programs staff members.

Fiscal Impact:

The Child Care Programs Office will enter into a contract for \$500.00 for the 2021/2022 school year.

Recommendation:

It is recommended that the Board of Trustees approves the contract for customized outdoor classroom training with Orange County Department of Education.



Orange County Department of Education
 Educational Services Division
 Early Learning Services

EARLY LEARNING SERVICE PROPOSAL

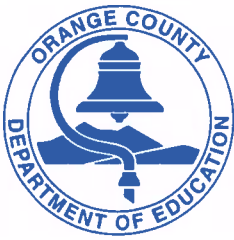
DATE PROPOSED: October 5, 2021

PROPOSAL ORIGINATOR: Tawnie King, tking@ocde.us

CONTRACTOR INFORMATION	
DISTRICT/AGENCY LEGAL NAME	Fountain Valley School District
CONTACT NAME/TITLE	Rena Bonifay, Supervisor, Child Development and Recreation Programs
CONTACT PHONE	714-962-4099
CONTACT EMAIL	bonifayr@fvsd.us
ADDRESS	9625 Warner Avenue Fountain Valley, CA 92708
JUSTIFICATION	Fountain Valley is requesting an outdoor classroom training for their staff in order to build and expand the learning experiences for students in their preschool (students 3-5 years old) and afterschool programs (Tk-5th grade). CA MTSS: Academic, Behavioral & Social Emotional Instruction, LCAP: Pupil Outcomes -Other Pupil Outcomes, LCP: Continuity of Learning

DESCRIPTION OF SERVICE	DATE/TIME OF SERVICE	COST
Customized Outdoor Classroom Training (Trainers: Carole Browne and Michelle Banh)	Half day training March 4, 2022 8:30am - 12:00pm	\$500
TOTAL PROPOSED SERVICES NOT TO EXCEED		\$500

LOGISTICS AND MATERIALS		COST
SERVICE LOCATION	In-person	
MEETING SET UP	TBD	
PARTICIPANT #	Approximately 80	
SERVICE OUTCOMES	For staff to learn how to use outdoor space as an additional and flexible environment for exploratory activities and play and to provide staff with fresh activity ideas.	

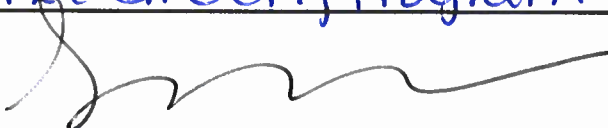


Orange County Department of Education
 Educational Services Division
 Early Learning Services

MATERIALS NEEDED (INCLUDING COST)	PROVIDED BY CONTRACTOR: <ul style="list-style-type: none"> 	
	PROVIDED BY OCDE EARLY LEARNING: <ul style="list-style-type: none"> We provide handouts. However, if you would like to print your own handouts, please let us know and we will send originals to you approximately one week in advance. 	
TOTAL PROPOSED MATERIALS COST NOT TO EXCEED		\$0
OTHER		

CONTRACTING AGENCY *(To be completed by contracting agency. A signed proposal is necessary to start a contract with OCDE. OCDE contracts take approximately 30 days to process. No services will be rendered prior to a completed contract. FOR CANCELLATIONS OR DATE OF SERVICE CHANGES OCDE MUST BE NOTIFIED AT LEAST 14 DAYS PRIOR TO THE SERVICE DATE.)*

I have reviewed the above service proposal and find it to be correct.

NAME	Mona Green, Program Director	DATE	1
SIGNATURE			10/6/21
TOTAL PROPOSED SERVICES/MATERIALS COST NOT TO EXCEED			\$500

2 FOUNTAIN VALLEY SCHOOL DISTRICT
3 INCOME AGREEMENT

4 This AGREEMENT is hereby entered into this 25th day of October,
5 2021, by and between the Orange County Superintendent of Schools, 200
6 Kalmus Drive, Costa Mesa California 92626, hereinafter referred to as
7 SUPERINTENDENT, and Fountain Valley School District, 9625 Warner
8 Avenue, Fountain Valley, California 92708, hereinafter referred to as
9 DISTRICT. SUPERINTENDENT and DISTRICT shall be collectively referred
10 to as the Parties.

11 WHEREAS, DISTRICT is authorized by Section 53060 of the
12 California Government Code to contract with and employ any persons
13 for the furnishing of special services and advice in financial,
14 economic, accounting, engineering, legal or administrative matters, if
15 such persons are specially trained and experienced and competent to
16 perform the special services required; and

17 WHEREAS, DISTRICT is in need of such special services and advice;
18 and

19 WHEREAS, SUPERINTENDENT is specially trained and experienced and
20 competent to perform the special services required by the DISTRICT,
21 and such services are needed on a limited basis;

22 NOW, THEREFORE, the Parties hereby agree as follows:

23 1.0 SCOPE OF WORK. DISTRICT hereby engages SUPERINTENDENT as an
24 independent contractor to perform the following described work, and
25 SUPERINTENDENT hereby agrees to perform said work in the "Early
Learning Service Proposal", which is attached hereto as Exhibit "A"
and incorporated herein by reference for the Division of Educational

1 Services.

2 2.0 TERM. This AGREEMENT shall commence on March 4, 2022 and end on
3 March 4, 2022, subject to termination as set forth in this AGREEMENT.

4 3.0 PAYMENT. DISTRICT agrees to pay the SUPERINTENDENT a total sum
5 not to exceed Five hundred dollars (\$500.00). Payment shall be mailed
6 to: Orange County Superintendent of Schools, 200 Kalmus Drive, Costa
7 Mesa, California 92626-9050, Attention: Accounting Manager, or at
8 such other place as SUPERINTENDENT may designate in writing.

9 4.0 EXPENSES. DISTRICT shall not be liable to SUPERINTENDENT for any
10 costs or expenses paid or incurred by SUPERINTENDENT in performing
11 services for DISTRICT, except as follows: N/A.

12 5.0 MATERIALS. SUPERINTENDENT shall furnish, at his/her own expense,
13 all labor, materials, equipment, supplies and other items necessary to
14 complete the services to be provided pursuant to this AGREEMENT,
15 except as follows: N/A

16 6.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT, in the performance of
17 this AGREEMENT, shall be and act as an independent contractor.
18 SUPERINTENDENT understands and agrees that he/she and all of his/her
19 employees shall not be considered officers, employees or agents of
20 the DISTRICT, and are not entitled to benefits of any kind or nature
21 normally provided employees of the DISTRICT and/or to which
22 DISTRICT'S employees are normally entitled, including, but not
23 limited to, State Unemployment Compensation or Workers' Compensation.
24 SUPERINTENDENT assumes the full responsibility for the acts and/or
25 omissions of his/her employees or agents as they relate to the
services to be provided under this AGREEMENT. SUPERINTENDENT shall

1 assume full responsibility for payment of all federal, state and
2 local taxes or contributions, including unemployment insurance,
3 social security and income taxes with respect to SUPERINTENDENT'S
4 employees.

5 7.0 COPYRIGHT/TRADEMARK/PATENT. DISTRICT understands and agrees
6 that all matters produced under this AGREEMENT shall become the
7 property of SUPERINTENDENT and cannot be used without
8 SUPERINTENDENT'S express written permission. SUPERINTENDENT shall
9 have all right, title and interest in said matters, including the
10 right to secure and maintain the copyright, trademark and/or patent
11 of said matter in the name of the SUPERINTENDENT.

12 8.0 HOLD HARMLESS.

13 A. SUPERINTENDENT agrees to and does hereby indemnify,
14 defend, and hold harmless DISTRICT, its Governing Board, officers,
15 agents and employees from liability and claims of liability for bodily
16 injury, personal injury, sickness, disease, or death of any person or
17 persons, or damage to any property, real personal, tangible or
18 intangible, arising out of the negligent acts or omissions of
19 employees, agents or officers of SUPERINTENDENT or the Orange County
20 Board of education during the period of this AGREEMENT.

21 B. DISTRICT agrees to and does hereby indemnify, defend, and
22 hold harmless SUPERINTENDENT, the Orange County Board of Education,
23 and its officers, agents and employees from liability and claims of
24 liability for bodily injury, personal injury, sickness, disease, or
25 death of any person or persons, or damage to any property, real
personal, tangible or intangible, arising out of the negligent acts or

1 omissions of its Governing Board, employees, agents or officers of
2 DISTRICT during the period of this AGREEMENT.

3 9.0 ASSIGNMENT. The obligations of SUPERINTENDENT pursuant to this
4 AGREEMENT shall not be assigned by SUPERINTENDENT without prior
5 written approval of DISTRICT.

6 10.0 TOBACCO USE POLICY. In the interest of public health, the
7 SUPERINTENDENT provides a tobacco-free environment. Smoking or the
8 use of any tobacco products are prohibited in buildings and vehicles,
9 and on any property owned, leased or contracted for by the
10 SUPERINTENDENT pursuant to SUPERINTENDENT Policy 400.15. Failure to
11 abide with conditions of this policy could result in the termination
12 of this AGREEMENT.

13 11.0 TERMINATION. Either party may terminate this AGREEMENT with or
14 without reason with the giving of thirty (30) days written notice to
15 the other party. DISTRICT shall compensate SUPERINTENDENT only for
16 services satisfactorily rendered to the date of termination. Written
17 notice by DISTRICT shall be sufficient to stop further performance of
18 services by SUPERINTENDENT. Notice shall be deemed given when
19 received by the SUPERINTENDENT or DISTRICT or no later than three (3)
20 days after the day of mailing, whichever is sooner.

21 12.0 NON-DISCRIMINATION. SUPERINTENDENT and DISTRICT agree that they
22 will not engage in unlawful discrimination in employment of persons
23 because of race, color, religious creed, national origin, ancestry,
24 physical handicap, medical condition, marital status, or sex of such
25 persons.

1 13.0 NOTICE. All notices or demands to be given under this AGREEMENT
2 by either party to the other shall be in writing and given either by:
3 (a) personal service or (b) by U.S. Mail, mailed either by registered
4 or certified mail, return receipt requested, with postage prepaid.
5 Service shall be considered given when received if personally served
6 or if mailed on the third day after deposit in any U.S. Post Office.
7 The address to which notices or demands may be given by either party
8 may be changed by written notice given in accordance with the notice
9 provisions of this section. As of the date of this AGREEMENT, the
10 addresses of the parties are as follows:

11 DISTRICT: Fountain Valley School District
12 9625 Warner Avenue
13 Fountain Valley, California 92708
14 Attn: _____

15 SUPERINTENDENT: Orange County Superintendent of Schools
16 200 Kalmus Drive
17 P.O. Box 9050
18 Costa Mesa, California 92628-9050
19 Attn: Patricia McCaughey

20 14.0 NON WAIVER. The failure of SUPERINTENDENT or DISTRICT to seek
21 redress for violation of, or to insist upon, the strict performance
22 of any term or condition of this AGREEMENT shall not be deemed a
23 waiver by that party of such term or condition, or prevent a
24 subsequent similar act from again constituting a violation of such
25 term or condition.

26 15.0 SEVERABILITY. If any term, condition or provision of this
27 AGREEMENT is held by a court of competent jurisdiction to be invalid,
28 void, or unenforceable, the remaining provisions will nevertheless
29 continue in full force and effect, and shall not be affected,
30 impaired or invalidated in any way.


1 16.0 GOVERNING LAW. The terms and conditions of this AGREEMENT shall
2 be governed by the laws of the State of California with venue in
3 Orange County, California.

4 17.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits
5 attached hereto constitute the entire agreement among the Parties to
6 it and supersede any prior or contemporaneous understanding or
7 agreement with respect to the services contemplated, and may be
8 amended only by a written amendment executed by both Parties to the
9 AGREEMENT.

10 IN WITNESS WHEREOF, the Parties hereto set their hands.

11 DISTRICT: FOUNTAIN VALLEY SCHOOL
12 DISTRICT

ORANGE COUNTY SUPERINTENDENT
OF SCHOOLS

13 BY: 
Authorized Signature

13 BY: 
Authorized Signature

14 PRINT NAME: _____

14 PRINT NAME: Patricia McCaughey

15 TITLE: _____

15 TITLE: Administrator

16 DATE: _____

16 DATE: October 25, 2021

17 Fountain Valley SD-Income (10000277) 22
18 ZIP5



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: **Single Plans for Student Achievement**
DATE: January 24, 2022

Background:

California Ed Code and the federal Every Student Succeeds Act require Single Plans for Student Achievement (SPSA) as a condition for accepting categorical funds, including Title I and Title III. The purpose of the plan is to consolidate school programs and create blueprints to improve academic achievement for all students. In order to provide coherence, the SPSAs are aligned with the Local Control Accountability Plans (LCAPs). The eight State Priorities (basic services, implementation of State Standards, course access, student achievement, other student outcomes, parent engagement, school climate, and student engagement) outlined in the LCAP are evident in the SPSAs.

Fiscal Impact:

There is no fiscal impact involved in the approval process.

Recommendation:

It is recommended that the Board of Trustees approves the School Plans for Student Achievement for Gisler, Newland, Oka, Plavan, and Tamura. The 2021-22 School Plans for Fulton, Masuda, Talbert, Courreges, and Cox were approved as part of the January 13, 2022 Board Meeting.

The School Plan for Student Achievement

School: Robert Gisler Elementary School
CDS Code: 30-66498-6027973
District: Fountain Valley School District
Principal: Teri Malpass
Revision Date: December 13, 2021

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Teri Malpass
Position: Principal
Phone Number: (714) 378-4211
Address: 18720 Las Flores Street
Fountain Valley, CA 92708
E-mail Address: malpasst@fvsd.us

The District Governing Board approved this revision of the SPSA on February 10, 2022.

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School Vision and Mission

Robert Gisler Elementary School's Vision and Mission Statements

MISSION STATEMENT:

The mission of Gisler School is a commitment to provide a safe and academically challenging environment for all students. It is our expectation that all students will succeed in the acquisition of basic academic and social skills to become life-long learners and quality citizens. Certificated and classified staff along with our parent community are dedicated to assisting all students in achieving this mission.

VISION STATEMENT:

The success of Robert Gisler Elementary School depends on the commitment of all staff (administrators, teachers, and support staff) to high-quality standards, expectations, and performances. We believe all students can learn and are each a valued individual with unique physical, social, emotional, and intellectual needs. Professional development is an integral part of our ongoing plan for continuous improvement; curriculum development, design of instructional activities, and the use of assessment measures are focused on providing learning opportunities and feedback systems that enable students to achieve success. Effective collaboration and communication with families as partners in the education of their children is essential to the success of Gisler Elementary School.

School Profile

Robert Gisler Elementary School, located in Fountain Valley, California in the Fountain Valley School District, is an exemplary school with exceptional students, staff, and programs that effectively model the belief that success breeds success and ALL students can learn. For the 2021-22 school year, Gisler Elementary serves approximately 500 students in Transitional Kindergarten through 5th grade. In addition to Gisler's general education classes, the school provides two special day programs, a resource specialist, a speech pathologist, an occupational therapist, a school psychologist, and an adaptive PE program to meet the needs of all learners. Gisler is home to a diverse population of students including 37% of students identifying as White, 21% of students identifying as Hispanic, 21% of students identifying as Asian, and 20% of students identifying as Multi-ethnic. In addition, 10% of Gisler's students are identified as English Learners, 18% of Gisler's students are identified as socio-economically disadvantaged, and 10% of students attending Gisler receive special education services.

The mission statement of Gisler affirms our need to work in partnership with parents and the community to prepare students to be high achieving and productive citizens. Gisler's long-standing tradition of excellence has been recognized with honors and awards including recognition as a California Distinguished School in 2014 and a Gold Ribbon School in 2016. Gisler's staff is strongly dedicated to providing the highest quality teaching, rigorous standards, ongoing professional development, and differentiated instruction. Teachers work collaboratively to design instructional programs to meet the needs of all students using research-based instructional practices, strategies, and techniques. Gisler students participate in the following: Balanced Literacy, Cognitively Guided Instruction (CGI), Smarter Balanced Assessments, Fountas & Pinnell Literacy assessments, CGI common assessments, Mind Institute (ST Math), FIBO art, Gator Gallup, Chess Club, Band, and Extended School Program.

Gisler Elementary School is proud to provide students with access to an intervention reading lab in grades K-3rd for extra support in reading. Gisler also offers push-in support in grades 3-5 to support students in areas where they are performing below grade level. Gisler's students participate weekly in general music classes and library skills. Fourth and fifth graders have the opportunity to participate in leadership skills by being part of the Student Council to develop leadership skills.

Gisler Elementary School is proud to have an active Parent Teacher Organization (PTO). PTO supports our school in many ways including fundraising, parent volunteers for campus events and activities, funding assemblies, and contributing to the development of a connected, positive learning environment for students. Parents play an important role in helping Gisler realize its goals by serving on the School Site Council, English Learner Advisory Council, and various subcommittees of the Gisler PTO. Parental involvement and support are key components to making Gisler Elementary School one of the finest schools in Orange County. While Gisler Elementary 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. Parents have opportunities to get involved through the school's Parent Teacher Organization, School Site Council, Fountain Valley Schools Foundation, and classroom volunteers program.

Planned Improvements in Student Performance

School Goal #1

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Student Achievement
LEA Local Control and Accountability (LCAP) Goal:
LCAP Goal 1: To support academic success, students will participate in a rigorous academic program and demonstrate continued growth in all content areas, with an emphasis on collaboration, communication, critical thinking, and problem-solving.
SCHOOL GOAL #1:
To support student achievement, Gisler Elementary will incorporate professional development, technology integration, school and District signature practices, and when available new standards-aligned instructional materials.
Annual Update:
Due to pandemic-related modifications to state testing, IXL Diagnostic Assessments for English Language Arts and Mathematics were utilized in lieu of SBAC assessments. The following data reflects Gisler Elementary School's results from the 2020-21 administration of the IXL Diagnostic Assessment: * 2020-21 IXL Diagnostic Assessment for English/Language Arts: 75% Met or Exceeded Standards (Overall) * 2020-21 IXL Diagnostic Assessment for Mathematics: 81% Met or Exceeded Standards (Overall) * Reading Assessments: 100% of students were assessed in reading using the Fountas & Pinnell Reading Assessment * Technology: The school is now at a 1:1 Student/Chromebook ratio for all students
Expected Annual Outcomes
The expected annual outcomes for the 2021-22 school year for Gisler Elementary will be: * Recover "Learning Loss" due to unique circumstances of the 2020-21 school year. * 2021-22 SBAC ELA: A new post-pandemic baseline for SBAC ELA will be set during the 2021-22 school year * 2020-21 SBAC Math: A new post-pandemic baseline for SBAC Math will be set during the 2021-22 school year * Students will meet the end-of-year targets on district-administered reading assessments. (Fountas & Pinnell/SRI Lexile Levels) * Students not meeting academic achievement goals will participate in targeted interventions and supports
Findings from the Analysis of this Data:
Due to state-wide school dismissal resulting from the COVID-19 pandemic, FVSD utilized the IXL Diagnostic assessment platform in lieu of CAASPP Assessments. IXL Diagnostic data showed that 75% of Gisler students met or exceeded standards in English Language Arts and 81% of Gisler students met or exceeded standards in Mathematics. In addition, end-of-year district-administered reading assessments indicated that Gisler students experienced limited learning loss in reading due to pandemic-related learning environments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ViewSonics for Classrooms	September 2021 - June 2022	Principal	Interactive ViewSonic Boards	4000-4999: Books And Supplies	LCFF	15,000.00
Teacher's College Tuition	August 2022	Principal	Tuition for Teacher's College Summer Academy to support literacy instruction	5800: Professional/Consulting Services And Operating Expenditures	LCFF	3,600.00
Resources to support Balanced Literacy Instruction	September 2021 - June 2022	Principal, Teachers	Purchase Lucy Calkins Units of Reading Study for teachers new to the Gisler campus	4000-4999: Books And Supplies	LCFF	1,000.00
Resources to support Phonics Instruction	September 2021 - June 2022	Principal, Teachers	Purchase Foundations Kits and additional instructional materials to support implementation	4000-4999: Books And Supplies	LCFF	4,000.00
Expand classroom libraries in upper grades	September 2021 - June 2022	Principal, Teachers	Purchase additional fiction and non-fiction texts to support "Best" First Instruction through Balanced Literacy pedagogy	4000-4999: Books And Supplies	LCFF	3,900.00
Purchase manipulatives and other resources to support CGI Math instruction	September 2021 - June 2022	Principal, Teachers	Purchase instructional materials to support the 5-part CGI Lesson Plan model	4000-4999: Books And Supplies	LCFF	2,000.00
Site Technology Coordinator Stipend	September 2021 - June 2022	District Staff, Site Principal, Site Technology Coordinator	Provide support for educational technology platforms and supports staff through training and coaching (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,500.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Special Populations
LEA Local Control and Accountability (LCAP) Goal:
LCAP Goal 2: To support academic success in the core program, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement.
SCHOOL GOAL #2:
All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math thereby addressing the achievement gap.
Annual Update:
<p>Due to pandemic-related modifications to state testing, IXL Diagnostic Assessments for English Language Arts and Mathematics were utilized in lieu of SBAC assessments. The following data reflects Gisler Elementary School's results for English Learners, RFEs, Low-income Students, and Students with Special Needs from the 2020-21 administration of the IXL Diagnostic Assessment:</p> <p>2020-21 IXL Diagnostic Assessment for English Language Arts:</p> <ul style="list-style-type: none">* 43% of English Learners Met or Exceeded Standards* 87% of Reclassified Fluent English Proficient students Met or Exceeded Standards* 52% of Low-income students Met or Exceeded Standards* 25% of Students with Special Needs Met or Exceeded Standards <p>2020-21 IXL Diagnostic Assessment for Mathematics:</p> <ul style="list-style-type: none">* 67% of English Learners Met or Exceeded Standards* 93% of Reclassified Fluent English Proficient students Met or Exceeded Standards* 63% of Low-income students Met or Exceeded Standards* 32% of Students with Special Needs Met or Exceeded Standards <p>* Reading Assessments: 100% of English Learners, Reclassified Fluent English Proficient students, Low-income students, and Students with Special Needs were assessed using the Scholastic Reading Inventory Lexile Range Assessment.</p> <p>* Technology: The school is now at a 1:1 Student/Chromebook ratio for all students including English Learners, Reclassified Fluent English Proficient students, Low-income students, and Students with Special Needs</p>

Expected Annual Outcomes

The expected annual outcomes for each special populations group for the 2021-22 school year for Gisler Elementary will be:

- * Recover "Learning Loss" due to unique circumstances of the 2020-21 school year.
- * 2021-22 SBAC ELA: A new post-pandemic baseline for SBAC ELA will be set during the 2021-22 school year
- * 2020-21 SBAC Math: A new post-pandemic baseline for SBAC Math will be set during the 2021-22 school year
- * Students will meet the end-of-year targets on district-administered reading assessments. (Fountas & Pinnell/SRI Lexile Levels)
- * Students not meeting academic achievement goals will participate in targeted interventions and supports

Findings from the Analysis of this Data:

Due to state-wide school dismissal resulting from the COVID-19 pandemic, FVSD utilized the IXL Diagnostic assessment platform in lieu of CAASPP Assessments. IXL Diagnostic data from Spring 2021 showed:

- * 43% of EL students Met or Exceed Standards in ELA (compared to 75% for the "All Students" group) and 67% of EL Students Met or Exceed Standards in Math (compared to 81% for the "All Students" group)
- * 87% of RFEP students Met or Exceeded Standards in ELA (compared to 75% for the "All Students" group) and 93% of RFEP students Met or Exceeded Standards in Math (compared to 81% for the "All Students" group)
- * 52% of Low-income Met or Exceeded Standards in ELA (compared to 75% for the "All Students" group) and 63% of Low-income students Met or Exceeded Standards in Math (compared to 81% for the "All Students" group)
- * 25% of Students with Special Needs Met or Exceeded Standards in ELA (compared to 75% for the "All Students" group) and 32% of Students with Special Needs Met or Exceeded Standards in Math (compared to 81% for the "All Students" group)

In addition, end-of-year district-administered reading assessments indicated that Gisler students experienced limited learning loss in reading due to pandemic-related learning environments; however, learning loss for students from the "special populations" student groups was more significant than learning loss for non-special populations students. Evidence of the Achievement Gap continues to be present for English Learners, Low-income students, and Students with Special Needs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
EL Lead Teacher Stipend	September 2021 - June 2022	District Staff, Principal, EL Lead Teacher	Provide supports for English learners and communication with families/school staff regarding the EL program including reclassification, need for bilingual aid support, and coordination of assessments (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
504 Coordinator Stipend	September 2021 - June 2022	District Staff, Principal, Site 504 Coordinator	Provide supports for students on 504 plans and communicate with families/staff regarding services (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
Site Prevention Coordinator Stipend	September 2021 - June 2022	District Staff, Principal, Site Prevention Coordinator	Provide support for the school's Student Success Team process by coordinating meetings and communicating with teachers/families (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
After-school academic intervention	September 2021 - June 2022	Principal, Teachers	Hourly rate for teachers to provide additional academic instruction for targeted students before or after-school	1000-1999: Certificated Personnel Salaries	LCFF	18,000.00
Supplemental Educational Technology Resources	September 2021- June 2022	Principal and PTO	Purchase licensing with RAZ-Kids and BrainPop, Jr. to promote student engagement and differentiate enrichment activities for students	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	4,900.00
Intervention Support Materials for Reading Lab	September 2020- June 2021	Principal	Rolling easel, rolling cart for materials	4000-4999: Books And Supplies	LCFF	1,000.00
Collaboration time to identify at-risk students	January 2022 - June 2022	Principal, Teachers, District TOSAs	Substitute teachers to enable collaboration time (2-days per teacher) to work with TOSAs to plan units of study, analyze student data, and evaluate need for targeted intervention	1000-1999: Certificated Personnel Salaries	LCFF	7,500.00

Planned Improvements in Student Performance

School Goal #3

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Parental Involvement
LEA Local Control and Accountability (LCAP) Goal:
LCAP Goal 3: To support academic success, all parents will be engaged and play an active role in the school community.
SCHOOL GOAL #3:
Increase parent involvement to include a broader representation of parents on school decision-making groups, reflective of all student demographics.
Annual Update:
Approximately 50% of Gisler parents are currently members of the school's Parent Teacher Organization (PTO). Working in partnership with the principal, PTO will conduct multiple membership drives over the course of the 2021-22 school year. It is with great hope that with clear articulation of PTO supported activities and what it means to be a 'PTO member' and how PTO supports Gisler and the students this will help to increase membership. Communication of all upcoming events by the principal through ParentSquare and PTO's monthly newsletter will be clear and in a timely manner. Teachers are highly encouraged to reach out to their families prior to parent teacher conferences in order to make sure everyone is signed up and offer both Zoom and in-person meetings. Many teachers gave a second conference time for missed conferences in order to increase parent involvement.
Expected Annual Outcomes
A focus on parent involvement at Gisler will be in the following areas: <ul style="list-style-type: none">* Increase attendance at parent conferences by 5%* Increase PTO membership by 5%* Increase parent attendance at PTO meetings by 5%* Increase by 3% at parent education night events. Principal will communicate with community via ParentSquare on a weekly basis updating and highlighting upcoming events and sharing student and staff celebrations.
Findings from the Analysis of this Data:
Due to state-wide school dismissal resulting from the COVID-19 many parent engagement activities were compromised as a result of safety precautions preventing parents from volunteering on campus. At the same time, Gisler significantly increased the volume and quality of virtual interaction with the parent community through newsletters, weekly video messages, and other technology-enabled communication. By increasing parent participation at Gisler, parents will feel more connected, be better informed, participate in the decision making process and become more educated in their child's learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Licensing for ParentSquare and Edlio to enhance communication with parent community by providing timely updates related to school and district activities (this action is centrally funded by FVSD and is not supported by school-site funding allocations)	July 2021 - June 2022	District Staff, Principal	Web-based communication tools to support the ongoing engagement of Gisler Elementary School's parent community	5000-5999: Services And Other Operating Expenditures	LCFF	3,651.00
Host monthly student Gator awards and deliver special certificates to students	September 2021- June 2022	Principal School staff	Student certificates and other resources	4000-4999: Books And Supplies	LCFF	250.00
District Translator support & services	September 2021- June 2022	District Staff and Elementary Principal	District translator support to provide interpretation and/or translation for parent meetings	2000-2999: Classified Personnel Salaries	LCFF	7,667.00
Establish "Gator Spirit Store" to promote school-connectedness	September 2021 - June 2022	Principal, Teachers, PTO	Purchase of school spirit themed "swag" to promote positive school climate and school connectedness	4000-4999: Books And Supplies	LCFF	500.00
Parent Education Night	January 2022 - June 2022	Principal, Teachers, PTO	Host "Family Math Night" to develop parent understanding of Gisler's CGI 5-Step Lesson Model and teach parents strategies for supporting mathematical thinking at home	4000-4999: Books And Supplies	LCFF	250.00
Utilize Zoom or other web based technologies to reach out to working families in order to facilitate participation in PTO meetings.	September 2020 - June 2021	Principal & PTO Officers	Conduct online meetings with families	None Specified	None Specified	0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Publish & Distribute School Newsletter	September 2021 - June 2022	Principal & PTO Leadership	Publish school newsletter and distribute electronically through ParentSquare	None Specified	None Specified	0.00

Planned Improvements in Student Performance

School Goal #4

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Student Engagement & School Climate
LEA Local Control and Accountability (LCAP) Goal:
LCAP Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.
SCHOOL GOAL #4:
Create a learning and school climate that improves students' attendance, connection, and overall involvement in all aspects of their education.
Annual Update:
* 2020-21 Attendance Rate for Gisler Elementary School was 96.71 %. * 2020-21 Chronic Absenteeism Rate for Gisler Elementary School was 5.13%. * 2020-21 Suspension Rate for Gisler Elementary School was 0.2%. 2020-21 CA Healthy Kids Survey Results (5th-grade students): * 81% of students responded positively to the statement, "Teachers care about me." * 85% of students responded positively when presented with the survey question, "Do you feel safe at school?" * 89% of students responded positively when asked "Are you happy to be at this school?"
Expected Annual Outcomes
Teachers will review California Healthy Kids Survey for students in 5th grade in order to understand areas of concern and develop a plan for all students to feel safe at school.
Findings from the Analysis of this Data:
Gisler recognizes the importance of engaging and recognizing students in school and developing a positive school climate. This has proven to be both challenging and critically important throughout the course of the 2021-22 school year. To help build a positive school culture, Gisler continues to recognize student performance in many ways. Through the Gator of the Day Award program, staff members nominate students for recognition (announced over the school's PA system each day), which helps build self-efficacy in students. This recognition is also shared with parents, and the Superintendent via email with a picture attached. Greater Gator Awards are given to students daily in the areas of problem solving, showing respect, making good decisions and spreading kindness by staff members. Students' names are put into a raffle and recognized on Friday during announcements where selected students from the raffle receive a prize. Gator monthly awards are given by teachers to two students each month. These students are recognized through a video that is sent to the community as well as an all school assembly. All of the awards build connectedness to school and self-efficacy in students. In addition to recognizing students, a staff member is also recognized every Friday for Faculty Friday. Staff members nominate each other for Faculty Friday and the message is read during the announcements for all staff and students to hear.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Positive incentives and rewards	September 2021- June 2022	Principal	Student monthly awards and incentives	4000-4999: Books And Supplies	LCFF	1,000.00
School Leadership Team Meetings	August 2021 - June 2022	Principal, Site Lead, Grade Level Reps	Release time to develop plans for student engagement activities and monitor overall progress of the school climate (academics and social-emotional wellness)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
Expand library collection and acquire flexible seating resources	September 2021 - June 2022	Principal, Library Media Technician, Teachers	Enhance school library through acquisition of flexible seating for students and high interest fiction/non-fiction texts for school library	4000-4999: Books And Supplies	LCFF	5,000.00
Expand resources to support STEAM-related activities for students	September 2021 - June 2022	Principal, Teachers, Library Media Technician	Purchase of Ozobots and other robotics-related support materials to equip Gisler's maker-space in the school's library	4000-4999: Books And Supplies	LCFF	5,000.00
Expand resources to support school music program	September 2021 - June 2022	Principal, Itinerant Music Teacher	Acquire instruments and accompanying resources to enrich music experiences for all students	4000-4999: Books And Supplies	LCFF	1000.00
Expand resources for Physical Education and Recess	September 2021 - June 2022	Principal, Teachers, Noon Supervisors	Purchase of PE equipment to promote student engagement in physical education and recess/lunch recess activities	4000-4999: Books And Supplies	LCFF	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Gators Get Going	October 2021- June 2022	Principal, teachers, parents and students	A month of daily movement activities	None Specified	None Specified	0.00
Gisler's Got Talent	Spring 2021	Principal, PTO, students and Parents	Students share talents via a recorded video that will go to community	None Specified	None Specified	0.00

District-Wide Services

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): State Priority Areas 1 through 7
LEA Local Control and Accountability (LCAP) Goal:
Goal 1: To support academic success, students will participate in a rigorous academic program and demonstrate continued growth in all content areas, with an emphasis on collaboration, communication, critical thinking, and problem-solving. Goal 2: To support academic success in the core program, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement. Goal 3: To support academic success, all parents will be engaged and play an active role in the school community. Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness. Goal 5: To support academic success, school facilities will be clean, safe, and effectively support a 21st Century education.
Actions are applicable to School Goals 1 through 5.
Annual Update:
The purpose of this section of the Single School Plan for Student Achievement is to identify supports and services provided to school sites through centralized services of the Fountain Valley School District. These supports and services do not require approval from individual School Site Councils, as the actions have already been identified through community input processes and are expenditures approved by the Fountain Valley School District Board of Trustees.
Expected Annual Outcomes
The expected annual outcomes for the 2021-22 school year for Fountain Valley School District are captured in the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at https://www.fvds.us/apps/pages/LCAP .

Findings from the Analysis of this Data:

During the 2020-21 school year, FVSD administered the IXL Diagnostic Assessment in lieu of the California Assessments of Student Performance and Progress (CAASPP) as permitted by guidance from the California Department of Education. Results from that assessment showed:

English Language Arts (3rd-8th grade)

- * 74% of All Students "Met or Exceeded Standards" in English Language Arts
- * 84% of Asian Students "Met or Exceeded Standards" In English Language Arts
- * 61% of Hispanic Students "Met or Exceeded Standards" In English Language Arts
- * 71% of White Students "Met or Exceeded Standards" In English Language Arts
- * 61% of Low-income Students "Met or Exceeded Standards" In English Language Arts
- * 32% of Students with Disabilities "Met or Exceeded Standards" In English Language Arts
- * 43% of English Learners "Met or Exceeded Standards" In English Language Arts
- * 85% of Reclassified Fluent English Proficient Students "Met or Exceeded Standards" In English Language Arts

Overall, FVSD students performed well on the IXL Diagnostic Assessment for English Language Arts. FVSD remains fully committed to closing the Achievement Gap and to supporting high levels of academic success for all students. Actions intended to help close the Achievement Gap present among students in the Special Populations groups are captured in Goal 2 of the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at <https://www.fvsd.us/apps/pages/LCAP>.

Mathematics (3rd-8th grade)

- * 70% of All Students "Met or Exceeded Standards" in Mathematics
- * 82% of Asian Students "Met or Exceeded Standards" in Mathematics
- * 53% of Hispanic Students "Met or Exceeded Standards" in Mathematics
- * 63% of White Students "Met or Exceeded Standards" in Mathematics
- * 70% of All Students "Met or Exceeded Standards" in Mathematics
- * 57% of Low-income Students "Met or Exceeded Standards" in Mathematics
- * 30% of Students with Disabilities "Met or Exceeded Standards" in Mathematics
- * 51% of English Learners "Met or Exceeded Standards" in Mathematics
- * 80% of Reclassified Fluent English Proficient Students "Met or Exceeded Standards" in Mathematics

Overall, FVSD students performed well on the IXL Diagnostic Assessment for Mathematics. FVSD remains fully committed to closing the Achievement Gap and to supporting high levels of academic success for all students. Actions intended to help close the Achievement Gap present among students in the Special Populations groups are captured in Goal 2 of the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at <https://www.fvsd.us/apps/pages/LCAP>.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Health-related services	September 2021 - June 2022	District Staff, District Nurses, Health Aides	District nursing staff to provide medical support for students and work with families of high-needs students	1000-1999: Certificated Personnel Salaries	LCFF	115,343.00
			District health aides to provide medical support for students and work with families of high-needs students	2000-2999: Classified Personnel Salaries	LCFF	38,448.00
Academic Interventions	September 2021 - June 2022	District Staff, Principal, Teachers	Reading Intervention Teachers (2), .5 Site Lead Teacher, and additional duty pay for after school academic intervention	1000-1999: Certificated Personnel Salaries	LCFF	142,407.00
COVID-19 safety-related resources	September 2021 - June 2022	District Staff	COVID-19 safety-related resources including Personal Protective Equipment (PPE), additional cleaning supplies, and other necessary resources to help maximize in-person instructional learning time for students	5000-5999: Services And Other Operating Expenditures	ESSER	128,003.00
Elementary Music Program	September 2021 - June 2022	District Staff, Principal, and Itinerant Elementary Music Teachers	Itinerant Elementary Music Teacher to ensure all elementary students have access to a music-enriched "broad course of study"	1000-1999: Certificated Personnel Salaries	LCFF	55,792.00
			Additional duty pay to attend professional development outside of contracted hours/school year	2000-2999: Classified Personnel Salaries	CARES Act	2,114

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expand resources to support learning within and beyond the school day	September 2021 - June 2022	District Staff, Principal	Software licensing for multiple applications to support student learning during both synchronous and asynchronous instructional time (Zoom, Clever, IXL, etc.)	5000-5999: Services And Other Operating Expenditures	LCFF	52,104.00
School Site Library Media Technician support and Lead District Librarian	September 2021 - June 2022	District Staff, Principal, and Library Media Technician	Library resource management and facilitated access to library resources for students	2000-2999: Classified Personnel Salaries	LCFF	24,340.00
Professional development day for certificated and classified staff members on FVSD's Signature Practices for instruction	September 2021 - June 2022	District Staff, Principals, Teachers	Additional duty pay to attend professional development prior to the start of the 2021-22 school year	1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	21,271.00
Counseling services to support students' social-emotional well-being	September 2021 - June 2022	District Staff, Principal, School Counselor Interns	Academic and Social-emotional counseling services	1000-1999: Certificated Personnel Salaries	LCFF	21,527.00
English language acquisition support	September 2021 - June 2022	District Staff, Principal, Teacher, Bi-lingual Instructional Aide	Bilingual Classroom Aide support for English learners with "emerging/novice" level English literacy skills.	2000-2999: Classified Personnel Salaries	Title III	17,563.00
District translator to provide written and verbal language support at school site functions, parent involvement activities, and parent-teacher meetings throughout the school year.	September 2020 - June 2021	District Staff and Elementary Principal	Written and Verbal language support for stakeholders with limited English proficiency skills	2000-2999: Classified Personnel Salaries	LCFF	7,918

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	CARES Act	2,114.00
5000-5999: Services And Other Operating	ESSER	128,003.00
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	21,271.00
1000-1999: Certificated Personnel Salaries	LCFF	366,069.00
2000-2999: Classified Personnel Salaries	LCFF	78,373.00
4000-4999: Books And Supplies	LCFF	40,900.00
5000-5999: Services And Other Operating	LCFF	55,755.00
5800: Professional/Consulting Services	LCFF	3,600.00
None Specified	None Specified	0.00
5000-5999: Services And Other Operating	Parent Teacher Association/Parent Faculty	4,900.00
2000-2999: Classified Personnel Salaries	Title III	17,563.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,000.00
Goal 2	34,400.00
Goal 3	12,318.00
Goal 4	14,000.00
Goal 5	626,830.00

Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

THE STUDENT PLEDGE:
I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will return completed homework on time.
- I will return corrected work to my parent(s).
- I will arrive at school on time every day unless I am ill.
- I will be responsible for my own behavior.
- I will be a cooperative learner.

Student's Signature _____ Date _____

Parents Pledge:

THE PARENT PLEDGE:
I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will provide a quiet place for my child to study.
- I will encourage my child to complete his/her homework.
- I will make sure my child gets an adequate night's sleep.
- I will see to it that my child arrives at school on time every day.
- I will spend at least 15 minutes per day reading with my child.
- I will attend Back to School Night, Parent Conferences, and Open House
- I will support the school/district policies on homework, discipline and attendance.

Parent's Signature _____ Date _____

Staff Pledge:

THE TEACHER PLEDGE:
I understand the importance of the school experience to every child and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will teach all the necessary concepts to your child before regular homework is assigned.
- I will strive to be aware of the individual needs of your child.
- I will regularly communicate with you regarding your child's progress.
- I will provide a safe and positive learning environment for your child.

Teacher's Signature _____ Date _____

Everyone Will...

- Be equal partners to achieve successful learning.
- Communicate clearly, regularly and respectfully regarding roles and responsibilities.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Teri Ann Malpass	X				
Linda Folger			X		
Kate Dillon		X			
Kelly Correa		X			
Jody Brekke		X			
Horacio Correa				X	
Stacy deBoom-Howard				X	
Andy Heughins				X	
Kristi Hata				X	
Carissa Nunn				X	
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

Signature
Pat Prutz

Signature

English Learner Advisory Committee

Special Education Advisory Committee

Signature
Alison Vanval

Signature

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on December 10, 2020.

Attested:

Teri Malpass

Typed Name of School Principal

Teri Malpass 12/15/21

Signature of School Principal Date

Andy Heughins - Chairperson

Typed Name of SSC Chairperson

Andy Heughins 12/16/21

Signature of SSC Chairperson Date

The School Plan for Student Achievement

School: William T. Newland Elementary School
CDS Code: 30-66498-6027999
District: Fountain Valley School District
Principal: Chris Mullin
Revision Date: December 13, 2021

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Chris Mullin
Position: Principal
Phone Number: (714) 378-4200
Address: 8787 Dolphin Street
Huntington Beach, CA 92646
E-mail Address: mullinc@fvsd.us

The District Governing Board approved this revision of the SPSA on February 10, 2022.

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School Vision and Mission

William T. Newland Elementary School's Vision and Mission Statements

Mission Statement

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.

Vision Statement

Our staff is dedicated to maintaining and enhancing the spirit of excellence that pervades our school and community. All of Newland's teachers focus instruction on meeting 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.

School Profile

William T. Newland Elementary is one of seven elementary schools in the Fountain Valley School District, located in Orange County. We have been serving the community since 1964. Newland Elementary School proudly provides an excellent education for approximately 495 students in Kindergarten through 5th grade. Thanks to Measure O funding approved by the Fountain Valley community in 2016, the Newland campus is undergoing significant renovations during the 2021-22 school year that will improve infrastructure and update amenities in classrooms. Newland Elementary School, located in Huntington Beach, California, is home to a diverse population including 55% of students identifying as White, 14% of students identifying as Hispanic, 13% of students identifying as Asian, and 17% of students identifying as Multi-Ethnic. In addition, 4% of students are identified as English Learners, 11% of students are identified as socio-economically disadvantaged, and 11% of students receive special education services.

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 25 certificated Teachers, Speech and Language Pathologists, and Psychologists who are dedicated to the education of our students; many of whom hold advanced degrees in education or their areas of expertise. Newland staff members 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 & 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 of Orange County 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 class preschool program, 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.

Planned Improvements in Student Performance

School Goal #1

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Student Achievement
LEA Local Control and Accountability (LCAP) Goal:
LCAP Goal 1: To support academic success and prepare students for college and career, students will engage in rigorous and relevant educational experiences that develop their knowledge, skills and ability to collaborate, create, communicate, think critically, and solve problems.
SCHOOL GOAL #1:
To support academic achievement, Newland Elementary will incorporate professional development, District signature practices, technology integration, and when available new California State Standards aligned instructional materials.
Annual Update:
Due to pandemic-related modifications to state testing, IXL Diagnostic Assessments for English Language Arts and Mathematics were utilized in lieu of SBAC assessments. The following data reflects Newland Elementary School's results from the 2020-21 administration of the IXL Diagnostic Assessment: <ul style="list-style-type: none"> * 2020-21 IXL Diagnostic Assessment for English/Language Arts: 81% Met or Exceeded Standards (Overall) * 2020-21 IXL Diagnostic Assessment for Mathematics: 84% Met or Exceeded Standards (Overall) * Reading Assessments: 100% of students were assessed in reading using the Fountas & Pinnell Reading Assessment * Technology: The school is now at a 1:1 Student/Chromebook ratio for all students
Expected Annual Outcomes
The expected annual outcomes for the 2021-22 school year for Newland Elementary will be: <ul style="list-style-type: none"> * Recover "Learning Loss" due to unique circumstances of the 2020-21 school year. * 2021-22 SBAC ELA: A new post-pandemic baseline for SBAC ELA will be set during the 2021-22 school year * 2021-22 SBAC Math: A new post-pandemic baseline for SBAC Math will be set during the 2021-22 school year * Students will meet the end-of-year targets on district-administered reading assessments. (Fountas & Pinnell/SRI Lexile Levels) * Students not meeting academic achievement goals will participate in targeted interventions and supports
Findings from the Analysis of this Data:
Due to state-wide school dismissal resulting from the COVID-19 pandemic, FVSD utilized the IXL Diagnostic assessment platform in lieu of CAASPP Assessments. IXL Diagnostic data showed that 81% of Newland students "Met or Exceeded Standards" in English Language Arts and 84% of Newland students "Met or Exceeded Standards" in Mathematics. In addition, end-of-year district-administered reading assessments indicated that Newland students experienced limited learning loss in reading due to pandemic-related learning environments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Sending Teachers to Professional Development "Teacher's College"	August 2021 - June 2022	Principal	PD in the area of Lucy Caulkins Units of Study through Columbia College	5000-5999: Services And Other Operating Expenditures	LCFF	1,750.00
Support and participate in School Library Program	August 2021 - June 2022	Principal, Teachers, Librarian Media Tech	Resources and improvement of collection	4000-4999: Books And Supplies	LCFF	5,000.00
Listenwise Software Package that allows students to listen to podcasts about current events and answer comprehension questions	August 2021 - June 2022	Principal, Teachers	Software licensing to support development of listening comprehension skills	5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA)	2,500.00
Installation, training of ViewSonic Interactive Teaching Technology in all classrooms on site.	August 2021 - June 2022	Principal, Teachers	Technology Hardware & Installation	5000-5999: Services And Other Operating Expenditures	LCFF	14,000.00
			Technology Hardware & Installation	5000-5999: Services And Other Operating Expenditures	Donations	16,000.00
After school teacher Intervention	August 2021 - June 2022	Principal, Teachers	Teachers conducting intervention with students not meeting academic goals	1000-1999: Certificated Personnel Salaries	LCFF	18,750.00
Acquire Foundations Phonics Program	August 2021 - June 2022	Principal, Teachers	Purchase of Foundations Phonics Program for Kinder-3rd Grade Classrooms	4000-4999: Books And Supplies	LCFF	7,000.00
Staff professional development and instructional resources to support CGI Math instruction	August 2021 - June 2022	Principal, Site Lead Teacher, District TOSA, and Classroom Teachers	Services contract with CGI training Consultant to include supplemental instructional resources	5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site Technology Coordinator Stipend	August 2021 - June 2022	Principal, Site Tech Coordinator	Provide support for educational technology platforms and supports staff through training and coaching (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,500.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Special Populations
LEA Local Control and Accountability (LCAP) Goal:
LCAP Goal 2: To support academic success in the core program, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement.
SCHOOL GOAL #2:
All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math thereby addressing the achievement gap.
Annual Update:
<p>Due to pandemic-related modifications to state testing, IXL Diagnostic Assessments for English Language Arts and Mathematics were utilized in lieu of SBAC assessments. The following data reflects Tamura Elementary School's results for English Learners, RFEPs, Low-income Students, and Students with Special Needs from the 2020-21 administration of the IXL Diagnostic Assessment:</p> <p>2020-21 IXL Diagnostic Assessment for English Language Arts:</p> <ul style="list-style-type: none">* 40% of English Learners Met or Exceeded Standards* 100% of Reclassified Fluent English Proficient students Met or Exceeded Standards* 71% of Low-income students Met or Exceeded Standards* 31% of Students with Special Needs Met or Exceeded Standards <p>2020-21 IXL Diagnostic Assessment for Mathematics:</p> <ul style="list-style-type: none">* 60% of English Learners Met or Exceeded Standards* 100% of Reclassified Fluent English Proficient students Met or Exceeded Standards* 68% of Low-income students Met or Exceeded Standards* 10% of Students with Special Needs Met or Exceeded Standards <p>* Reading Assessments: 100% of English Learners, Reclassified Fluent English Proficient students, Low-income students, and Students with Special Needs were assessed using the Scholastic Reading Inventory Lexile Range Assessment.</p> <p>* Technology: The school is now at a 1:1 Student/Chromebook ratio for all students including English Learners, Reclassified Fluent English Proficient students, Low-income students, and Students with Special Needs</p>

Expected Annual Outcomes

The expected annual outcomes for the 2021-22 school year for students in Special Populations groups at Newland Elementary will be:

- * Recover "Learning Loss" due to unique circumstances of the 2020-21 school year.
- * 2021-22 SBAC ELA: A new post-pandemic baseline for SBAC ELA will be set during the 2021-22 school year
- * 2021-22 SBAC Math: A new post-pandemic baseline for SBAC Math will be set during the 2021-22 school year
- * Students will meet the end-of-year targets on district-administered reading assessments. (Fountas & Pinnell/SRI Lexile Levels)
- * Students not meeting academic achievement goals will participate in targeted interventions and supports

Findings from the Analysis of this Data:

Due to state-wide school dismissal resulting from the COVID-19 pandemic, FVSD utilized the IXL Diagnostic assessment platform in lieu of CAASPP Assessments. IXL Diagnostic data for Newland Elementary students from Spring 2021 showed:

- * 40% of EL students Met or Exceed Standards in ELA (compared to 81% for the "All Students" group) and 60% of EL Students Met or Exceed Standards in Math (compared to 81% for the "All Students" group)
- * 100% of RFEP students Met or Exceeded Standards in ELA (compared to 81% for the "All Students" group) and 100% of RFEP students Met or Exceeded Standards in Math (compared to 81% for the "All Students" group)
- * 71% of Low-income Met or Exceeded Standards in ELA (compared to 81% for the "All Students" group) and 68% of Low-income students Met or Exceeded Standards in Math (compared to 81% for the "All Students" group)
- * 31% of Students with Special Needs Met or Exceeded Standards in ELA (compared to 81% for the "All Students" group) and 10% of Students with Special Needs Met or Exceeded Standards in Math (compared to 81% for the "All Students" group)

In addition, end-of-year district-administered reading assessments indicated that Newland students experienced limited learning loss in reading due to pandemic-related learning environments, however, learning loss for students from the "special populations" student groups was more significant than learning loss for non-special populations students. Evidence of the Achievement Gap continues to be present for English Learners, low-income students, and Students with Special Needs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
EL Lead Teacher Stipend	September 2021 - June 2022	District Staff, Site Principal, EL Lead Teacher	Provide supports for English learners and communication with families/school staff regarding the EL program including reclassification, need for bilingual aid support, and coordination of assessments (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
504 Coordinator Stipend	September 2021 - June 2022	District Staff, Site Principal, Site 504 Coordinator	Provide supports for students on 504 plans and communicate with families/staff regarding services (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
Site Prevention Coordinator Stipend	September 2021 - June 2022	District Staff, Site Principal, Site Prevention Coordinator	Provide support for the school's Student Success Team process by coordinating meetings and communicating with teachers/families (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase Accelerated Reader Software to support student achievement and the development of strong reading skills for under-performing students	September 2021 - June 2022	Principal, Teacher	Accelerated Reader software to boost student achievement in reading	5000-5999: Services And Other Operating Expenditures	LCFF	2,955.00
Non-fiction high interest texts that appeal to California's diverse population.	August 2020 - June 2021	Principal, Teacher	Fountas and Pinnell non-fiction leveled readers to engage students from Special Populations groups in high-interest reading topics	4000-4999: Books And Supplies	LCFF	1,295.00
Bilingual tutor support for ELs at the Beginning and Early Intermediate levels	Sept 2017-June 2020	Administrator, Teacher, Instructional Assistant	Classified Salary	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	9,448
After school EL writing classes	Sept 2017-June 2020	Administrator, Teacher	Additional duty	1000-1999: Certificated Personnel Salaries	Title III	1,450
Utilize TOSA in reading, math, and intervention	Sept 2017-June 2020	District Administrators, Site Administrators, TOSA Teachers	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	48,500

Planned Improvements in Student Performance

School Goal #3

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Parent Involvement
LEA Local Control and Accountability (LCAP) Goal:
LCAP Goal 3: To support academic success, all parents will be engaged and play an active role in the school community.
SCHOOL GOAL #3:
Increase parent involvement to include a broader representation of parents on school decision-making groups, reflective of all student demographics.
Annual Update:
<p>Due to school dismissal during the 2020-21 school year, many metrics used to track parent involvement were compromised.</p> <ul style="list-style-type: none"> * Classroom volunteer program was suspended for the 2020-21 school year * Fall Parent Conferences were conducted via Zoom and participation numbers remained strong (above 90%) * Parent PTA membership above 200 members for the first time in 7 years.
Expected Annual Outcomes
<ul style="list-style-type: none"> * Provide ongoing parent education opportunities * Increase participation in Parent Conferences * Maintain or increase Parent PTA membership.
Findings from the Analysis of this Data:
<p>Parent involvement activities on campus during the 2020-21 school year were significantly limited due to safety precautions being taken to prevent the spread of COVID-19. At the same time, Newland significantly increased the volume and quality of virtual interaction with the parent community through newsletters, weekly video messages, and other technology-enabled communication. Through these increased virtual efforts, Newland parents remain connected and informed about their child's educational experiences. Newland will continue to focus efforts on engaging the parents of English learners that may experience barriers to participation in school programming and the Parent-Teacher Association.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Licensing for ParentSquare and Edlio to enhance communication with parent community by providing timely updates related to school and district activities (this action is centrally funded by FVSD and is not supported by school-site funding allocations)	July 2021 - June 2022	District Staff, Principal	Web-based communication tools to support the ongoing engagement of Newland Elementary School's parent community	5000-5999: Services And Other Operating Expenditures	LCFF	3,651.00
PTA Membership drive incentives for classrooms - technology and spirit wear	September - November 2021	Principal, PTA	Purchase of rewards for students/classes that best supported the annual PTA membership drive	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	500.00
Parent Education Night	Spring 2022	Principal, Teachers, & PTA	Host Family Reading Night for students and families	4000-4999: Books And Supplies	LCFF	1,000.00
District Translator Services	September 2021 - June 2022	District Staff & Principals	District translator support to provide interpretation and/or translation for parent meetings	2000-2999: Classified Personnel Salaries	LCFF	7,667.00

Planned Improvements in Student Performance

School Goal #4

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Student Engagement & School Climate
LEA Local Control and Accountability (LCAP) Goal:
LCAP Goal 4: To support academic success and student attendance, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.
SCHOOL GOAL #4:
Create a learning and school climate that improves students' attendance, connection, and overall involvement in all aspects of their education.
Annual Update:
* 2020-21 Attendance Rate for Newland Elementary School was 95.77% * Chronic Absenteeism Rate for Newland Elementary School was 7.86% * Suspension Rate for Newland Elementary School was 0.0% 2020-21 CA Healthy Kis Survey Results (5th-grade students) * 93% of students responded positively to the statement, "Teachers care about me." * 89% of students responded positively when presented with the survey question, "Do you feel safe at school?" * 86% of students responded positively when asked, "Are you happy to be at this school?"
Expected Annual Outcomes
Average daily attendance above the district average Reduce chronic absenteeism Improve outcomes on the CA Health Kids Climate Survey
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Staff members need to be more consistent with PBIS rewards and program components• Additional after school programs are needed to allow greater access for students to become more "connected" to school• Support needed from parents to not take vacations during school time or allow students to miss school except when sick

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Leadership Development	August 2021 - June 2022	Site Principal & Teachers	Cost of additional pay outside of contract hours for teachers on School Leadership Teams	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
Student Engagement - Friday Flag Raising Ceremony	September 2021 - June 2022	Site Principal	Purchase "school swag" including certificates, distinguished dolphins activities resources, and other incentives to recognize positive behaviors on campus	4000-4999: Books And Supplies	LCFF	1,000.00
Expand STEAM-related instruction in robotics for students in 3rd-5th grade	Spring 2022	Site Principal, Site Tech Coordinator, Teachers	Contract with CodeNinja to provide robotics related instructional activities linked to Claim, Evidence, Results (CER) for students in all grade levels	5000-5999: Services And Other Operating Expenditures	LCFF	5,000.00
Expand resources for elementary music program	September 2021 - June 2022	Site Principal, Music Teacher	Acquire instruments and accompanying resources to enrich music experiences for all students	4000-4999: Books And Supplies	LCFF	1,000.00
Expand resources to support physical education	September 2021 - June 2022	Site Principal	Acquire resources to support physical education and engaging recess activities	4000-4999: Books And Supplies	LCFF	1000.00

District-Wide Services

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): State Priority Areas 1 through 7
LEA Local Control and Accountability (LCAP) Goal:
Goal 1: To support academic success, students will participate in a rigorous academic program and demonstrate continued growth in all content areas, with an emphasis on collaboration, communication, critical thinking, and problem-solving. Goal 2: To support academic success in the core program, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement. Goal 3: To support academic success, all parents will be engaged and play an active role in the school community. Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness. Goal 5: To support academic success, school facilities will be clean, safe, and effectively support a 21st Century education.
Actions are applicable to School Goals 1 through 5.
Annual Update:
The purpose of this section of the Single School Plan for Student Achievement is to identify supports and services provided to school sites through centralized services of the Fountain Valley School District. These supports and services do not require approval from individual School Site Councils, as the actions have already been identified through community input processes and are expenditures approved by the Fountain Valley School District Board of Trustees.
Expected Annual Outcomes
The expected annual outcomes for the 2021-22 school year for Fountain Valley School District are captured in the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at https://www.fvsd.us/apps/pages/LCAP .

Findings from the Analysis of this Data:

During the 2020-21 school year, FVSD administered the IXL Diagnostic Assessment in lieu of the California Assessments of Student Performance and Progress (CAASPP) as permitted by guidance from the California Department of Education. Results from that assessment showed:

English Language Arts (3rd-8th grade)

- * 74% of All Students "Met or Exceeded Standards" in English Language Arts
- * 84% of Asian Students "Met or Exceeded Standards" In English Language Arts
- * 61% of Hispanic Students "Met or Exceeded Standards" In English Language Arts
- * 71% of White Students "Met or Exceeded Standards" In English Language Arts
- * 61% of Low-income Students "Met or Exceeded Standards" In English Language Arts
- * 32% of Students with Disabilities "Met or Exceeded Standards" In English Language Arts
- * 43% of English Learners "Met or Exceeded Standards" In English Language Arts
- * 85% of Reclassified Fluent English Proficient Students "Met or Exceeded Standards" In English Language Arts

Overall, FVSD students performed well on the IXL Diagnostic Assessment for English Language Arts. FVSD remains fully committed to closing the Achievement Gap and to supporting high levels of academic success for all students. Actions intended to help close the Achievement Gap present among students in the Special Populations groups are captured in Goal 2 of the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at <https://www.fvsd.us/apps/pages/LCAP>.

Mathematics (3rd-8th grade)

- * 70% of All Students "Met or Exceeded Standards" in Mathematics
- * 82% of Asian Students "Met or Exceeded Standards" in Mathematics
- * 53% of Hispanic Students "Met or Exceeded Standards" in Mathematics
- * 63% of White Students "Met or Exceeded Standards" in Mathematics
- * 70% of All Students "Met or Exceeded Standards" in Mathematics
- * 57% of Low-income Students "Met or Exceeded Standards" in Mathematics
- * 30% of Students with Disabilities "Met or Exceeded Standards" in Mathematics
- * 51% of English Learners "Met or Exceeded Standards" in Mathematics
- * 80% of Reclassified Fluent English Proficient Students "Met or Exceeded Standards" in Mathematics

Overall, FVSD students performed well on the IXL Diagnostic Assessment for Mathematics. FVSD remains fully committed to closing the Achievement Gap and to supporting high levels of academic success for all students. Actions intended to help close the Achievement Gap present among students in the Special Populations groups are captured in Goal 2 of the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at <https://www.fvsd.us/apps/pages/LCAP>.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Health-related services	September 2021 - June 2022	District Staff, District Nurses, Health Aides	District nursing staff and health aides to provide medical support for students and work with families of high-needs students	1000-1999: Certificated Personnel Salaries	LCFF	115,343.00
				2000-2999: Classified Personnel Salaries	LCFF	38,448.00
Academic Interventions	September 2021 - June 2022	District Staff, Principal, Teachers	Reading Intervention Teachers (2), .5 Site Lead Teacher, and additional duty pay for after school academic intervention	1000-1999: Certificated Personnel Salaries	LCFF	142,407.00
COVID-19 safety-related resources	September 2021 - June 2022	District Staff	COVID-19 safety-related resources including Personal Protective Equipment (PPE), additional cleaning supplies, and other necessary resources to help maximize in-person instructional learning time for students	5000-5999: Services And Other Operating Expenditures	ESSER	128,003.00
Elementary Music Program	September 2021 - June 2022	District Staff, Principal, and Itinerant Elementary Music Teachers	Itinerant Elementary Music Teacher to ensure all elementary students have access to a music-enriched "broad course of study"	1000-1999: Certificated Personnel Salaries	LCFF	55,792.00
Expand resources to support learning within and beyond the school day	September 2021 - June 2022	District Staff, Principal	Software licensing for multiple applications to support student learning during both synchronous and asynchronous instructional time (Zoom, Clever, IXL, etc.)	5000-5999: Services And Other Operating Expenditures	LCFF	52,104.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Site Library Media Technician support and Lead District Librarian	September 2021 - June 2022	District Staff, Principal, and Library Media Technician	Library resource management and facilitated access to library resources for students	2000-2999: Classified Personnel Salaries	LCFF	24,340.00
Professional development day for certificated and classified staff members on FVSD's Signature Practices for instruction	September 2021 - June 2022	District Staff, Principals, Teachers	Additional duty pay to attend professional development prior to the start of the 2021-22 school year	1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	21,271.00
Counseling services to support students' social-emotional well-being	September 2021 - June 2022	District Staff, Principal, School Counselor Interns	Academic and Social-emotional counseling services	1000-1999: Certificated Personnel Salaries	LCFF	21,527.00
English language acquisition support	September 2021 - June 2022	District Staff, Principal, Teacher, Bi-lingual Instructional Aide	Bi-lingual Classroom Aide support for English learners with "emerging/novice" level English literacy skills.	2000-2999: Classified Personnel Salaries	Title III	17,563.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	Donations	16,000.00
5000-5999: Services And Other Operating	ESSER	128,003.00
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	21,271.00
1000-1999: Certificated Personnel Salaries	LCFF	359,319.00
2000-2999: Classified Personnel Salaries	LCFF	70,455.00
4000-4999: Books And Supplies	LCFF	17,295.00
5000-5999: Services And Other Operating	LCFF	79,460.00
5800: Professional/Consulting Services	LCFF	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	48,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	9,448.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	500.00
5000-5999: Services And Other Operating	Parent-Teacher Association (PTA)	2,500.00
1000-1999: Certificated Personnel Salaries	Title III	1,450.00
2000-2999: Classified Personnel Salaries	Title III	17,563.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	68,500.00
Goal 2	66,648.00
Goal 3	12,818.00
Goal 4	9,000.00
Goal 5	616,798.00

Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

THE STUDENT PLEDGE:

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will return completed homework on time.
- I will return corrected work to my parent(s).
- I will arrive at school on time every day unless I am ill.
- I will be responsible for my own behavior.
- I will be a cooperative learner.

Student's Signature _____ Date _____

Parents Pledge:

THE PARENT PLEDGE:

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will provide a quiet place for my child to study.
- I will encourage my child to complete his/her homework.
- I will make sure my child gets an adequate night's sleep.
- I will see to it that my child arrives at school on time every day.
- I will spend at least 15 minutes per day reading with my child.
- I will attend Back to School Night, Parent Conferences, and Open House
- I will support the school/District policies on homework, discipline and attendance.

Parent's Signature _____ Date _____

Staff Pledge:

THE TEACHER PLEDGE:

I understand the importance of the school experience to every child and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will teach all the necessary concepts to your child before regular homework is assigned.
- I will strive to be aware of the individual needs of your child.
- I will regularly communicate with you regarding your child's progress.
- I will provide a safe and positive learning environment for your child.

Teacher's Signature _____ Date _____

Everyone Will...

- Be equal partners to achieve successful learning.
- Communicate clearly, regularly and respectfully regarding roles and responsibilities.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Chris Mullin	X				
Jim Tilka		X			
Jenna Marczinco		X			
Katy Roulette				X	
Sharai Freeman			X	X	
Kim Louie				X	
Katie Tripp				X	
Suzannah Holliday		X			
Numbers of members of each category:	1	3	1	4	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

[Handwritten Signature]

Signature

Gifted and Talented Education Program Advisory Committee

[Handwritten Signature]

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on Jan 8, 2020.

Attested:

Chris Mullin

Typed Name of School Principal

[Handwritten Signature]

Signature of School Principal

12/16/2021

Date

Katy Roulette

Typed Name of SSC Chairperson

Katy Roulette

Signature of SSC Chairperson

12-16-21

Date

The School Plan for Student Achievement

School: Isojiro Oka Elementary School
CDS Code: 30-66498-6068605
District: Fountain Valley School District
Principal: Julie Ballesteros
Revision Date: December 8, 2021

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Julie Ballesteros
Position: Principal
Phone Number: (714) 378-4260
Address: 9800 Yorktown Avenue
Huntington Beach, CA 92646
E-mail Address: ballesterosj@fvsd.us

The District Governing Board approved this revision of the SPSA on February 10, 2022.

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School Vision and Mission

Isojiro Oka Elementary School's Vision and Mission Statements

School Mission

Oka Elementary School is committed to providing an educational foundation and environment which fosters positive self-esteem and 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.

School Vision

Oka Elementary School's vision is to ensure Oka is a great source of pride within our community, as every student acquires the academic and social foundations needed for their future successes. The Oka staff strives to provide a family-oriented, nurturing and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first. The educational programs at the school are tailored to meet the needs of the school population so that academic growth, positive behaviors, and overall student success are brought together to set a strong foundation for each individual student's future.

School Profile

The Oka team is excited to share that the school received the prestigious 2021 National Blue Ribbon School Recognition presented by the U.S. Department of Education based on the school's track record for closing the Achievement Gap for students. A ceremony was conducted to celebrate the school's National Blue Ribbon status in January 2022. Oka was previously been recognized by the State of California as a Gold Ribbon School in 2016.

Isojiro Oka Elementary School, which opened in 1970, is located in Huntington Beach, California. Thanks to Measure O funding approved by the Fountain Valley community in 2016, the Oka campus is undergoing significant renovations during the 2021-22 school year that will improve infrastructure, update amenities in classrooms, and update numerous technology platforms. Oka Elementary School serves a diverse population of approximately 500 students in Kinder-5th grade with 44% of students identifying as White, 28% of students identifying as Hispanic, 12% of students identifying as Asian, and 15% of students identifying as Multi-Ethnic. In addition, 17% of Oka students are identified as socio-economically disadvantaged, 8% of students are identified as English Learners, and 9% of students receive special education services.

Oka personnel consist of classroom and special education teachers, a psychologist, as well as full and part-time classified staff members. Special programs include GATE (Gifted and Talented), Speech & Language (S/L), Resource Specialist Program (RSP), and two Special Day Classes (SDC). Additionally, there is one pre-school class on the Oka campus that supports both general education students and students with special needs in a collaborative learning environment. Oka also offers an Extended School Program, offering both before and after-school childcare. Due to the number of low-income students attending Oka, the school receives additional funding through the Federal Title I program. Oka students benefit from a highly-enriched technology environment featuring ViewSonic Interactive Teaching Displays in all classrooms, 1:1 Chromebook ratio for students, and numerous other devices including iPads in each of the school's Kindergarten classrooms. All students benefit from a comprehensive school music program, and students in grades three through five also have the opportunity to participate in a fee-based instrumental music program in either band or orchestra.

Students are guided by specific expectations that promote Respect, Responsibility, and Safety, known as, "The Wolfpack Way." This "matrix of behavior expectations" is visible throughout 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 foundational components of the "Values in Action" program which has been part of Oka for multiple decades, is still entrenched into the campus, with the seven core values highlighted throughout each school year: integrity, respect, cooperation, perseverance, compassion, initiative, and a positive mental attitude. These align with Trimester Awards and other student recognition programs and empower Oka staff to develop foundational character traits, that will be part of each student's development, as they eventually matriculate into middle school.

Parents and the community are very supportive of the educational programming at Oka Elementary School. Parents are encouraged to become actively involved in their child's education by volunteering at Oka, participating in school activities, and joining school committees and councils. In addition to community and business partnerships, Oka benefits from an extremely active Parent-Teacher Organization (PTO). The PTO sponsors numerous fundraisers, awards programs, activities, and field trips throughout the school year. In recent years, the Oka PTO has been instrumental in helping fund additional technology for students, as well as supporting

enrichment programs in science, art, and music.

Oka encourages open lines of communication with the community by regularly updating the school's website (oka.fvds.us). In addition, the principal and teachers communicate with parents on a regular basis using the ParentSquare communication platform to share weekly emails about campus news, classroom events, and highlight student successes. The school has a social media presence on Twitter @OkaWolfpack, and positive accomplishments and accolades are also emphasized through Pride of the Pack tickets, which align with The Wolfpack Way.

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 Art of Teaching/Cotsen Foundation; which provided extensive professional development opportunities for participating teachers, as well as dedicated teacher coaching. Oka is proud to maintain a committed affiliation to continue these learning opportunities moving forward into the upcoming years. 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 the 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.

Planned Improvements in Student Performance

School Goal #1

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Student Achievement
LEA Local Control and Accountability (LCAP) Goal:
LCAP Goal 1: To support academic success, students will participate in a rigorous academic program and demonstrate continued growth in all content areas, with an emphasis on collaboration, communication, critical thinking, and problem solving.
SCHOOL GOAL #1:
To support student achievement, Oka Elementary School will participate in school and district signature practices that incorporate professional development, technology integration, data utilization, colleague collaboration, and increasing appropriate instructional materials.
Annual Update:
Due to pandemic-related modifications to state testing, IXL Diagnostic Assessments for English Language Arts and Mathematics were utilized in lieu of SBAC assessments. The following data reflects Oka Elementary School's results from the 2020-21 administration of the IXL Diagnostic Assessment:
<ul style="list-style-type: none"> * 2020-21 IXL Diagnostic Assessment for English/Language Arts: 80% Met or Exceeded Standards (Overall) * 2020-21 IXL Diagnostic Assessment for Mathematics: 80% Met or Exceeded Standards (Overall) * Reading Assessments: 100% of students were assessed in reading using the Fountas & Pinnell Reading Assessment * Technology: The school is now at a 1:1 Student/Chromebook ratio for all students
Expected Annual Outcomes
The expected annual outcomes for the 2021-22 school year for Oka Elementary will be:
<ul style="list-style-type: none"> * Recover "Learning Loss" due to unique circumstances of the 2020-21 school year. * 2021-22 SBAC ELA: A new post-pandemic baseline for SBAC ELA will be set during the 2021-22 school year * 2020-21 SBAC Math: A new post-pandemic baseline for SBAC Math will be set during the 2021-22 school year * Students will meet the end-of-year targets on district-administered reading assessments. (Fountas & Pinnell/SRI Lexile Levels) * Students not meeting academic achievement goals will participate in targeted interventions and supports
Findings from the Analysis of this Data:
Due to state-wide school dismissal resulting from the COVID-19 pandemic, FVSD utilized the IXL Diagnostic assessment platform in lieu of CAASPP Assessments. IXL Diagnostic data showed that 80% of Oka students met or exceeded standards in English Language Arts and Mathematics. In addition, end-of-year district-administered reading assessments indicated that Oka students experienced limited learning loss in reading due to pandemic-related learning environments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reading Professional Development with Momentum in Teaching	November 2021 - June 2022	Principal and Teachers, District Staff, Intervention teachers	Educational Consulting Contract with Momentum in Teaching	5800: Professional/Consulting Services And Operating Expenditures	LCFF	10,000.00
			Substitute teachers to enable teachers to participate in training	1000-1999: Certificated Personnel Salaries	Title I	4,000.00
Provide additional instructional materials to support Balanced Literacy	September 2021- June 2022	Principal and Classroom Teachers	Leveled Books for Classroom Libraries	4000-4999: Books And Supplies	LCFF	4,000.00
			Informational Text / Non-Fiction Reading Materials: Time for Kids 3-5 and Scholastic News TK-2 (Weekly student readers)	4000-4999: Books And Supplies	LCFF	2,500.00
Classroom Technology - ViewSonic Classroom Displays and iPads	September 2021 - June 2022	Principal and District Administration	ViewSonic Devices installed in each classroom	4000-4999: Books And Supplies	Title I	15,000.00
			ViewSonic Devices installed in each classroom	4000-4999: Books And Supplies	Title I	3,000.00
School Library Refurbishment: Provide additional reading materials, supports for student use, bookshelves and furniture.	December 2021 - June 2022	Teachers, Library Media Tech, Principal	New Books to support grade level standards in all content areas, student interest and appropriate exposure.	4000-4999: Books And Supplies	LCFF	3,000.00
			Additional bookshelves, tables and seating to provide access to all children.	4000-4999: Books And Supplies	LCFF	2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site Technology Coordinator Stipend	September 2021 - June 2022	District Staff, Site Principal, Site Technology Coordinator	Provide support for educational technology platforms and supports staff through training and coaching. (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,500.00
Home Reading Program	September 2021- June 2021	Principal and Classroom Teachers	Additional Fiction and Non Fiction Leveled Readers and Student Book Bags	4000-4999: Books And Supplies	Title I	2,000.00
			Additional Duty Pay for certificated staff to assemble leveled book bags for students to take home	1000-1999: Certificated Personnel Salaries	Title I	500.00
			Additional Duty Pay for classified staff to assemble leveled book bags for students to take home	2000-2999: Classified Personnel Salaries	Title I	500.00
Educational Technology Instructional Licenses	September 2021- June 2022	Principal and Classroom Teachers	Reading Related Education Technology Platforms (Accelerated Reading, BrainPop, StarFall, and RAZ Kids/Headsprouts)	5000-5999: Services And Other Operating Expenditures	Title I	9,750.00
			ST Math Educational Technology Platform	5000-5999: Services And Other Operating Expenditures	Title I	2,000.00
Expand Classroom Libraries	January 2021-June 2021	Classroom Teachers	Allocation of \$500 per classroom to build robust classroom libraries for students	4000-4999: Books And Supplies	Title I	10,000.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Special Populations
LEA Local Control and Accountability (LCAP) Goal:
LCAP Goal 2: To support academic success in the core program, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement.
SCHOOL GOAL #2:
All students, including significant subgroups, will demonstrate achievement equal to or greater than peers, using State, County, and District averages in English Language Arts and Math, thus targeting the reduction of an achievement gap between specific groups of students.
Annual Update:
<p>Due to pandemic-related modifications to state testing, IXL Diagnostic Assessments for English Language Arts and Mathematics were utilized in lieu of SBAC assessments. The following data reflects Oka Elementary School's results for English Learners, RFEPs, Low-income Students, and Students with Special Needs from the 2020-21 administration of the IXL Diagnostic Assessment:</p> <p>2020-21 IXL Diagnostic Assessment for English Language Arts:</p> <ul style="list-style-type: none">* 50% of English Learners Met or Exceeded Standards* 100% of Reclassified Fluent English Proficient students Met or Exceeded Standards* 67% of Low-income students Met or Exceeded Standards* 46% of Students with Special Needs Met or Exceeded Standards <p>2020-21 IXL Diagnostic Assessment for Mathematics:</p> <ul style="list-style-type: none">* 43% of English Learners Met or Exceeded Standards* 80% of Reclassified Fluent English Proficient students Met or Exceeded Standards* 64% of Low-income students Met or Exceeded Standards* 44% of Students with Special Needs Met or Exceeded Standards <p>* Reading Assessments: 100% of English Learners, RFEPs, Low-income students, and Students with Special Needs were assessed using the Scholastic Reading Inventory Lexile Range Assessment.</p> <p>* Technology: The school is now at a 1:1 Student/Chromebook ratio for all students including English Learners, Reclassified Fluent English Proficient students, Low-income students, and Students with Special Needs</p>

Expected Annual Outcomes

The expected annual outcomes for the 2021-22 school year for Oka Elementary will be:

- * Recover "Learning Loss" due to unique circumstances of the 2020-21 school year.
- * 2021-22 SBAC ELA: A new post-pandemic baseline for SBAC ELA will be set during the 2021-22 school year
- * 2020-21 SBAC Math: A new post-pandemic baseline for SBAC Math will be set during the 2021-22 school year
- * Students will meet the end-of-year targets on district-administered reading assessments. (Fountas & Pinnell/SRI Lexile Levels)
- * Students not meeting academic achievement goals will participate in targeted interventions and supports

Findings from the Analysis of this Data:

Due to state-wide school dismissal resulting from the COVID-19 pandemic, FVSD utilized the IXL Diagnostic assessment platform in lieu of CAASPP Assessments. IXL Diagnostic data from Spring 2021 showed:

- * 50% of EL students Met or Exceed Standards in ELA (compared to 80% for the "All Students" group) and 43% of EL Students Met or Exceed Standards in Math (compared to 80% for the "All Students" group)
- * 100% of RFEP students Met or Exceeded Standards in ELA (compared to 80% for the "All Students" group) and 80% of RFEP students Met or Exceeded Standards in Math (compared to 80% for the "All Students" group)
- * 67% of Low-income Met or Exceeded Standards in ELA (compared to 80% for the "All Students" group) and 64% of Low-income students Met or Exceeded Standards in Math (compared to 80% for the "All Students" group)
- * 46% of Students with Special Needs Met or Exceeded Standards in ELA (compared to 80% for the "All Students" group) and 44% of Students with Special Needs Met or Exceeded Standards in Math (compared to 80% for the "All Students" group)

In addition, end-of-year district-administered reading assessments indicated that Oka students experienced limited learning loss in reading due to pandemic-related learning environments; however, learning loss for students from the "special populations" student groups was more significant than learning loss for non-special populations students. Evidence of the Achievement Gap continues to be present for English Learners, Low-income students, and Students with Special Needs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
EL Lead Teacher Stipend	September 2020 - June 2021	District Staff, Principal, EL Lead Teacher	Provide supports for English learners and communication with families/school staff regarding the EL program including reclassification, need for bilingual aid support, and coordination of assessments (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
504 Coordinator Stipend	September 2020 - June 2021	District Staff, Principal, 504 Coordinator	Provide supports for students on 504 plans and communicate with families/staff regarding services (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
Site Prevention Coordinator Stipend	September 2020 - June 2021	District Staff, Principal, Site Prevention Coordinator	Provide support for the school's Student Success Team process by coordinating meetings and communicating with teachers/families (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reading Units of Study and implementation support materials for Grades 3-5	September 2021 - June 2021	Principal & Classroom Teachers	Purchase of instructional materials to support small group instruction to meet the unique needs of students in special populations (English learners, low-income students, and homeless/foster youth)	4000-4999: Books And Supplies	Title I	3,000.00
Resources to support phonics, phonemic awareness, and word study skills across grade levels	September 2021 - June 2022	Principal & Intervention Teachers	Purchase of Foundations phonics program, Haggerty word study program, and additional resources for reading intervention program	4000-4999: Books And Supplies	Title I	5,500.00
Additional hours for Library Media Technician to expand access for students	December 2021 - June 2022	Principal/ & Library Media Technician	4 additional hours per week above district supported allotment	2000-2999: Classified Personnel Salaries	Title I	3,000.00
Release time for teachers to analyze data to ensure underperforming students receive classroom-based and pull-out supports	September 2021 - June 2022	Principal and Classroom Teachers	Teacher release time for grade level collaboration, data analysis and planning	1000-1999: Certificated Personnel Salaries	LCFF	8,400.00
			Additional resources to support teacher collaboration during the school year	1000-1999: Certificated Personnel Salaries	Title I	3,000.00
Beyond-the-bell academic intervention	September 2021 - June 2022	Principal & Classroom Teachers	Additional hours to support beyond-the-bell academic interventions	1000-1999: Certificated Personnel Salaries	LCFF	15,000.00
			Additional hours to support beyond-the-bell academic interventions	2000-2999: Classified Personnel Salaries	LCFF	3,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English language acquisition support	September 2021 - June 2022	District Staff, Principal, Teacher, Bilingual Instructional Aide	Bilingual Classroom Aide support for English learners with "emerging/novice" level English literacy skills.	2000-2999: Classified Personnel Salaries	Title III	17,563.00

Planned Improvements in Student Performance

School Goal #3

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Parent Involvement
LEA Local Control and Accountability (LCAP) Goal:
LCAP Goal 3: To support academic success, all parents will be engaged and play an active role in the school community.
SCHOOL GOAL #3:
Increase involvement of parents from traditionally underrepresented subgroups with regard to school activities and home school communication to have additional involvement and connection to school.
Annual Update:
<p>Parent involvement and training opportunities will include:</p> <ul style="list-style-type: none"> * Social/Emotional Support/Resources * Virtual Parent Education Opportunities in the area of reading and social-emotional support * Monthly PTO Meetings * Participation in Monthly Dining Fundraisers (carry-out for 2021-22 school year) * Participation in School-wide Fundraisers: Read-a-Thon, Virtual Book Fair, etc. <p>Communication to support Parent Involvement</p> <ul style="list-style-type: none"> + Utilized Peach Jar & ParentSquare for weekly and monthly communication. + Utilized Oka website and Oka PTO Instagram for daily communication + Utilized Parentsquare and Google classroom for daily communications
Expected Annual Outcomes
<ul style="list-style-type: none"> * Attendance at parent conferences at or above 90% * An Increase of PTO members by 5% * Host virtual PTO Fundraisers - meeting established budgeted goals * Shared school governance through School Site Council * Communicate with parents/families for support or follow up
Findings from the Analysis of this Data:
<p>Parents are sometimes reluctant/unable to join the PTO or serve in volunteer positions.</p> <p>Parents of older students tend to join the PTO board in 3rd-5th grades.</p> <p>Oka staff need to engage in targeted activities to reach out to parents of English learners to eliminate barriers to participation</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Licensing for ParentSquare and Edlio to enhance communication with parent community by providing timely updates related to school and district activities (this action is centrally funded by FVSD and is not supported by school-site funding allocations)	September 2021 - June 2022	District Staff, Principal	Web-based communication tools to support the ongoing engagement of Oka Elementary School's parent community	5000-5999: Services And Other Operating Expenditures	LCFF	3,651.00
Parent Education Nights	September 2021 - June 2022	Principal, Teachers, & PTO	Conduct multiple events to provide parents with opportunities to engage in their child's education	5000-5999: Services And Other Operating Expenditures	LCFF	1,000.00
District translator to support access for families	September 2021- June 2022	District Staff	District translator support to provide interpretation and/or translation for parent meetings	2000-2999: Classified Personnel Salaries	LCFF	7,667.00

Planned Improvements in Student Performance

School Goal #4

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Student Engagement and School Climate
LEA Local Control and Accountability (LCAP) Goal:
LCAP Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.
SCHOOL GOAL #4:
Create a learning environment and school climate that improves student attendance, a greater connection to school, and provides an overall positive involvement in all aspects of students' education.
Annual Update:
<p>Oka student attendance, chronic absenteeism, and student engagement metrics showed:</p> <ul style="list-style-type: none"> * Attendance rate for the 2020-21 school year was 95.48% * Chronic absenteeism rate for 2020-21 school year was 11.13% which was inflated due to COVID-19 circumstances * Suspension Rate for 2020-21 school year was less than 0.1% <p>2020-21 CA Healthy Kids Survey Results (5th-grade students):</p> <ul style="list-style-type: none"> * 92% of students reported that they felt there were "caring adults in school" * 91% of students reported that they "feel safe at school" * 89% of students reported that they "are happy to be at this school"
Expected Annual Outcomes
Maintain or improve daily attendance rates for students to remain consistent with the district average Maintain or improve chronic absenteeism rates to remain under with the district average Maintain a low number of suspensions Follow safety protocol guidelines to maximize safety of our students and staff on campus.
Findings from the Analysis of this Data:
<ul style="list-style-type: none"> * Provide greater clarity and support toward implementation of The Wolfpack Way, and connect it to existing Values in the Action plan. * Increase the number of occasions when students are publicly recognized for positive behavior and achievement. * Continue to provide new and additional after-school programs and lunchtime activities, to allow for greater connectivity to school. * Continue to communicate with parents, and meet face-face as necessary, in order to reduce the number of student absences, especially those for unexcused reasons. * The Wolfpack Way - Developed a positive behavior expectations matrix to utilize across all areas of the Oka campus. Provide student training, led by all Oka teachers. * Behavior Incentives: WOW Pack Tickets & Trimester Awards - Daily and Weekly Student Recognition Opportunities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct leadership team meeting outside of instruction day to analyze behavior data from CHKS and discuss PBIS strategies that can be implemented on campus to support the social-emotional needs of students	September 2021 - June 2022	Principal, Teachers on school leadership team	Funding for hourly extra duty pay for teachers contributing to positive campus culture building activities	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
Certificates and rewards for positive behaviors and academic achievement given to students on a monthly basis	September 2021 - June 2022	Principal, Office Staff, Teachers	Purchase of certificates of achievement and various school spirit products such as pencils, stickers, t-shirts, and other items to recognize students	4000-4999: Books And Supplies	LCFF	1,000.00
Additional Playground/PE Equipment	September 2021 - June 2022	Principal	Purchase of sports equipment for PE and resources to engage students during recess	4000-4999: Books And Supplies	LCFF	1,000.00
Additional resources to support school music program	September 2021 - June 2022	Principal, Music Teacher	Purchase of music equipment to engage students in school's music program and support performances	4000-4999: Books And Supplies	LCFF	1,000.00
Expand Robotics Programming	January 2022 - June 2022	Principal & Site Lead Teacher	Educational consulting contract with Bit-Scouts to provide robotics related instruction for students	5000-5999: Services And Other Operating Expenditures	LCFF	5,000.00

District-Wide Services

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): State Priority Areas 1 through 7
LEA Local Control and Accountability (LCAP) Goal:
Goal 1: To support academic success, students will participate in a rigorous academic program and demonstrate continued growth in all content areas, with an emphasis on collaboration, communication, critical thinking, and problem-solving. Goal 2: To support academic success in the core program, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement. Goal 3: To support academic success, all parents will be engaged and play an active role in the school community. Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness. Goal 5: To support academic success, school facilities will be clean, safe, and effectively support a 21st Century education.
Actions are applicable to School Goals 1 through 5.
Annual Update:
The purpose of this section of the Single School Plan for Student Achievement is to identify supports and services provided to school sites through centralized services of the Fountain Valley School District. These supports and services do not require approval from individual School Site Councils, as the actions have already been identified through community input processes and are expenditures approved by the Fountain Valley School District Board of Trustees.
Expected Annual Outcomes
The expected annual outcomes for the 2021-22 school year for Fountain Valley School District are captured in the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at https://www.fvsd.us/apps/pages/LCAP .

Findings from the Analysis of this Data:

During the 2020-21 school year, FVSD administered the IXL Diagnostic Assessment in lieu of the California Assessments of Student Performance and Progress (CAASPP) as permitted by guidance from the California Department of Education. Results from that assessment showed:

English Language Arts (3rd-8th grade)

- * 74% of All Students "Met or Exceeded Standards" in English Language Arts
- * 84% of Asian Students "Met or Exceeded Standards" In English Language Arts
- * 61% of Hispanic Students "Met or Exceeded Standards" In English Language Arts
- * 71% of White Students "Met or Exceeded Standards" In English Language Arts
- * 61% of Low-income Students "Met or Exceeded Standards" In English Language Arts
- * 32% of Students with Disabilities "Met or Exceeded Standards" In English Language Arts
- * 43% of English Learners "Met or Exceeded Standards" In English Language Arts
- * 85% of Reclassified Fluent English Proficient Students "Met or Exceeded Standards" In English Language Arts

Overall, FVSD students performed well on the IXL Diagnostic Assessment for English Language Arts. FVSD remains fully committed to closing the Achievement Gap and to supporting high levels of academic success for all students. Actions intended to help close the Achievement Gap present among students in the Special Populations groups are captured in Goal 2 of the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at <https://www.fvsd.us/apps/pages/LCAP>.

Mathematics (3rd-8th grade)

- * 70% of All Students "Met or Exceeded Standards" in Mathematics
- * 82% of Asian Students "Met or Exceeded Standards" in Mathematics
- * 53% of Hispanic Students "Met or Exceeded Standards" in Mathematics
- * 63% of White Students "Met or Exceeded Standards" in Mathematics
- * 70% of All Students "Met or Exceeded Standards" in Mathematics
- * 57% of Low-income Students "Met or Exceeded Standards" in Mathematics
- * 30% of Students with Disabilities "Met or Exceeded Standards" in Mathematics
- * 51% of English Learners "Met or Exceeded Standards" in Mathematics
- * 80% of Reclassified Fluent English Proficient Students "Met or Exceeded Standards" in Mathematics

Overall, FVSD students performed well on the IXL Diagnostic Assessment for Mathematics. FVSD remains fully committed to closing the Achievement Gap and to supporting high levels of academic success for all students. Actions intended to help close the Achievement Gap present among students in the Special Populations groups are captured in Goal 2 of the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at <https://www.fvsd.us/apps/pages/LCAP>.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Health-related services	September 2021 - June 2022	District Staff, District Nurses, Health Aides	District nursing staff and health aides to provide medical support for students and work with families of high-needs students	1000-1999: Certificated Personnel Salaries	LCFF	115,343.00
				2000-2999: Classified Personnel Salaries		LCFF
Academic Interventions	September 2021 - June 2022	District Staff, Principal, Teachers	Reading Intervention Teachers (2), .5 Site Lead Teacher, and additional duty pay for after school academic intervention	1000-1999: Certificated Personnel Salaries	LCFF	142,407.00
COVID-19 safety-related resources	September 2021 - June 2022	District Staff	COVID-19 safety-related resources including Personal Protective Equipment (PPE), additional cleaning supplies, and other necessary resources to help maximize in-person instructional learning time for students	5000-5999: Services And Other Operating Expenditures	ESSER	128,003.00
Elementary Music Program	September 2021 - June 2022	District Staff, Principal, and Itinerant Elementary Music Teachers	Itinerant Elementary Music Teacher to ensure all elementary students have access to a music-enriched "broad course of study"	1000-1999: Certificated Personnel Salaries	LCFF	55,792.00
Expand resources to support learning within and beyond the school day	September 2021 - June 2022	District Staff, Principal	Software licensing for multiple applications to support student learning during both synchronous and asynchronous instructional time (Zoom, Clever, IXL, etc.)	5000-5999: Services And Other Operating Expenditures	LCFF	52,104.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Site Library Media Technician support and Lead District Librarian	September 2021 - June 2022	District Staff, Principal, and Library Media Technician	Library resource management and facilitated access to library resources for students	2000-2999: Classified Personnel Salaries	LCFF	24,340.00
Professional development day for certificated and classified staff members on FVSD's Signature Practices for instruction	September 2021 - June 2022	District Staff, Principals, Teachers	Additional duty pay to attend professional development prior to the start of the 2021-22 school year	1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	21,271.00
Counseling services to support students' social-emotional well-being	September 2021 - June 2022	District Staff, Principal, School Counselor Interns	Academic and Social-emotional counseling services	1000-1999: Certificated Personnel Salaries	LCFF	21,527.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	ESSER	128,003.00
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	21,271.00
1000-1999: Certificated Personnel Salaries	LCFF	363,969.00
2000-2999: Classified Personnel Salaries	LCFF	73,455.00
4000-4999: Books And Supplies	LCFF	14,500.00
5000-5999: Services And Other Operating	LCFF	61,755.00
5800: Professional/Consulting Services	LCFF	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	7,500.00
2000-2999: Classified Personnel Salaries	Title I	3,500.00
4000-4999: Books And Supplies	Title I	38,500.00
5000-5999: Services And Other Operating	Title I	11,750.00
2000-2999: Classified Personnel Salaries	Title III	17,563.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	69,750.00
Goal 2	61,463.00
Goal 3	12,318.00
Goal 4	9,000.00
Goal 5	599,235.00

Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

THE STUDENT PLEDGE:

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will return completed homework on time.
- I will return corrected work to my parent(s).
- I will arrive at school on time every day, unless I am sick.
- I will be responsible for my own behavior and follow The Wolfpack Way.
- I will be a cooperative learner and strive to put my best effort into everything I do at Oka Elementary.

Student Signature _____ Date _____

Parents Pledge:

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will provide a quiet place for my child to study at home.
- I will encourage my child to complete his/her homework nightly.
- I will make sure my child gets an adequate night's sleep to be successful for school.
- I will see to it that my child arrives at school on time every day.
- I will spend at least 20 minutes per day reading with my child.
- I will attend Back to School Night, Parent Conferences, and Open House
- I will support the school/district policies on homework, discipline and attendance.

Parent Signature _____ Date _____

Staff Pledge:

THE TEACHER PLEDGE:

I understand the importance of the school experience to every child and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will teach all the necessary concepts to your child before regular homework is assigned.
- I will strive to be aware of the individual needs of your child.
- I will communicate with you regarding your child's academic progress, approximately every six weeks via Progress Reports or Report Cards.
- I will provide a safe and positive learning environment for your child.

Teacher Signature _____ Date _____

Everyone Will...

- Be equal partners to achieve successful learning.

- Communicate clearly, regularly and respectfully regarding roles and responsibilities.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Julie Ballesteros	X				
Melissa Kimmons			X		
Mary Jimenez		X			
Carla Miali		X			
Scott Surico				X	
Mike Rotter				X	
Amanda Morgon				X	
Numbers of members of each category:	1	2	1	3	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

	Signature
	Signature
	Signature
	Signature
	Signature
	Signature
	Signature
	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on December 8, 2021.

Attested:

Julie Ballesteros	<i>Julie M. Ballesteros</i>	12-8-2021
Typed Name of School Principal	Signature of School Principal	Date
Carla Miali	<i>Carla Miali</i>	12-8-2021
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

The School Plan for Student Achievement

School: Urbain H. Plavan Elementary School
CDS Code: 30-66498-6085278
District: Fountain Valley School District
Principal: Patrick Ham, Ed.D.
Revision Date: October 27, 2021

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Patrick Ham, Ed.D.
Position: Principal
Phone Number: (714) 378-4230
Address: 9675 Warner Ave.
Fountain Valley, CA 92708
E-mail Address: hamp@fvdsd.us

The District Governing Board approved this revision of the SPSA on February 10, 2022.

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School Vision and Mission

Urbain H. Plavan Elementary School's Vision and Mission Statements

Urbain H. Plavan School community is made of dedicated professional educators, visionary leaders and supportive families that all share the common goal of supporting children in achieving their individual potential. Teachers are dedicated to meeting students where they are and providing the differentiated instruction, resources, and support necessary to take them to the next level and beyond. Our school motto of "Educating the Mind and the Heart" permeates everything we do. A genuine love for students and unparalleled dedication to the development of the whole child are at the core of our belief system. All staff members, from the principal to the custodian, are committed to the academic, personal, and social development of each unique child based on the following core values:

Love ALL STUDENTS!!!

Focus on the "whole" child

Instructional consistency & alignment

Teamwork & Collaboration

Be a Learner

Be Data Driven

Academically, the Plavan community will:

- * Create an environment where all students are given opportunities to be successful to the best of their abilities
- * Implement consistent, academic programs that will be cohesive across all grade levels
- * Take ownership and responsibility for teaching and learning
- * Share in critical thinking, communication, collaboration, and creativity through our school-wide programs and curriculum in preparation for 21st-century learning
- * Utilize technology as a learning tool for acquiring, analyzing, and applying information in preparation for college and career readiness

Socially & Emotionally, the Plavan community will:

- * Take part in a shared responsibility as we support each other as a team
- * Follow our school-wide R.O.A.R. standards
- * Foster a love of learning that focuses on the whole child
- * Build a positive working relationship between all members of our community
- * Show mutual respect towards our common goal of student achievement & well being
- * Demonstrate cultural sensitivity and respect towards real-world issues and challenges
- * Display problem-solving abilities in working with others

School Profile

Urbain H. Plavan Elementary School, located in Fountain Valley, CA is a vibrant school that is home to a diverse community of approximately 520 students. Our student body reflects the multicultural fabric of our state and local community, as 49% of students identify as Asian, 17% identify as White, 16% identify as Hispanic, and 16% identify as Multi-ethnic. In addition, 23% of Plavan's students are identified as English Learners, 24% of students are identified as socio-economically disadvantaged, and 3% of students receive special education services.

We believe the outstanding reputation we have earned is a testament to Plavan's tradition of academic excellence, commitment to supporting the whole child, and inclusive school practices. Academic excellence at Plavan is reflected in our student achievement data with 78.2% of our students being proficient or advanced in math and language art. We credit our success to high expectations, rigorous standards, meaningfully differentiated curricula, a nurturing environment, and a strong home-school connection.

To ensure our success for ALL students, our school program has become increasingly more data-driven. 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. Equally important, our teachers take time to know each individual student and learn more about personal strengths and interests in order to bring the curriculum to life and inspire a love of learning. 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.

Planned Improvements in Student Performance

School Goal #1

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Student Achievement
LEA Local Control and Accountability (LCAP) Goal:
LCAP Goal 1: To support academic success, students will participate in a rigorous academic program and demonstrate continued growth in all content areas, with an emphasis on collaboration, communication, critical thinking, and problem-solving.
SCHOOL GOAL #1:
To support academic achievement, Plavan Elementary will incorporate professional development, technology integration, school and District signatures practices and when available new standards aligned instructional materials.
Annual Update:
Due to pandemic-related modifications to state testing, IXL Diagnostic Assessments for English Language Arts and Mathematics were utilized in lieu of SBAC assessments. The following data reflects Plavan Elementary School's results from the 2020-21 administration of the IXL Diagnostic Assessment: * 2020-21 IXL Diagnostic Assessment for English/Language Arts: 81% Met or Exceeded Standards (Overall) * 2020-21 IXL Diagnostic Assessment for Mathematics: 86% Met or Exceeded Standards (Overall) * Reading Assessments: 100% of students were assessed in reading using the Fountas & Pinnell Reading Assessment * Technology: The school is now at a 1:1 Student/Chromebook ratio for all students
Expected Annual Outcomes
The expected annual outcomes for the 2021-22 school year for Oka Elementary will be: * Recover "Learning Loss" due to unique circumstances of the 2020-21 school year. * 2021-22 SBAC ELA: A new post-pandemic baseline for SBAC ELA will be set during the 2021-22 school year * 2020-21 SBAC Math: A new post-pandemic baseline for SBAC Math will be set during the 2021-22 school year * Students will meet the end-of-year targets on district-administered reading assessments. (Fountas & Pinnell/SRI Lexile Levels) * Students not meeting academic achievement goals will participate in targeted interventions and supports
Findings from the Analysis of this Data:
Due to state-wide school dismissal resulting from the COVID-19 pandemic, FVSD utilized the IXL Diagnostic assessment platform in lieu of CAASPP Assessments. IXL Diagnostic data showed that 81% of Plavan students "Met or Exceeded Standards" in English Language Arts and 86% of Plavan students "Met or Exceeded Standards" in Mathematics. In addition, end-of-year district-administered reading assessments indicated that Plavan students experienced limited learning loss in reading due to pandemic-related learning environments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reading Support - Balanced Literacy	September 2021 - June 2022	Principal, Teachers, Library Media Tech	Expansion of classroom libraries to support the implementation of Reader's Workshop	4000-4999: Books And Supplies	Title I	30,000.00
			Professional Development with Momentum in Teaching educational training group	5800: Professional/Consulting Services And Operating Expenditures	LCFF	20,000.00
Expand resources to support CGI Math	September 2021 - June 2022	Principal, Classroom Teachers, Consultants	Manipulatives and instructional materials to support CGI instruction	4000-4999: Books And Supplies	LCFF	2,000.00
			Manipulatives and instructional materials to support CGI instruction	4000-4999: Books And Supplies	Title I	2,000.00
Expand Library Resources	September 2021 - June 2022	Principal, Classroom Teachers, Library Technician	Expansion of library collection to provide students with high-interest reading selections	4000-4999: Books And Supplies	LCFF	5,000.00
			Extended hours	2000-2999: Classified Personnel Salaries	Title I	5,500.00
Expand resources to support robotics program	September 2021 - June 2022	Principal, Classroom Teacher	Contract with CodeNinja to provide 300 hours of Robotics related instructional activities linked to Claim, Evidence, Results (CER) for students in all grade levels	5800: Professional/Consulting Services And Operating Expenditures	Title I	15,000.00
				5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expand access to educational technology	September 2021 - June 2022	Principal, Classroom Teachers	Web-based programs that support student achievement (ST Math, Whoo's Reading, RAZ-Kids, BrainPop, and Scholastic News)	5000-5999: Services And Other Operating Expenditures	Title I	14,000.00
Leadership Capacity-Planning Days	September 2021 - June 2022	Principal, Classroom Teachers	Release days for planning and teacher collaboration related to student achievement data	1000-1999: Certificated Personnel Salaries	Title I	2,500.00
			Materials & supplies to support release days for planning and teacher collaboration related to student achievement data	5000-5999: Services And Other Operating Expenditures	LCFF	1,000.00
Music Teacher Site Budget	September 2021 - June 2022	Music Teacher	Resources to support music	4000-4999: Books And Supplies	LCFF	1,000.00
Site Technology Coordinator Stipend	September 2021 - June 2022	District Staff, Site Principal, Site Technology Coordinator	Provide support for educational technology platforms and supports staff through training and coaching.	1000-1999: Certificated Personnel Salaries	LCFF	1,500.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Special Populations
LEA Local Control and Accountability (LCAP) Goal:
LCAP Goal 2: To support academic success in the core program, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement.
SCHOOL GOAL #2:
All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math thereby addressing the achievement gap.
Annual Update:
<p>Due to pandemic-related modifications to state testing, IXL Diagnostic Assessments for English Language Arts and Mathematics were utilized in lieu of SBAC assessments. The following data reflects Plavan Elementary School's results for English Learners, RFEs, Low-income Students, and Students with Special Needs from the 2020-21 administration of the IXL Diagnostic Assessment:</p> <p>2020-21 IXL Diagnostic Assessment for English Language Arts:</p> <ul style="list-style-type: none"> * 57% of English Learners Met or Exceeded Standards * 100% of Reclassified Fluent English Proficient students Met or Exceeded Standards * 71% of Low-income students Met or Exceeded Standards * 33% of Students with Special Needs Met or Exceeded Standards <p>2020-21 IXL Diagnostic Assessment for Mathematics:</p> <ul style="list-style-type: none"> * 71% of English Learners Met or Exceeded Standards * 100% of Reclassified Fluent English Proficient students Met or Exceeded Standards * 79% of Low-income students Met or Exceeded Standards * 56% of Students with Special Needs Met or Exceeded Standards <p>* Reading Assessments: 100% of English Learners, Reclassified Fluent English Proficient students, Low-income students, and Students with Special Needs were assessed using the Scholastic Reading Inventory Lexile Range Assessment.</p> <p>* Technology: The school is now at a 1:1 Student/Chromebook ratio for all students including English Learners, Reclassified Fluent English Proficient students, Low-income students, and Students with Special Needs</p>

Expected Annual Outcomes

The expected annual outcomes for the 2021-22 school year for students in Special Populations groups at Plavan Elementary will be:

- * Recover "Learning Loss" due to unique circumstances of the 2020-21 school year.
- * 2021-22 SBAC ELA: A new post-pandemic baseline for SBAC ELA will be set during the 2021-22 school year
- * 2020-21 SBAC Math: A new post-pandemic baseline for SBAC Math will be set during the 2021-22 school year
- * Students will meet the end-of-year targets on district-administered reading assessments. (Fountas & Pinnell/SRI Lexile Levels)
- * Students not meeting academic achievement goals will participate in targeted interventions and supports

Findings from the Analysis of this Data:

Due to state-wide school dismissal resulting from the COVID-19 pandemic, FVSD utilized the IXL Diagnostic assessment platform in lieu of CAASPP Assessments. IXL Diagnostic data from Spring 2021 showed:

- * 57% of EL students Met or Exceed Standards in ELA (compared to 81% for the "All Students" group) and 71% of EL Students Met or Exceed Standards in Math (compared to 86% for the "All Students" group)
- * 100% of RFEP students Met or Exceeded Standards in ELA (compared to 81% for the "All Students" group) and 100% of RFEP students Met or Exceeded Standards in Math (compared to 86% for the "All Students" group)
- * 71% of Low-income Met or Exceeded Standards in ELA (compared to 81% for the "All Students" group) and 79% of Low-income students Met or Exceeded Standards in Math (compared to 86% for the "All Students" group)
- * 33% of Students with Special Needs Met or Exceeded Standards in ELA (compared to 81% for the "All Students" group) and 56% of Students with Special Needs Met or Exceeded Standards in Math (compared to 86% for the "All Students" group)

In addition, end-of-year district-administered reading assessments indicated that Plavan students experienced limited learning loss in reading due to pandemic-related learning environments, however, learning loss for students from the "special populations" student groups was more significant than learning loss for non-special populations students. Evidence of the Achievement Gap continues to be present for English Learners, low-income students, and Students with Special Needs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Before/After School Intervention	September 2021 - June 2022	Principal, Classroom Teachers	Extended Learning Opportunities in small group by classroom teachers (approximately 10 hrs./week)	1000-1999: Certificated Personnel Salaries	LCFF	25,000.00
			Extended Learning Opportunities in small group by classroom teachers (approximately 10 hrs./week)	1000-1999: Certificated Personnel Salaries	Title I	20,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Data Release Days	September 2021 - June 2022	Principal, Classroom Teachers	Release days to review and analyze assessment data (2 days per staff member)	1000-1999: Certificated Personnel Salaries	LCFF	8,500.00
EL Lead Teacher Stipend	September 2021 - June 2022	Principal, EL Lead	Provide supports for English learners and communication with families/school staff regarding the EL program including reclassification, need for bilingual aid support, and coordination of assessments (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
504 Coordinator Stipend	September 2021 - June 2022	Principal, 504 Coordinator	Provide supports for students on 504 plans and communicate with families/staff regarding services (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site Prevention Coordinator Stipend	September 2021 - June 2022	Principal, Site Prevention Coordinator	Provide support for the school's Student Success Team process by coordinating meetings and communicating with teachers/families (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
Behavior Incentives-Support for PBIS	September 2021 - June 2022	Principal, Classroom Teachers	PBIS student incentives (Positive Behavior Interventions & Supports)	4000-4999: Books And Supplies	LCFF	1,000.00

Planned Improvements in Student Performance

School Goal #3

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Parent Involvement
LEA Local Control and Accountability (LCAP) Goal:
LCAP Goal 3: To support academic success, all parents will be engaged and play an active role in the school community.
SCHOOL GOAL #3:
Increase parent involvement to include a broader representation of parents on school decision-making groups, reflective of all student demographics.
Annual Update:
<p>Due to the COVID-19 pandemic, parents had limited opportunities to enter the campus during in-person instruction.</p> <p>Parent involvement and training opportunities will reinforce the following priorities for 2021-2022:</p> <ul style="list-style-type: none">* Gradual and systematic increase in parent involvement and support following safety protocol.* Communication with parents and community* Social/Emotional Support/Resource* Promote and support families to maximize attendance <p>Plavan Elementary School and our partnership with Plavan PTO will review the following areas:</p> <ul style="list-style-type: none">* Membership* Participation in general PTO meetings* Fundraiser participation (students and parents: Read-A-Thon)* Parent Viewership of Constant Contact - Panther Pride Weekly Newsletter. <p>In addition:</p> <ul style="list-style-type: none">* Utilized Peach Jar & ParentSquare for weekly and monthly communication.* Encourage PTO membership and attendance to general association meetings.* Utilized Plavan website and Plavan PTO website for daily communication* Utilized Classroom Remind 101, Blooms and Shutterfly for daily communications

Expected Annual Outcomes

Attendance at parent conferences at or above 90% (Zoom or in-person)
 An Increase of PTO members by 5%
 Host PTO Fundraisers - meeting established budgeted goals
 Shared school governance through School Site Council
 Communicate with parents/families for support or follow up

Findings from the Analysis of this Data:

- Parents are sometimes reluctant/unable to join the PTO or serve in volunteer positions.
- Parents of older students tend to join the PTO board in 3rd-5th grades.
- Language barrier with our parents of English Learners.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Licensing for ParentSquare and Constant Contact to enhance communication with parent community by providing timely updates related to school and district activities (this action is centrally funded by FVSD and is not supported by school-site funding allocations)	September 2021 - June 2022	District Staff, Principal	Web-based communication tools to support the ongoing engagement of Plavan Elementary School's parent community	5000-5999: Services And Other Operating Expenditures	LCFF	3,651.00
Created and distributed online videos to support college and career readiness among students. Focus on providing students with information related to 21st Century careers and educational steps needed to achieve the given professions.	September 2021 - June 2022	Principal, PTO Leadership Team	Costs associated with producing vidoes	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	500.00
Parent Education Nights	September 2021 - June 2022	Principal, Classroom Teachers	Costs associated with Literacy & Math Nights	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
			Costs associated with Literacy & Math Nights	1000-1999: Certificated Personnel Salaries	Title I	2,000.00
			Costs associated with Literacy & Math Nights	4000-4999: Books And Supplies	Title I	3,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District Translator Services	September 2021 - June 2022	District Staff, Principal	District translator support to provide interpretation and/or translation for parent meetings	2000-2999: Classified Personnel Salaries	LCFF	7,667.00

Planned Improvements in Student Performance

School Goal #4

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Student Engagement & School Climate
LEA Local Control and Accountability (LCAP) Goal:
LCAP Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment which promotes engagement and school connectedness.
SCHOOL GOAL #4:
Create a learning environment and school climate which improves students' attendance, connection, and overall involvement in all aspects of their education.
Annual Update:
FVSD Schools opened in September under a full-time/in-person model. Student Engagement and School Climate goals will reinforce the following: *Continue to follow safety protocol/Keep schools open. *Communication with parents and community *Social/Emotional Support/Resource 2020-2021 Student Attendance and Suspension Data: * Positive Attendance Rate: 97.49% * Chronic Absenteeism: Rate: 4.09% * Suspension Rate: Less than 0.5% 2020-21 CA Healthy Kids Survey Results (5th-graders): 98% of students report that there are "caring adults at school" 78% of students report that they "feel safe at school" 84% of students report that they are "happy to be at this school" During the 2021-2022 school year, Plavan staff and the community will collaborate to celebrate student engagement by pursuing the following expected annual outcomes.
Expected Annual Outcomes
Maintain or improve daily attendance rates for students to remain consistent with the district average Maintain or improve chronic absenteeism rates to remain under with the district average Maintain a low number of suspensions Follow safety protocol guidelines to maximize safety of our students and staff on campus.

Findings from the Analysis of this Data:

- Staff members will reinforce and model safety guidelines
- Additional school programs needed to allow greater access for students to become more "connected" to school.
- Support needed from parents to not take vacations during the school year and allow students to remain at home only when sick.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Host various students engagement activities to promote healthy lifestyle and school connectedness such as Red Ribbon Week, Meet the Masters, Read-A-Thon, etc	2021-2022	Principal, Classroom Teachers and PTO	Materials and supplies to support events	4000-4999: Books And Supplies	Title I	3,000.00
			Materials and supplies to support events	4000-4999: Books And Supplies	LCFF	2,000.00
			Materials and supplies to support events	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	500.00
Site PE Equipment	2021-2022	Principal, Classroom Teachers	Instructional Materials to Support Student Engagement, Participation (physical activity).	4000-4999: Books And Supplies	LCFF	1,000.00
				4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,000.00
Recognize students for high academic achievement and citizenship at regularly scheduled events throughout the school year.	2021-2022	Principal, Classroom Teachers	Student awards and incentives	4000-4999: Books And Supplies	LCFF	500.00

District-Wide Services

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): State Priority Areas 1 through 7
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LEA Local Control and Accountability (LCAP) Goal:
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- | |
|---|
| Goal 1: To support academic success, students will participate in a rigorous academic program and demonstrate continued growth in all content areas, with an emphasis on collaboration, communication, critical thinking, and problem-solving.
Goal 2: To support academic success in the core program, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement.
Goal 3: To support academic success, all parents will be engaged and play an active role in the school community.
Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.
Goal 5: To support academic success, school facilities will be clean, safe, and effectively support a 21st Century education. |
|---|

Actions are applicable to School Goals 1 through 5.

Annual Update:

The purpose of this section of the Single School Plan for Student Achievement is to identify supports and services provided to school sites through centralized services of the Fountain Valley School District. These supports and services do not require approval from individual School Site Councils, as the actions have already been identified through community input processes and are expenditures approved by the Fountain Valley School District Board of Trustees.
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Expected Annual Outcomes

The expected annual outcomes for the 2021-22 school year for Fountain Valley School District are captured in the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at https://www.fvsd.us/apps/pages/LCAP .

Findings from the Analysis of this Data:

During the 2020-21 school year, FVSD administered the IXL Diagnostic Assessment in lieu of the California Assessments of Student Performance and Progress (CAASPP) as permitted by guidance from the California Department of Education. Results from that assessment showed:

English Language Arts (3rd-8th grade)

- * 74% of All Students "Met or Exceeded Standards" in English Language Arts
- * 84% of Asian Students "Met or Exceeded Standards" In English Language Arts
- * 61% of Hispanic Students "Met or Exceeded Standards" In English Language Arts
- * 71% of White Students "Met or Exceeded Standards" In English Language Arts
- * 61% of Low-income Students "Met or Exceeded Standards" In English Language Arts
- * 32% of Students with Disabilities "Met or Exceeded Standards" In English Language Arts
- * 43% of English Learners "Met or Exceeded Standards" In English Language Arts
- * 85% of Reclassified Fluent English Proficient Students "Met or Exceeded Standards" In English Language Arts

Overall, FVSD students performed well on the IXL Diagnostic Assessment for English Language Arts. FVSD remains fully committed to closing the Achievement Gap and to supporting high levels of academic success for all students. Actions intended to help close the Achievement Gap present among students in the Special Populations groups are captured in Goal 2 of the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at <https://www.fvsd.us/apps/pages/LCAP>.

Mathematics (3rd-8th grade)

- * 70% of All Students "Met or Exceeded Standards" in Mathematics
- * 82% of Asian Students "Met or Exceeded Standards" in Mathematics
- * 53% of Hispanic Students "Met or Exceeded Standards" in Mathematics
- * 63% of White Students "Met or Exceeded Standards" in Mathematics
- * 70% of All Students "Met or Exceeded Standards" in Mathematics
- * 57% of Low-income Students "Met or Exceeded Standards" in Mathematics
- * 30% of Students with Disabilities "Met or Exceeded Standards" in Mathematics
- * 51% of English Learners "Met or Exceeded Standards" in Mathematics
- * 80% of Reclassified Fluent English Proficient Students "Met or Exceeded Standards" in Mathematics

Overall, FVSD students performed well on the IXL Diagnostic Assessment for Mathematics. FVSD remains fully committed to closing the Achievement Gap and to supporting high levels of academic success for all students. Actions intended to help close the Achievement Gap present among students in the Special Populations groups are captured in Goal 2 of the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at <https://www.fvsd.us/apps/pages/LCAP>.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Health-related services	September 2021 - June 2022	District Staff, District Nurses, Health Aides	District nursing staff and health aides to provide medical support for students and work with families of high-needs students	1000-1999: Certificated Personnel Salaries	LCFF	115,343.00
				2000-2999: Classified Personnel Salaries		LCFF
Academic Interventions	September 2021 - June 2022	District Staff, Principal, Teachers	Reading Intervention Teachers (2), .5 Site Lead Teacher, and additional duty pay for after school academic intervention	1000-1999: Certificated Personnel Salaries	LCFF	142,407.00
COVID-19 safety-related resources	September 2021 - June 2022	District Staff	COVID-19 safety-related resources including Personal Protective Equipment (PPE), additional cleaning supplies, and other necessary resources to help maximize in-person instructional learning time for students	5000-5999: Services And Other Operating Expenditures	ESSER	128,003.00
Elementary Music Program	September 2021 - June 2022	District Staff, Principal, and Itinerant Elementary Music Teachers	Itinerant Elementary Music Teacher to ensure all elementary students have access to a music-enriched "broad course of study"	1000-1999: Certificated Personnel Salaries	LCFF	55,792.00
Expand resources to support learning within and beyond the school day	September 2021 - June 2022	District Staff, Principal	Software licensing for multiple applications to support student learning during both synchronous and asynchronous instructional time (Zoom, Clever, IXL, etc.)	5000-5999: Services And Other Operating Expenditures	LCFF	52,104.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Site Library Media Technician support and Lead District Librarian	September 2021 - June 2022	District Staff, Principal, and Library Media Technician	Library resource management and facilitated access to library resources for students	2000-2999: Classified Personnel Salaries	LCFF	24,340.00
Professional development day for certificated and classified staff members on FVSD's Signature Practices for instruction	September 2021 - June 2022	District Staff, Principals, Teachers	Additional duty pay to attend professional development prior to the start of the 2021-22 school year	1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	21,271.00
Counseling services to support students' social-emotional well-being	September 2021 - June 2022	District Staff, Principal, School Counselor Interns	Academic and Social-emotional counseling services	1000-1999: Certificated Personnel Salaries	LCFF	21,527.00
English language acquisition support	September 2021 - June 2022	District Staff, Principal, Teacher, Bi-lingual Instructional Aide	Bilingual Classroom Aide support for English learners with "emerging/novice" level English literacy skills.	2000-2999: Classified Personnel Salaries	Title III	17,563.00
Utilize Teacher on Special Assignment to assist with the implementation of primary grade intervention programs - including professional development for intervention teachers.	September 2019 through June 2020	District Staff, Principal, and Teacher on Special Assignment	Program support for site, professional development, and instructional coaching	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,923

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	ESSER	128,003.00
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	21,271.00
1000-1999: Certificated Personnel Salaries	LCFF	374,069.00
2000-2999: Classified Personnel Salaries	LCFF	70,455.00
4000-4999: Books And Supplies	LCFF	12,500.00
5000-5999: Services And Other Operating	LCFF	56,755.00
5800: Professional/Consulting Services	LCFF	25,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,923.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	24,500.00
2000-2999: Classified Personnel Salaries	Title I	5,500.00
4000-4999: Books And Supplies	Title I	38,000.00
5000-5999: Services And Other Operating	Title I	14,000.00
5800: Professional/Consulting Services	Title I	15,000.00
2000-2999: Classified Personnel Salaries	Title III	17,563.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	104,500.00
Goal 2	57,500.00
Goal 3	17,818.00
Goal 4	8,000.00
Goal 5	626,721.00

Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will return completed homework on time.
- I will return corrected work to my parent(s).
- I will arrive at school on time every day unless I am ill.
- I will be responsible for my own behavior.
- I will be a cooperative learner.

Student's Signature: _____ Date _____

Parents Pledge:

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will provide a quiet place for my child to study.
- I will encourage my child to complete his/her homework.
- I will make sure my child gets an adequate night's sleep.
- I will see to it that my child arrives at school on time every day.
- I will spend at least 15 minutes per day reading with my child.
- I will attend Back to School Night, Parent Conferences, and Open House
- I will support the school/district policies on homework, discipline and attendance.

Parent's Signature : _____ Date _____

Staff Pledge:

I understand the importance of the school experience to every child and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will teach all the necessary concepts to your child before regular homework is assigned.
- I will strive to be aware of the individual needs of your child.
- I will regularly communicate with you regarding your child's progress.
- I will provide a safe and positive learning environment for your child.

Teacher's Signature _____ Date _____

Everyone Will...

- Be equal partners to achieve successful learning.
- Communicate clearly, regularly and respectfully regarding roles and responsibilities.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Patrick Ham	X				
Diane Traw		X			
Stephanie Reza		X			
Stephanie Miller			X		
Jamie Yeung				X	
Emily Bui				X	
Natalie Tran				X	
Phu Nguyen				X	
Numbers of members of each category:	1	2	1	4	0

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

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Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 18, 2021.

Attested:

Patrick Ham, Ed.D.

Typed Name of School Principal

[Handwritten Signature]

Signature of School Principal

1/5/22

Date

Stephanie Reza

Typed Name of SSC Chairperson

[Handwritten Signature]

Signature of SSC Chairperson

1/5/22

Date

The School Plan for Student Achievement

School: Hisamatsu Tamura Elementary School
CDS Code: 30-66498-6027924
District: Fountain Valley School District
Principal: Kathy Davis
Revision Date: December 16, 2021

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Kathy Davis
Position: Principal
Phone Number: (714) 375-6226
Address: 17340 Santa Suzanne Street
Fountain Valley, CA 92708
E-mail Address: Davisk@fvsd.us

The District Governing Board approved this revision of the SPSA on February 10, 2022.

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School Vision and Mission

Hisamatsu Tamura Elementary School's Vision and Mission Statements

Our 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. **Mission:**

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

Tamura students will:

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

School Profile

Hisamatsu Tamura Elementary School, located in Fountain Valley, CA in the Fountain Valley School District, is an exemplary school with exceptional students, staff, and programs. Thanks to Measure O funding approved by the Fountain Valley community in 2016, the Tamura campus underwent significant renovations that improved infrastructure and updated amenities in classrooms in the fall of 2020. Tamura Elementary School serves a diverse student population of approximately 500 TK-5th grade students. The school serves a diverse population of students including 49% of students identifying as Asian, 24% of students identifying as White, 14% of students identifying as Hispanic, and 13% of students identifying as Multi-Ethnic. In addition, 18% of Tamura's students are identified as English Learners, 15% of Tamura students are identified as socio-economically disadvantaged, and 7% of students receive special education services.

The dedication of committed leaders, teachers, and staff sets up a child-centered arena where every student succeeds. We produce students who succeed in a comprehensive, standards-based curriculum and experience a positive transition from Transitional Kindergarten to middle school and beyond. We are one of seven elementary schools and three middle schools serving over six thousand students district-wide.

The school facility is attractive, well-cared-for, and situated within a residential area in the northern part of our district. There are 23 classrooms that are allocated for general and special education classes, as well as support services. Assemblies, student programs, and large activities are conducted in a spacious multi-purpose room complete with stage and state-of-the-art lighting and sound system.

Tamura School faces many of the same challenges and opportunities confronting schools throughout much of Southern California. As a result of these challenges, Tamura has begun to embrace and aggressively enlist our community—drawing in members from all corners to enhance our school programs. Currently, over thirty percent of our population are transfer students—students who have chosen to come to Tamura because of our demonstrated record of excellence. Tamura has a highly qualified, talented, and enthusiastic teaching staff. Our instructional team works collaboratively to develop and implement programs that excite, motivate, and engage all learners.

Our teachers care deeply about all aspects of the school program, participate in shared decision-making, and engage in professional development activities which enable them to meet student needs, enhance their instruction, and perform with distinction. Our support staff of non-teaching personnel works together to nurture the intellectual, physical, and emotional capacities of each child. They are well-trained, experienced, and enthusiastic about meeting student needs. Our students come from a cross-section of cultural, racial, and ethnic backgrounds, as well as an array of abilities— from learning disabled to intellectually gifted. The parents and community members are an active part of Tamura’s team. They act as classroom and/or program volunteers, guest speakers, and school committee members—helping to lead our students through school!

SCHOOL DESCRIPTION:

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. 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 Single Plan for Student Achievement. This plan is created by the Tamura School staff and governed by the School Site Council (SSC). It is a living document that is referenced, evaluated, and modified as needed by stakeholders to ensure that the instruction and curriculum are appropriate and best meet the needs of our students.

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

STAFFING:

Tamura School houses self-contained general education classrooms, a Resource Specialist Program (RSP), Speech and Language Program (SLP), Special Day Class (SDC), Library, and an Extended Day Care facility (ESP). The full-time staff at Tamura includes credentialed classroom teachers, an office manager, head custodian, RSP teacher, and principal. The part-time staff includes a School Psychologist, Speech and Language Pathologist (SLP), SLP Assistant, librarian, office clerk, health assistant, night custodians, bilingual tutor, Intervention specialists, kindergarten aides, SDC aides, Instructional aid, ESP lead instructor, ESP aides, food service assistant, and noon supervisors.

The staff works together to ensure the smooth running of the activities at Tamura School. The certificated staff meets regularly throughout the year to provide input and make decisions related to the students and school. They also serve on various district committees to represent Tamura. In addition, teachers and staff serve on the School Site Council (SSC), Parent Teacher Association (PTA), Student Study Team (SST), 504 Accommodation Team, School Solution Action Team (SSAT), Beginning Teacher Support and Assessment Program (BTSA) (Induction), and the Leadership Team. Every Tamura staff member is highly qualified. Classified staff provides formal and informal input for school decisions.

Students at Tamura Elementary benefit from the following...

Teachers trained in the following instructional strategies and tools:

- * Balanced Literacy
- * Cognitively Guided Instruction (CGI)
- * Thinking Maps
- * Smarter Balance (SBAC) Assessments
- * Literacy F&P Assessments
- * CGI Common Assessments (Common Assessment Rubric)
- * Scholastic Reading Inventory (3rd-5th grade)
- * Depth & Complexity
- * Discovery Science
- * Foundations
- * Teacher-created formative assessment
- * Illuminate (management database) for Data Analysis
- * GLAD instructional strategies for English Learners

Release Time/Grade Level Collaboration

- * Site visitations/Grade level classrooms
- * Balanced Literacy, CGI, & Thinking Maps: training and collaboration
- * Technology training and collaboration-ViewSonic Touch Screens
- * District training related to instruction, curriculum (Science), and data

Intervention

- * Best practices in the classroom
- * Differentiation in small groups
- * Reading Intervention based on Fountas & Pinnell Reading Assessments
- * English Learner Intervention with Certificated Teachers
- * Bilingual Aide support for "Newcomers"
- * Study Support Team (SST) Tutors
- * ST Math
- * Positive Behavioral Intervention Supports (PBIS)

Technology

- * ViewSonic Touch Screens for ALL renovated classrooms.
- * Light Speed Sound Systems for ALL renovated classrooms
- * ST Math site license
- * Grade level robotics/coding
- * Chromebooks and/or iPads for ALL classrooms
- * School-wide wireless internet access
- * Accelerated Reading

All teachers work with English Learners (ELs) and make instruction comprehensible through ELD and SDAIE strategies. All EL students are tested yearly until they are re-designated as Fluent English Proficient. Results are communicated to parents annually along with information regarding their child's educational program at Tamura School. ELs are expected to advance toward English proficiency each year. Bilingual tutors work with students at the Emerging level. There is active parent participation on the English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC).

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

Intervention occurs during and when available, beyond the school day in the regular classroom. In the regular classroom whole group instruction is made more comprehensible through the use of visual support such as Thinking Maps, Discovery United Streaming, Powerpoint, websites, etc. Technology (ELMO, Ladybugs, LCD Projector, Chromebooks, and ViewSonic) helps facilitate visual support in every classroom. In addition, teachers consistently support learning through both whole group and small group instruction.

Title I funds are utilized to support our intervention programs. K-3rd benefit from our reading intervention program which is implemented by one fully-credentialed teacher. To ensure teachers are well prepared to provide intervention.

Another important piece of the vision is to ensure that Tamura School is an orderly place where all students feel safe and secure. The classrooms are well-lit, comfortable, clean, and equipped with appropriate furniture and technology. Every student has access to the well-stocked library and computers. Title IV legislation provides guidelines for keeping students, staff, and visitors safe and secure while on campus. There is a School Safety Plan in place, and monthly drills are conducted to ensure students and staff understand the procedures to follow in case of emergencies.

Our parent community is strong and active in supporting our instructional programs and students receive enriched opportunities as a result of their countless dedicated hours. Tamura 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.

- * Parent-Teacher Association (PTA)
- * School Site Council
- * Fountain Valley Schools Foundation

- * Mind Institute ST Math
- * EL Tutoring Program
- * Business/Community Partnerships

Planned Improvements in Student Performance

School Goal #1

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Student Achievement
LEA Local Control and Accountability (LCAP) Goal:
LCAP Goal 1: To support academic success, students will participate in a rigorous academic program and demonstrated continued growth in all content areas, with an emphasis on collaboration, communication, critical thinking, and problem solving.
SCHOOL GOAL #1:
To support academic achievement, Tamura will incorporate professional development, technology integration, school and District signature practices and when available new California State Standards aligned instructional materials.
Annual Update:
Due to pandemic-related modifications to state testing, IXL Diagnostic Assessments for English Language Arts and Mathematics were utilized in lieu of SBAC assessments. The following data reflects Tamura Elementary School's results from the 2020-21 administration of the IXL Diagnostic Assessment: <ul style="list-style-type: none">* 2020-21 IXL Diagnostic Assessment for English/Language Arts: 89% Met or Exceeded Standards (Overall)* 2020-21 IXL Diagnostic Assessment for Mathematics: 86% Met or Exceeded Standards (Overall)* Reading Assessments: 100% of students were assessed in reading using the Fountas & Pinnell Reading Assessment* Technology: The school is now at a 1:1 Student/Chromebook ratio for all students

Expected Annual Outcomes

The expected annual outcomes for the 2021-22 school year for Tamura Elementary will be:

- * Recover "Learning Loss" due to unique circumstances of the 2020-21 school year.
- * 2021-22 SBAC ELA: A new post-pandemic baseline for SBAC ELA will be set during the 2021-22 school year
- * 2020-21 SBAC Math: A new post-pandemic baseline for SBAC Math will be set during the 2021-22 school year
- * Students will meet the end-of-year targets on district-administered reading assessments. (Fountas & Pinnell/SRI Lexile Levels)
- * Students not meeting academic achievement goals will participate in targeted interventions and supports

FORMATIVE ASSESSMENTS

Common Assessments in our Signature Practices in the following areas will be:

- * 100% of K-5 students assessed in reading using Fountas and Pinnell and data collected in Illuminate. SRI will be used to assess all fifth grade students.
- * CGI Benchmark Assessments utilizing common rubric
- * Demonstrate strong increase from baseline scores or inform our decision-making process

Findings from the Analysis of this Data:

Due to state-wide school dismissal resulting from the COVID-19 pandemic, FVSD utilized the IXL Diagnostic assessment platform in lieu of CAASPP Assessments. IXL Diagnostic data showed that 89% of Tamura students "Met or Exceeded Standards" in English Language Arts and 86% of Tamura students "Met or Exceeded Standards" in Mathematics. In addition, end-of-year district-administered reading assessments indicated that Oka students experienced limited learning loss in reading due to pandemic-related learning environments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reading Support	September 2021 - June 2022	District staff, Principal, Intervention teachers, classroom teachers	Grade level teams determine reading resources to support the implementation of Balanced Literacy. Non-fiction Text - Weekly Readers (Scholastic)	4000-4999: Books And Supplies	LCFF	13,000.00
			Educational Consulting Contract to participate in training	5800: Professional/Consulting Services And Operating Expenditures	LCFF	7,000.00
Support and participate in School Library Program	September 2021 - June 2022	Principal, District Staff, Librarian Media Tech	Resources and improvement of Collection	4000-4999: Books And Supplies	LCFF	5,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site Technology Coordinator Stipend	September 2021 - June 2022	District Staff, Site Principal, Site Technology Coordinator	Provide support for educational technology platforms and supports staff through training and coaching. Provide support for the school's Student Success Team process by coordinating meetings and communicating with teachers/families (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,500.00
Leadership Team Development	August 2021 - June 2022	Principal, Certificated Staff	Leadership Development for core staff members to design and develop ongoing goals and programs	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
After School teacher intervention	September 2021 - June 2022	Principal, Certificated Staff	Teachers conducting intervention with students not meeting academic goals	1000-1999: Certificated Personnel Salaries	LCFF	18,000.00
Additional Math Materials to support hands-on learning	September 2021 - June 2022	Principal, Certificated Staff, District Staff	Additional materials/resources for Cognitively-guided instruction	4000-4999: Books And Supplies	LCFF	2,000.00
Grade Level collaboration	September 2021 - June 2022	Principal, Certificated Staff	Ongoing grade-level team collaboration to focus on standards-alignment, targeted student improvement, and school goals - 2 days per teacher	1000-1999: Certificated Personnel Salaries	LCFF	6,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher's College	July/August 2022	Principal, Certificated Staff, District Staff	To off-set cost of Teachers College, Lucy Caulkins Units of Study	1000-1999: Certificated Personnel Salaries	LCFF	1,750.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Special Populations
LEA Local Control and Accountability (LCAP) Goal:
LCAP Goal 2: To support academic success in the core program, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement.
SCHOOL GOAL #2:
All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math thereby addressing the achievement gap.
Annual Update:
Due to pandemic-related modifications to state testing, IXL Diagnostic Assessments for English Language Arts and Mathematics were utilized in lieu of SBAC assessments. The following data reflects Tamura Elementary School's results for English Learners, RFEPs, Low-income Students, and Students with Special Needs from the 2020-21 administration of the IXL Diagnostic Assessment: 2020-21 IXL Diagnostic Assessment for English Language Arts: * 63% of English Learners Met or Exceeded Standards * 100% of Reclassified Fluent English Proficient students Met or Exceeded Standards * 69% of Low-income students Met or Exceeded Standards * 47% of Students with Special Needs Met or Exceeded Standards 2020-21 IXL Diagnostic Assessment for Mathematics: * 63% of English Learners Met or Exceeded Standards * 100% of Reclassified Fluent English Proficient students Met or Exceeded Standards * 63% of Low-income students Met or Exceeded Standards * 41% of Students with Special Needs Met or Exceeded Standards * Reading Assessments: 100% of English Learners, Reclassified Fluent English Proficient students, Low-income students, and Students with Special Needs were assessed using the Scholastic Reading Inventory Lexile Range Assessment. * Technology: The school is now at a 1:1 Student/Chromebook ratio for all students including English Learners, Reclassified Fluent English Proficient students, Low-income students, and Students with Special Needs

Expected Annual Outcomes

The expected annual outcomes for the 2021-22 school year for Tamura Elementary students in the Special Populations groups will be:

- * Recover "Learning Loss" due to unique circumstances of the 2020-21 school year.
- * 2021-22 SBAC ELA: A new post-pandemic baseline for SBAC ELA will be set during the 2021-22 school year
- * 2020-21 SBAC Math: A new post-pandemic baseline for SBAC Math will be set during the 2021-22 school year
- * Students will meet the end-of-year targets on district-administered reading assessments. (Fountas & Pinnell/SRI Lexile Levels)
- * Students not meeting academic achievement goals will participate in targeted interventions and supports

Findings from the Analysis of this Data:

Due to state-wide school dismissal resulting from the COVID-19 pandemic, FVSD utilized the IXL Diagnostic assessment platform in lieu of CAASPP Assessments. IXL Diagnostic data from Spring 2021 showed:

- * 63% of EL students Met or Exceed Standards in ELA (compared to 89% for the "All Students" group) and 63% of EL Students Met or Exceed Standards in Math (compared to 86% for the "All Students" group)
- * 100% of RFEP students Met or Exceeded Standards in ELA (compared to 89% for the "All Students" group) and 100% of RFEP students Met or Exceeded Standards in Math (compared to 86% for the "All Students" group)
- * 69% of Low-income Met or Exceeded Standards in ELA (compared to 89% for the "All Students" group) and 63% of Low-income students Met or Exceeded Standards in Math (compared to 86% for the "All Students" group)
- * 47% of Students with Special Needs Met or Exceeded Standards in ELA (compared to 89% for the "All Students" group) and 41% of Students with Special Needs Met or Exceeded Standards in Math (compared to 86% for the "All Students" group)

In addition, end-of-year district-administered reading assessments indicated that Tamura students experienced limited learning loss in reading due to pandemic-related learning environments; however, learning loss for students from the "special populations" student groups was more significant than learning loss for non-special populations students. Evidence of the Achievement Gap continues to be present for English Learners, low-income students, and Students with Special Needs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
EL Lead Teacher Stipend	September 2021 - June 2022	District Staff, Principal, EL Lead Teacher	Provide supports for English learners and communication with families/school staff regarding the EL program including reclassification, need for bilingual aid support, and coordination of assessments (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
504 Coordinator Stipend	September 2021 - June 2022	District Staff, Site Principal, Site 504 Coordinator	Provide supports for students on 504 plans and communicate with families/staff regarding services (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
Site Prevention Coordinator Stipend	September 2021 - June 2022	District Staff, Principal, Site Prevention Coordinator	Provide support for the school's Student Success Team process by coordinating meetings and communicating with teachers/families (this stipend is centrally-funded and does not require SSC approval as it is a component of the District's LCAP)	1000-1999: Certificated Personnel Salaries	LCFF	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Accelerated Reader software used to motivate, support and monitor the progress of students as they continue to develop reading skills	September 2021 - June 2022	Principal, teachers, PTA	Educational Technology to support the growth of reading skills	5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA)	2,000.00
English language acquisition support	September 2021 - June 2022	District Staff, Principal, Teacher, Bi-lingual Instructional Aide	Bi-lingual Classroom Aide support for English learners with "emerging/novice" level English literacy skills.	2000-2999: Classified Personnel Salaries	Title III	17,563.00

Planned Improvements in Student Performance

School Goal #3

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Parent Involvement
LEA Local Control and Accountability (LCAP) Goal:
Goal 3. To support academic success, all parents will be engaged and play an active role in the school community.
SCHOOL GOAL #3:
Increase participation of parents of at-risk students at school events (i.e. parents ed nights, participation in PTA, SSC, school activities, conferences).
Annual Update:
<ul style="list-style-type: none">* Expanded use of Tamura Twitter page made available to Tamura Community with multiple posts added weekly* Expanded use of Peachjar and Blackboard used for communication* Produced Tamura Newsletter on a regular basis* Implemented Raptor Visitor Management System to gather data on volunteers* Increased PTA membership and meeting attendance* Updated Monthly Calendar posted on the Tamura website on a regular basis
Expected Annual Outcomes
<ul style="list-style-type: none">* Attendance at parent conferences at or above 95%* Increase in PTA members by 5%* Increase of Twitter followers to 100+* Parent PTA drive* Shared school governance through School Site Council
Findings from the Analysis of this Data:
<ul style="list-style-type: none">* Parents are reluctant to join the PTA or serve in volunteer positions.* Parents of older students tend to join the PTA board in 3rd-5th grade.* Parent conference attendance of 95% or more* Increasing awareness about social media and Twitter membership

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Licensing for ParentSquare and Edlio to enhance communication with parent community by providing timely updates related to school and district activities (this action is centrally funded by FVSD and is not supported by school-site funding allocations)	July 2021- June 2022	District Staff, Principal	Web-based communication tools to support the ongoing engagement of Tamura Elementary School's parent community	5000-5999: Services And Other Operating Expenditures	LCFF	3,651.00
Host various parent input/education meetings over the course of the 2021-22 school year such as SSC, ELAC, and PTA meetings	September 2021- June 2022	Principal, staff	Materials and supplies for meetings	4000-4999: Books And Supplies	LCFF	1,000.00
Create and distribute weekly newsletters to the Tamura Community	September 2021 - June 2022	Principal	Distribution of newsletter - no costs associated with action			
District translator to support access for families	September 2021- June 2022	District Staff	District translator support to provide interpretation and/or translation for parent meetings	2000-2999: Classified Personnel Salaries	LCFF	7,667.00

Planned Improvements in Student Performance

School Goal #4

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Student Engagement & School Climate
LEA Local Control and Accountability (LCAP) Goal:
LCAP Goal 4. To support academic success, students will have access to a safe supportive, and nurturing environment that promotes engagement and school connectedness.
SCHOOL GOAL #4:
Create a learning and school climate that improves students' attendance, connection, and overall involvement in all aspects of their education.
Annual Update:
<ul style="list-style-type: none"> * Average daily attendance @ 96.8% for the 2020-21 school year * Chronic Absenteeism - 6.63% for 2020-21 school year * 2020-21 CA Healthy Kids Survey results indicate that 80% of our 5th-grade students feel safe at school, 83% reported that there are caring adults at Tamura
Expected Annual Outcomes
<ul style="list-style-type: none"> * Average daily attendance will be at or above the district average * Reduce chronic absenteeism * Based on the Climate Survey, the goal is for 100% of our students to feel safe at school.
Findings from the Analysis of this Data:
<ul style="list-style-type: none"> * Staff members need to be more consistent with PBIS rewards and program components * More after school programs are needed to allow more access for students to become more "connected" to school * Support needed from parents to not take vacations during school time or allow students to remain at home except when sick * Based on Climate Survey 80% of our 5th-grade students feel safe at school

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Engagement - Friday Flag	September 2021 - June 2022	Principal	Purchase student incentives to recognize positive behaviors (PBIS)	4000-4999: Books And Supplies	LCFF	700.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Recognize students for high academic achievement and citizenship at regularly scheduled events throughout the school year	September 2021 - June 2022	Principal, Classroom Teachers	Student awards and incentive, weekly	4000-4999: Books And Supplies	LCFF	200.00
Readers Workshop End of Unit Celebrations	September 2021 - June 2022	Principal, Teachers	Materials and supplies to support the events	4000-4999: Books And Supplies	LCFF	100.00
Continue to expand our Robotics TK-5th grade	September 2021 - June 2022	Principal, Classroom teacher, Staff, site tech coordinator	Continue to grow our grade level materials.	5000-5999: Services And Other Operating Expenditures	LCFF	5,000.00
Physical Ed. Equipment	September 2021 - June 2022	Principal, Grade Level Teams	Equipment to enhance PE engagement with hands-on activities	4000-4999: Books And Supplies	LCFF	1,000.00
Music Supplies	September 2021 - June 2022	Principal, Music Teachers	Music supplies to enhance the Music curriculum	4000-4999: Books And Supplies	LCFF	1,000.00

District-Wide Services

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): State Priority Areas 1 through 7
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LEA Local Control and Accountability (LCAP) Goal:
--

- | |
|---|
| Goal 1: To support academic success, students will participate in a rigorous academic program and demonstrate continued growth in all content areas, with an emphasis on collaboration, communication, critical thinking, and problem-solving.
Goal 2: To support academic success in the core program, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement, and high levels of achievement.
Goal 3: To support academic success, all parents will be engaged and play an active role in the school community.
Goal 4: To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.
Goal 5: To support academic success, school facilities will be clean, safe, and effectively support a 21st Century education. |
|---|

Actions are applicable to School Goals 1 through 5.

Annual Update:

The purpose of this section of the Single School Plan for Student Achievement is to identify supports and services provided to school sites through centralized services of the Fountain Valley School District. These supports and services do not require approval from individual School Site Councils, as the actions have already been identified through community input processes and are expenditures approved by the Fountain Valley School District Board of Trustees.
--

Expected Annual Outcomes

The expected annual outcomes for the 2021-22 school year for Fountain Valley School District are captured in the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at https://www.fvsd.us/apps/pages/LCAP .

Findings from the Analysis of this Data:

During the 2020-21 school year, FVSD administered the IXL Diagnostic Assessment in lieu of the California Assessments of Student Performance and Progress (CAASPP) as permitted by guidance from the California Department of Education. Results from that assessment showed:

English Language Arts (3rd-8th grade)

- * 74% of All Students "Met or Exceeded Standards" in English Language Arts
- * 84% of Asian Students "Met or Exceeded Standards" In English Language Arts
- * 61% of Hispanic Students "Met or Exceeded Standards" In English Language Arts
- * 71% of White Students "Met or Exceeded Standards" In English Language Arts
- * 61% of Low-income Students "Met or Exceeded Standards" In English Language Arts
- * 32% of Students with Disabilities "Met or Exceeded Standards" In English Language Arts
- * 43% of English Learners "Met or Exceeded Standards" In English Language Arts
- * 85% of Reclassified Fluent English Proficient Students "Met or Exceeded Standards" In English Language Arts

Overall, FVSD students performed well on the IXL Diagnostic Assessment for English Language Arts. FVSD remains fully committed to closing the Achievement Gap and to supporting high levels of academic success for all students. Actions intended to help close the Achievement Gap present among students in the Special Populations groups are captured in Goal 2 of the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at <https://www.fvsd.us/apps/pages/LCAP>.

Mathematics (3rd-8th grade)

- * 70% of All Students "Met or Exceeded Standards" in Mathematics
- * 82% of Asian Students "Met or Exceeded Standards" in Mathematics
- * 53% of Hispanic Students "Met or Exceeded Standards" in Mathematics
- * 63% of White Students "Met or Exceeded Standards" in Mathematics
- * 70% of All Students "Met or Exceeded Standards" in Mathematics
- * 57% of Low-income Students "Met or Exceeded Standards" in Mathematics
- * 30% of Students with Disabilities "Met or Exceeded Standards" in Mathematics
- * 51% of English Learners "Met or Exceeded Standards" in Mathematics
- * 80% of Reclassified Fluent English Proficient Students "Met or Exceeded Standards" in Mathematics

Overall, FVSD students performed well on the IXL Diagnostic Assessment for Mathematics. FVSD remains fully committed to closing the Achievement Gap and to supporting high levels of academic success for all students. Actions intended to help close the Achievement Gap present among students in the Special Populations groups are captured in Goal 2 of the District's Local Control Accountability Plan (LCAP). The LCAP is available for review at <https://www.fvsd.us/apps/pages/LCAP>.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Health-related services	September 2021 - June 2022	District Staff, District Nurses, Health Aides	District nursing staff and health aides to provide medical support for students and work with families of high-needs students	1000-1999: Certificated Personnel Salaries	LCFF	115,343.00
				2000-2999: Classified Personnel Salaries		38,448.00
Academic Interventions	September 2021 - June 2022	District Staff, Principal, Teachers	Reading Intervention Teachers (2), .5 Site Lead Teacher, and additional duty pay for after school academic intervention	1000-1999: Certificated Personnel Salaries	LCFF	142,407.00
COVID-19 safety-related resources	September 2021 - June 2022	District Staff	COVID-19 safety-related resources including Personal Protective Equipment (PPE), additional cleaning supplies, and other necessary resources to help maximize in-person instructional learning time for students	5000-5999: Services And Other Operating Expenditures	ESSER	128,003.00
Elementary Music Program	September 2021 - June 2022	District Staff, Principal, and Itinerant Elementary Music Teachers	Itinerant Elementary Music Teacher to ensure all elementary students have access to a music-enriched "broad course of study"	1000-1999: Certificated Personnel Salaries	LCFF	55,792.00
Expand resources to support learning within and beyond the school day	September 2021 - June 2022	District Staff, Principal	Software licensing for multiple applications to support student learning during both synchronous and asynchronous instructional time (Zoom, Clever, IXL, etc.)	5000-5999: Services And Other Operating Expenditures	LCFF	52,104.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Site Library Media Technician support and Lead District Librarian	September 2021 - June 2022	District Staff, Principal, and Library Media Technician	Library resource management and facilitated access to library resources for students	2000-2999: Classified Personnel Salaries	LCFF	24,340.00
Professional development day for certificated and classified staff members on FVSD's Signature Practices for instruction	September 2021 - June 2022	District Staff, Principals, Teachers	Additional duty pay to attend professional development prior to the start of the 2021-22 school year	1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	21,271.00
Counseling services to support students' social-emotional well-being	September 2021 - June 2022	District Staff, Principal, School Counselor Interns	Academic and Social-emotional counseling services	1000-1999: Certificated Personnel Salaries	LCFF	21,527.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	ESSER	128,003.00
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	21,271.00
1000-1999: Certificated Personnel Salaries	LCFF	366,319.00
2000-2999: Classified Personnel Salaries	LCFF	70,455.00
4000-4999: Books And Supplies	LCFF	24,000.00
5000-5999: Services And Other Operating	LCFF	60,755.00
5800: Professional/Consulting Services	LCFF	7,000.00
5000-5999: Services And Other Operating	Parent-Teacher Association (PTA)	2,000.00
2000-2999: Classified Personnel Salaries	Title III	17,563.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	55,250.00
Goal 2	22,563.00
Goal 3	12,318.00
Goal 4	8,000.00
Goal 5	599,235.00

Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

THE STUDENT PLEDGE:

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will return completed homework on time.
- I will return corrected work to my parent(s).
- I will arrive at school on time every day unless I am ill.
- I will be responsible, be respectful, be safe, and be my best.

Parents Pledge:

THE PARENT PLEDGE:

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will provide a quiet place for my child to study.
- I will encourage my child to complete his/her homework.
- I will make sure my child gets an adequate night's sleep.
- I will see to it that my child arrives at school on time every day.
- I will spend at least 20 minutes per day reading with my child.
- I will attend Back to School Night, Parent Conferences, and Open House
- I will support the school/district policies on homework, discipline and attendance.
- I will strive to be aware of the individual needs of my child.

Staff Pledge:

THE TEACHER PLEDGE:

I understand the importance of the school experience to every child and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will teach all the necessary concepts to your child before regular homework is assigned.
- I will strive to be aware of the individual needs of your child.
- I will regularly communicate with you regarding your child's progress.
- I will provide a safe and positive learning environment for your child.

Everyone Will...

- Be equal partners to achieve successful learning.
- Communicate clearly, regularly and respectfully regarding roles and responsibilities.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

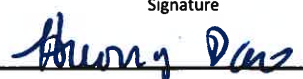
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kathy Davis	X				
Michelle Carr		X			
Nicole Hunter		X			
Cheryl Hall			X		
Keith Breiter				X	
Coral Dyla				X	
Lisa Osmanian				X	
Numbers of members of each category:	1	2	1	3	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	 _____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on December 14, 20220.

Attested:

Kathy Davis _____ Typed Name of School Principal	 _____ Signature of School Principal	12/14/21 _____ Date
 _____ Typed Name of SSC Chairperson	 _____ Signature of SSC Chairperson	12/14/21 _____ Date



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 24, 2022

Background:

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

Each school site in Fountain Valley School District (FVSD) annually completes a SARC that includes State-mandated information, which is both site-specific and district-wide. SARCs 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

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

Internet Access

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

2021-22 School Contact Information

School Name	Roch Courreges Elementary School
Street	18313 Santa Carlotta Street
City, State, Zip	Fountain Valley, CA 92708
Phone Number	(714) 378-4280
Principal	Chris Christensen
Email Address	ChristensenC@fvsd.us
School Website	www.courreges.fvsd.us
County-District-School (CDS) Code	30-66498-6094635

2021-22 District Contact Information

District Name	Fountain Valley School District
Phone Number	714.843.3200
Superintendent	Chuck Hinman, Ed.D.
Email Address	hinmanc@fvsd.us
District Website Address	www.fvsd.us

2021-22 School Overview

Roch Courreges Elementary School serves approximately 670 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	97
Grade 2	107
Grade 3	118
Grade 4	116
Grade 5	116
Total Enrollment	649

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
American Indian or Alaska Native	0.2
Asian	37.6
Filipino	2.8
Hispanic or Latino	13.6
Two or More Races	7.9
White	36.2
English Learners	10.9
Homeless	0.2
Socioeconomically Disadvantaged	16.2
Students with Disabilities	9.7

A. Conditions of Learning

State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.5
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	26.5

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 7, 2021, 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.

Year and month in which the data were collected

October, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin Harcourt Adoption Year 2002 (Medallion Upgrade 2012)	Yes	0.0%
Mathematics	Houghton-Mifflin Math Expressions Adoption Year 2015	Yes	0.0%
Science	Discovery Education CA NGSS Science Techbook Adoption Year 2021	Yes	0.0%
History-Social Science	Scott Foresman History-Social Science for California Adoption Year 2006	Yes	0.0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Courreges Elementary School was originally constructed in 1974 and is currently comprised of 26 classrooms, a reading intervention and learning 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 in 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.

Year and month of the most recent FIT report

08/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	350	NT	NT	NT	NT
Female	169	NT	NT	NT	NT
Male	181	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	125	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	49	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	34	NT	NT	NT	NT
White	132	NT	NT	NT	NT
English Learners	34	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	53	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	350	NT	NT	NT	NT
Female	169	NT	NT	NT	NT
Male	181	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	125	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	49	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	34	NT	NT	NT	NT
White	132	NT	NT	NT	NT
English Learners	34	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	53	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

IXL Diagnostic Assessments for English Language Arts and Mathematics Student Groups	IXL Diagnostic Assessments for English Language Arts and Mathematics Total Enrollment	IXL Diagnostic Assessments for English Language Arts and Mathematics Number Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Not Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent At or Above Grade Level

All Students	349	349	100.00	0.00	87.39
Female	168	168	100.00	0.00	91.07
Male	181	181	100.00	0.00	83.98
American Indian or Alaska Native	--	--	--	--	--
Asian	123	123	100.00	0.00	90.24
Black or African American	--	--	--	--	--
Filipino	10	10	100.00	0.00	90.00
Hispanic or Latino	49	49	100.00	0.00	75.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	25	100.00	0.00	84.00
White	133	133	100.00	0.00	89.47
English Learners	33	33	100.00	0.00	63.64
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	50	50	100.00	0.00	70.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	38	38	100.00	0.00	84.21

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

IXL Diagnostic Assessments for English Language Arts and Mathematics Student Groups	IXL Diagnostic Assessments for English Language Arts and Mathematics Total Enrollment	IXL Diagnostic Assessments for English Language Arts and Mathematics Number Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Not Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent At or Above Grade Level
All Students	349	349	100.00	0.00	83.67
Female	168	168	100.00	0.00	83.93
Male	181	181	100.00	0.00	83.43
American Indian or Alaska Native	--	--	--	--	--
Asian	123	123	100.00	0.00	91.87
Black or African American	--	--	--	--	--
Filipino	10	10	100.00	0.00	90.00

Hispanic or Latino	49	49	100.00	0.00	65.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	25	100.00	0.00	92.00
White	133	133	100.00	0.00	80.45
English Learners	33	33	100.00	0.00	66.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	50	50	100.00	0.00	60.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	38	38	100.00	0.00	84.21

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	116	NT	NT	NT	NT
Female	48	NT	NT	NT	NT
Male	68	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	46	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	14	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	45	NT	NT	NT	NT
English Learners	11	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	15	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

The Courreges parent community is 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, programs, activities, and field trips throughout the school year. Parents who wish to participate in Courreges Elementary School's leadership teams, activities, or become a volunteer may visit the Courreges PTA website at www.CourregesPTA.org.

The district's website (www.fvsd.us) and school website (www.courreges.fvsd.us) also provide a variety of resources and helpful information for parents, students, and community members. PTA meetings are held monthly and the school has a site council (SSC), which consists of 12 members (half parents) that serve to support the governance of the school.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	668	659	51	7.7
Female	321	319	26	8.2
Male	347	340	25	7.4
American Indian or Alaska Native	1	1	0	0.0
Asian	253	249	6	2.4
Black or African American	1	1	0	0.0
Filipino	18	18	0	0.0
Hispanic or Latino	88	88	12	13.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	53	52	6	11.5
White	240	236	24	10.2
English Learners	78	78	2	2.6
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	117	112	17	15.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	71	70	10	14.3

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.77	0.15	1.37	0.09	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.45	0.67	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.15	0.00
Female	0.00	0.00
Male	0.29	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.14	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.85	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		4	
1	27		4	
2	26		4	
3	28		4	
4	29		3	
5	31		2	2
6				
Other	10	2		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29		3	
1	29		3	
2	28		4	
3	26		4	
4	33			
5	31		3	
6				
Other	24	2	1	1

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	2	2	1
1	20	1	4	
2	22	1	4	
3	23	2	3	
4	23	1	4	
5	19	2	4	
6				
Other	6	4		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.8
Social Worker	0
Speech/Language/Hearing Specialist	0.9
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10130	2734	7397	92077
District	N/A	N/A	7324	\$91,477
Percent Difference - School Site and District	N/A	N/A	1.0	0.7
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-13.2	7.0

2020-21 Types of Services Funded

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,285	\$52,060
Mid-Range Teacher Salary	\$90,612	\$84,043
Highest Teacher Salary	\$111,791	\$107,043
Average Principal Salary (Elementary)	\$144,980	\$133,582
Average Principal Salary (Middle)	\$148,516	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$254,201	\$240,628
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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.

Each school year teachers have the opportunity to participate in extensive professional development related to educational technology platforms such as NewsELA, IXL, Edulastic, Scholastic Reading Inventory (SRI), Zoom, and training on new History/Social Studies/Science 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 (F&P) Assessment Kit and Leveled Literacy Intervention
- * Differentiated (small-group) Instruction (DI)
- * Data-Responsive Instruction
- * Response to Intervention
- * Junior Great Books
- * Technology Integration (1:1 Chromebooks school-wide)
- * Positive Behavior Intervention Systems - Power Paw Program
- * Professional Learning Communities (PLC)
- * ST Math professional development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	4

Fountain Valley School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Fountain Valley School District
Phone Number	714.843.3200
Superintendent	Chuck Hinman, Ed.D.
Email Address	hinmanc@fvsd.us
District Website Address	www.fvsd.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4253	31	0.73	99.27	6.45
Female	2043	9	0.44	99.56	--
Male	2210	22	1.00	99.00	9.09
American Indian or Alaska Native	12	0	--	100.00	--
Asian	1594	13	0.82	99.18	0.00
Black or African American	26	0	0.00	100.00	--
Filipino	43	0	0.00	100.00	--
Hispanic or Latino	770	9	1.17	98.83	--
Native Hawaiian or Pacific Islander	27	0	0.00	100.00	--
Two or More Races	332	1	0.30	99.70	--
White	1449	8	0.55	99.45	--
English Learners	389	10	2.57	97.43	--
Foster Youth	14	1	7.14	92.86	--
Homeless	32	0	0.00	100.00	--
Military	49	1	2.04	97.96	--
Socioeconomically Disadvantaged	1070	9	0.84	99.16	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	417	31	7.43	92.57	6.45

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4253	31	0.73	99.27	6.45
Female	2043	9	0.44	99.56	--
Male	2210	22	1.00	99.00	9.09
American Indian or Alaska Native	12	0	--	100.00	--
Asian	1594	13	0.82	99.18	15.38
Black or African American	26	0	0.00	100.00	--
Filipino	43	0	0.00	100.00	--
Hispanic or Latino	770	9	1.17	98.83	--
Native Hawaiian or Pacific Islander	27	0	0.00	100.00	--
Two or More Races	332	1	0.30	99.70	--
White	1449	8	0.55		--
English Learners	389	10	2.57	97.43	--
Foster Youth	14	1	7.14	92.86	--
Homeless	32	0	0.00	100.00	--
Military	49	1	2.04	97.96	--
Socioeconomically Disadvantaged	1070	9	0.84	99.16	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	417	31	7.43	92.57	6.45

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

James H. Cox Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

Internet Access

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

2021-22 School Contact Information

School Name	James H. Cox Elementary School
Street	17615 Los Jardines East
City, State, Zip	Fountain Valley, CA 92708
Phone Number	(714) 378-4240
Principal	Cara Robinson
Email Address	robinsonc@fvsd.us
School Website	
County-District-School (CDS) Code	30-66498-6066922

2021-22 District Contact Information

District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Chuck Hinman, Ed.D.
Email Address	hinmanc@fvsd.us
District Website Address	www.fvsd.us

2021-22 School Overview

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 Single Plan for Student Achievement. This plan is created by the Cox School staff and governed by the School Site Council (SSC). It is a living document that is referenced, evaluated, and modified as needed by stakeholders to ensure that the instruction and curriculum are appropriate and best meet the needs of our students.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	110
Grade 2	109
Grade 3	112
Grade 4	114
Grade 5	120
Total Enrollment	649

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
Asian	39.8
Black or African American	2
Filipino	1.7
Hispanic or Latino	23.7
Native Hawaiian or Pacific Islander	0.6
Two or More Races	5.9
White	23.3
English Learners	21.4
Homeless	0.5
Socioeconomically Disadvantaged	32.7
Students with Disabilities	3.2

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.0
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	27.2

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	1.0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	1.0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

October, 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin Harcourt Adoption Year 2002 (Medallion Upgrade 2012)	Yes	0.0%
Mathematics	Houghton-Mifflin Math Expressions Adoption Year 2015	Yes	0.0%
Science	Discovery Education CA NGSS Science Techbook Adoption Year 2021	Yes	0.0%
History-Social Science	Scott Foresman History-Social Science for California Adoption Year 2006	Yes	0.0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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 2021-22 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.

Year and month of the most recent FIT report

08/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				
---	--	--	--	--

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	347	NT	NT	NT	NT
Female	170	NT	NT	NT	NT
Male	177	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	140	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	84	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	31	NT	NT	NT	NT
White	79	NT	NT	NT	NT
English Learners	87	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	130	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	347	NT	NT	NT	NT
Female	170	NT	NT	NT	NT
Male	177	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	140	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	84	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	31	NT	NT	NT	NT
White	79	NT	NT	NT	NT
English Learners	87	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	130	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

IXL Diagnostic Assessments for English Language Arts and Mathematics Student Groups	IXL Diagnostic Assessments for English Language Arts and Mathematics Total Enrollment	IXL Diagnostic Assessments for English Language Arts and Mathematics Number Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Not Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent At or Above Grade Level

All Students	345	345	100.00	0.00	69.86
Female	168	168	100.00	0.00	71.43
Male	177	177	100.00	0.00	68.36
American Indian or Alaska Native	--	--	--	--	--
Asian	140	140	100.00	0.00	80.71
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	85	85	100.00	0.00	62.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	81.25
White	78	78	100.00	0.00	65.38
English Learners	87	87	100.00	0.00	50.57
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	123	123	100.00	0.00	56.10
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	21	100.00	0.00	25.00

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

IXL Diagnostic Assessments for English Language Arts and Mathematics Student Groups	IXL Diagnostic Assessments for English Language Arts and Mathematics Total Enrollment	IXL Diagnostic Assessments for English Language Arts and Mathematics Number Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Not Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent At or Above Grade Level
All Students	345	345	100.00	0.00	70.43
Female	168	168	100.00	0.00	70.83
Male	177	177	100.00	0.00	70.06
American Indian or Alaska Native	--	--	--	--	--
Asian	140	140	100.00	0.00	80.71
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--

Hispanic or Latino	85	85	100.00	0.00	58.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	81.25
White	78	78	100.00	0.00	69.23
English Learners	87	87	100.00	0.00	58.62
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	123	23	100.00	0.00	53.66
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	12	100.00	0.00	41.67

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	121	NT	NT	NT	NT
Female	59	NT	NT	NT	NT
Male	62	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	54	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	30	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	23	NT	NT	NT	NT
English Learners	30	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	44	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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

In addition to numerous community and business partnerships, the school benefits from an extremely active Parent-Teacher Organization (PTA). The PTA sponsors numerous fundraisers, awards programs, activities, and field trips throughout the school year. The majority of the activities and events are listed below:

CGI Math Family Night (November)
Family Literacy Night (March)
Book Fair Committee
Fall Family Fun Night Committee
Jog-A-Thon
5th Grade Activities/Promotion Coordinator
4th Grade Science Camp Coordinator
Dine Out Coordinator
ACE Rep / Astronomy Night / Box Tops / Copy Support / Crossing Guard / District Art / Fall Fundraiser / Lunch on the Lawn / Market Cards / Membership / Movie Nights / Red Ribbon Week / Room Parent Coordinator / School T-Shirts / Teacher Appreciation / Yearbook / Website Management

Contact Information

Parents who wish to participate in Cox Elementary School's leadership teams, activities, or become a volunteer may contact the office at (714) 378-4241 or visit the school website at www.cox.fvsd.us. The District's website (www.fvsd.us) also provides a variety of resources and helpful information for parents, students, and community members. PTA monthly meetings with free childcare are held on the third Wednesday of each month in Room B7 @ 6:00pm. School Site Council, which consists of ten members (half parents) serve to support the governance of the school. Additional information and opportunities for parent involvement can be accessed in the Parent Involvement Policy, Parent/Student Handbook, and the PTA website.

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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	674	665	46	6.9
Female	334	331	23	6.9
Male	340	334	23	6.9
American Indian or Alaska Native	0	0	0	0.0
Asian	263	261	4	1.5
Black or African American	13	13	5	38.5
Filipino	11	11	1	9.1
Hispanic or Latino	160	159	18	11.3
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	39	39	3	7.7
White	162	158	11	7.0
English Learners	155	152	7	4.6
Foster Youth	2	2	2	100.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	231	227	30	13.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	32	30	7	23.3

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.80	0.00	1.37	0.09	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.41	0.67	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28		4	
1	28		4	
2	28		4	
3	31		4	
4	30		4	
5	29		5	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		4	
1	27		4	
2	35		3	1
3	29		4	
4	31		4	
5	31		4	
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	3	
1	20	2	3	
2	25	1	3	
3	29	2	2	1
4	29		4	
5	25		5	
6				
Other	29		1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	0.7
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9955	2310	7645	94448
District	N/A	N/A	7324	\$91,477
Percent Difference - School Site and District	N/A	N/A	4.3	3.2
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-9.9	9.5

2020-21 Types of Services Funded

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,285	\$52,060
Mid-Range Teacher Salary	\$90,612	\$84,043
Highest Teacher Salary	\$111,791	\$107,043
Average Principal Salary (Elementary)	\$144,980	\$133,582
Average Principal Salary (Middle)	\$148,516	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$254,201	\$240,628
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	4

Fountain Valley School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Chuck Hinman, Ed.D.
Email Address	hinmanc@fvsd.us
District Website Address	www.fvsd.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4253	31	0.73	99.27	6.45
Female	2043	9	0.44	99.56	--
Male	2210	22	1.00	99.00	9.09
American Indian or Alaska Native	12	0	--	100.00	--
Asian	1594	13	0.82	99.18	0.00
Black or African American	26	0	0.00	100.00	--
Filipino	43	0	0.00	100.00	--
Hispanic or Latino	770	9	1.17	98.83	--
Native Hawaiian or Pacific Islander	27	0	0.00	100.00	--
Two or More Races	332	1	0.30	99.70	--
White	1449	8	0.55	99.45	--
English Learners	389	10	2.57	97.43	--
Foster Youth	14	1	7.14	92.86	--
Homeless	32	0	0.00	100.00	--
Military	49	1	2.04	97.96	--
Socioeconomically Disadvantaged	1070	9	0.84	99.16	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	417	31	7.43	92.57	6.45

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4253	31	0.73	99.27	6.45
Female	2043	9	0.44	99.56	--
Male	2210	22	1.00	99.00	9.09
American Indian or Alaska Native	12	0	--	100.00	--
Asian	1594	13	0.82	99.18	15.38
Black or African American	26	0	0.00	100.00	--
Filipino	43	0	0.00	100.00	--
Hispanic or Latino	770	9	1.17	98.83	--
Native Hawaiian or Pacific Islander	27	0	0.00	100.00	--
Two or More Races	332	1	0.30	99.70	--
White	1449	8	0.55		--
English Learners	389	10	2.57	97.43	--
Foster Youth	14	1	7.14	92.86	--
Homeless	32	0	0.00	100.00	--
Military	49	1	2.04	97.96	--
Socioeconomically Disadvantaged	1070	9	0.84	99.16	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	417	31	7.43	92.57	6.45

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

Harry C. Fulton Middle School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

Internet Access

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

2021-22 School Contact Information

School Name	Harry C. Fulton Middle School
Street	8778 El Lago Street
City, State, Zip	Fountain Valley, CA 92708
Phone Number	(714) 375-2816
Principal	Erin Bains
Email Address	bainse@fvsd.us
School Website	fulton.fvsd.us
County-District-School (CDS) Code	30-66498-6027916

2021-22 District Contact Information

District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Chuck Hinman, Ed.D.
Email Address	hinmanc@fvsd.us
District Website Address	www.fvsd.com

2021-22 School Overview

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 705 students attend Fulton Middle School the 2021-22 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, woodshop, 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 that 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

2021-22 School Overview

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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	222
Grade 7	257
Grade 8	262
Total Enrollment	741

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	0.1
Asian	50.2
Black or African American	0.1
Filipino	2
Hispanic or Latino	15.4
Native Hawaiian or Pacific Islander	0.7
Two or More Races	4.3
White	26
English Learners	4.9
Foster Youth	0.4
Homeless	0.1
Socioeconomically Disadvantaged	19
Students with Disabilities	9.2

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.1
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	30.1

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 7, 2021, 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. The 2021-22 school year is the first year of implementation of FVSD's newly-adopted Middle School Science and Middle School History programs.

Year and month in which the data were collected

October, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart & Winston Literature and Language Arts Adoption Year 2004	Yes	0.0%
Mathematics	McGraw Hill California Math Adoption Year 2016	Yes	0.0%
Science	Amplify Science Amplify CA Science Program Adoption Year 2021	Yes	0.0%
History-Social Science	McGraw Hill Impact: California Social Studies Adoption Year 2021	Yes	0.0%
Foreign Language	Prentice Hall Realidades Adoption Year 2010	Yes	0.0%
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Fulton Middle School was originally constructed in 1968, expanded in 1984, and underwent significant modernization during 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 field area. The most recent improvements to the school include the addition of air conditioning to all classrooms, the installation of new carpeting and wall dressings, and upgrades to campus infrastructure. In addition, upgrades were made to the technology in classrooms including classroom amplification systems, Viewsonic touch-screen displays, and a document camera. The facility strongly supports teaching and learning through its ample classrooms 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 2021-22 school year, additional cleaning measures have been implemented 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.

Year and month of the most recent FIT report

08/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	734	11	1.5	98.5	0
Female	349	4	1.15	98.85	--
Male	385	7	1.82	98.18	--
American Indian or Alaska Native	--	--	--	--	--
Asian	374	6	1.6	98.4	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	114	3	2.63	97.37	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	1	2.5	97.5	--
White	189	1	0.53	99.47	--
English Learners	40	2	5	95	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	145	3	2.07	97.93	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	76	11	14.47	85.53	0

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	734	11	1.50	98.50	9.09
Female	349	4	1.15	98.85	--
Male	385	7	1.82	98.18	--
American Indian or Alaska Native	--	--	--	--	--
Asian	374	6	1.60	98.40	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	114	3	2.63	97.37	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	1	2.50	97.50	--
White	189	1	0.53	99.47	--
English Learners	40	2	5.00	95.00	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	145	3	2.07	97.93	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	76	11	14.47	85.53	9.09

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

IXL Diagnostic Assessments for English Language Arts and Mathematics Student Groups	IXL Diagnostic Assessments for English Language Arts and Mathematics Total Enrollment	IXL Diagnostic Assessments for English Language Arts and Mathematics Number Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Not Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent At or Above Grade Level

All Students	733	711	97.00	3.00	76.23
Female	348	339	97.41	2.59	79.65
Male	385	372	96.62	3.38	73.12
American Indian or Alaska Native	--	--	--	--	--
Asian	371	363	97.84	2.16	86.78
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0	85.71
Hispanic or Latino	112	108	96.43	3.57	55.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	28	96.55	3.45	85.71
White	186	179	96.24	3.76	67.60
English Learners	40	36	90.00	10.00	25.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	143	136	95.10	4.90	63.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	66	49	74.24	25.76	40.82

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

IXL Diagnostic Assessments for English Language Arts and Mathematics Student Groups	IXL Diagnostic Assessments for English Language Arts and Mathematics Total Enrollment	IXL Diagnostic Assessments for English Language Arts and Mathematics Number Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Not Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent At or Above Grade Level
All Students	733	710	96.86	3.14	60.42
Female	348	339	97.41	2.59	61.06
Male	385	371	96.36	3.64	59.84
American Indian or Alaska Native	--	--	--	--	--
Asian	371	363	97.84	2.16	76.31
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	78.57

Hispanic or Latino	112	108	96.43	3.57	37.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	28	96.55	3.45	60.71
White	186	178	95.70	4.30	44.94
English Learners	40	36	90.00	10.00	27.78
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	143	131	91.61	8.39	52.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	66	49	74.24	25.76	24.49

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	256	NT	NT	NT	NT
Female	117	NT	NT	NT	NT
Male	139	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	114	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	44	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	21	NT	NT	NT	NT
White	70	NT	NT	NT	NT
English Learners	12	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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.fvds.us. The District's website (www.fvds.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!

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	753	745	95	12.8
Female	360	356	40	11.2
Male	393	389	55	14.1
American Indian or Alaska Native	1	1	0	0.0
Asian	377	374	18	4.8
Black or African American	1	1	0	0.0
Filipino	15	15	0	0.0
Hispanic or Latino	117	116	28	24.1
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	33	32	5	15.6
White	196	193	43	22.3
English Learners	45	45	10	22.2
Foster Youth	3	3	1	33.3
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	152	150	28	18.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	80	79	31	39.2

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.37	0.00	1.37	0.09	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.65	0.67	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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 2021-22 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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	5	7	9
Mathematics	26	6	5	10
Science				
Social Science	31	1	6	10

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	4	8	7
Mathematics	28	7	5	8
Science	31	1	10	5
Social Science	28	2	13	3

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	43		
Mathematics	12	41		
Science	13	39		
Social Science	13	39		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	741

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.6
Social Worker	0
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9098	2471	6627	86049
District	N/A	N/A	7324	\$91,477
Percent Difference - School Site and District	N/A	N/A	-10.0	-6.1
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-24.1	0.2

2020-21 Types of Services Funded

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,285	\$52,060
Mid-Range Teacher Salary	\$90,612	\$84,043
Highest Teacher Salary	\$111,791	\$107,043
Average Principal Salary (Elementary)	\$144,980	\$133,582
Average Principal Salary (Middle)	\$148,516	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$254,201	\$240,628
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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 2021-22 school year, Fulton staff participated in 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 2021-22 school year, teachers had the opportunity to participate in professional development related to the new curriculum in History and Science as well as ELA. These training have occurred in person as well as online.

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, and English 3D.
- * Technology Integration (1:1 chrome books in core content areas)
- * Content development around Depth & Complexity
- * The Irvine Math Project
- * Piloting of Science and History textbook; adoption
- * NGSS Workshops and unit development
- * The Irvine History Project
- * ELA grade-level curriculum development
- * Content area teams have developed common course curriculum maps and common assessments in order to better monitor student achievement and adapt/re-teach accordingly

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	

Fountain Valley School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Chuck Hinman, Ed.D.
Email Address	hinmanc@fvsd.us
District Website Address	www.fvsd.com

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4253	31	0.73	99.27	6.45
Female	2043	9	0.44	99.56	--
Male	2210	22	1.00	99.00	9.09
American Indian or Alaska Native	12	0	--	100.00	--
Asian	1594	13	0.82	99.18	0.00
Black or African American	26	0	0.00	100.00	--
Filipino	43	0	0.00	100.00	--
Hispanic or Latino	770	9	1.17	98.83	--
Native Hawaiian or Pacific Islander	27	0	0.00	100.00	--
Two or More Races	332	1	0.30	99.70	--
White	1449	8	0.55	99.45	--
English Learners	389	10	2.57	97.43	--
Foster Youth	14	1	7.14	92.86	--
Homeless	32	0	0.00	100.00	--
Military	49	1	2.04	97.96	--
Socioeconomically Disadvantaged	1070	9	0.84	99.16	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	417	31	7.43	92.57	6.45

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4253	31	0.73	99.27	6.45
Female	2043	9	0.44	99.56	--
Male	2210	22	1.00	99.00	9.09
American Indian or Alaska Native	12	0	--	100.00	--
Asian	1594	13	0.82	99.18	15.38
Black or African American	26	0	0.00	100.00	--
Filipino	43	0	0.00	100.00	--
Hispanic or Latino	770	9	1.17	98.83	--
Native Hawaiian or Pacific Islander	27	0	0.00	100.00	--
Two or More Races	332	1	0.30	99.70	--
White	1449	8	0.55		--
English Learners	389	10	2.57	97.43	--
Foster Youth	14	1	7.14	92.86	--
Homeless	32	0	0.00	100.00	--
Military	49	1	2.04	97.96	--
Socioeconomically Disadvantaged	1070	9	0.84	99.16	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	417	31	7.43	92.57	6.45

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

Robert Gisler Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

Internet Access

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

2021-22 School Contact Information

School Name	Robert Gisler Elementary School
Street	18720 Las Flores Street
City, State, Zip	Fountain Valley, CA 92708
Phone Number	(714) 378-4210
Principal	Teri Malpass
Email Address	malpasst@fvsd.us
School Website	gisler.fvsd.us
County-District-School (CDS) Code	30-66498-6027973

2021-22 District Contact Information

District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Chuck Hinman, Ed.D.
Email Address	hinmanc@fvsd.us
District Website Address	www.fvsd.us

2021-22 School Overview

Robert Gisler Elementary School is a TK-5 elementary school serving approximately 501 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 2021-22 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 that 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/daily communication by the principal and teachers builds a strong connection with the school. In weekly communication, parents are informed of upcoming events, student celebrations, and academic focuses.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	106
Grade 1	88
Grade 2	79
Grade 3	92
Grade 4	91
Grade 5	85
Total Enrollment	541

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
American Indian or Alaska Native	0.2
Asian	28.7
Black or African American	0.2
Filipino	0.7
Hispanic or Latino	18.7
Native Hawaiian or Pacific Islander	0.6
Two or More Races	11.5
White	38.3
English Learners	9.2
Foster Youth	0.2
Homeless	0.2
Socioeconomically Disadvantaged	23.1
Students with Disabilities	12

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.4
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	23.4

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 7, 2021, 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.

Year and month in which the data were collected

October, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin Harcourt Adoption Year 2002 (Medallion Upgrade 2012)	Yes	0.0%
Mathematics	Houghton-Mifflin Math Expressions Adoption Year 2015	Yes	0.0%
Science	Discovery Education CA NGSS Science Techbook Adoption Year 2021	Yes	0.0%
History-Social Science	Scott Foresman History-Social Science for California Adoption Year 2006	Yes	0.0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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. Measure O Projects were completed in Summer 2021.

COVID-19 Protocols:

Throughout the 2021-22 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 in 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.

Year and month of the most recent FIT report

08/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A/C Installation and ventilation upgrades needed - Measure O project scheduled Summer 2020 - Completed Summer 2021
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Planned deferred maintenance item - Roofs Measure O project scheduled Summer 2020 - Completed Summer 2021

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Future deferred maintenance item - Measure O project scheduled Summer 2020 - Completed Summer 2021
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Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	266	1	0.38	99.62	--
Female	128	1	0.78	99.22	--
Male	138	0	0	100	--
American Indian or Alaska Native	--	--	--	--	--
Asian	68	0	0	100	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	61	0	0	100	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	28	0	0	100	--
White	105	1	0.95	99.05	--
English Learners	24	0	0	100	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	67	0	0	100	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	1	2.27	97.73	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	266	1	0.38	99.62	--
Female	128	1	0.78	99.22	--
Male	138	0	0.00	100.00	--
American Indian or Alaska Native	--	--	--	--	--
Asian	68	0	0.00	100.00	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	61	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	28	0	0.00	100.00	--
White	105	1	0.95	99.05	--
English Learners	24	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	67	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	1	2.27	97.73	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

IXL Student Groups	IXL Total Enrollment	IXL Number Tested	IXL Percent Tested	IXL Percent Not Tested	IXL Percent At or Above Grade Level
All Students	264	264	100.00	0.00	75.00
Female	128	128	100.00	0.00	80.47
Male	136	136	100.00	0.00	69.85
American Indian or Alaska Native	--	--	--	--	--
Asian	66	66	100.00	0.00	78.79

Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	61	61	100.00	0.00	68.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	24	100.00	0.00	91.67
White	105	105	100.00	0.00	71.43
English Learners	24	24	100.00	0.00	41.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	67	67	100.00	0.00	52.24
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	40	40	100.00	0.00	30.00

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

IXL Student Groups	IXL Total Enrollment	IXL Number Tested	IXL Percent Tested	IXL Percent Not Tested	IXL Percent At or Above Grade Level
All Students	264	264	100.00	0.00	74.24
Female	128	128	100.00	0.00	78.91
Male	136	136	100.00	0.00	69.85
American Indian or Alaska Native	--	--	--	--	--
Asian	66	66	100.00	0.00	46.97
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	61	61	100.00	0.00	67.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	24	100.00	0.00	66.67
White	105	105	100.00	0.00	87.62
English Learners	24	24	100.00	0.00	62.50
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	67	67	100.00	0.00	61.19
Students Receiving Migrant Education Services	--	--	--	--	--

Students with Disabilities	40	40	100.00	0.00	35.00
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	83	NT	NT	NT	NT
Female	37	NT	NT	NT	NT
Male	46	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	24	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	21	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	31	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	22	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 jog-a-thon, talent show, and carnival

When volunteers are permitted, parent volunteers are always encouraged in 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 Gisler office at: (714) 378-4211 or visit the school website at www.gisler.fvgsd.us. The District's website (www.fvgsd.us) also provides a variety of resources and helpful information for parents, students, and community members.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	554	545	28	5.1
Female	269	264	7	2.7
Male	285	281	21	7.5
American Indian or Alaska Native	1	1	1	100.0
Asian	155	152	3	2.0
Black or African American	1	1	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	103	100	7	7.0
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	63	63	0	0.0
White	213	210	15	7.1
English Learners	59	58	5	8.6
Foster Youth	1	1	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	133	132	14	10.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	78	77	10	13.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.18	0.18	1.37	0.09	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.52	0.67	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.18	0.00
Female	0.00	0.00
Male	0.35	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.97	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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.

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.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	4	
1	28		3	
2	28		3	
3	28		3	
4	33		1	1
5	25	1	3	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28		4	
1	27		3	
2	40		2	1
3	29		3	
4	29		3	
5	34			2
6				
Other	15	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	3	3	
1	24		3	
2	12	4	2	
3	19	2	2	
4	14	3	2	
5	23	1	2	
6				
Other	16	4	3	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.4
Social Worker	0
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11380	3676	7704	95521
District	N/A	N/A	7324	\$91,477
Percent Difference - School Site and District	N/A	N/A	5.1	4.3
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-9.2	10.6

2020-21 Types of Services Funded

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,285	\$52,060
Mid-Range Teacher Salary	\$90,612	\$84,043
Highest Teacher Salary	\$111,791	\$107,043
Average Principal Salary (Elementary)	\$144,980	\$133,582
Average Principal Salary (Middle)	\$148,516	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$254,201	\$240,628
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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 2021-22 school year, teachers will participate in professional development related to the new Discovery Science adoption. 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 calibration led by Gisler's Site Lead
- * Response to intervention (RTI)
- * Coaching with TOSA support both in ELA and Math
- * CGI Cognitively Guided Instruction and support with the 5-part lesson structure
- * ST Math
- * School Leadership Team
- * Collaborative planning and peer observations
- * Technology Integration
- * Professional Learning Communities
- * California State Standards Implementation- vertical articulation

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	4

Fountain Valley School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Chuck Hinman, Ed.D.
Email Address	hinmanc@fvsd.us
District Website Address	www.fvsd.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4253	31	0.73	99.27	6.45
Female	2043	9	0.44	99.56	--
Male	2210	22	1.00	99.00	9.09
American Indian or Alaska Native	12	0	--	100.00	--
Asian	1594	13	0.82	99.18	0.00
Black or African American	26	0	0.00	100.00	--
Filipino	43	0	0.00	100.00	--
Hispanic or Latino	770	9	1.17	98.83	--
Native Hawaiian or Pacific Islander	27	0	0.00	100.00	--
Two or More Races	332	1	0.30	99.70	--
White	1449	8	0.55	99.45	--
English Learners	389	10	2.57	97.43	--
Foster Youth	14	1	7.14	92.86	--
Homeless	32	0	0.00	100.00	--
Military	49	1	2.04	97.96	--
Socioeconomically Disadvantaged	1070	9	0.84	99.16	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	417	31	7.43	92.57	6.45

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4253	31	0.73	99.27	6.45
Female	2043	9	0.44	99.56	--
Male	2210	22	1.00	99.00	9.09
American Indian or Alaska Native	12	0	--	100.00	--
Asian	1594	13	0.82	99.18	15.38
Black or African American	26	0	0.00	100.00	--
Filipino	43	0	0.00	100.00	--
Hispanic or Latino	770	9	1.17	98.83	--
Native Hawaiian or Pacific Islander	27	0	0.00	100.00	--
Two or More Races	332	1	0.30	99.70	--
White	1449	8	0.55		--
English Learners	389	10	2.57	97.43	--
Foster Youth	14	1	7.14	92.86	--
Homeless	32	0	0.00	100.00	--
Military	49	1	2.04	97.96	--
Socioeconomically Disadvantaged	1070	9	0.84	99.16	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	417	31	7.43	92.57	6.45

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

Kazuo Masuda Middle School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

Internet Access

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

2021-22 School Contact Information

School Name	Kazuo Masuda Middle School
Street	17415 Los Jardines West
City, State, Zip	Fountain Valley, CA 92708
Phone Number	(714) 378-4250
Principal	Jennifer Morgan
Email Address	morganj@fvsd.us
School Website	masuda.fvsd.us
County-District-School (CDS) Code	30-66498-6094627

2021-22 District Contact Information

District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Chuck Hinman, Ed.D.
Email Address	hinmanc@fvsd.us
District Website Address	www.fvsd.us

2021-22 School Overview

Kazuo Masuda Middle School, located in Fountain Valley, California, has a proud tradition of providing a world-class education for students for over forty years. Thanks to Measure O funding approved by the Fountain Valley community in 2016, the Masuda campus underwent significant renovations that improved infrastructure and updated amenities in classrooms completed in the fall of 2019. Masuda is home to a diverse student population of approximately 750 students with 51% of students identifying as Asian, 20% of students identifying as White, 19% of students identifying as Hispanic, and 8% of students identifying as Multi-ethnic. In addition, 14% of Masuda's students are identified as English Learners, 19% of Masuda students are identified as socio-economically disadvantaged, and 6% of students attending Masuda Middle School receive special education services.

Masuda has received multiple awards including being recognized as a California Distinguished School (2009 and 2019), and a California Gold Ribbon School (2015). We are fortunate to have a staff of 32 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 an enriched educational and social environment for our middle school students.

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 Monarchs. We highly encourage our parents to assist their children by monitoring their daily progress and being 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	231
Grade 7	273
Grade 8	285
Total Enrollment	789

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.3
Asian	52.5
Black or African American	1
Filipino	1.8
Hispanic or Latino	17.5
Native Hawaiian or Pacific Islander	0.6
Two or More Races	4.1
White	20.9
English Learners	11.9
Foster Youth	0.3
Homeless	0.4
Socioeconomically Disadvantaged	33.3
Students with Disabilities	7

A. Conditions of Learning

State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.9
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	30.9

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 7, 2021, 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.

Year and month in which the data were collected

October, 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart & Winston Literature and Language Arts Adoption Year 2004	Yes	0.0%
Mathematics	McGraw Hill California Math Adoption Year 2016	Yes	0.0%
Science	Amplify Science Amplify CA Science Program Adoption Year 2021	Yes	0.0%
History-Social Science	McGraw Hill Impact: California Social Studies Adoption Year 2021	Yes	0.0%
Foreign Language	Prentice Hall Realidades Adoption Year 2010	Yes	0.0%
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Masuda Middle School was originally constructed in 1975 and was most recently modernized in 2019. The campus is currently comprised of 32 classrooms, a library, a home economics class, a woodshop, 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.

COVID-19 Protocols:

Throughout the 2021-22 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, 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.

Year and month of the most recent FIT report

08/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	793	2	0.25	99.75	--
Female	383	0	0	100	--
Male	410	2	0.49	99.51	--
American Indian or Alaska Native	--	--	--	--	--
Asian	414	1	0.24	99.76	--
Black or African American	--	--	--	--	--
Filipino	12	0	0	100	--
Hispanic or Latino	139	1	0.72	99.28	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	0	0	100	--
White	167	0	0	100	--
English Learners	86	1	1.16	98.84	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	18	0	0	100	--
Socioeconomically Disadvantaged	269	0	0	100	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	2	3.85	96.15	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	793	2	0.25	99.75	--
Female	383	0	0.00	100.00	--
Male	410	2	0.49	99.51	--
American Indian or Alaska Native	--	--	--	--	--
Asian	414	1	0.24	99.76	--
Black or African American	--	--	--	--	--
Filipino	12	0	0.00	100.00	--
Hispanic or Latino	139	1	0.72	99.28	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	0	0.00	100.00	--
White	167	0	0.00	100.00	--
English Learners	86	1	1.16	98.84	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	18	0	0.00	100.00	--
Socioeconomically Disadvantaged	269	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	2	3.85	96.15	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

IXL Student Groups	IXL Total Enrollment	IXL Number Tested	IXL Percent Tested	IXL Percent Not Tested	IXL Percent At or Above Grade Level
All Students	787	786	99.87	0.13	66.41
Female	381	381	100.00	0.00	70.34
Male	406	405	99.75	0.25	62.72
American Indian or Alaska Native	--	--	--	--	--
Asian	414	414	100.00	0.00	80.19

Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	91.67
Hispanic or Latino	135	134	99.26	0.74	41.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	31	100.00	0.00	70.97
White	166	166	100.00	0.00	53.61
English Learners	86	86	100.00	0.00	27.91
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	13	13	100.00	0.00	38.46
Socioeconomically Disadvantaged	261	261	100.00	0.00	56.70
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	57	57	100.00	0.00	17.54

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

IXL Student Groups	IXL Total Enrollment	IXL Number Tested	IXL Percent Tested	IXL Percent Not Tested	IXL Percent At or Above Grade Level
All Students	787	785	99.75	0.25	63.18
Female	381	380	99.74	0.26	67.11
Male	406	405	99.75	0.25	59.51
American Indian or Alaska Native	--	--	--	--	--
Asian	414	414	100.00	0.00	77.78
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	91.67
Hispanic or Latino	135	134	99.26	0.74	38.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	31	100	0.00	45.16
White	166	165	99.40	0.60	50.30
English Learners	86	86	100.00	0.00	32.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	13	13	100.00	0.00	84.62
Socioeconomically Disadvantaged	261	261	100.00	0.00	55.56
Students Receiving Migrant Education Services	--	--	--	--	--

Students with Disabilities	57	57	100.00	0.00	14.04
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	285	NT	NT	NT	NT
Female	138	NT	NT	NT	NT
Male	147	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	147	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	46	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	NT	NT	NT	NT
White	61	NT	NT	NT	NT
English Learners	30	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	17	NT	NT	NT	NT
Socioeconomically Disadvantaged	95	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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. While the PTSO meetings are still held via Zoom at this time, the organization has still managed to host dine outs, fundraise, and support student activities and classroom supplies. School dances and a Jog-a-thon are tentatively scheduled for Spring.

Other opportunities for parent involvement include serving on our School Site Council, the English Learner Advisory Committee, or the district-level LCAP Leadership Team.

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.fvzd.us. The District's website (www.fvzd.us) also provides a variety of resources and helpful information for parents, students, and community members.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	805	803	82	10.2
Female	387	386	39	10.1
Male	418	417	43	10.3
American Indian or Alaska Native	2	2	0	0.0
Asian	416	415	10	2.4
Black or African American	8	8	0	0.0
Filipino	14	14	1	7.1
Hispanic or Latino	144	143	29	20.3
Native Hawaiian or Pacific Islander	6	6	0	0.0
Two or More Races	33	33	8	24.2
White	170	170	31	18.2
English Learners	99	99	18	18.2
Foster Youth	4	4	3	75.0
Homeless	6	6	4	66.7
Socioeconomically Disadvantaged	285	285	53	18.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	62	61	14	23.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.05	0.25	1.37	0.09	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.47	0.67	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.25	0.00
Female	0.00	0.00
Male	0.48	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.24	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.69	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.01	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.35	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.23	0.00

2021-22 School Safety Plan

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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	6	13	5
Mathematics	26	3	16	3
Science	11	1		
Social Science	28	2	13	5

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	7	13	4
Mathematics	29	4	12	6
Science	30	1	9	8
Social Science	28	2	13	4

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	43		
Mathematics	13	41		
Science	13	41		
Social Science	13	41		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	789

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.6
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8607	2185	6422	90225
District	N/A	N/A	7324	\$91,477
Percent Difference - School Site and District	N/A	N/A	-13.1	-1.4
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-27.2	5.0

2020-21 Types of Services Funded

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,285	\$52,060
Mid-Range Teacher Salary	\$90,612	\$84,043
Highest Teacher Salary	\$111,791	\$107,043
Average Principal Salary (Elementary)	\$144,980	\$133,582
Average Principal Salary (Middle)	\$148,516	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$254,201	\$240,628
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Staff development is a priority in the Fountain Valley School District. We value the impact highly-skilled instructors have on student achievement. Two 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 during or after the school day throughout the school year.

For the 2021-22 school year, teachers had opportunities to attend professional development in wellness, mental health, depth and complexity, and content specific training. 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 – Fountas & Pinnell Leveled Literacy
- * Technology Integration (1:1 chrome books and online curricula)
- * Content development around Depth & Complexity
- * The Irvine Math Project and math unit development
- * 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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	4

Fountain Valley School District 2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Chuck Hinman, Ed.D.
Email Address	hinmanc@fvsd.us
District Website Address	www.fvsd.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4253	31	0.73	99.27	6.45
Female	2043	9	0.44	99.56	--
Male	2210	22	1.00	99.00	9.09
American Indian or Alaska Native	12	0	--	100.00	--
Asian	1594	13	0.82	99.18	0.00
Black or African American	26	0	0.00	100.00	--
Filipino	43	0	0.00	100.00	--
Hispanic or Latino	770	9	1.17	98.83	--
Native Hawaiian or Pacific Islander	27	0	0.00	100.00	--
Two or More Races	332	1	0.30	99.70	--
White	1449	8	0.55	99.45	--
English Learners	389	10	2.57	97.43	--
Foster Youth	14	1	7.14	92.86	--
Homeless	32	0	0.00	100.00	--
Military	49	1	2.04	97.96	--
Socioeconomically Disadvantaged	1070	9	0.84	99.16	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	417	31	7.43	92.57	6.45

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4253	31	0.73	99.27	6.45
Female	2043	9	0.44	99.56	--
Male	2210	22	1.00	99.00	9.09
American Indian or Alaska Native	12	0	--	100.00	--
Asian	1594	13	0.82	99.18	15.38
Black or African American	26	0	0.00	100.00	--
Filipino	43	0	0.00	100.00	--
Hispanic or Latino	770	9	1.17	98.83	--
Native Hawaiian or Pacific Islander	27	0	0.00	100.00	--
Two or More Races	332	1	0.30	99.70	--
White	1449	8	0.55		--
English Learners	389	10	2.57	97.43	--
Foster Youth	14	1	7.14	92.86	--
Homeless	32	0	0.00	100.00	--
Military	49	1	2.04	97.96	--
Socioeconomically Disadvantaged	1070	9	0.84	99.16	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	417	31	7.43	92.57	6.45

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

William T. Newland Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

Internet Access

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

2021-22 School Contact Information

School Name	William T. Newland Elementary School
Street	8787 Dolphin Street
City, State, Zip	Huntington Beach, CA 92646
Phone Number	(714) 378-4200
Principal	Chris Mullin
Email Address	mullinc@fvsd.us
School Website	newland.fvsd.us
County-District-School (CDS) Code	30-66498-6027999

2021-22 District Contact Information

District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Chuck Hinman, Ed.D.
Email Address	hinmanc@fvsd.us
District Website Address	www.fvsd.us

2021-22 School Overview

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 in their areas of expertise. Staff participates 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.

2021-22 School Overview

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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	76
Grade 2	82
Grade 3	95
Grade 4	89
Grade 5	81
Total Enrollment	501

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.5
Male	57.5
Asian	14.2
Black or African American	0.2
Filipino	0.4
Hispanic or Latino	14.4
Native Hawaiian or Pacific Islander	0.4
Two or More Races	10.6
White	57.7
English Learners	4.6
Foster Youth	0.6
Homeless	0.4
Socioeconomically Disadvantaged	16
Students with Disabilities	12.8

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.4
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	28.4

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 7, 2021, 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.

Year and month in which the data were collected

October, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin Harcourt Adoption Year 2002 (Medallion Upgrade 2012)	Yes	0.0%
Mathematics	Houghton-Mifflin Math Expressions Adoption Year 2015	Yes	0.0%
Science	Discovery Education CA NGSS Science Techbook Adoption Year 2021	Yes	0.0%
History-Social Science	Scott Foresman History-Social Science for California Adoption Year 2006	Yes	0.0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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. During the 2021-22 school year, the Newland campus is undergoing significant modernization supported by Measure O school bond funding.

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. Measure O Project is in progress.

COVID-19 Protocols:

Throughout the 2021-22 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 in 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.

Year and month of the most recent FIT report

08/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A/C Installation and ventilation upgrades needed - Measure O project scheduled Summer 2021 - In Progress
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Planned deferred maintenance item - Roofs Measure O project scheduled Summer 2021 - In Progress
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs		X	Planned deferred maintenance item - Roofs Measure O project scheduled Summer 2021 - In Progress
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	Future deferred maintenance item - Measure O project scheduled Summer 2021 - In Progress

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	260	13	5	95	0
Female	110	4	3.64	96.36	--
Male	150	9	6	94	--
American Indian or Alaska Native	0	0	0	0	0
Asian	42	5	11.9	88.1	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	32	4	12.5	87.5	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	0	0	100	--
White	162	4	2.47	97.53	--
English Learners	11	5	45.45	54.55	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	45	5	11.11	88.89	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	13	30.95	69.05	0

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	260	13	5.00	95.00	7.69
Female	110	4	3.64	96.36	--
Male	150	9	6.00	94.00	--
American Indian or Alaska Native	0	0	0	0	0
Asian	42	5	11.90	88.10	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	32	4	12.50	87.50	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	0	0.00	100.00	--
White	162	4	2.47	97.53	--
English Learners	11	5	45.45	54.55	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	45	5	11.11	88.89	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	13	30.95	69.05	7.69

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

IXL Diagnostic Assessments for English Language Arts and Mathematics Student Groups	IXL Diagnostic Assessments for English Language Arts and Mathematics Total Enrollment	IXL Diagnostic Assessments for English Language Arts and Mathematics Number Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Not Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent At or Above Grade Level

All Students	257	234	91.05	8.95	81.62
Female	109	101	92.66	7.34	83.17
Male	148	133	89.86	10.14	80.45
American Indian or Alaska Native	--	--	--	--	--
Asian	42	34	80.95	19.05	82.35
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	25	78.13	21.88	76.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	84.21
White	131	153	95.63	4.97	81.70
English Learners	11	6	54.55	45.45	33.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	45	39	86.67	13.33	66.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	16	41.03	58.97	50.00

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

IXL Diagnostic Assessments for English Language Arts and Mathematics Student Groups	IXL Diagnostic Assessments for English Language Arts and Mathematics Total Enrollment	IXL Diagnostic Assessments for English Language Arts and Mathematics Number Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Not Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent At or Above Grade Level
All Students	257	234	91.05	8.95	82.91
Female	109	101	92.66	7.34	79.21
Male	148	133	89.86	10.14	85.71
American Indian or Alaska Native	--	--	--	--	--
Asian	42	34	80.95	19.05	91.18
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--

Hispanic or Latino	32	25	78.13	21.88	76.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	84.21
White	161	153	95.03	4.97	82.35
English Learners	11	6	54.55	45.45	50.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	43	39	86.67	13.33	66.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	16	41.03	58.97	62.50

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	72	NT	NT	NT	NT
Female	24	NT	NT	NT	NT
Male	48	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	53	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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.fvsd.us. There you can also find additional information about PTA connections and events. The District's website (www.fvsd.us) also provides a variety of resources and helpful information for parents, students, and community members. Due to the COVID-19 pandemic, many of the typical parent involvement activities were compromised during the 2020-21 school year.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	518	509	40	7.9
Female	219	214	13	6.1
Male	299	295	27	9.2
American Indian or Alaska Native	0	0	0	0.0
Asian	75	75	6	8.0
Black or African American	1	1	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	74	73	11	15.1
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	54	53	2	3.8
White	298	292	20	6.8
English Learners	27	27	5	18.5
Foster Youth	3	3	1	33.3
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	86	84	16	19.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	79	75	16	21.3

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.76	0.00	1.37	0.09	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.18	0.67	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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 2021-22 school year.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	28		3	
2	30		3	
3	24		3	
4	30		2	
5	24	1	3	
6				
Other	8	2		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28		4	
1	25		3	
2	27		3	
3	29		3	
4	46		1	1
5	30		2	
6				
Other	12	3	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	
1	16	2	2	
2	23	1	2	
3	18	2	2	
4	18	2	2	
5	21	1	2	
6				
Other	15	4	3	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.2
Social Worker	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11260	3674	7586	89732
District	N/A	N/A	7324	\$91,477
Percent Difference - School Site and District	N/A	N/A	3.5	-1.9
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-10.7	4.4

2020-21 Types of Services Funded

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,285	\$52,060
Mid-Range Teacher Salary	\$90,612	\$84,043
Highest Teacher Salary	\$111,791	\$107,043
Average Principal Salary (Elementary)	\$144,980	\$133,582
Average Principal Salary (Middle)	\$148,516	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$254,201	\$240,628
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	4

Fountain Valley School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Chuck Hinman, Ed.D.
Email Address	hinmanc@fvsd.us
District Website Address	www.fvsd.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4253	31	0.73	99.27	6.45
Female	2043	9	0.44	99.56	--
Male	2210	22	1.00	99.00	9.09
American Indian or Alaska Native	12	0	--	100.00	--
Asian	1594	13	0.82	99.18	0.00
Black or African American	26	0	0.00	100.00	--
Filipino	43	0	0.00	100.00	--
Hispanic or Latino	770	9	1.17	98.83	--
Native Hawaiian or Pacific Islander	27	0	0.00	100.00	--
Two or More Races	332	1	0.30	99.70	--
White	1449	8	0.55	99.45	--
English Learners	389	10	2.57	97.43	--
Foster Youth	14	1	7.14	92.86	--
Homeless	32	0	0.00	100.00	--
Military	49	1	2.04	97.96	--
Socioeconomically Disadvantaged	1070	9	0.84	99.16	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	417	31	7.43	92.57	6.45

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4253	31	0.73	99.27	6.45
Female	2043	9	0.44	99.56	--
Male	2210	22	1.00	99.00	9.09
American Indian or Alaska Native	12	0	--	100.00	--
Asian	1594	13	0.82	99.18	15.38
Black or African American	26	0	0.00	100.00	--
Filipino	43	0	0.00	100.00	--
Hispanic or Latino	770	9	1.17	98.83	--
Native Hawaiian or Pacific Islander	27	0	0.00	100.00	--
Two or More Races	332	1	0.30	99.70	--
White	1449	8	0.55		--
English Learners	389	10	2.57	97.43	--
Foster Youth	14	1	7.14	92.86	--
Homeless	32	0	0.00	100.00	--
Military	49	1	2.04	97.96	--
Socioeconomically Disadvantaged	1070	9	0.84	99.16	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	417	31	7.43	92.57	6.45

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

Isojiro Oka Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

Internet Access

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

2021-22 School Contact Information

School Name	Isojiro Oka Elementary School
Street	9800 Yorktown Avenue
City, State, Zip	Huntington Beach, CA 92646
Phone Number	(714) 378-4260
Principal	Julie Ballesteros
Email Address	ballesterosj@fvsd.us
School Website	oka.fvsd.us
County-District-School (CDS) Code	30-66498-6068605

2021-22 District Contact Information

District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Chuck Hinman, Ed.D.
Email Address	hinmanc@fvsd.us
District Website Address	www.fvsd.us

2021-22 School Overview

Oka Elementary School is a 2021 National Blue Ribbon -Title I school serving over 500 students in grades TK-5 in the Fountain Valley School District. The Oka Wolfpack community of students, staff, and families is a devoted team that is committed to giving everything they have to support the success of each student. As a school community, we reflect the true meaning of Rudyard Kipling's quote, displayed on our campus walls. "For the strength of the pack is the wolf, and the strength of the wolf is the pack." Based upon the latest CAASPP test results, 70% of Oka's students are performing at grade level or above in ELA, and 79% of students are performing at grade level or above in math. Over the first five years of taking the Smarter Balanced Assessment, these scores demonstrate an 8% gain in achievement in ELA and a remarkable 21% gain in achievement in math.

The Oka school community consists of a highly dedicated staff who continuously works to provide our students with an outstanding program in a supportive environment. We take pride in our belief that every child can be successful and show our commitment by providing various educational opportunities that help all students to access their full potential. The staff actively encourages a growth mindset in our classrooms and throughout our school campus. Our teachers, staff, and administrators continuously act on the principle that students come first and the belief that school is not only about the educational opportunities and experiences, but is also about building memories that will last a lifetime.

In addition, our parent community consists of families who are fully dedicated to ensuring their students have access to an exceptional educational program. Across our school campus, parents regularly volunteer time to read with students, help with small group instruction, or support teachers in preparing instructional materials. These human connections and the relationships that grow over the course of a school year between students, staff, and parents, support the development of a well-rounded child. These opportunities leave lasting impressions on students, who are able to observe firsthand that the adults around them care deeply about their well-being and overall success in school.

Oka has a number of key strategies that have been implemented to support the academic, social and emotional, physical, artistic, and cultural well-being of our students. With regard to our instructional program, teachers have been trained in Cognitively Guided Instruction (CGI), Balanced Literacy, Fountas & Pinnell (F&P) Reading Assessments, which are commonly referred to as our Signature Practices. While all three are important, the implementation of F&P reading assessments has greatly impacted the instruction within the school. Teachers know their students as readers better than ever before and are able to provide each student with the most appropriate instruction to further develop her/his reading skills. Teachers are

2021-22 School Overview

instructional more diagnostic and prescriptive, which plays a significant role in student growth. We are tremendously confident that the ongoing work in these areas will further drive positive student outcomes at Oka, while also helping us to further refine and articulate a cohesive instructional core.

One of the unique programs at Oka that also contributes to the social, emotional, and behavioral well-being of our students, and also promotes a strong school culture, is the implementation of The Wolfpack Way! The Wolfpack Way is focused on everyone at Oka, Being Responsible, Being Safe, & Being Respectful. The Wolfpack Way provides clear examples of positive behavior for students, systems for student support, as well as a foundation for students to improve, grow, and own their futures as life-long learners.

Oka has earned the honor of National Blue Ribbon and California Gold Ribbon and California Distinguished School in the past. These awards have helped to validate the work we have been doing, while also pushing us to strive for more. We will continue our commitment to building strong school culture and effective practices to best serve the diverse needs of our school community.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	106
Grade 1	78
Grade 2	67
Grade 3	85
Grade 4	100
Grade 5	67
Total Enrollment	503

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
American Indian or Alaska Native	0.2
Asian	12.5
Black or African American	0.8
Filipino	0.2
Hispanic or Latino	28.8
Native Hawaiian or Pacific Islander	0.8
Two or More Races	8.7
White	45.3
English Learners	5
Foster Youth	0.2
Socioeconomically Disadvantaged	25.4
Students with Disabilities	9.3

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.8
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	20.8

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

October, 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin Harcourt Adoption Year 2002 (Medallion Upgrade 2012)	Yes	0.0%
Mathematics	Houghton-Mifflin Math Expressions Adoption Year 2015	Yes	0.0%
Science	Discovery Education CA NGSS Science Techbook Adoption Year 2021	Yes	0.0%
History-Social Science	Scott Foresman History-Social Science for California Adoption Year 2006	Yes	0.0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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 library, and a spacious playground. Recent upgrades to the school include the 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. Measure O project is in progress and will be completed in Summer 2022.

COVID-19 Protocols:

Throughout the 2021-22 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.

Year and month of the most recent FIT report

08/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Planned deferred maintenance item - Roofs Measure O project completed Summer 2021
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Future deferred maintenance item - Measure O project scheduled Summer 2021 - Summer 2022

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	255	1	0.39	99.61	--
Female	128	0	0	100	--
Male	127	1	0.79	99.21	--
American Indian or Alaska Native	0	0	0	0	0
Asian	35	0	0	100	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	68	1	1.47	98.53	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	0	0	100	--
White	122	0	0	100	--
English Learners	16	1	6.25	93.75	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	71	0	0	100	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	1	2.78	97.22	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	255	1	0.39	99.61	--
Female	128	0	0.00	100.00	--
Male	127	1	0.79	99.21	--
American Indian or Alaska Native	0	0	0	0	0
Asian	35	0	0.00	100.00	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	68	1	1.47	98.53	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	0	0.00	100.00	--
White	122	0	0.00	100.00	--
English Learners	16	1	6.25	93.75	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	71	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	1	2.78	97.22	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

IXL Diagnostic Assessments for English Language Arts and Mathematics Student Groups	IXL Diagnostic Assessments for English Language Arts and Mathematics Total Enrollment	IXL Diagnostic Assessments for English Language Arts and Mathematics Number Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Not Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent At or Above Grade Level

All Students	253	246	97.23	2.77	78.46
Female	128	121	94.53	5.47	83.47
Male	125	125	100.00	0.00	73.60
American Indian or Alaska Native	--	--	--	--	--
Asian	35	34	97.14	2.86	91.18
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	64	96.97	3.03	76.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	20	95.24	4.76	75.00
White	122	119	97.54	2.46	77.31
English Learners	15	13	86.67	13.33	46.15
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	70	65	92.86	7.14	63.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	26	92.86	7.14	42.31

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

IXL Diagnostic Assessments for English Language Arts and Mathematics Student Groups	IXL Diagnostic Assessments for English Language Arts and Mathematics Total Enrollment	IXL Diagnostic Assessments for English Language Arts and Mathematics Number Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Not Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent At or Above Grade Level
All Students	253	250	98.81	1.19	78.40
Female	128	126	98.44	1.56	80.16
Male	125	124	99.20	0.80	76.61
American Indian or Alaska Native	--	--	--	--	--
Asian	35	35	100.00	2.86	88.57
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--

Hispanic or Latino	66	66	100.00	0.00	71.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	20	95.24	4.76	80.00
White	122	120	98.36	1.64	78.33
English Learners	15	15	100.00	0.00	46.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	70	67	95.71	4.29	61.19
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	26	92.86	7.14	46.15

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	NT	NT	NT	NT
Female	36	NT	NT	NT	NT
Male	33	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	12	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	16	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	34	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	20	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 the COVID-19 pandemic, many of the typical parent involvement activities were not able to be conducted during the 2021-22 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.fvsd.us. There, you will also find further information for various PTO connections and events. The District's website at: www.fvsd.us also provides a variety of resources and helpful information for parents, students, and community members.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	530	521	58	11.1
Female	244	240	30	12.5
Male	286	281	28	10.0
American Indian or Alaska Native	1	1	0	0.0
Asian	65	65	1	1.5
Black or African American	4	4	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	152	152	23	15.1
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	46	45	5	11.1
White	243	235	26	11.1
English Learners	35	35	5	14.3
Foster Youth	1	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	144	142	28	19.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	67	66	8	12.1

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.40	0.19	1.37	0.09	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.20	0.67	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.19	0.00
Female	0.00	0.00
Male	0.35	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.41	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.49	0.00

2021-22 School Safety Plan

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 2021-22 school year, Oka staff participated in professional development related to ensuring 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 earthquakes, fires, weather-related, and lockdowns. 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 2021-22 school year.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29		2	
1	25		3	
2	29		3	
3	30		2	
4	27		2	
5	26	1	3	
6				
Other	14	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	28		2	
2	25		3	
3	29		3	
4	30		2	
5	34			2
6				
Other	15	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	3	
1	34		2	1
2	22	1	2	
3	22	1	2	
4	21	2	2	
5	12	3	2	
6				
Other	12	4	1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.4
Social Worker	0
Speech/Language/Hearing Specialist	1.1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12285	4173	8112	85418
District	N/A	N/A	7324	\$91,477
Percent Difference - School Site and District	N/A	N/A	10.2	-6.9
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-4.0	-0.5

2020-21 Types of Services Funded

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,285	\$52,060
Mid-Range Teacher Salary	\$90,612	\$84,043
Highest Teacher Salary	\$111,791	\$107,043
Average Principal Salary (Elementary)	\$144,980	\$133,582
Average Principal Salary (Middle)	\$148,516	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$254,201	\$240,628
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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 2021-22 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	4

Fountain Valley School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Chuck Hinman, Ed.D.
Email Address	hinmanc@fvsd.us
District Website Address	www.fvsd.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4253	31	0.73	99.27	6.45
Female	2043	9	0.44	99.56	--
Male	2210	22	1.00	99.00	9.09
American Indian or Alaska Native	12	0	--	100.00	--
Asian	1594	13	0.82	99.18	0.00
Black or African American	26	0	0.00	100.00	--
Filipino	43	0	0.00	100.00	--
Hispanic or Latino	770	9	1.17	98.83	--
Native Hawaiian or Pacific Islander	27	0	0.00	100.00	--
Two or More Races	332	1	0.30	99.70	--
White	1449	8	0.55	99.45	--
English Learners	389	10	2.57	97.43	--
Foster Youth	14	1	7.14	92.86	--
Homeless	32	0	0.00	100.00	--
Military	49	1	2.04	97.96	--
Socioeconomically Disadvantaged	1070	9	0.84	99.16	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	417	31	7.43	92.57	6.45

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4253	31	0.73	99.27	6.45
Female	2043	9	0.44	99.56	--
Male	2210	22	1.00	99.00	9.09
American Indian or Alaska Native	12	0	--	100.00	--
Asian	1594	13	0.82	99.18	15.38
Black or African American	26	0	0.00	100.00	--
Filipino	43	0	0.00	100.00	--
Hispanic or Latino	770	9	1.17	98.83	--
Native Hawaiian or Pacific Islander	27	0	0.00	100.00	--
Two or More Races	332	1	0.30	99.70	--
White	1449	8	0.55		--
English Learners	389	10	2.57	97.43	--
Foster Youth	14	1	7.14	92.86	--
Homeless	32	0	0.00	100.00	--
Military	49	1	2.04	97.96	--
Socioeconomically Disadvantaged	1070	9	0.84	99.16	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	417	31	7.43	92.57	6.45

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

Urbain H. Plavan Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

Internet Access

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

2021-22 School Contact Information

School Name	Urbain H. Plavan Elementary School
Street	9675 Warner Ave.
City, State, Zip	Fountain Valley, CA 92708
Phone Number	(714) 378-4230
Principal	Patrick Ham, Ed.D.
Email Address	hamp@fvsd.us
School Website	www.plavan.fvsd.us
County-District-School (CDS) Code	30-66498-6085278

2021-22 District Contact Information

District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Chuck Hinman, Ed.D.
Email Address	hinmanc@fvsd.us
District Website Address	www.fvsd.us

2021-22 School Overview

Urbain H. Plavan Elementary School, located in Fountain Valley, CA is a vibrant school that is home to a diverse community of approximately 520 students. Our student body reflects the multicultural fabric of our state and local community, as 49% of students identify as Asian, 17% identify as White, 16% identify as Hispanic, and 16% identify as Multi-ethnic. In addition, 23% of Plavan's students are identified as English Learners, 24% of students are identified as socio-economically disadvantaged, and 3% of students attending Plavan Elementary School receive special education services.

We believe the outstanding reputation we have earned is a testament to Plavan's tradition of academic excellence, commitment to supporting the whole child, and inclusive school practices. Academic excellence at Plavan is reflected in our student achievement data with 78.2% of our students being proficient or advanced in math and language arts. We credit our success to high expectations, rigorous standards, meaningfully differentiated curricula, a nurturing environment, and a strong home-school connection.

To ensure our success for ALL students, our school program has become increasingly more data-driven. 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. Equally important, our teachers take time to know each individual student and learn more about personal strengths and interests in order to bring the curriculum to life and inspire a love of learning. Our community consists of dedicated professional educators, visionary leaders, and supportive families that all share the common goal of supporting children in achieving their individual potential. Teachers are dedicated to meeting students where they are and providing the differentiated instruction, resources, and support necessary to take them to the next level and beyond. Our school motto of "Educating the Mind and the Heart" permeates everything we do. Both a genuine love for students and unparalleled dedication to the development of the whole child are at the core of our belief system. All staff members, from the principal to the custodian, are committed to the academic, personal, and social development of each unique child based on the following core values:

Love ALL STUDENTS!!!
Focus on the "whole" child
Instructional consistency & alignment
Teamwork & Collaboration
Be a Learner

2021-22 School Overview

Be Data-Driven

Academically, the Plavan community will:

- * Create an environment where all students are given opportunities to be successful to the best of their abilities
- * Implement consistent, academic programs that will be cohesive across all grade levels
- * Take ownership and responsibility for teaching and learning
- * Share in critical thinking, communication, collaboration, and creativity through our school-wide programs and curriculum in preparation for 21st-century learning
- * Utilize technology as a learning tool for acquiring, analyzing, and applying knowledge 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 & well being
- * Demonstrate cultural sensitivity and respect towards real-world issues and challenges
- * Display problem-solving abilities in working with others

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	100
Grade 1	81
Grade 2	80
Grade 3	82
Grade 4	81
Grade 5	82
Total Enrollment	506

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
Asian	52.4
Black or African American	0.2
Filipino	1.4
Hispanic or Latino	18.8
Native Hawaiian or Pacific Islander	0.6
Two or More Races	7.5
White	15.8
English Learners	20.4
Foster Youth	0.2
Homeless	0.6
Socioeconomically Disadvantaged	36
Students with Disabilities	5.3

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.0
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	22.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 7, 2021, 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.

Year and month in which the data were collected

October, 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin Harcourt Adoption Year 2002 (Medallion Upgrade 2012)	Yes	0.0%
Mathematics	Houghton-Mifflin Math Expressions Adoption Year 2015	Yes	0.0%
Science	Discovery Education CA NGSS Science Techbook Adoption Year 2021	Yes	0.0%
History-Social Science	Scott Foresman History-Social Science for California Adoption Year 2006	Yes	0.0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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. Measure O Project is scheduled for Summer 2022

COVID-19 Protocols:

Throughout the 2021-22 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 in 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.

Year and month of the most recent FIT report

08/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Future deferred maintenance item - Measure O project scheduled Summer 2022

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	245	NT	NT	NT	NT
Female	120	NT	NT	NT	NT
Male	125	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	135	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	42	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	18	NT	NT	NT	NT
White	44	NT	NT	NT	NT
English Learners	44	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	88	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	245	NT	NT	NT	NT
Female	120	NT	NT	NT	NT
Male	125	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	135	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	42	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	18	NT	NT	NT	NT
White	44	NT	NT	NT	NT
English Learners	44	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	88	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

IXL Diagnostic Assessments for English Language Arts and Mathematics Student Groups	IXL Diagnostic Assessments for English Language Arts and Mathematics Total Enrollment	IXL Diagnostic Assessments for English Language Arts and Mathematics Number Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Not Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent At or Above Grade Level

All Students	244	244	100.00	0.00	81.56
Female	120	120	100.00	0.00	84.17
Male	124	124	100.00	0.00	79.03
American Indian or Alaska Native	--	--	--	--	--
Asian	134	134	100.00	0.00	86.57
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	41	87.23	12.77	68.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	13	92.86	7.14	100.00
White	44	44	100.00	0.00	79.55
English Learners	43	43	100.00	0.00	58.14
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	88	88	100.00	0.00	71.59
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100.00	0.00	30.77

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

IXL Diagnostic Assessments for English Language Arts and Mathematics Student Groups	IXL Diagnostic Assessments for English Language Arts and Mathematics Total Enrollment	IXL Diagnostic Assessments for English Language Arts and Mathematics Number Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Not Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent At or Above Grade Level
All Students	244	244	100.00	0.00	87.30
Female	120	120	100.00	0.00	85.83
Male	124	124	100.00	0.00	88.71
American Indian or Alaska Native	--	--	--	--	--
Asian	134	134	100.00	0.00	94.78
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--

Hispanic or Latino	47	41	87.23	12.77	85.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	13	92.86	7.14	76.92
White	44	44	100.00	0.00	77.27
English Learners	43	43	100.00	0.00	72.09
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	88	88	100.00	0.00	80.68
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100.00	0.00	46.15

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	82	NT	NT	NT	NT
Female	40	NT	NT	NT	NT
Male	42	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	47	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	15	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	13	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	32	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 sponsor and lead numerous fundraisers, awards programs, activities, and field trips throughout the school year. Additional opportunities for parent and community involvement include, but are not limited to, the following:

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

Parents who wish to participate in Plavan Elementary School's leadership teams, activities, or become a volunteer may contact the office at (714) 378-4230 or visit the school website at www.plavan.fvsd.us. The District's website (www.fvsd.us) and our PTO website (plavanpto.org) also provides a variety of resources and helpful information for parents, students, and community members. Due to the COVID-19 pandemic, many of the typical parent involvement activities were compromised during the 2021-22 school year, with some being conducted in a modified version via Zoom technology.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	525	513	21	4.1
Female	259	256	14	5.5
Male	266	257	7	2.7
American Indian or Alaska Native	0	0	0	0.0
Asian	268	265	4	1.5
Black or African American	1	1	0	0.0
Filipino	7	7	0	0.0
Hispanic or Latino	103	98	8	8.2
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	41	39	2	5.1
White	85	83	5	6.0
English Learners	119	117	2	1.7
Foster Youth	1	1	0	0.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	193	190	13	6.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	31	29	0	0.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.18	0.00	1.37	0.09	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.67	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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 2021-22 school year.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		4	
1	28		3	
2	27		3	
3	27		3	
4	30		3	
5	30		3	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		4	
1	36		2	1
2	28		3	
3	27		3	
4	27		3	
5	31		3	
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	3	
1	29	1	2	1
2	27		3	
3	22	1	3	
4	21	2	2	
5	28		3	
6				

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.4
Social Worker	0
Speech/Language/Hearing Specialist	1.1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11244	3313	7930	83220
District	N/A	N/A	7324	\$91,477
Percent Difference - School Site and District	N/A	N/A	7.9	-9.5
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-6.3	-3.1

2020-21 Types of Services Funded

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,285	\$52,060
Mid-Range Teacher Salary	\$90,612	\$84,043
Highest Teacher Salary	\$111,791	\$107,043
Average Principal Salary (Elementary)	\$144,980	\$133,582
Average Principal Salary (Middle)	\$148,516	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$254,201	\$240,628
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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 2021-22 school year, Plavan teachers participated in extensive professional development on Balanced Literacy, especially targeting the Reader's Workshop model. We partnered with Momentum in Teaching, scheduling 8 professional development days throughout this school year. Our staff believes in the effectiveness of an alignment literacy program centered around Balanced Literacy. Professional development targeting a consistent phonics and word study program was also provided through our district TOSA. Educational technology platforms such as Who's Reading, IXL, Scholastic Reading Inventory, Zoom, and training on new Discovery Science curriculum and resources were also part of this school year. 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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	4

Fountain Valley School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Chuck Hinman, Ed.D.
Email Address	hinmanc@fvsd.us
District Website Address	www.fvsd.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4253	31	0.73	99.27	6.45
Female	2043	9	0.44	99.56	--
Male	2210	22	1.00	99.00	9.09
American Indian or Alaska Native	12	0	--	100.00	--
Asian	1594	13	0.82	99.18	0.00
Black or African American	26	0	0.00	100.00	--
Filipino	43	0	0.00	100.00	--
Hispanic or Latino	770	9	1.17	98.83	--
Native Hawaiian or Pacific Islander	27	0	0.00	100.00	--
Two or More Races	332	1	0.30	99.70	--
White	1449	8	0.55	99.45	--
English Learners	389	10	2.57	97.43	--
Foster Youth	14	1	7.14	92.86	--
Homeless	32	0	0.00	100.00	--
Military	49	1	2.04	97.96	--
Socioeconomically Disadvantaged	1070	9	0.84	99.16	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	417	31	7.43	92.57	6.45

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4253	31	0.73	99.27	6.45
Female	2043	9	0.44	99.56	--
Male	2210	22	1.00	99.00	9.09
American Indian or Alaska Native	12	0	--	100.00	--
Asian	1594	13	0.82	99.18	15.38
Black or African American	26	0	0.00	100.00	--
Filipino	43	0	0.00	100.00	--
Hispanic or Latino	770	9	1.17	98.83	--
Native Hawaiian or Pacific Islander	27	0	0.00	100.00	--
Two or More Races	332	1	0.30	99.70	--
White	1449	8	0.55		--
English Learners	389	10	2.57	97.43	--
Foster Youth	14	1	7.14	92.86	--
Homeless	32	0	0.00	100.00	--
Military	49	1	2.04	97.96	--
Socioeconomically Disadvantaged	1070	9	0.84	99.16	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	417	31	7.43	92.57	6.45

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

Samuel E. Talbert Middle School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

Internet Access

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

2021-22 School Contact Information

School Name	Samuel E. Talbert Middle School
Street	9101 Brabham Drive
City, State, Zip	Huntington Beach, CA 92646
Phone Number	(714) 378-4220
Principal	Jay Adams
Email Address	adamsj@fvsd.us
School Website	talbert.fvsd.us
County-District-School (CDS) Code	30-66498-6071096

2021-22 District Contact Information

District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Chuck Hinman, Ed.D.
Email Address	hinmanc@fvsd.us
District Website Address	www.fvsd.us

2021-22 School Overview

Samuel E. Talbert Middle School is a California Distinguished School (2019) and a California Gold Ribbon School (2015) serving approximately 740 students for the 2021-22 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 identifying as White, and 10% of students identifying 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 2021-2022 school year is "Building Up--Together," 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 an 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 the break, dress-up days, and class competitions. The school psychologist, school counselor, and guidance technician are resources that are available to all students for emotional support as well as organizational skills in this new pandemic 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 still moderately limited in offering activities this year due to the pandemic, in a typical year, we have several opportunities to improve school connectedness including 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, a guidance technician, an assistant principal, and a principal. Part-time staff includes a library

2021-22 School Overview

media technician, instructional aides, office staff, a school nurse assistant, a school psychologist, lunch supervisors, 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. Additionally, Advanced Math classes are offered in both 7th and 8th grades. 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.

In terms of instruction, all teachers have been trained in Depth and Complexity instructional strategies. These strategies support all students as they develop into independent learners. Furthermore, a focus on STEAM learning is preparing students for skills of the future including collaboration, problem-solving, and how to persevere with stamina. The focus in these two areas, alongside department instructional initiatives, provides students with an excellent education.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	239
Grade 7	274
Grade 8	246
Total Enrollment	759

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.9
Asian	16.2
Black or African American	0.8
Filipino	0.8
Hispanic or Latino	19
Native Hawaiian or Pacific Islander	0.5
Two or More Races	8.2
White	52
English Learners	3.6
Foster Youth	0.3
Homeless	0.3
Socioeconomically Disadvantaged	19.5
Students with Disabilities	11.9

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.3
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	29.3

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 7, 2021, 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.

Year and month in which the data were collected

October, 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart & Winston Literature and Language Arts Adoption Year 2004	No	0.0%
Mathematics	McGraw Hill California Math Adoption Year 2016	Yes	0.0%
Science	Amplify Science Amplify CA Science Program Adoption Year 2021	Yes	0.0%
History-Social Science	McGraw Hill Impact: California Social Studies Adoption Year 2021	Yes	0.0%
Foreign Language	Prentice Hall Realidades Adoption Year 2010	Yes	0.0%
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Talbert Middle School was originally constructed in 1972. The finishing touches on Talbert's most recent modernization projects occurred during the 2021-22 school year. 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 woodshop, 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. Measure O Projects were completed in Summer 2021.

COVID-19 Protocols:

Throughout the 2021-22 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 in 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.

Year and month of the most recent FIT report

08/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A/C Installation and ventilation upgrades needed - Measure O project scheduled Summer 2020 - Completed Summer 2021
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X		Planned deferred maintenance item - Roofs Measure O project scheduled Summer 2020 - Completed Summer 2021
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Future deferred maintenance item - Measure O project scheduled Summer 2020 - Completed Summer 2021

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	737	2	0.27	99.73	--
Female	358	0	0	100	--
Male	379	2	0.53	99.47	--
American Indian or Alaska Native	--	--	--	--	--
Asian	122	1	0.82	99.18	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	141	0	0	100	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	74	0	0	100	--
White	378	1	0.26	99.74	--
English Learners	22	1	4.55	95.45	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	148	1	0.68	99.32	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	85	2	2.35	97.65	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	737	2	0.27	99.73	--
Female	358	0	0.00	100.00	--
Male	379	2	0.53	99.47	--
American Indian or Alaska Native	--	--	--	--	--
Asian	122	1	0.82	99.18	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	141	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	74	0	0.00	100.00	--
White	378	1	0.26	99.74	--
English Learners	22	1	4.55	95.45	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	148	1	0.68	99.32	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	85	2	2.35	97.65	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

IXL Diagnostic Assessments for English Language Arts and Mathematics Student Groups	IXL Diagnostic Assessments for English Language Arts and Mathematics Total Enrollment	IXL Diagnostic Assessments for English Language Arts and Mathematics Number Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Not Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent At or Above Grade Level

All Students	735	734	100.00	0.00	67.89
Female	357	357	100.00	0.00	74.23
Male	378	377	100.00	0.00	61.90
American Indian or Alaska Native	--	--	--	--	--
Asian	121	121	100.00	0.00	75.21
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	140	140	100.00	0.00	61.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	62	62	100.00	0.00	75.81
White	378	378	100.00	0.00	66.67
English Learners	22	22	100.00	0.00	22.73
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	143	143	100.00	0.00	54.55
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	88	88	100.00	0.00	32.95

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

IXL Diagnostic Assessments for English Language Arts and Mathematics Student Groups	IXL Diagnostic Assessments for English Language Arts and Mathematics Total Enrollment	IXL Diagnostic Assessments for English Language Arts and Mathematics Number Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Not Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent At or Above Grade Level
All Students	735	734	99.86	0.14	54.77
Female	357	357	100.00	0.00	56.02
Male	378	377	99.74	0.26	53.58
American Indian or Alaska Native	--	--	--	--	--
Asian	121	121	100.00	0.00	75.21
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--

Hispanic or Latino	140	140	100.00	0.00	42.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	62	62	100.00	0.00	67.74
White	378	377	99.74	0.26	50.66
English Learners	22	22	100.00	0.00	36.36
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	143	142			42.96
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	88	88			14.77

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	243	NT	NT	NT	NT
Female	123	NT	NT	NT	NT
Male	120	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	36	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	37	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	16	NT	NT	NT	NT
White	149	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 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:

- * Joining and being an active member of the PTA
- * Joining and supporting the Fountain Valley Schools Foundation
- * Serving on School Site Council and/or English Learner Advisory Committee
- * Serving on Superintendent's Parent Council
- * Attending Parent Conferences, Back to School and Open House Nights
- * Attending Parent Education Nights (site and/or district)
- * Attending Lunch on the Lawn and/or Got Real Assemblies
- * Attending STEAM and grade level field trips
- * Music/Drama Performances
- * Serving as Office/Campus 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.fvds.us. The District's website (www.fvds.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 are not able to be conducted during the 2021-22 school year, or are being conducted in a modified version via Zoom technology.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	775	762	159	20.9
Female	376	369	70	19.0
Male	399	393	89	22.6
American Indian or Alaska Native	7	7	3	42.9
Asian	125	124	9	7.3
Black or African American	6	6	2	33.3
Filipino	6	6	1	16.7
Hispanic or Latino	149	145	35	24.1
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	63	63	6	9.5
White	403	395	99	25.1
English Learners	27	27	8	29.6
Foster Youth	3	3	1	33.3
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	160	159	51	32.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	98	97	34	35.1

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.30	0.13	1.37	0.09	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.12	0.67	2.45
Expulsions	0.12	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.13	0.00
Female	0.00	0.00
Male	0.25	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.25	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.02	0.00

2021-22 School Safety Plan

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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	12	8	4
Mathematics	26	4	11	5
Science	8	1		
Social Science	29	1	11	5

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	7	11	5
Mathematics	26	6	6	8
Science	29	3	5	9
Social Science	29	1	12	4

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	43		
Mathematics	12	43		
Science	12	41		
Social Science	12	41		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	759

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.6
Social Worker	0
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9131	2556	6575	90327
District	N/A	N/A	7324	\$91,477
Percent Difference - School Site and District	N/A	N/A	-10.8	-1.3
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-24.9	5.1

2020-21 Types of Services Funded

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,285	\$52,060
Mid-Range Teacher Salary	\$90,612	\$84,043
Highest Teacher Salary	\$111,791	\$107,043
Average Principal Salary (Elementary)	\$144,980	\$133,582
Average Principal Salary (Middle)	\$148,516	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$254,201	\$240,628
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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 2021-2022 school year is "Building Up: Together," 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 within the past five 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
- Math unit assessments across the district
- Scholastic Reading Inventory
- Asset Building for Student Success
- Illuminate
- Newsela

For the past school year, 2020-21, 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	4

Fountain Valley School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Chuck Hinman, Ed.D.
Email Address	hinmanc@fvsd.us
District Website Address	www.fvsd.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4253	31	0.73	99.27	6.45
Female	2043	9	0.44	99.56	--
Male	2210	22	1.00	99.00	9.09
American Indian or Alaska Native	12	0	--	100.00	--
Asian	1594	13	0.82	99.18	0.00
Black or African American	26	0	0.00	100.00	--
Filipino	43	0	0.00	100.00	--
Hispanic or Latino	770	9	1.17	98.83	--
Native Hawaiian or Pacific Islander	27	0	0.00	100.00	--
Two or More Races	332	1	0.30	99.70	--
White	1449	8	0.55	99.45	--
English Learners	389	10	2.57	97.43	--
Foster Youth	14	1	7.14	92.86	--
Homeless	32	0	0.00	100.00	--
Military	49	1	2.04	97.96	--
Socioeconomically Disadvantaged	1070	9	0.84	99.16	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	417	31	7.43	92.57	6.45

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4253	31	0.73	99.27	6.45
Female	2043	9	0.44	99.56	--
Male	2210	22	1.00	99.00	9.09
American Indian or Alaska Native	12	0	--	100.00	--
Asian	1594	13	0.82	99.18	15.38
Black or African American	26	0	0.00	100.00	--
Filipino	43	0	0.00	100.00	--
Hispanic or Latino	770	9	1.17	98.83	--
Native Hawaiian or Pacific Islander	27	0	0.00	100.00	--
Two or More Races	332	1	0.30	99.70	--
White	1449	8	0.55		--
English Learners	389	10	2.57	97.43	--
Foster Youth	14	1	7.14	92.86	--
Homeless	32	0	0.00	100.00	--
Military	49	1	2.04	97.96	--
Socioeconomically Disadvantaged	1070	9	0.84	99.16	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	417	31	7.43	92.57	6.45

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

Hisamatsu Tamura Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

Internet Access

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

2021-22 School Contact Information

School Name	Hisamatsu Tamura Elementary School
Street	17340 Santa Suzanne Street
City, State, Zip	Fountain Valley, CA 92708
Phone Number	(714) 375-6227
Principal	Kathy Davis
Email Address	Davisk@fvsd.us
School Website	tamura.fvsd.us
County-District-School (CDS) Code	30-66498-6027924

2021-22 District Contact Information

District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Chuck Hinman, Ed.D.
Email Address	hinmanc@fvsd.us
District Website Address	www.fvsd.us

2021-22 School Overview

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 500 students in Transitional Kindergarten through 5th grade during the 2021-22 school year.

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 achieving excellence by providing the best education for ALL of our students. Teachers, staff, and the administration act on the principle of "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, literacy and mathematical programs, embedded technology in every classroom, extended day learning programs, and on-going assessment of student progress. The plan to achieve this vision is established in the Single Plan for Student Achievement. This plan is created by the 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 educational partners 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

2021-22 School Overview

betterment of all students.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	97
Grade 1	78
Grade 2	81
Grade 3	81
Grade 4	94
Grade 5	93
Total Enrollment	524

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9
Male	53.1
Asian	50.2
Filipino	1.5
Hispanic or Latino	16.6
Native Hawaiian or Pacific Islander	0.6
Two or More Races	4.6
White	25.6
English Learners	13.7
Foster Youth	0.4
Homeless	0.4
Socioeconomically Disadvantaged	21.2
Students with Disabilities	7.3

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.4
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	22.4

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 7, 2021, 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.

Year and month in which the data were collected

October, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin Harcourt Adoption Year 2002 (Medallion Upgrade 2012)	Yes	0.0%
Mathematics	Houghton-Mifflin Math Expressions Adoption Year 2015	Yes	0.0%
Science	Discovery Education CA NGSS Science Techbook Adoption Year 2021	Yes	0.0%
History-Social Science	Scott Foresman History-Social Science for California Adoption Year 2006	Yes	0.0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Tamura Elementary School was originally constructed in 1964 and has since been modernized during 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 2021-22 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 in 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.

Year and month of the most recent FIT report

08/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	263	NT	NT	NT	NT
Female	128	NT	NT	NT	NT
Male	135	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	139	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	40	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
White	68	NT	NT	NT	NT
English Learners	25	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	54	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	263	NT	NT	NT	NT
Female	128	NT	NT	NT	NT
Male	135	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	139	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	40	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
White	68	NT	NT	NT	NT
English Learners	25	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	54	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

IXL Diagnostic Assessments for English Language Arts and Mathematics Student Groups	IXL Diagnostic Assessments for English Language Arts and Mathematics Total Enrollment	IXL Diagnostic Assessments for English Language Arts and Mathematics Number Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Not Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent At or Above Grade Level

All Students	261	260	99.62	0.38	90.38
Female	127	127	100.00	0.00	91.34
Male	134	133	99.25	0.75	89.47
American Indian or Alaska Native	--	--	--	--	--
Asian	138	137	99.28	0.72	96.35
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00	0.00	74.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	68	68	100.00	0.00	91.18
English Learners	23	23	100.00	0.00	65.22
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	52	51	98.08	1.92	76.47
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	16	100.00	0.00	50.00

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

IXL Diagnostic Assessments for English Language Arts and Mathematics Student Groups	IXL Diagnostic Assessments for English Language Arts and Mathematics Total Enrollment	IXL Diagnostic Assessments for English Language Arts and Mathematics Number Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent Not Tested	IXL Diagnostic Assessments for English Language Arts and Mathematics Percent At or Above Grade Level
All Students	261	260	99.62	0.38	86.15
Female	127	127	100.00	0.00	84.25
Male	134	133	99.25	0.75	87.97
American Indian or Alaska Native	--	--	--	--	--
Asian	138	137	99.28	0.72	97.08
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--

Hispanic or Latino	39	39	100.00	0.00	56.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	68	68	100.00	0.00	85.29
English Learners	23	23	100.00	0.00	65.22
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	52	51	98.08	1.92	68.63
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	16	100.00	0.00	43.75

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	92	NT	NT	NT	NT
Female	37	NT	NT	NT	NT
Male	55	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	50	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	19	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	20	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	22	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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
- * Assisting students with the ST Math program
- * Volunteering to support the Jog-a-thon and other School-wide activities

Due to COVID-19, many of the typical parent involvement activities were compromised by the COVID-19 pandemic during the 2021-22 school year. However, efforts continued to take place to encourage parents to join the school's PTA and participate in online meetings/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.fvgsd.us. The District's website (www.fvgsd.us) also provides a variety of resources and helpful information for parents, students, and community members.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	563	558	37	6.6
Female	273	272	13	4.8
Male	290	286	24	8.4
American Indian or Alaska Native	0	0	0	0.0
Asian	270	269	16	5.9
Black or African American	0	0	0	0.0
Filipino	8	8	0	0.0
Hispanic or Latino	98	95	5	5.3
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	29	29	4	13.8
White	148	147	11	7.5
English Learners	88	88	8	9.1
Foster Youth	3	3	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	124	124	11	8.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	48	47	10	21.3

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.33	0.00	1.37	0.09	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.67	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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 2021-22 school year, Tamura staff participated in professional development related to ensuring 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.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	
1	28		3	
2	24	1	3	
3	29		3	
4	30		3	
5	30		4	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	33		3	1
1	36		2	1
2	28		3	
3	32		3	
4	31		3	
5	27		4	
6				
Other	14	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	3	
1	25		3	
2	24		3	
3	22	2	1	
4	22	2	2	
5	27		3	
6				
Other	14	2	2	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10546	2796	7749	83509
District	N/A	N/A	7324	\$91,477
Percent Difference - School Site and District	N/A	N/A	5.6	-9.1
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-8.6	-2.8

2020-21 Types of Services Funded

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,285	\$52,060
Mid-Range Teacher Salary	\$90,612	\$84,043
Highest Teacher Salary	\$111,791	\$107,043
Average Principal Salary (Elementary)	\$144,980	\$133,582
Average Principal Salary (Middle)	\$148,516	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$254,201	\$240,628
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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 2021-22 school year, teachers had the opportunity to participate in extensive professional development related to new Science Curriculum Adoption (Discovery Science) and Balanced Literacy (Reading and Writing Workshop Model). Staff also completed online training modules related to the health and safety, child abuse reporting, and live 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)

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	6

Fountain Valley School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Chuck Hinman, Ed.D.
Email Address	hinmanc@fvsd.us
District Website Address	www.fvsd.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4253	31	0.73	99.27	6.45
Female	2043	9	0.44	99.56	--
Male	2210	22	1.00	99.00	9.09
American Indian or Alaska Native	12	0	--	100.00	--
Asian	1594	13	0.82	99.18	0.00
Black or African American	26	0	0.00	100.00	--
Filipino	43	0	0.00	100.00	--
Hispanic or Latino	770	9	1.17	98.83	--
Native Hawaiian or Pacific Islander	27	0	0.00	100.00	--
Two or More Races	332	1	0.30	99.70	--
White	1449	8	0.55	99.45	--
English Learners	389	10	2.57	97.43	--
Foster Youth	14	1	7.14	92.86	--
Homeless	32	0	0.00	100.00	--
Military	49	1	2.04	97.96	--
Socioeconomically Disadvantaged	1070	9	0.84	99.16	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	417	31	7.43	92.57	6.45

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4253	31	0.73	99.27	6.45
Female	2043	9	0.44	99.56	--
Male	2210	22	1.00	99.00	9.09
American Indian or Alaska Native	12	0	--	100.00	--
Asian	1594	13	0.82	99.18	15.38
Black or African American	26	0	0.00	100.00	--
Filipino	43	0	0.00	100.00	--
Hispanic or Latino	770	9	1.17	98.83	--
Native Hawaiian or Pacific Islander	27	0	0.00	100.00	--
Two or More Races	332	1	0.30	99.70	--
White	1449	8	0.55		--
English Learners	389	10	2.57	97.43	--
Foster Youth	14	1	7.14	92.86	--
Homeless	32	0	0.00	100.00	--
Military	49	1	2.04	97.96	--
Socioeconomically Disadvantaged	1070	9	0.84	99.16	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	417	31	7.43	92.57	6.45

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.



Fountain Valley School District
BUSINESS SERVICES DIVISION

MEMORANDUM

TO: Board of Trustees
FROM: Christine Fullerton, Assistant Superintendent Business Services
Isidro Guerra, Director of Fiscal Services
SUBJECT: **CONSOLIDATED APPLICATION - Winter Release 2021**
DATE: January 31, 2022

Background:

Notification has been received from the California State Department of Education with regard to funding under the 2021-22 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:

2021-22 Federal categorical program funds administered through the Consolidated Application:

- Title I, Part A - \$507,021. 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 - \$107,593. Funds have been allocated for Class Size Reduction.
- Title III, Language Instruction for English Learners (LEP) - \$89,856. Funds have been allocated to provide supplementary programs and services to limited English proficient students.
- Title III, Immigrant Student Program - \$26,410. These funds have been allocated to provide supplementary programs and services to Immigrant students.
- Title IV, Part A, Student Support and Academic Enrichment - \$32,733. These funds have been allocated to support instructional programs.

Total Consolidated Application funding for 2021-22 will be \$763,613. The 2021-22 expenditure budgets will be adjusted to reflect the new funding entitlements.

Recommendation:

It is recommended that the Board of Trustees approve transmittal of the Consolidated Application Winter Release 2021 Data Collection to the California State Department of Education.



Fountain Valley School District
Business Service Division

MEMORANDUM

TO: Board of Trustees
FROM: Christine Fullerton, Assistant Superintendent Business Services
Joe Hastie, Director of Maintenance and Facilities
SUBJECT: **APPROVE THE CONTRACT WITH INCOTECHNIC, INC FOR
THE SITE WORK ASSOCIATED WITH THE TALBERT
SCIENCE BUILDINGS COMPLETE AND AUTHORIZE STAFF
TO FILE THE APPROPRIATE NOTICES OF COMPLETION**
DATE: February 7, 2022

Background:

On June 10, 2021, the District awarded Bid #21-04 Modular Buildings - Site work Only – Talbert Middle School, to Incotechnic, Inc.. The work is complete and a Notice of Completion needs to be filed with the Orange County Clerk-Recorder.

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

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

Fiscal Impact:

There is no additional fiscal impact.

Recommendation:

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

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

NOTICE OF COMPLETION

FOUNTAIN VALLEY SCHOOL DISTRICT
ORANGE COUNTY, CALIFORNIA

NOTICE IS HEREBY GIVEN THAT the Fountain Valley School District is now and was upon the **10th day of February, 2022**, the owner of the real property situated in Orange County, State of California, known as the following: **Talbert Middle School.**

THAT, as said owner of said land and property, the Fountain Valley School District, on or about the **10th Day of June 2021**, duly entered into a contract for: **Modular Buildings-Site Work Only.**

WITH: Incotechnic, Inc.

THAT, United **States Fire insurance Company**, is the Surety under the Contract Bonds furnished in connection with said Contract, and that work contemplated in said Contract has been completed and was accepted by the Board of Trustees of the Fountain Valley School District on: the **10th Day of February 2022.**

Assistant Superintendent, Business Services

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

RECORDING REQUESTED
BY AND MAIL TO:

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

STATE OF CALIFORNIA)

ss

COUNTY OF ORANGE)

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

Assistant Superintendent, Business Services

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



Fountain Valley School District
Business Service Division

MEMORANDUM

TO: Board of Trustees
FROM: Christine Fullerton, Assistant Superintendent Business Services
SUBJECT: **APPROVE AGREEMENT FOR STUDENT TRANSPORTATION SERVICES BETWEEN THE ORANGE COUNTY SCHOOL DISTRICTS**
DATE: February 7, 2022

Background:

During peak demand periods, districts across the County, including the Fountain Valley School District, may find they lack the sufficient transportation resources to fill the student transportation demand. This agreement allows the District to enter into a cooperative effort to seek transportation services from another Orange County school district, or to provide transportation services where requested.

Fiscal Impact:

The requesting district agrees to pay the rate and/or mileage charges set by the transporting district.

Recommendation:

It is recommended that the Board of Trustees approves the Agreement for Student Transportation Services between the Orange County School Districts

**AGREEMENT
FOR STUDENT TRANSPORTATION SERVICES
BETWEEN THE ORANGE COUNTY SCHOOL DISTRICTS**

This Agreement is made by and between the Orange County School Districts (hereinafter referred to as "Districts") listed on Exhibit A.

RECITALS

WHEREAS, the Districts are mutually interested in and concerned with the provision of adequate student transportation services during peak demand periods;

WHEREAS, certain Districts have personnel, vehicles, equipment and support facilities which are potentially available and suitable for special education, athletic, field trip, and special event activity student transportation services;

WHEREAS, other Districts are in need of such student transportation services;

WHEREAS, all the Districts wish to avoid any disruption of student transportation services necessary for such activities; and

WHEREAS, the Districts wish to enter into a cooperative effort to provide these student transportation services on an as needed and when available basis.

NOW, THEREFORE, the Districts agree as follows:

1. The recitals stated above are true and correct and are made a part of this Agreement.
2. Student Transportation Services.
 - 2.1 Each District listed on Exhibit A, which is incorporated herein by reference, agrees to participate in this Agreement for the purpose of ensuring that students will be able to have transportation in the event that an emergency need arises of another District that is a party to this Agreement for special education, athletic, field trip or special event activity.
 - 2.2 When one District ("Requesting District") lacks the necessary school buses and licensed school bus drivers to transport its students for special education, athletic, field trip or special event activities, the Requesting District may contact one of the Transporting Districts listed on Exhibit A. If the Transporting District has available extra school bus(es) and licensed school bus driver(s), then the Transporting District, in its sole discretion, may provide to the Requesting District the student transportation services and Requesting District agrees to pay the rate and/or mileage set by the Transporting District.
 - 2.3 Transporting Districts have sole discretion to decide whether to provide student transportation services to a Requesting District. Any Transporting District may also be a Requesting District.

- 2.4 Each Transporting District agrees to provide approved school buses and properly licensed school bus drivers and to perform regular preventive maintenance services on their school buses.
 - 2.5 The Requesting District agrees that transportation outside of the Transporting District's normal business hours, weekends and holidays, shall be at the rate and/or mileage set by the Transporting District.
 - 2.6 Districts agree that the Transporting District shall not be compelled by this Agreement to create any new transportation routes or to hire additional school bus drivers or to acquire additional school buses to service the Requesting District's student bus transportation needs.
 - 2.7 The Districts shall cooperatively arrange for the required student transportation services and specific details of the required student transportation services shall be decided between the Requesting District and Transporting District.
 - 2.8 Districts agree that this Agreement shall not prohibit, prevent or restrict any District from entering into any separate or alternative student transportation services agreement.
3. Compensation.
 - 3.1 The Requesting District agrees that the compensation for student transportation services shall be at the hourly rate and/or mileage set by the Transporting District.
 - 3.2 Each Transporting District has the sole discretion to change the hourly rate and/or mileage at any time without notice.
 - 3.3 Transporting District shall invoice the Requesting District and shall itemize costs payable by Requesting District. Requesting District shall pay Transporting District within forty five (45) days of receipt of an invoice.
 4. Student Behavior Guidelines. A Requesting District shall follow the Student Behavior Guidelines established by the selected Transporting District.
 5. Term of the Agreement. This term of the Agreement will be July 1, 2022, through June 30, 2027, subject to termination as set forth herein.
 6. Termination. Participation in this Agreement may be unilaterally terminated by any District at any time. A District wishing to terminate shall provide thirty (30) days prior written notice to Orange Unified School District, Attention: Transportation Director, who will notify all remaining Districts to this Agreement of the decision of a terminating District and the date of effective termination. Termination by one District will not terminate this Agreement as to the remaining Districts.
 7. Indemnification. A Requesting District agrees to defend, indemnify and hold harmless a Transporting District, its governing board, officers and employees from every claim or demand made and every liability, loss, damage, cost, expense, action, cause of action, or judgment of any nature whatsoever, arising from the intentional or negligent act or negligent omission of the Requesting District.

A Transporting District agrees to defend, indemnify and hold harmless a Requesting District, its governing board, officers and employees from every claim or demand made and every liability, loss, damage, cost, expense, action, cause of action, or judgment of any nature whatsoever, arising from the intentional or negligent act or negligent omission of the Transporting District.

8. Insurance. Each District has and agrees to maintain, in full force and effect, a policy or policies of insurance evidencing all coverages and endorsements necessary, in its sole discretion, for purposes of effectuating the purposes of this Agreement. An appropriate self-insurance program shall be acceptable. Copies of the certificates of insurance for each District shall be provided upon written request of any District that is a party to this Agreement.
9. Independent Contractors. Each District, in the performance of services pursuant to this Agreement, shall be and act as an independent contractor. Each District understands and agrees that it and all of its employees shall not be considered officers, employees or agents of any of the participating Districts to this Agreement. Each District assumes the full responsibility for the acts and/or omissions of its employees as they relate to the services to be provided under this Agreement. Each District shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to District's employees.
10. Assignment. This Agreement and the services provided herein shall not be assigned by any District.
11. Notice. Notice shall be in writing and be given by personal service, interdistrict mail service, or by U.S. Mail, postage prepaid. Notice shall be considered given when received, if personally served; if provided by interdistrict mail, on the following business day; or, if mailed, on the third day after deposit in any U.S. Post Office. The address to which notices are to be sent and the individual who will receive such notices are set forth in Exhibit A.
12. Applicable Laws. Each District agrees to comply with all laws, rules and regulations applicable to providing student bus transportation services in the State of California.
13. Governing Law. This Agreement shall be governed by the laws of the State of California, with venue in Orange County, California.

14. Entire Agreement. This Agreement and Exhibit A attached hereto constitute the entire agreement between the Districts. However, it does not supersede any prior, current or subsequent written agreement entered into by the Districts with regard to student transportation services. This Agreement may be amended only by a written amendment executed by the Districts.

Fountain Valley School District
Print School District Name

Signature

Christine Fullerton
Assistant Superintendent, Business Services
Print Name and Title

Date

Exhibit A
Participating Districts

Anaheim Elementary School District
1001 South East Street
Anaheim, CA 92805
Attn: Donna Wittenberg
(Transporting District)

Brea Olinda Unified School District
1 Civic Center Circle
Brea, CA 92822
Attn: CP Palazuelos
(Transporting District)

Capistrano Unified School District
33122 Valle Road
San Juan Capistrano, CA 92675
Attn: Jay McNamara
(Transporting District)

Cypress School District
9470 Moody Street
Cypress, CA 90630
Attn: Teresa Lennox
(Transporting District)

Fullerton Joint Union High School District
1051 West Bastanchury Road
Fullerton, CA 92833
Attn: Carina Lazcano
(Transporting District)

Garden Grove Unified School District
10331 Stanford Avenue
Garden Grove, CA 92840
Attn: Matt Thomas
(Transporting District)

Huntington Beach Union High School District
5832 Bolsa Avenue
Huntington Beach, CA 92649
Attn: Jeff Hutchings
(Transporting District)

Anaheim Union High School District
501 N. Crescent Way
Anaheim, CA 92803
Attn: Scott Sangren
(Transporting District)

Buena Park School District
6885 Orangethorpe Avenue
Buena Park, CA 90620
Attn: Julie Valenzuela
(Transporting District)

Centralia School District
6625 La Palma Avenue
Buena Park, CA 90620
Attn: Rosana Guerrero
(Transporting District)

Fountain Valley School District
10055 Slater Avenue
Fountain Valley, CA 92708
Attn: Jennifer Hawes

Fullerton School District
1401 West Valencia Drive
Fullerton, CA 92833
Attn: JD Mancha

Huntington Beach City School District
17011 Beach Boulevard
Huntington Beach, CA 92647
Attn: Angela Robertson
(Transporting District)

Irvine Unified School District
5050 Barranca Parkway
Irvine, CA 92604
Attn: Carla Dupuis

Exhibit A
Participating Districts

La Habra City School District
500 North Walnut Street
La Habra, CA 90631
Attn: David Richardson
(Transporting District)

Laguna Beach Unified School District
550 Blumont Street
Laguna Beach, CA 92651
Attn: Jeff Dixon

Los Alamitos Unified School District
10293 Bloomfield Street
Los Alamitos, CA 90720
Attn: Ricardo Villanueva
(Transporting District)

Lowell Joint School District
11019 Valley Home Avenue
Whittier, CA 90603
Attn: Andrea Reynolds

Magnolia School District
2705 West Orange Avenue
Anaheim, CA 92804
Attn: Latasha Cobb
(Transporting District)

Newport-Mesa Unified School District
2985-A Bear Street
Costa Mesa, CA 92626
Attn: Shelley Humphrey
(Transporting District)

Ocean View School District
17200 Pinehurst Lane
Huntington Beach, CA 92647
Attn: Jim Choate
(Transporting District)

Orange County Superintendent of Schools
200 Kalmus Drive
Costa Mesa, CA 92626
Attn: Pat McCaughey

Orange Unified School District
726 West Collins Avenue
Orange, CA 92867
Attn: Christina Celeste-Russo
(Transporting District)

Placentia-Yorba Linda Unified School District
1301 East Orangethorpe Avenue
Placentia, CA 92870
Attn: Richard Jimenez
(Transporting District)

Saddleback Valley Unified School District
25631 Peter A. Hartman Way
Mission Viejo, CA 92691
Attn: Jaime Harris

Santa Ana Unified School District
1601 East Chestnut Avenue
Santa Ana, CA 92701
Attn: Cristina Coury

Savanna School District
1330 South Knott Avenue
Anaheim, CA 92804
Attn: Jim Harris
(Transporting District)

Tustin Unified School District
300 South "C" Street
Tustin, CA 92780
Attn: Sal Sanchez

Exhibit A
Participating Districts

Westminster School District
14121 Cedarwood Avenue
Westminster, CA 92683
Attn: Victor Garza
(Transporting District)



Fountain Valley School District
Business Service Division

MEMORANDUM

TO: Board of Trustees
FROM: Christine Fullerton, Assistant Superintendent Business Services
SUBJECT: **APPROVE CHANGE ORDER #2 FOR THE OKA ELEMENTARY
SCHOOL MEASURE O HVAC AND MODERNIZATION
PROJECT**
DATE: February 7, 2022

Background:

On March 11, 2021, the Board of Trustees approve the Guaranteed Maximum Price (GMP) for the Measure O HVAC and Modernization at Oka 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 \$180,656.00 and will be taken from the total contingency budget for the Oka project of \$761,000.

Recommendation:

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



Fountain Valley School District
Personnel Department

MEMORANDUM

TO: Board of Trustees
FROM: Cathie Abdel, Assistant Superintendent, Personnel
SUBJECT: **MEMORANDUM OF UNDERSTANDING BETWEEN FOUNTAIN VALLEY SCHOOL DISTRICT AND FOUNTAIN VALLEY EDUCATION ASSOCIATION**
DATE: February 7, 2022

Background:

As we prepare for student enrollment numbers and certificated staffing needs for the 2022-2023 school year, knowing our actual certificated staffing vacancies will greatly assist the District to create a more precise and timely staffing plan. Early retirement/resignation notification will provide the District with important information that will help determine certificated staffing needs and support the 2022-23 staffing plan.

A \$2,000 stipend will be provided to for an early declaration of retirement for individuals who qualify for retirement under STRS and who choose to retire with a last day of duty on June 23, 2022. The retiring certificated staff member must provide a resignation effective June 24, 2022, to Cathie Abdel, Assistant Superintendent, Personnel no later than Friday, March 18, 2022.

The Memorandum of Understanding is for this year only and will expire automatically on June 30, 2022.

Fiscal Impact:

The fiscal impact for the Early Notification of Retirement stipend for certificated staff shall not exceed \$50,000.

Recommendation:

It is recommended that the Board of Trustees approves the Memorandum of Understanding between Fountain Valley School District and Fountain Valley Education Association.

**MEMORANDUM OF UNDERSTANDING
BETWEEN
THE FOUNTAIN VALLEY SCHOOL DISTRICT
AND
THE FOUNTAIN VALLEY EDUCATION ASSOCIATION**

February 4, 2022

This document represents the full and complete understanding between the undersigned parties regarding a one-time stipend for early notification of intended retirement.

Background

As we prepare for student enrollment numbers and staffing needs for the 2022-2023 school year, knowing our actual staffing vacancies will greatly assist to create a more precise and timely staffing plan. Early retirement/resignation notification will provide the District with important information that will help determine staffing needs for 2022-23. As such, an early notification of retirement is being sought as follows:

Proposal for Early Notification of Retirement Stipend

A \$2,000 stipend will be provided to for an early declaration of retirement. Eligible are individuals who qualify for retirement under STRS and who choose to retire with a last day of duty on June 23, 2022. The retiring certificated staff member must provide a resignation effective June 24, 2022, to Cathie Abdel, Assistant Superintendent, Personnel.

The resignation is irrevocable, and must be received on or before:

4:00 pm Friday, March 18, 2022

It is agreed that any certificated staff member who has given notice of their June 24, 2022, retirement prior to the approval of this MOU shall be entitled to this stipend.

The Memorandum of Understanding is for this year only and will expire automatically on June 30, 2022.



Todd Kubota, FVEA Chief Negotiator



Cathie Abdel, Assistant Superintendent, Personnel



Fountain Valley School District
Personnel Department

MEMORANDUM

TO: Board of Trustees
FROM: Cathie Abdel, Assistant Superintendent, Personnel
SUBJECT: **MEMORANDUM OF UNDERSTANDING BETWEEN FOUNTAIN VALLEY SCHOOL DISTRICT AND CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS' CHAPTER #358**
DATE: February 7, 2022

Background:

As we prepare for student enrollment numbers and staffing needs for the 2022-2023 school year, knowing our actual staffing vacancies will greatly assist the District to create a more precise and timely staffing plan. Early retirement/resignation notification will provide the District with important information that will help determine classified staffing and recruitment needs and support the 2022-23 staffing plan.

A \$2,000 stipend will be provided to full-time classified employees and a \$1,000 stipend for part-time classified employees for an early declaration of retirement for individuals who qualify for retirement under PERS or PARS and who choose to retire on their last day of duty, on or before June 30, 2022. The retiring classified staff member must provide a resignation effective date on or before June 30, 2022, to Cathie Abdel, Assistant Superintendent, Personnel, no later than Friday, March 18, 2022.

The Memorandum of Understanding is for this year only and will expire automatically on June 30, 2022.

Fiscal Impact:

The fiscal impact for the Early Notification of Retirement stipend for classified staff shall not exceed \$50,000.

Recommendation:

It is recommended that the Board of Trustees approves the Memorandum of Understanding between Fountain Valley School District and California School Employees Association, Chapter #358.

**MEMORANDUM OF UNDERSTANDING
BETWEEN
THE FOUNTAIN VALLEY SCHOOL DISTRICT
AND
THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND ITS' CHAPTER #358**

February 4, 2022

This document represents the full and complete understanding between the undersigned parties regarding a one-time stipend for early notification of intended retirement.

Background

As we prepare for student enrollment numbers and staffing needs for the 2022-2023 school year, knowing our actual staffing vacancies will greatly assist to create a more precise and timely staffing plan. Early retirement/resignation notification will provide the District with important information that will help determine classified staffing and recruitment needs for 2022-23. As such, an early notification of classified retirement is being sought as follows:

Proposal for Early Notification of Retirement Stipend


A \$2,000 stipend will be provided to full-time classified employees and a \$1,000 stipend for part-time classified employees for an early declaration of retirement for individuals who qualify for retirement under PERS or PARS and who choose to retire on their last day of duty, on or before June 30, 2022. The retiring classified staff member must provide a resignation effective date on or before June 30, 2022, to Cathie Abdel, Assistant Superintendent, Personnel.

The resignation is irrevocable, and must be received on or before:


4:00 pm Friday, March 18, 2022

It is agreed that any current FVSD classified employee who has given notice of their retirement prior to the approval of this MOU shall be entitled to this stipend.

The Memorandum of Understanding is for this year only and will expire automatically on June 30, 2022.



Jeremy Talley, CSEA Chapter #358 President



Cathie Abdel, Assistant Superintendent, Personnel

2021/2022

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: January 26, 2022

Subject: **Non-Public Agency/School Contracts**

Board Meeting Date: February 10, 2022

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	Effective Dates
N/A	Rossier Park Elementary W22183	N/A	January 18, 2022 to June 30, 2022
	Rossier Park Elementary W22184	\$24,355.56	January 18, 2022 to June 30, 2022

Approved by the FVSD Board of Trustees
February 10, 2022

Charles Hinman, Ed.D.
Interim Superintendent

Date:

65. DEBARMENT CERTIFICATION

By signing this Agreement, CONTRACTOR certifies that:

- (a) CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Has/have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the 18^h day of January 2022 and terminates at 5:00 P.M. on June 30, 2022, unless sooner terminated as provide herein.

CONTRACTOR,
Rossier Park Elementary School
 Nonpublic School/Agency

LEA,
Fountain Valley School District

By: _____
 Signature Date

 Name and Title of Authorized Representative

By: _____
 Signature Date
Charles Hinman, Ed.D., Interim Superintendent
 Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

 Name
Rossier Park Elementary School
 Nonpublic School/Agency/Related Service Provider

Address

City State Zip

Phone Fax

Email

Notices to LEA shall be addressed to the designees as set forth on Exhibit C

EXHIBIT A: 2021-2022 RATES

CONTRACTOR Rossier Park Elementary **CONTRACTOR NUMBER** W22183 **2021-2022**
(NONPUBLIC SCHOOL OR AGENCY) (CONTRACT YEAR)

Per CDE Certification, total enrollment may not exceed _____ **If blank, the number shall be as determine by CDE Certification.**

Rate Schedule. This rate schedule limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Special education and/or related services offered by CONTRACTOR, and the charges for such educational and/or related services during the term of this contract shall be as follows:

Payment under this contract may not exceed _____
 Total LEA enrollment may not exceed _____

	Rate	Period
A. <u>Basic Education Program/Special Education Instruction</u>	\$ 188.01	Per Diem
Basic Education Program/Dual Enrollment		

Per diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally.

B. Related Services

(1) a. Transportation – Round Trip	44.10 / 50.77 / 56.82 / 68.82	Per Day
b. Transportation – One Way	22.05 / 25.39 / 28.41 / 34.41	Per Day
c. Parent*		
(2) a. Educational Counseling – Individual	Inclusive	30 Minutes
b. Educational Counseling – Group of _____	Inclusive	30 Minutes
c. Educational Counseling – Additional Sessions	\$ 102.55	Per Hour
d. Counseling – Parent	\$ 98.56	Per Hour
(3) a. Adapted Physical Education – Individual	\$ 75.81	Per Hour
b. Adapted Physical Education – Group of _____	\$ 75.81	Per Hour
(4) a. Language and Speech Therapy – Individual	\$ 103.28	Per Hour
b. Language and Speech Therapy – Group of 2	\$ 103.28	Per Hour
c. Language and Speech Therapy – Group of 3		
d. Language and Speech – Assessment		
e. Language and Speech – Consultation Rate		
(5) a. Additional Classroom Aide – Individual (must be authorized on IEP)	\$ 20.59	Per Hour
b. Additional Instructional Assistant – Group of 2		
c. Additional Instructional Assistant – Group of 3		
(6) Intensive Special Education Instruction**		
(7) a. Occupational Therapy – Individual		
b. Occupational Therapy – Group of 2		
c. Occupational Therapy – Group of 3		
d. Occupational Therapy – Group of 4 - 7		
e. Occupational Therapy – Consultation Rate		
(8) Physical Therapy		
(9) a. Behavior Intervention and Development (BID)		
b. Behavior Intervention and Implementation (BII)		
c. Behavior Intervention – Supervision		
Provided by: _____		
d. Behavior Support Services (outside of school hours)		
(10) a. Behavioral Assistant (1:1)	\$ 20.59	Per Hour

*Parent transportation reimbursement rates are to be determined by the LEA.

**By credentialed Special Education Teacher.

2021/2022

HBUHSD Contract # W22184

Please refer to this number on correspondence, invoices, etc

INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code 56365 et seq.)

This agreement is effective on January 18, 2022 or the date student begins attending a nonpublic school or begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2022, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency (LEA)	FOUNTAIN VALLEY SCHOOL DISTRICT		Nonpublic School/Agency	ROSSIER PARK ELEMENTARY SCHOOL	
Address City, State Zip	10055 SLATER AVENUE FOUNTAIN VALLEY, CA 92708		Address City, State, Zip	395 SOUTH TUSTIN AVENUE ORANGE, CA 92866	
LEA Case Manager			Phone	714-516-3370	Fax 714-516-3366
			E-Mail	www.spectrumschools.com	
Student Last Name		Student First Name	Program Contact Name	MICHELLE HAYES, DIRECTOR	
D.O.B.		I.D. #	Phone	714-516-3370	Fax 714-516-3366
			E-Mail	mhayes@spectrumschools.com	
Grade Level		Sex (M or F)	Education Schedule – Regular School Year		
Parent/Guardian Last Name		Parent/Guardian First Name	Number of Days	180	Number of Weeks 39
Address City, State Zip			Education Schedule – Extended School Year		
			Number of Days	20	Number of Weeks 5
			Contract Begins	01/18/22	Ends 06/30/22
Home Phone		Business/Mobile Phone	Master Contract Approved by the Governing Board on:		02/10/22

DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES:

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per dy/wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER (Specify)			Reg School Year	ESY	
A. BASIC EDUCATION		X			\$ 188 01	PER DIEM	93	9	\$ 19,177 02
B. RELATED SERVICES									
1 Transportation <input type="checkbox"/>						Zone 2			
a Paid to NPS/A		X			\$ 50 77/day	RT/Daily	93	9	\$ 5,178 54
b Reimburse Parent									
2 Counseling									
a Group		X			INCLUSIVE	1x30min/wk	20	2	\$ -
b Individual		X			INCLUSIVE	1x30min/wk	20	2	\$ -
c Family									
3 Adapted P E									
4 Speech/Language <input type="checkbox"/>									
a Therapy									
b Consultation									
5 Occupational Therapy <input type="checkbox"/>									
a Therapy									
b Consultation									

Please refer to this number on correspondence, invoices, etc

B. RELATED SERVICES (cont'd)	PROVIDER				Cost and Duration of Session	Number of Sessions per dy/wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER (Specify)			Reg School Year	ESY	
6 Physical Therapy									
a Therapy									
b Consultation <input type="checkbox"/>									
7 ABA - Behavior Intervention									
a Consult									
b Direct									
c Supervision									
d Assessment									
8 One-to-One Aide									
9 Other									
10 Residential Services									
a Board and Care									
b Mental Health Services									
c Transportation Public Carrier									
						A + B TOTAL COST		\$ 24,355.56	

ESTIMATED MAXIMUM RELATED SERVICES COST (B) \$ 5,178.54

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/RELATED SERVICES COSTS (A+B) \$ 24,355.56

Other Provisions/Attachments:

Progress Reporting Requirements: _____ Quarterly _____ Monthly _____ X _____ Trimester _____ Other (Specify)

APPROVED BY THE GOVERNING BOARD ON: 02/10/22

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below

-CONTRACTOR-

-LEA-

ROSSIER PARK ELEMENTARY SCHOOL
(Name of Nonpublic School/Agency)

FOUNTAIN VALLEY SCHOOL DISTRICT
(Name of School District)

(Contracting Officer's Signature) (Date)

(Signature) (Date)

(Name and Title)

CHARLES HINMAN, Ed D , INTERIM SUPERINTENDENT
(Name of Superintendent or Authorized Designee)