# Isojiro Oka Elementary School
## School Accountability Report Card
## Reported Using Data from the 2018-19 School Year
### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

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

## About This School

**School Contact Information (School Year 2019-20)**

| Entity | Contact Information |
|---|---|
| **School Name** | Isojiro Oka Elementary School |
| **Street** | 9800 Yorktown Avenue |
| **City, State, Zip** | Huntington Beach, CA 92646 |
| **Phone Number** | (714) 378-4260 |
| **Principal** | Erik Miller |
| **Email Address** | MillerE@fvsd.us |
| **Website** | www.oka.fvsd.us |
| **County-District-School (CDS) Code** | 30-66498-6068605 |

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

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

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

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

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

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

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

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

## Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 0.7 |
| Asian | 13.4 |
| Filipino | 0.2 |
| Hispanic or Latino | 25.2 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 49.6 |
| Two or More Races | 8 |
| Socioeconomically Disadvantaged | 27.7 |
| English Learners | 6.5 |
| Students with Disabilities | 11.8 |
| Homeless | 0.4 |

# A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|---|---|---|---|---|
| With Full Credential | 21.8 | 19.4 | 20.8 | 261.9 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

## Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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

Fountain Valley School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. The District held a Public Hearing on October 10, 2019, and determined that each school within the District has sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Standards and Frameworks and have been approved by the Board of Trustees. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Houghton-Mifflin<br>Curriculum Associates<br>Holt<br>Adoption Year 2002 | No | 0.0% |
| **Mathematics** | Houghton-Mifflin<br>Adoption Year 2015 | Yes | 0.0% |
| **Science** | Houghton-Mifflin<br>Prentice-Hall<br>Adoption Year 2008 | Yes | 0.0% |
| **History-Social Science** | Scott Foresman<br>Holt<br>Adoption Year 2006 | Yes | 0.0% |

## School Facility Conditions and Planned Improvements (Most Recent Year)

Oka Elementary School was originally constructed in 1970 and has been thoroughly modernized over the last several years. The campus is currently comprised of 24 permanent classrooms, a computer lab, a library, and a spacious playground. Recent upgrades to the school include installation of perimeter lighting and a public address system, as well as improved electrical and data circuits. Smart Boards have been installed in all rooms. The facility supports teaching and learning through its ample classroom and recreational space.

Cleaning Process:
Oka Elementary provides a safe and clean environment for students, staff, and volunteers. The District's Board of Education has adopted cleaning standards for all schools in the District. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:
A routine maintenance program is administered by Oka Elementary's custodial staff on a regular basis, with more complex maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Fountain Valley School District's Maintenance & Operations Department to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget:
Deferred maintenance includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Fountain Valley School District did not participate in the State School Deferred Maintenance Budget Program. Fountain Valley School District sets aside funds each year to specifically address deferred maintenance needs. The passing of Measure O provided additional, much-needed funds for these types of projects

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

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

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Good | A/C Installation and ventilation upgrades needed - Measure O project scheduled Summer 2020 |
| **Interior:** Interior Surfaces | Good | |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| **Electrical:** Electrical | Good | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | Good | |
| **Safety:** Fire Safety, Hazardous Materials | Good | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Structural:** Structural Damage, Roofs | Good | Planned deferred maintenance item - Roofs Measure O project scheduled Summer 2020 |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Future deferred maintenance item - Measure O project scheduled Summer 2020 |
| **Overall Rating** | Good | |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students
### Grades Three through Eight and Grade Eleven
### Percentage of Students Meeting or Exceeding the State Standard

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group
### Grades Three through Eight and Grade Eleven (School Year 2018-19)

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

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

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Mathematics by Student Group
## Grades Three through Eight and Grade Eleven (School Year 2018-19)

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

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

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

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

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

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

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

• Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

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

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

# C. Engagement

## State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

## Opportunities for Parental Involvement (School Year 2019-20)

Parents and the community are very supportive of the educational program at Oka Elementary School. Parents are highly encouraged to become actively involved in their child's education by volunteering at the school, participating in school activities, and joining school committees and councils.  In addition to numerous community and business partnerships, Oka benefits from an extremely active Parent-Teacher Organization (PTO). The PTO sponsors numerous fundraisers, awards programs, activities, and field trips throughout the school year, to better support student and staff needs.

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

Contact Information
Parents who wish to participate in Oka Elementary School's leadership teams, activities, or become a volunteer may contact the office at (714) 378-4260 or visit the school website at www.oka.fvsd.us. There, you will also find further information for various PTO connections and events.  The District's website at: www.fvsd.us also provides a variety of resources and helpful information for parents, students, and community members.

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

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

## Suspensions and Expulsions

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|---|---|---|---|---|---|---|---|---|---|
| **Suspensions** | 0.2 | 0.4 | 0.4 | 1.3 | 1.0 | 1.4 | 3.6 | 3.5 | 3.5 |
| **Expulsions** | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

## School Safety Plan (School Year 2019-20)

The safety of students and staff is a primary focus at Oka.  Students are supervised before school, during recess and lunch periods, and after school by teachers, administrators, trained aides, and classified staff.  During the school day, all individuals entering the Oka campus must report to the front office immediately.  All visitors to the Oka campus must check-in and check-out using the Raptor Visitor Management System which helps to elevate the level of security on school campuses

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The Safety Committee reviews and updates the Safe School Action Plan annually by March 1. Any and all revisions to the plan are immediately communicated to classified and certificated staff.

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

To supplement the Safe School Action Plan, Oka also has a Disaster Preparedness plan that includes steps for ensuring student and staff safety, during an incident. These possible incidents include earthquake, fire, weather related, and lockdown. Drills to support each of these possibilities are conducted throughout the year on a rotating basis to allow for practice and repetition to help students follow directions. Oka staff participated in professional development related to safety during the 2019-20 school year.

## D. Other SARC Information

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

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

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 25 | 1 | 3 | | 21 | 1 | 3 | | 29 | | 2 | |
| 1 | 25 | | 2 | | 31 | | 3 | | 25 | | 3 | |
| 2 | 27 | | 3 | | 28 | | 2 | | 29 | | 3 | |
| 3 | 27 | | 2 | | 29 | | 2 | | 30 | | 2 | |
| 4 | 31 | | 3 | | 32 | | 2 | | 27 | | 2 | |
| 5 | 30 | | 2 | | 28 | 1 | 2 | 1 | 26 | 1 | 3 | |
| Other** | 16 | 1 | | | | | | | 14 | 1 | | |

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

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

| Title | Ratio |
|---|---|
| Academic Counselors* | .0 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2018-19)

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

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

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

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

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

## Types of Services Funded (Fiscal Year 2018-19)

In addition to the Local Control Funding Formula allocation, all schools within Fountain Valley School District received State and federal categorical funding for the following support programs:
- Title I, Part A
- Title II, Staff Development
- Title III

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

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

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

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

## Professional Development (Most Recent Three Years)

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

Staff development is a priority in the Fountain Valley School District. We value the impact highly skilled instructors have on student achievement. Three days are reserved specifically for this purpose for all employees in FVSD, and an additional three days are reserved specifically for professional development related to supporting ELA, Math, and Science. During the school year, there are numerous other opportunities for teachers to teachers attend training either before, during, or after the school day. Throughout the District, there are both school-level and district-wide initiatives. Recent training initiatives in Fountain Valley School District and Oka Elementary School include:

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

In addition to identified days within the school year calendar, Oka has also taken steps to increase the number of opportunities teachers have to collaborate with each other. There are over 25 days with specific times identified for facilitated articulation and peer collaboration. Site-specific professional development opportunities have been determined through the work of the Oka School Leadership Team. Oka teachers especially enjoy opportunities to learn in group settings, and also participate in individualized opportunities for mentoring. Teachers are supported in multiple ways, including principal-teacher meetings, peer coaching, and use of FVSD TOSA personnel. With the help of an expert educator, Oka staff have engaged in ongoing professional development designed to support the implementation of Reader's Workshop. The majority of these training sessions take place during the instructional day, with teachers being provided release time to participate.

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

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