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

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

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

**DataQuest**

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

**Internet Access**

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

## About This School

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

| Entity | Contact Information |
|---|---|
| **School Name** | Robert Gisler Elementary School |
| **Street** | 18720 Las Flores Street |
| **City, State, Zip** | Fountain Valley, CA 92708 |
| **Phone Number** | (714) 378-4210 |
| **Principal** | Teri Malpass |
| **Email Address** | malpasst@fvsd.us |
| **Website** | gisler.fvsd.us |
| **County-District-School (CDS) Code** | 30-66498-6027973 |

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

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

Robert Gisler Elementary School is a TK-5 elementary school serving approximately 535 students. Gisler School is located in the Fountain Valley School District in Orange County. Gisler students represent a cross-section of cultural, racial and ethnic backgrounds, displaying various levels of abilities from gifted to at-risk. All students receive core curriculum instruction as identified by the Fountain Valley School District and California State Standards. Teachers work collaboratively to design an instructional program to meet the specific needs of students using research-based instructional practices, strategies, and techniques. Gisler is committed to every student reaching a level of proficient performance in order to prepare him/her for the future. Strong parent involvement is evident and supports the vital partnership between home and school. Teachers, staff, and administrators continue to act on the belief that students come first. The educational programs at Gisler are tailored to meet the needs of an ever-changing school population.

Our school's theme and goal for the 2019-2020 school year is "Learning Today, Leading Tomorrow". This theme is applied throughout the day in all aspects of our students education. The success of Gisler Elementary School depends on the commitment of all staff (administrators, teachers, and support staff) to high-quality standards, expectations, and performances. Gisler school is dedicated to ensuring the academic success of all students, providing a comprehensive educational experience that is the foundation of future endeavors. We believe all students can learn and are each a valued individual with unique physical, social, emotional, and intellectual needs.

Professional development is an integral part of our ongoing plan for continuous improvement; curriculum development, the design of instructional activities, and the use of assessment measures are focused on providing learning opportunities and feedback systems that enable students to achieve success and teachers to continue perfecting their practices in order to provide the best educational program for students.

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

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

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

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

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 0.6 |
| American Indian or Alaska Native | 0.2 |
| Asian | 23.7 |
| Filipino | 0.9 |
| Hispanic or Latino | 22.2 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 43 |
| Two or More Races | 8.4 |
| Socioeconomically Disadvantaged | 22.8 |
| English Learners | 11.6 |
| Students with Disabilities | 12.7 |
| Foster Youth | 0.2 |
| Homeless | 0.4 |

# A. Conditions of Learning

## State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## Teacher Credentials

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|---|---|---|---|---|
| With Full Credential | 23.4 | 21.4 | 23.4 | 261.9 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

## Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

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

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Houghton-Mifflin<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>Adoption Year 2006 | Yes | 0.0% |

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

Gisler Elementary School was originally constructed in 1969 and has been thoroughly modernized over the last several years. The campus is currently comprised of 23 classrooms, three multipurpose rooms, a library, and spacious playgrounds. In recent years, the school has received a new blacktop and roofing, as well as an inter-office phone system, upgraded intercom and security systems, classroom amplification systems, and perimeter lighting. The facility strongly supports teaching and learning through its ample classroom and recreational space.

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

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

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

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

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

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Good | A/C Installation and ventilation upgrades needed - Measure O project scheduled Summer 2020 |
| **Interior:** Interior Surfaces | Good | |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| **Electrical:** Electrical | Good | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | Good | |
| **Safety:** Fire Safety, Hazardous Materials | Good | |
| **Structural:** Structural Damage, Roofs | Good | Planned deferred maintenance item - Roofs Measure O project scheduled Summer 2020 |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Future deferred maintenance item - Measure O project scheduled Summer 2020 |
| **Overall Rating** | Good | |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

• Pupil outcomes in the subject areas of physical education.

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

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

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

# C. Engagement

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

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

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

Parents and the community are very supportive of the educational program at Gisler Elementary School. Parents are encouraged to become involved in their child's education by volunteering at the school, participating in school activities, and joining school committees and councils. These committees and councils include SSC, PTO, and ELAC.

In addition to numerous community and business partnerships, the school benefits from an extremely active Parent-Teacher Organization (PTO). The PTO sponsors numerous fundraisers, award programs, activities, and field trips throughout the school year. Additional opportunities for parental and community involvement include but are not limited to, the following:

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

Parent volunteers are always encouraged in our classroom. These volunteers do a variety of activities with students such as reading one on one, practicing math facts, running small groups as well as assisting the teacher with clerical tasks. We have volunteers that are parent and family members as well as community members. Gisler has a strong PTO that offers many opportunities for parents to be involved in their child's school experience. These volunteers run family nights, educational speakers, fundraisers and activities throughout the day.

Contact Information
Parents who wish to participate in Gisler Elementary's leadership teams, activities, or become a volunteer may contact the office at (714) 378-4211 or visit the school website at www.gisler.fvsd.us  The District's website (www.fvsd.us) also provides a variety of resources and helpful information for parents, students, and community members.

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

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

## Suspensions and Expulsions

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

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

The safety of students and staff is a primary concern of Gisler School. Students are supervised before/after school, during lunch and recess periods, by teachers, administrators, trained aides, and classified staff. All visitors to the campus must sign in using the Raptor Visitor Management System in the main office. Once signed in all visitors must wear the printed badge from Raptor while on school grounds. Beginning January 1, 2020, all parent volunteers that work with students five hours or more during the week must have a DOJ clearance and fingerprints.

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

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

To supplement the Safe School Action Plan, every school also has a disaster preparedness plan that includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lock-down drills are conducted on a rotating basis throughout the school year. Gisler staff participated in professional development related to safety during the 2019-20 school year. All staff received training on Titan HST Emergency Communication system and Stop the Bleed.

## D. Other SARC Information

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

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

| Grade Level | 2016-17 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 | 24 | 1 | 4 | | 24 | 1 | 4 | | 24 | 1 | 4 | |
| 1 | 28 | | 3 | | 29 | | 3 | | 28 | | 3 | |
| 2 | 28 | | 2 | | 28 | | 3 | | 28 | | 3 | |
| 3 | 31 | | 3 | | 32 | | 2 | | 28 | | 3 | |
| 4 | 30 | | 3 | | 29 | | 3 | | 33 | | 1 | 1 |
| 5 | 23 | 1 | 3 | | 26 | 1 | 3 | | 25 | 1 | 3 | |
| Other** | | | | | | | | | | | | |

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Professional Development (Most Recent Three Years)**

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

Staff development is a priority in the Fountain Valley School District. We value the impact highly skilled instructors have on student achievement. Three days are reserved specifically for this purpose for all employees in FVSD, and an additional three days are reserved specifically for professional development related to supporting ELA, Math, and Science. During the school year, there are numerous other opportunities for teachers to 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 Gisler Elementary School include:

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