

Fountain Valley High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Fountain Valley High School
Street	17816 Bushard Street
City, State, Zip	Huntington Beach, CA 92708
Phone Number	(714) 962-3301
Principal	Morgan Smith
E-mail Address	msmith@hbuhd.edu
Web Site	
CDS Code	30665483032158

District Contact Information	
District Name	Huntington Beach Union High School District
Phone Number	(714) 903-7000
Superintendent	Dr. Clint Harwick
E-mail Address	charwick@hbuhds.edu
Web Site	www.hbuhds.edu

School Description and Mission Statement (School Year 2017-18)

Fountain Valley High School is part of the Huntington Beach Union High School District. HBUHSD has over 15,000 students who attend six comprehensive high schools and two alternative educational sites. Fountain Valley High School has served students in the city of Fountain Valley since 1966. The school has become a beacon of excellence within the community. Fountain Valley High School was recognized as a California Distinguished School in 2003 and 2007.

The strength of the FVHS program is the diverse curriculum offered to the students by a committed and caring staff. The curriculum at FVHS offers challenging advanced placement and honors courses representing the most rigorous curriculum; diverse elective offerings including vocal and instrumental music programs known throughout the nation for their excellence; vocational and technical opportunities for students to explore career options; and a comprehensive special education program that meets the needs of students with various disabilities.

Fountain Valley High School is committed to maximizing the learning, growth and development of every student through the mentoring efforts of a dedicated and caring staff in partnership with parents and community. Our students will become critical thinkers, effective communicators, self-directed learners, and responsible members of society.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	915
Grade 10	848
Grade 11	954
Grade 12	895
Total Enrollment	3,612

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.8
Asian	53.1
Filipino	1.4
Hispanic or Latino	13.4
Native Hawaiian or Pacific Islander	0.6
White	27.5
Two or More Races	1.1
Socioeconomically Disadvantaged	26.5
English Learners	4.7
Students with Disabilities	6.7
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	127	130	131	666
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	5	7	8	55

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
Mathematics	Instructional materials and textbooks used in the district are current and are educationally sound. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.		
Science	Instructional materials and textbooks used in the district are current and are educationally sound. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
History-Social Science	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
Foreign Language	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
Health	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	computer assisted instruction in academic, business, and technological programs.		
Visual and Performing Arts	Instructional materials and textbooks used in the district are current and are educationally sound. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
Science Laboratory Equipment (grades 9-12)	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

A new permanent structure replacing 12 aging portables was completed and ready for occupancy for the start of the 2006-07 school year.

Fountain Valley High School sits on approximately 55 acres of land. There are 101 classrooms/science labs, a media center, and three computer labs. The gymnasium serves as both a physical education classroom and an athletic facility. While many classrooms are standard classrooms, there are a variety of instructional spaces that house special programs (i.e. art, ceramics, photography, vocal and instrumental music, dance, and drama) that are designed to support their unique needs. Every classroom is wired for network and internet access. Over 80% of the classrooms are equipped with a ceiling mounted LCD projector, large screen and integrated sounds system. Fountain Valley is a large school and has a large enrollment. To decrease the number of traveling teachers each year Fountain Valley will continue to request additional portable classrooms to meet it's instructional needs.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 25, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			3 air handler motors replaced
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: 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			400 building- painting all exterior walls

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 25, 2016				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	82	85	76	78	48	48
Mathematics (grades 3-8 and 11)	63	66	52	52	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	945	923	97.67	85.16
Male	461	449	97.4	83.96
Female	484	474	97.93	86.29
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	505	502	99.41	91.43
Filipino	14	14	100	92.86
Hispanic or Latino	137	130	94.89	73.08
Native Hawaiian or Pacific Islander	--	--	--	--
White	259	249	96.14	77.91
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	251	245	97.61	80
English Learners	104	103	99.04	60.19
Students with Disabilities	55	49	89.09	28.57
Foster Youth	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	941	908	96.49	65.64
Male	459	443	96.51	65.91
Female	482	465	96.47	65.38
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	503	498	99.01	75.7
Filipino	14	14	100	71.43
Hispanic or Latino	136	125	91.91	42.4
Native Hawaiian or Pacific Islander	--	--	--	--
White	258	243	94.19	58.02
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	248	240	96.77	60.42
English Learners	103	101	98.06	37.62
Students with Disabilities	55	45	81.82	6.67
Foster Youth	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	86	86	73	70	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	789
% of pupils completing a CTE program and earning a high school diploma	100.0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	2%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.2
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	71.41

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	12.9	35.2	38.3

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents are involved on the FVHS campus in a variety of ways. Each athletic and performing arts group has a booster organization. The PTSA, which supports student recognition programs and scholarships, has more than 900 members, including parents, students, and staff. The FVHS Foundation recognizes student academic achievement and offers financial grants to support academic programs. FVHS parents also serve on the district advisory council for English Language Learners. The School Site Council monitors programs and approves expenditures of designated funds. Finally, the Volunteers in Public Schools program provides assistance during registration and supports various programs on campus such as the school-wide College and Career Day. Those wishing to be involved on campus in some way can contact the Community Resource Coordinator, Jodi Kohanek, at jkohanek@hbuhsd.edu or fvhs.com/vips.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.3	0.7	0.6	2.3	2.5	2.3	11.5	10.7	9.7
Graduation Rate	97.69	97.2	97.92	94.06	94.21	94.81	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	96.74	87.99	87.11
Black or African American	93.33	80	79.19
American Indian or Alaska Native	93.75	78.89	80.17
Asian	100	92.99	94.42
Filipino	90	85.19	93.76
Hispanic or Latino	97.32	82.33	84.58
Native Hawaiian/Pacific Islander	83.33	88	86.57
White	93.04	90.69	90.99
Two or More Races	100	81.94	90.59
Socioeconomically Disadvantaged	67.24	42.18	63.9
English Learners	54.55	42.86	55.44
Students with Disabilities	97.37	85.15	85.45
Foster Youth	75	71.43	68.19

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.5	0.7	1.1	1.8	2.0	3.1	3.8	3.7	3.6
Expulsions	0.2	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Safety is our priority. A comprehensive school safety plan is in place and was last revised Spring 2017. A variety of drills that address various situations (fire, earthquakes, etc.) are practiced throughout each school year and staff reviews the main points of the plan in the fall. The security staff monitors all school grounds throughout the day. Visitors are requested to check in at the front office upon arrival. Students are surveyed annually regarding safety concerns. Staff analyze survey results and adjust accordingly. FVHS maintains fair and consistent discipline policies. Disruptive and/or dangerous behavior is dealt with swiftly to maintain a safe and comfortable atmosphere for students and staff. The School Site Council monitors suspension data and other pertinent safety data annually. Fountain Valley High School has very low numbers of serious behavior incidences such as violence, bullying or drug/alcohol use on campus.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	30	29	13	86	29	28	17	82	28	34	18	81
Mathematics	32	11	23	76	33	6	30	68	33	8	24	74
Science	33	6	15	72	33	6	22	62	33	7	24	59
Social Science	33	8	14	70	34	7	7	77	33	7	12	75

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	3612
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	.12	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	2.6	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist	.50	N/A
Other	1.0	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,698	0	\$10,698	\$91,486
District	N/A	N/A	\$10,698	\$91,486
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	62.7	10.5

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

Types of Services Funded (Fiscal Year 2016-17)

LCFF funds, Title II, and Title V are utilized to increase student achievement and provide a supportive environment. Services provided include, but are not limited to, increased access to psychological and student support, teacher training Advanced Placement differentiated instruction, teacher training to meet “highly qualified” status, and standards-based curriculum development and alignment.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,535	\$50,221
Mid-Range Teacher Salary	\$92,883	\$83,072
Highest Teacher Salary	\$115,748	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$128,094
Average Principal Salary (High)	\$158,241	\$146,114
Superintendent Salary	\$305,526	\$226,121
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	5	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	5	N/A
All courses	21	29

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

HBUHSD is recognized statewide for the quality of its curriculum which is developed and continually updated by teachers in coordination with a staff of curriculum specialists who are experts in their fields. The resulting curriculum reflects State Frameworks, teacher recommendations, community needs and the needs of all students as they pursue post-secondary goals.

Fountain Valley High School has focused professional development efforts in the area of Multi-Tiered Systems of Support (MTSS), Barons for Life (B4L) school culture and campus safety. Our teachers plan Smart Start activities to ensure that All students have universal access to lessons and activities designed to help all students meet our Expected Schoolwide Learning Results (ESLRs). Our Staff Development committee is a representative group of all subject areas that identify campus needs and develop Professional Development (PD) designed to meet those needs. Student performance data, parent, teacher and student survey data and interest inventories provide topics and rationale for the PD agenda development. Topics covered through PD are supported all year through planning time on Modified Mondays, Student-Free Days, Period-by-period and after-school training.

In addition to on-campus activities which are attended by all instructional staff, the majority of FVHS teachers participate in off-campus training programs or workshops. Some workshops that have been widely attended by teachers include Computer Using Educators (CUE) Conference, Advanced Placement (AP) Workshops and Training, California Math Conference (CMC), and UCI Writing Conference, to name a few. The HBUHSD also promotes staff development through partnerships with UC Irvine, CSU Long Beach, the community colleges and by providing after-school professional development opportunities presented by colleagues within the district. Also, new teachers participate in Beginning Teacher Support and Assessment (BTSA). Off-campus Professional Development is usually self-selected and approved by the staff development committee. On-campus staff development is designed based on the needs and areas of concern of the teachers. For example, an emphasis has been providing training for the new information systems. The goal for all professional development is to educate teachers and staff in areas that will help them ensure that all students graduate with a solid core of knowledge that will assist them in reaching their greatest potential and becoming responsible citizens.