

FOUNTAIN VALLEY HIGH SCHOOL



Chapter One: Student/Community Profile and Supporting Data and Findings





Chapter I: Student/Community Profile and Supporting Data and Findings

The City of Fountain Valley

Fountain Valley is a suburban community with a population of approximately 56,000 and is located between the communities of Westminster, Huntington Beach and Santa Ana. Incorporated in 1957, the city is considered to be family-centered and friendly. Home to Hyundai Corporation and several major medical institutions, Fountain Valley is primarily a bedroom community with most residents working outside of the city.

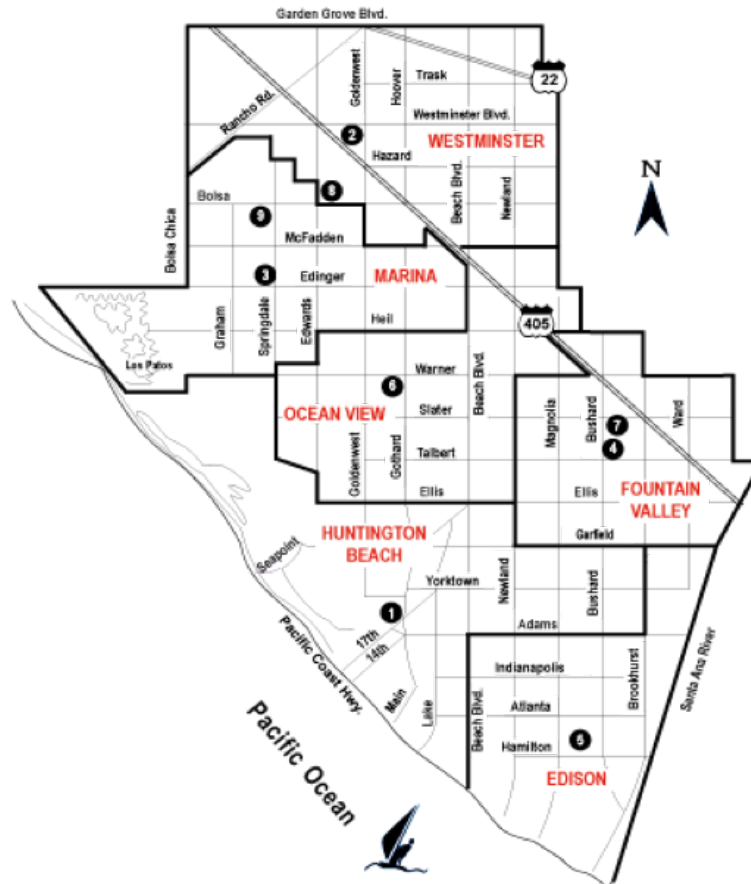
The median family income in the city of Fountain Valley is \$81,644 as of the 2010 Census. The socio-economic base of our school attendance area is a combination of upper-middle and middle class family homes. 55% of the population of Fountain Valley considers themselves to be “white” with a sizable Asian population at 33%. Of this Asian population, 21% are identified as Vietnamese.



Fountain Valley High School

Home of the Barons, Fountain Valley High School is the top performing high school in the Huntington Beach Union High School District (HBUHSD). Founded in 1966, Fountain Valley High School proudly educates over 3500 students from our city as well as the surrounding communities. In December 2012, the *Orange County Register* ranked HBUHSD as one of the top places to work in the county.

The attendance boundaries for FVHS stretch from the city boundary with Santa Ana to the east, to Garfield Avenue to the south, Newland Avenue to the west and a snaking northern boundary slightly splitting the attendance area with some Fountain Valley residents attending Garden Grove Unified School District schools. HBUHSD has an open enrollment system which brings students from all over the district to take advantage of the excellence of Fountain Valley High School. As a result, our student body is comprised of a diverse ethnic and socio-economic population that differs from the demographics of the city as a whole.



Fountain Valley High School was recognized as a California Distinguished School in 2003 and 2007. In 2012, FVHS was ranked among the top 10 high schools in Orange County by the *Orange County Register*. In addition, FVHS is often lauded by the *US News and World Report* annual ranking of the top high schools in the country being recognized as 841 in the field of 2290 ranked schools. As a school that prides itself in being a central part of the community, many FVHS students are second or third generation Barons. In addition, many of the staff and faculty are FVHS alumni. Our school is proud of the strong academic and cultural traditions that have been developed and cherished over the storied history of Fountain Valley.

This rich history has engendered a deep sense of ownership of our school among students, parents, faculty and staff as well as other community stakeholders. As a result, our school enjoys vigorous support of our academic, co-curricular and extracurricular programs. The Baron Academic Foundation and PTSA are an active and valuable resource for many school programs. In addition to these two groups, FVHS has vibrant booster clubs for our many sports programs and award winning instrumental and vocal music programs. FVHS holds many on-going events that are open to the public including Bingo Night, the International Fair and student performances.

WASC Accreditation History

The previous full accreditation visit was in 2008 when FVHS was granted a six-year term with a 3 year midterm review. FVHS successfully completed the midterm review in April of 2011.

School Mission

Fountain Valley High School's mission statement is directly aligned to the mission statement for the HBUHSD.

Huntington Beach Union High School District Mission Statement

Our mission is to maximize learning for every student by providing an educational environment in which students thrive and become creative, responsible, and collaborative critical thinkers prepared for college, career and global citizenship.

Fountain Valley High School Mission Statement



Expected Schoolwide Learning Results

(An Agreed Upon Framework for Excellence in Support of Exemplary Practice)

Upon graduation, FVHS students will be:

Effective Communicators who:

- demonstrate proficiency in reading and listening
- demonstrate proficiency in writing and speaking
- locate, interpret, evaluate, organize, process and present information using technology or appropriate resources
- express creative and artistic abilities through a variety of media

Critical Thinkers who:

- access and process information utilizing current technology
- synthesize the information, skills and concepts acquired through the curriculum
- develop educated opinions and make well-informed choices
- apply knowledge to solve problems

Self-directed Learners who:

- apply knowledge to their personal, academic or career goals
- incorporate information and technology in a dynamic world
- develop specialized interests and talents
- work independently

Responsible Members of society who:

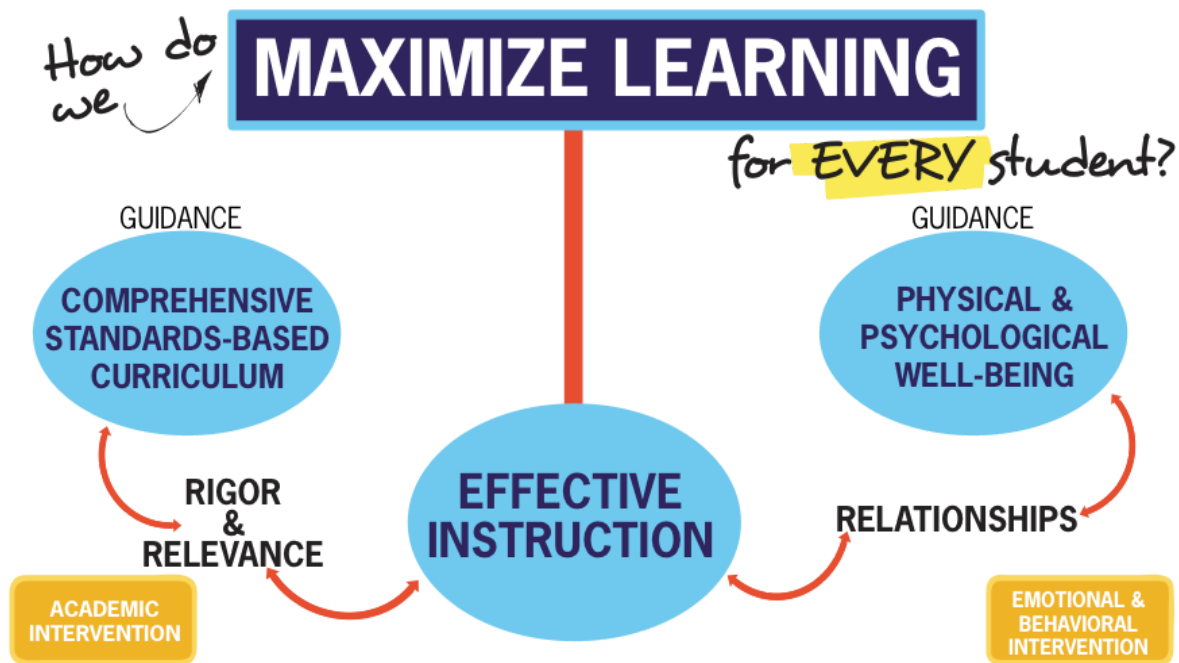
- work well with others
- recognize the importance of a healthy lifestyle
- demonstrate an acceptance of human individuality and diversity
- demonstrate a positive work ethic

The Mission Statement has been revised to reflect the changes in the Mission Statement of the HBUHSD and the present-day needs of our student body and community. The process involved school leadership, parents and faculty members.

FVHS holds a clear mission of excellence in teaching, learning and student personal development. We embrace the concept of “Maximizing Learning” daily both in and out of the classroom. Staff Development is centered on maximizing learning in the classroom academically and socially. The school is committed to educating the whole child and strives to teach students how to manage their social and personal lives in addition to their academic success.

Fountain Valley High School is proud to offer one of the most extensive menus of Advanced Placement courses in the Huntington Beach Union High School District. All students are encouraged to challenge themselves academically in AP and Honors/Accelerated courses and are identified through teacher recommendation, parent request and student self-selection. FVHS offers a broad array of co-curricular and extracurricular activities that encourage students to learn from doing and succeed in achieving the ESLRs.

The following graphic was designed to unpack the Mission Statement and drives the professional development structure of our school.



FVHS Student Teacher Academy

The Student Teacher Academy at Fountain Valley High School provides a professional learning atmosphere for student teachers to develop into knowledgeable, professional, and thoughtful educators. Since the Academy's inception, it has endeavored to offer a meaningful, enlightening experience to these budding professionals through the support and guidance of informational meetings with people of varying areas of expertise, introduction and checkout meetings, and a handbook containing support materials. In addition, the program strives to remain current by attending and hosting meetings for local colleges who feed student teachers into the program.

Student teachers must first attend an orientation done prior to the beginning to the school year or Spring semester; the orientation acclimates the incoming student teachers to the policies, expectations, and environment of Fountain Valley High School. Moreover, it prepares them for navigating detrimental or negative situations they may encounter throughout their student teaching by identifying potentially problematic incidents before they occur and by notifying

them of whom they should contact in such cases. The focal point of the orientation is the dissemination of the student teacher packet and the instruction of its contents: it has legal documents concerning child abuse and other issues, sample lesson plans, professional articles, tips for student teachers, and a checklist of meetings to attend and signatures to procure from different professionals on campus.

FVHS Bell Schedule

The FVHS bell schedule has undergone a few minor adjustments since 2008. The administration and the Department Coordinators worked together in the spring of 2012 to reconfigure the FVHS Bell Schedule. The new schedule was designed to add more time to classroom instruction and lengthen staff meeting time on modified days. The student passing period was decreased from 8 minutes to 7 minutes adding a total 180 more minutes to modified meeting days and 1,080 minutes to classroom instruction. Most Mondays are modified late start days where students do not begin their school day until after staff collaboration time ends. Tuesday through Friday use a traditional bell schedule with most students enrolled in periods 1-6. "0" and "7" period classes meet every day. Teachers discussed the change to the bell schedule and its efficacy in the spring of 2013. As a result of these discussions, the implemented changes in the bell schedule were kept as teachers found the extra classroom time to be very beneficial.

FVHS Bell Schedule

2013 - 2014



Regular

Period 0	6:58 - 7:53
Period 1	8:00 - 8:55
Period 2	9:02 - 9:57
Period 3	*10:04 - 10:15
P3 Announcements	10:15 - 10:18
Period 3	10:18 - 11:13
Period 4	11:20 - 12:15
Lunch	12:15 - 12:46
Period 5	12:53 - 1:48
Period 6	1:55 - 2:50
Period 7	2:57 - 3:52

*Baron Academic Time

Modified

Period 0	7:00 - 7:49
Meetings	7:55 - 8:45
Period 1	8:50 - 9:39
Period 2	9:46 - 10:35
P3 Announcements	10:42 - 10:45
Period 3	10:45 - 11:34
Period 4	11:41 - 12:30
Lunch	12:30 - 1:00
Period 5	1:07 - 1:56
Period 6	2:03 - 2:52
Period 7	2:59 - 3:48

Almost all Mondays

Assembly

Period 0	7:05 - 7:53
Period 1	8:00 - 8:48
Period 2	8:55 - 9:43
Period 3-A	9:50 - 10:38
Period 3-B	10:45 - 11:33
Period 4	11:40 - 12:28
Lunch	12:28 - 12:58
Period 5	1:05 - 1:53
Period 6	2:00 - 2:48
Period 7	2:55 - 3:43

Reverse Modified

Period 0	7:04 - 7:53
Period 1	8:00 - 8:49
Period 2	8:56 - 9:45
P3 Announcements	9:52 - 9:55
Period 3	9:55 - 10:44
Period 4	10:51 - 11:40
Lunch	11:40 - 12:10
Period 5	12:17 - 1:06
Period 6	1:13 - 2:02
Period 7	2:09 - 2:58

Demographic Data

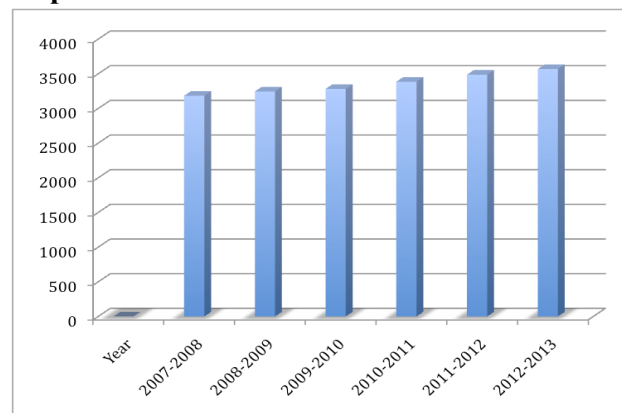
FVHS maintains a strong commitment to meet the academic and personal needs of all students. FVHS continues to be the largest school in the HBUHSD as a school of choice under the district's Open Enrollment program. Currently serving 3694 students, FVHS has grown in student population each year of the Open Enrollment program. The school is well aware that enrollment will continue to rise and continues to create systems to address the needs of all students, teachers, parents and staff members.

The demography of our school has not changed significantly since the last full WASC self-study cycle. FVHS has experienced a slight increase in the number of Hispanic students attending the school, but overall that change has been imperceptible. The FVHS school climate is inviting and accepting of all students regardless of ethnic, religious or socio-economic background. Problems arising from racial or ethnic tension have been virtually non-existent since the last WASC self-study process.

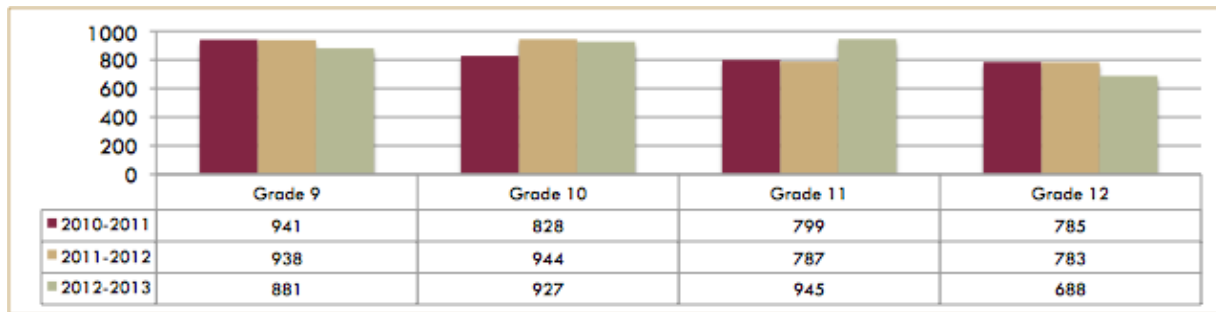
The school continues to strive to meet the growing needs of our large, diverse student body. In the 2013-2014 school year, students schedules were heavily impacted by the sheer size of the student body as well as new contract language setting the maximum number of students in any one academic class to 37. Many teachers share classroom space throughout the school day with several teachers having to "roam" from classroom to classroom during their teaching day.

A different challenge increased enrollment has on FVHS, is in the workloads of classified staff throughout the school. Site and district administrators met with classified staff in 2013 to discuss the possible challenges and impacts of a larger student body on their day to day operations. Classified staff wrote down concerns and challenges which were then catalogued and analyzed by administrators. The results were then taken back to the classified staff to problem solve and develop strategies to address the issues. The classified staff created a structure whereby employees work together to support each other throughout the day. Three positions were granted more hours on campus. A unified and cohesive classified staff now work more closely together to ensure that all students needs are met and no one person feels overburdened.

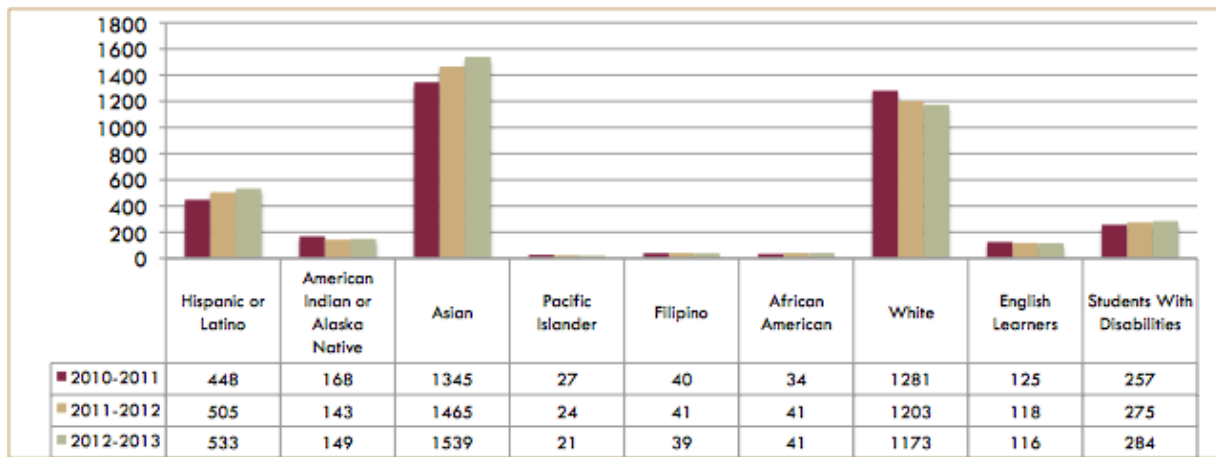
FVHS Total Student Population



Enrollment by Grade Level



Enrollment by Ethnicity



Student Enrollment by Grade Level (School Year 2013-14)

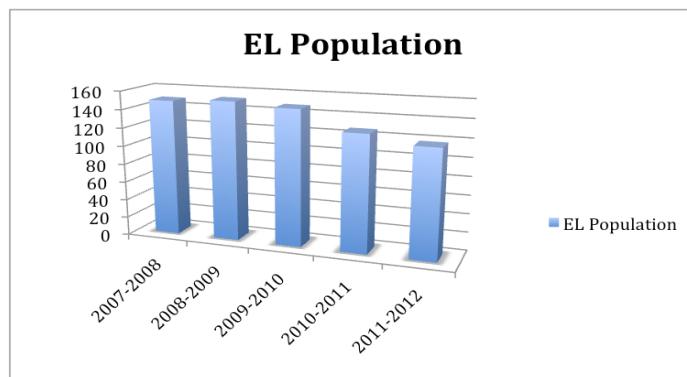
Grade Level	Number of Students
Grade 9	956
Grade 10	884
Grade 11	903
Grade 12	915
Ungraded Secondary	36
Total Enrollment	3,694

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.2	White	34.5
American Indian or Alaska Native	4.1	Two or More Races	0.8
Asian	42	Socioeconomically Disadvantaged	20.1
Filipino	1.2	English Learners	12.4
Hispanic or Latino	14.5	Students with Disabilities	7.9
Native Hawaiian/Pacific Islander	0.7		

English Learner (EL) Enrollment/ Language Proficiency

As a whole, the English Language Learner population at FVHS is 4% of the total student population. Nonetheless, our school takes the utmost care in addressing the needs of this special population. The needs and contributions of EL students to our school campus remain a significant part of the schoolwide conversation. FVHS provides ELD classes and LEP classes to qualified EL students to help them succeed on the CAHSEE, the general academic program and in overall English language development. One staff member is given a single period release to monitor student progress, coordinate testing and assist teachers of ED and LEP classes at FVHS. In addition, FVHS has the luxury of having the district Pell Coordinator on campus to help oversee the success of the EL program. We also have a bilingual para-educator who works with students in both their English and core LEP classes.



Language Proficiency Rates

Over the past six years, the number of students designated as English Language Learners (ELLs) has hovered around 125. Each year, a certain percentage of our ELLs get redesignated as fluent, based on the results of the California English Language Development Test (CELDT). One can see in the chart below that the redesignation rates for ELLs has increased steadily and dramatically at FVHS from 2008-2013, with a slight dip in 2011.

Instruction of ELLs has been and continues to be a high-priority in the HBUHSD. Teachers have participated in considerable amounts of professional development, and district and site facilitators as well as administration have monitored and coached the use of effective instructional practices in designated Limited English Proficient (LEP) and English Language Development (ELD) courses.

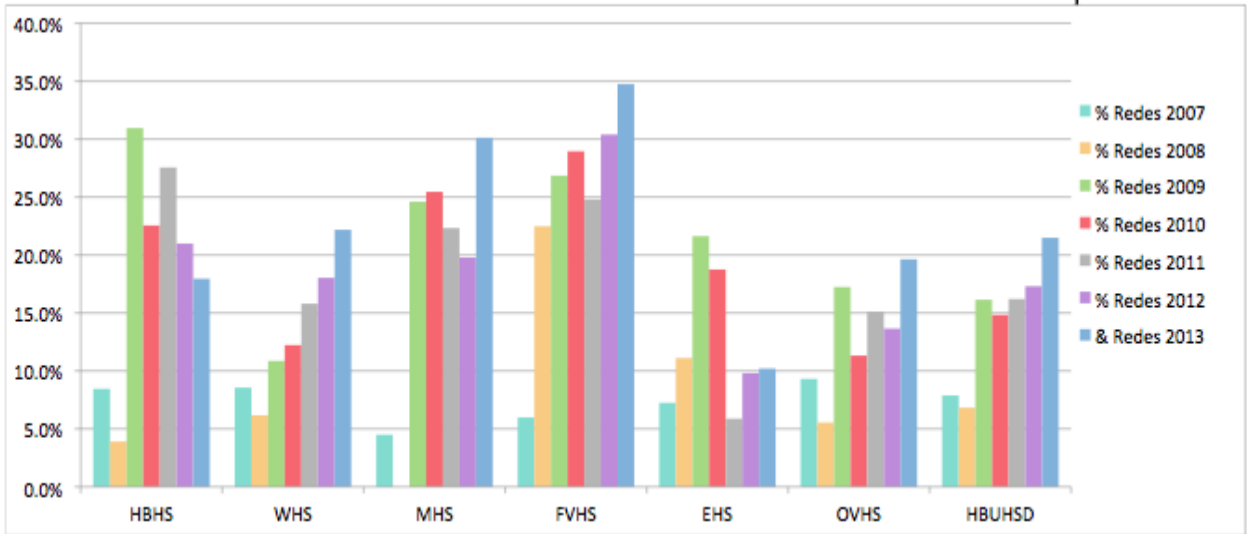
One area of concern that has emerged recently is the Long-Term English Learner (LTEL). These are students who have been designated as ELL for five years or more. One can see in chart 2 below that, although FVHS tops the list of schools for ELLs attaining English Proficiency in less than five years, we are in the middle of the pack for LTELs.

Of the LTEL students, many also have a designated disability and an IEP. They are students who have learning processing challenges. These students seem to be stuck at level 3 on CELDT. These students are usually reading below grade level and in most cases not seen as ELL students by their parents and sometimes by case carriers.

Whether redesignated Fluent English Proficient or not, most ELL, RFEP and LTELs need additional reading and/or language development support to be fully successful in the demanding college prep courses. While we do have some of these supports in place, we believe this is an area for additional attention.

HBUHSD Reclassification Summary

	EI Population 2005-2006			EI Population 2006-2007			EI Population 2007-2008			EI Population 2008-2009			EI Population 2009-2010			EI Population 2010-2011			EI Population 2011-2012		
	Reides 2007	% Redes 2007		Reides 2008	% Redes 2008		Reides 2009	% Redes 2009		Reides 2010	% Redes 2010		Reides 2011	% Redes 2011		Reides 2012	% Redes 2012		Reides 2013	% Redes 2013	
HBHS	142	12	8.5%	128	5	3.9%	126	39	31.0%	102	23	22.5%	98	27	27.6%	81	17	21.0%	78	14	17.9%
WHS	795	68	8.6%	762	47	6.2%	755	82	10.9%	818	100	12.2%	760	120	15.8%	732	132	18.0%	680	153	22.2%
MHS	89	4	4.5%	106	0	0.0%	126	31	24.6%	110	28	25.5%	112	25	22.3%	91	18	19.8%	83	25	30.1%
FVHS	117	7	6.0%	129	29	22.5%	149	40	26.8%	152	44	28.9%	125	31	24.8%	125	30	30.4%	118	41	34.7%
EHS	69	5	7.2%	81	9	11.1%	74	16	21.6%	48	9	18.8%	51	3	5.9%	51	5	9.8%	49	5	10.2%
OVHS	247	23	9.3%	271	15	5.5%	319	55	17.2%	318	36	11.3%	305	46	15.1%	293	40	13.7%	275	54	19.6%
HBUHSD	1511	119	7.9%	1539	105	6.8%	1630	263	16.1%	1632	242	14.8%	1559	252	16.2%	1466	253	17.3%	1359	292	21.5%



Reclassification Proficiency Rates

CDS Code	Type	LEA/School Name	AMAO 1 - Annual Growth					AMAO 2 - Attaining English Proficiency					
			Number of Annual CELDT Takers	Number in Cohort	Percent with Prior CELDT Scores	Number Met AMAO 1	Percent Met AMAO 1	Less than 5 years			5 Years or More		
								Number in Cohort	Number Attain Eng Prof. Level	Percent Attain Eng Prof. Level	Number in Cohort	Number Attain Eng Prof. Level	Percent Attain Eng Prof. Level
30-66548-0000000	Total	Huntington Beach Union High	1,317	1,315	99.8%	797	60.6%	355	110	31.0%	1,012	548	54.2%
30-66548-3030368	High	Coast High	2	2	100%	--	--	0	--	--	2	--	--
30-66548-3031895	High	Edison High	23	23	100%	--	--	2	--	--	22	--	--
30-66548-3032158	High	Fountain Valley High	119	117	98.3%	75	64.1%	58	24	41.4%	68	39	57.4%
30-66548-3030806	High	HBUHSD Community Day	2	2	100%	--	--	0	--	--	2	--	--
30-66548-3032943	High	Huntington Beach High	91	91	100%	63	69.2%	24	--	--	70	42	60.0%
30-66548-3034410	High	Marina High	85	85	100%	49	57.6%	31	12	38.7%	56	28	50.0%
30-66548-3030145	High	Ocean View High	249	249	100%	143	57.4%	59	16	27.1%	208	105	50.5%
30-66548-3038551	High	Valley Vista High (Continuation)	36	36	100%	23	63.9%	0	--	--	36	22	61.1%
30-66548-3038445	High	Westminster High	710	710	100%	420	59.2%	181	47	26.0%	548	291	53.1%

Special Education

6.4% of the FVHS student population require Special Education services. FVHS students requiring Special Education instruction and related services are appropriately placed in various programs through the recommendations provided in their Individualized Education Plans (IEPs). A team consisting of parents, teachers, administrators and other support personnel meet to

discuss and analyze the needs of individual students and consider various options for student placement. The IEP team then develops goals and objectives tailored for each individual student based on his/her unique needs and level of performance. This planning also considers post-high school goals and involves the creation of a transition plan for those students who are sixteen years or older.

Placement decisions are made in accordance with the least restrictive environment provisions of the Individuals with Disabilities Education Act (IDEA) to ensure that 1) students with disabilities are included in the classes with the general education population, and 2) removal from the general education setting only occurs if the severity of the disability is such that classes in the general education setting are not appropriate. A majority of our Special Education students are mainstreamed into general education classes with support from the Special Education teacher and other support staff such as the Speech and Language Specialist or School Psychologist. In some cases, instructional aides have been placed in a general education class to assist the special needs student to access the curriculum.

FVHS currently offers Collaborative classes in the English, Science, Math and Social Studies departments. In these classes, General Education and Special Education teachers team-teach to provide a learning environment that accommodates the needs of special education students enrolled and the general education students that make up the rest of the class. The special education teacher provides extra support for special education students to access and succeed in facing the rigor of a general education classroom.

A full complement of Special Education courses are offered in grades 9-12 in all core subject areas. The Workability program assists special education students and their families to develop and apply the skills needed to be successful after high school. These services are provided in grades 9-12. FVHS houses two programs for students in need of a Special Abilities Cluster environment. The Pathways and IDEA (Emotionally Disturbed and Moderate disability respectively), programs operate on our school campus however these students are not integrated into general education classes during the school day. A fifth year Adult transition course is also offered on campus during the school day. Again, these students are not integrated into the general population of the school.

FVHS currently has 3.5 School Psychologists to address the needs of students. The School Psychologists' goal is to help students succeed academically, emotionally and socially. They team with educators, parents and other mental health professionals to help create safe, healthy, and supportive learning environments. Some of the services include: conducting psychoeducational assessments for purposes of identifying special needs, crisis counseling as well as individual and group counseling, and collaborating with other educators and parents to find effective solutions to academic and behavioral problems. 2.5 psychologists work specifically with students with IEPs while an additional Student Support Psychologist works with the general population including those students with 504 plans.

A full time Speech and Language Specialist provides DIS speech and language services to students with communicative disorders. Regular services are provided to a caseload of 80+ students including learning handicapped, deaf and hard-of-hearing, communicatively handicapped (including language, autism, fluency, voice and articulation disorders) and limited English proficient students. Along with therapeutic intervention, the Speech and Language Specialist conducts diagnostic evaluations and is a member of the multidisciplinary team, which determines placement and intervention for high-risk students.

To meet the physical and mental health needs of students in Special Education, a full time nurse and a part time Adaptive Physical Education (APE) teacher are available. Although the School Nurse has many responsibilities associated with the general education students, the nurse also conducts special education assessments, participates in the Student Study Team and is a member of the IEP team for students with health impairments that impact academic progress. The APE teacher provides a separate Physical Education class for students with health or social emotional needs which prevent participation in a large general education PE class. The APE teacher conducts physical assessments based on special needs and is a member of the IEP team.

Socio-Economic Status

FVHS is home to students from across the socioeconomic spectrum. The numbers below represent the number of students who qualify for free or reduced-cost lunch plans at school.

	2009-2010	2010-2011	2011-2012	2013-2014
Number of Students Socio-economically disadvantaged	341	414	502	678

Student Attendance

Average daily attendance at FVHS is very high compared to the state average. The attendance staff at FVHS works with the HBUHSD Student Attendance Review Board (SARB) to improve our daily student attendance on an ongoing basis. Currently our daily attendance rate is 97%.

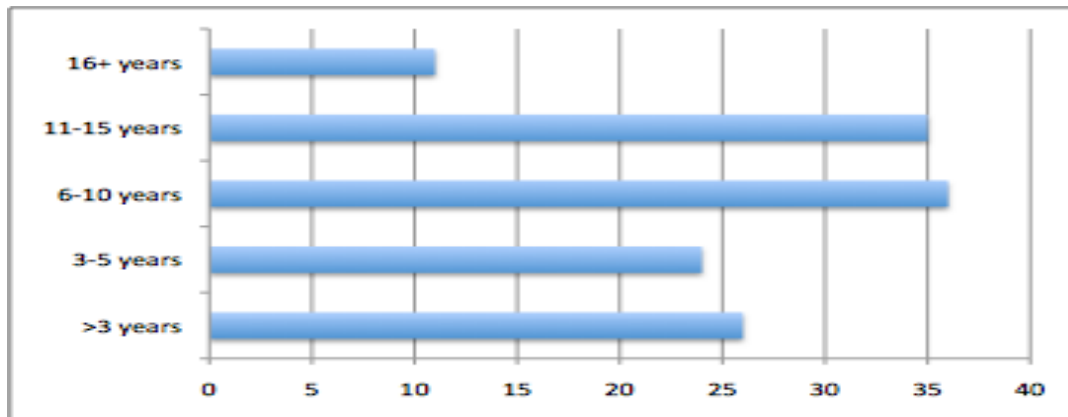
FVHS Faculty/Staff Data

The FVHS staff currently includes 127 certificated teachers, 3.5 psychologists, a student support intern, a speech and language therapist, one school counselor, a full time nurse, and 73 classified employees. The principal and 4 assistant principals comprise the FVHS administrative team.

FVHS has a large and active classified staff consisting of an 8 person supervision team, 12 clerical staff, 4 guidance specialists, a school registrar, a college/career specialist, 1.5 library clerks, 20 instructional aides, 13 custodians, 9 food service employees, a community service coordinator and a textbook and receiving clerk.

Like all schools across California, FVHS has experienced a great number of retirements and the hiring of new teachers. Because of the powerful Student Teacher Academy at FVHS, many of our new teachers completed their pre-service training right here on our campus. As a result of these retirements and the overall growth of the student population, the school has experienced a renewal of teacher leadership over the past six years. FVHS has a rich tradition of teacher leaders both cultivated and self-initiated. These legacies of exemplary professional culture are embraced by new teachers while new competencies and skills have been added to meet the needs of 21st Century classrooms. Growth in cultivated leadership skills on campus can be seen directly through the Department Coordinators. This group has grown from a team of teachers who disseminated information to their departments to now being key decision makers and instructional leaders. Two teachers on campus participate in the district's leadership development program and several others are currently working on administrative credentials. Several more teachers spontaneously sought out leadership opportunities both on and off campus such as two Google Certified Teachers, a chairwoman for the Western Regional Council of the College Board and CA EdChat/Twitter leaders. A renewed spirit of teacher leadership is a hallmark of FVHS since 2008.

Teachers Number of Years at FVHS



Staff Ethnicity 2012-2013

The ethnicity of the staff does not reflect the ethnicity of the overall student body of FVHS. In order to attain this balance, the school would need more Asian and Hispanic/Latino teachers.

Student Performance Data/Outcome Data

FVHS student achievement is measured using a variety of site, state, and national standardized tests. Assessment tools such as STAR, CAHSEE, AP exams, SAT, PSAT, CST and common core benchmark assessments have provided data by which teachers and administrators measure and evaluate student progress and performance.

Administration and faculty at FVHS have worked diligently to raise student performance on CST and STAR tests since 2007. Different incentive plans, school assemblies, staff development and classroom presentations have been used over the past six years to bring our

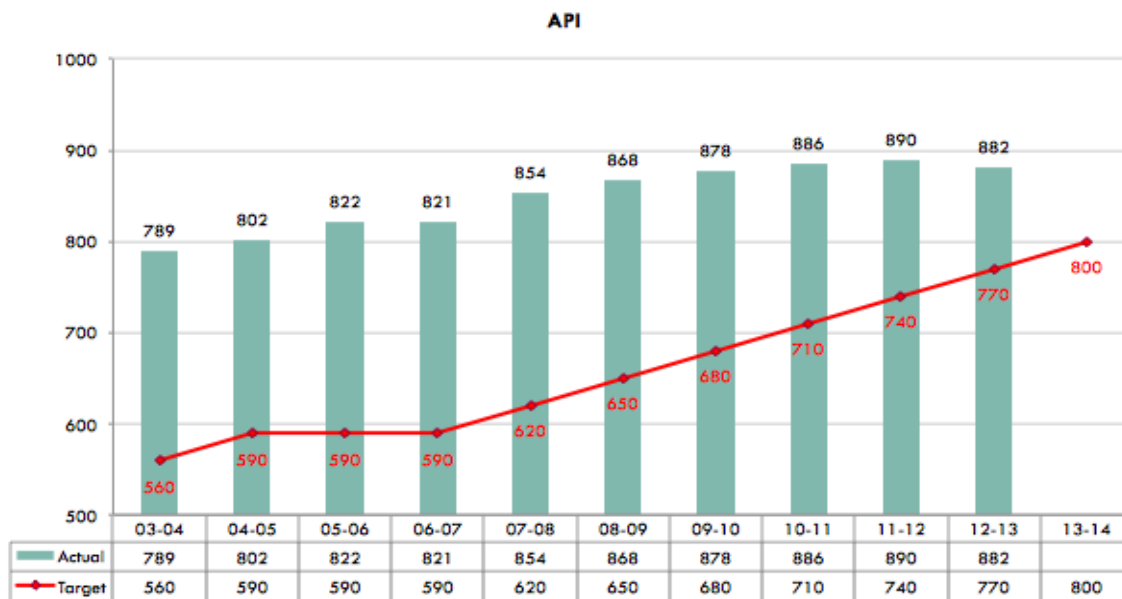
API level from an 821 in 2007 to an 890 in 2012. We are very proud of our students and teachers and their success on these exams.

Please see our appendices for the specific tables regarding API and Student Performance Data.

Academic Performance Index Base Reports

Year	2010-2011	2011-2012	2012-2013
API Base Score	886	891	884
Growth Target	A	A	A
Actual Growth	7	8	-7
Statewide Rank	10	10	10
Similar Schools Rank	7	8	8

NA – Statewide Rank and Similar Schools Rank was not available on CDE Website



FVHS Adequate Yearly Progress

FVHS has met its schoolwide AYP targets derived from the CAHSEE proficiency rates until 2012-2013. We recognize that those targets have not been met for all subgroups each year. FVHS Faculty and Administration continues to work diligently to address the needs of all students to ensure that each FVHS Baron has access to a relevant and rigorous academic program and the support they need to succeed.

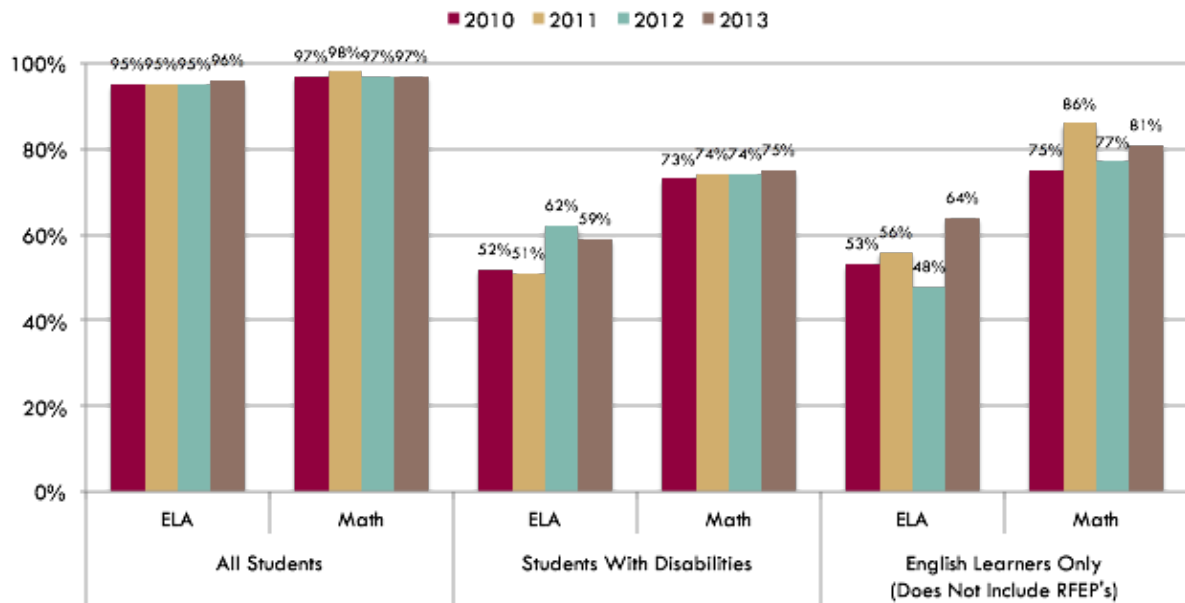
FVHS Year	English Language Arts	Mathematics	API	Graduation Rates
2010	Met Proficient Levels	Met Proficient Levels	YES	YES
Requirements: Met 10/10	All subgroups met the State Proficiency levels	All subgroups met the State Proficiency levels		
2011	NOT at Proficient Level	Met Proficient Levels	YES	YES
Requirements: Met 13/14	All subgroups met proficiency except for English Language Learners	All subgroups met the State Proficiency levels		
2012	NOT at Proficient Level	NOT at Proficient Level	YES	NO
Requirements: Met 10/14	All subgroups met the State Proficiency levels except Hispanic and Latino and English Language Learners	All subgroups met the State Proficiency levels except English Language Learners		Graduation rate among English Language Learners and Students with Disabilities fell below target

Huntington Beach Union High School District – Program Improvement

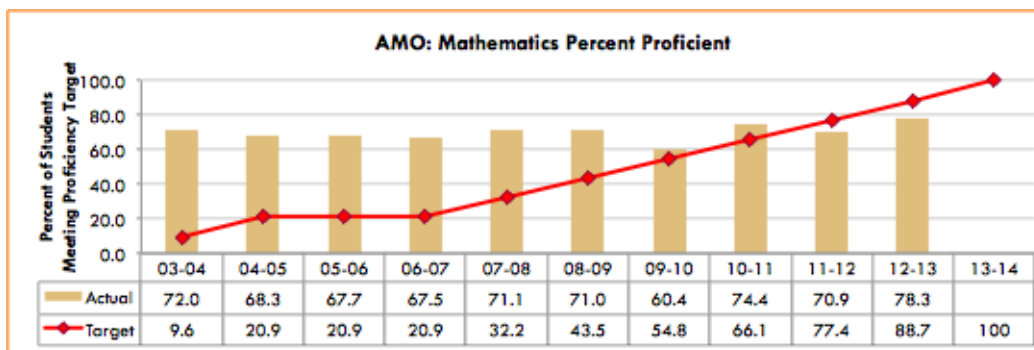
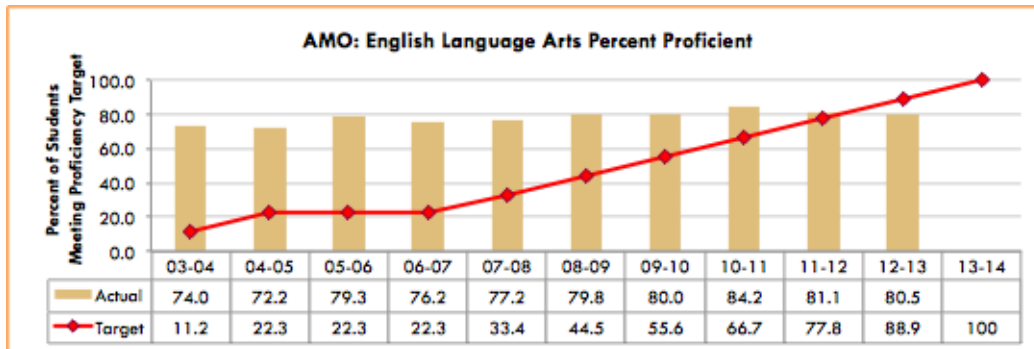
HBUHSD became a Year 4 Program Improvement district during the 2011- 2012 school year. The district sanction is the requirement to work with a technical provider. The HBUHSD has contracted with Total School Solutions. In October 2011, Total School Solutions facilitated the completion of the LEA Plan, completed a needs assessment, and the development of a District Action Plan to address identified needs. The LEA Plan was Board Approved on June 27, 2011 and submitted to CDE for approval. The needs assessment was completed during June and July. In the fall 2011, a district-wide committee developed a new HBUHSD Action Plan. Since that time, the Action Plan has been integrated into the District Strategic Plan developed collaboratively in 2012.

California High School Exit Exam (CAHSEE)

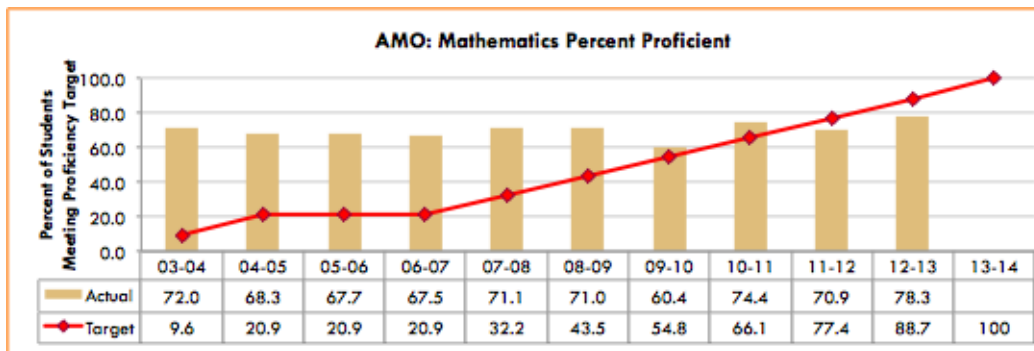
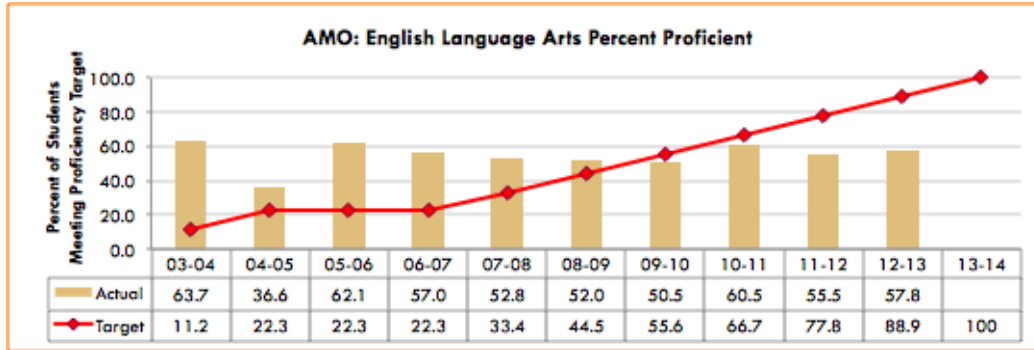
FVHS students have historically performed well on the CAHSEE. The tables below provide FVHS performance data over the past four years. schoolwide data shows that the general student population does exceptionally well on both the ELA and Math portions of the test; however, our ELL and SWD subgroups suggest that some students continue to struggle and need additional support.



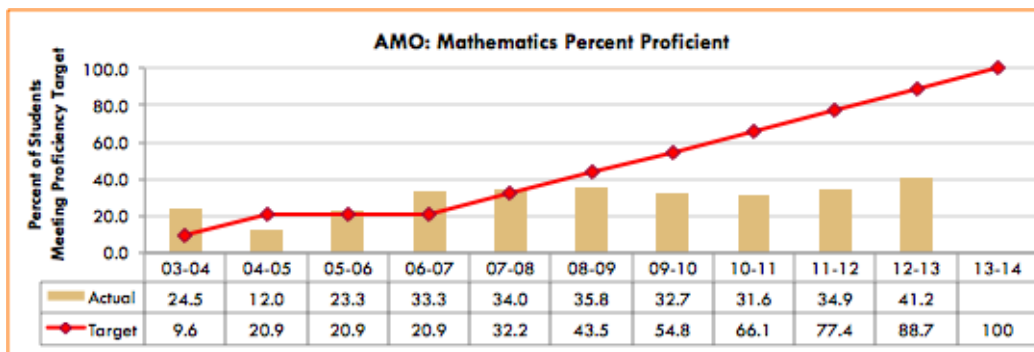
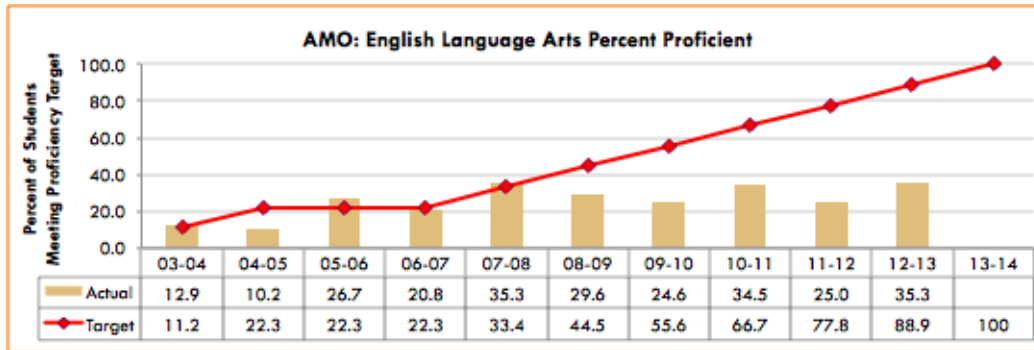
FVHS schoolwide Annual Measurable Objectives – CAHSEE Targets



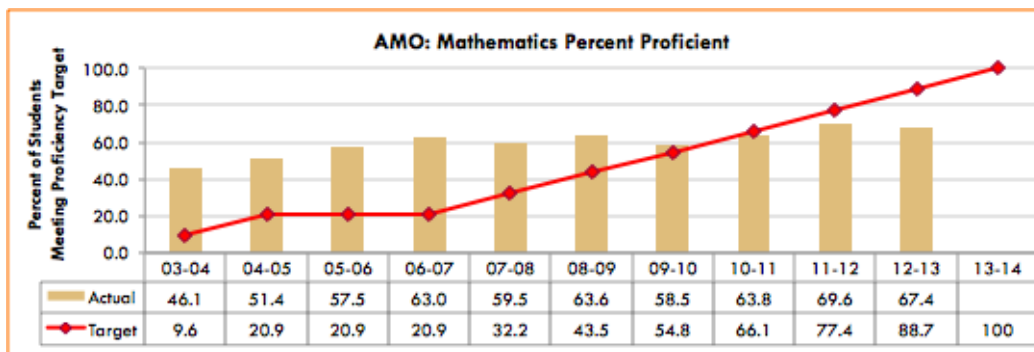
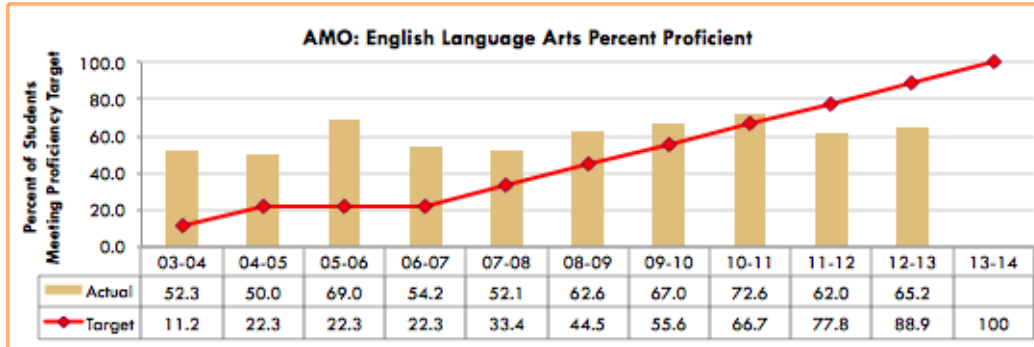
FVHS English Learner Subgroup: Annual Measurable Objectives – CAHSEE Targets



Students with Disabilities Subgroup: Annual Measurable Objective – CAHSEE Targets



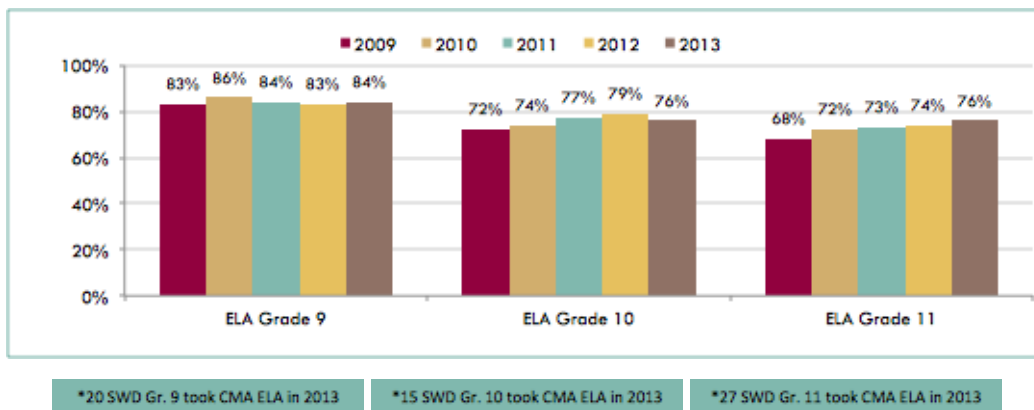
Hispanic/Latino Subgroup: Annual Measurable Objective – CAHSEE Targets



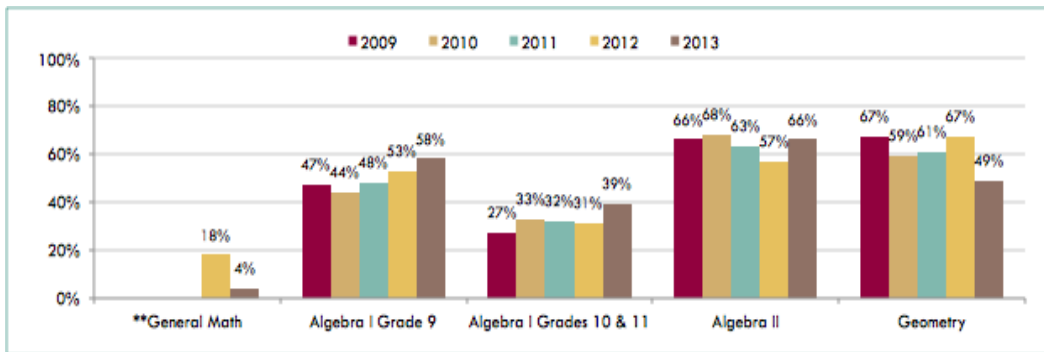
California Standards Tests (CSTs)

FVHS is very proud of the progress and success of our students on our annual CST exams. FVHS students have been fairly consistent on state testing experiencing a slight 6 point dip in the API score last year. While the overall success of the school is wonderful, administrators and staff are aware of the drops in certain curricular areas and with our subgroups. Staff members work together in departmental teams to address the trends shown in the data by altering instructional methods and curriculum pacing.

All FVHS Students Proficient or Advanced CST Scores by Curricular Areas

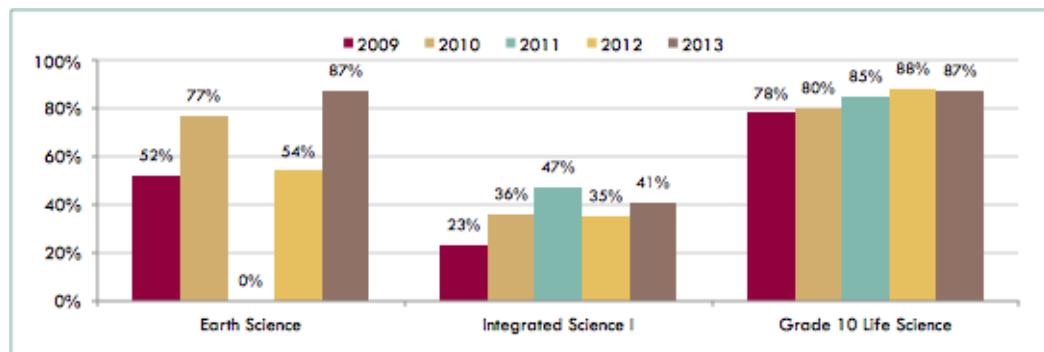
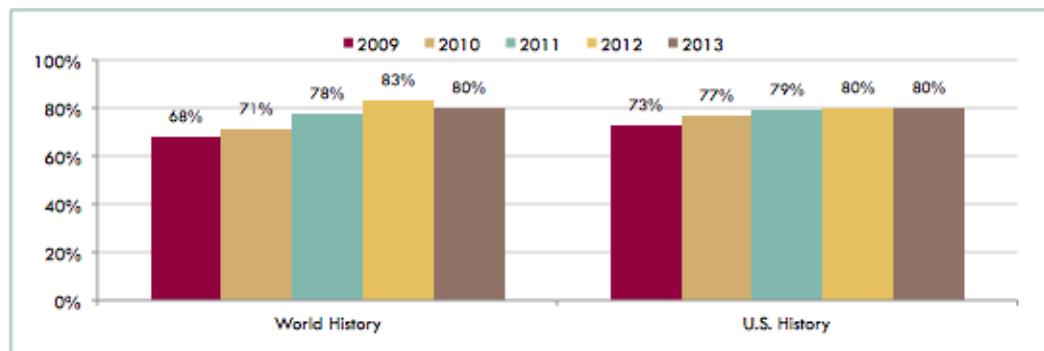


Fountain Valley High School WASC/CDE Self-Study Report

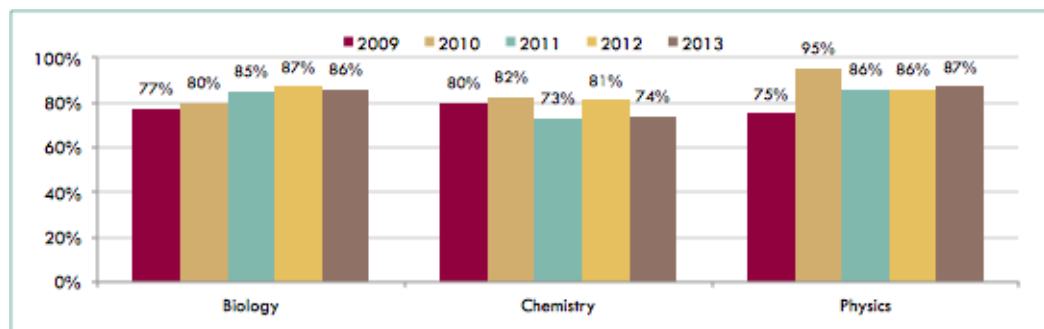


** 2012 – 1st Year Administered

*25 SWD Gr. 9-11 took CMA Alg 1 in 2013



*17 SWD Gr. 10 took CMA Life Science in 2013



Achievement Gap Analysis of English Language Learners - CST

English Language Arts, 2011-2013									
Grade	9			10			11		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
# Tested	33	23	35	16	23	26	20	16	10
% Advanced	0%	0%	3%	0%	0%	0%	5%	0%	0%
% Proficient	15%	17%	23%	6%	9%	15%	0%	0%	0%
% Basic	55%	52%	51%	50%	39%	58%	45%	19%	30%
% Below Basic	27%	26%	11%	31%	39%	15%	35%	56%	30%
% Far Below Basic	3%	4%	11%	13%	13%	12%	15%	25%	40%

Algebra 1, 2011-2013									
Grade	9			10			11		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
# Tested	35	16	26	9	10	13	3	2	3
% Advanced	20%	19%	35%	0%	0%	23%	0%	0%	0%
% Proficient	17%	25%	38%	22%	20%	8%	0%	0%	33%
% Basic	20%	19%	15%	44%	30%	31%	33%	0%	0%
% Below Basic	23%	38%	12%	22%	30%	31%	67%	0%	33%
% Far Below Basic	20%	0%	0%	11%	20%	8%	0%	100%	33%

Achievement Gap Analysis of Students with Disabilities - CST

English Language Arts, 2011-2013									
Grade	9			10			11		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
# Tested	37	31	32	19	39	27	28	21	32
% Advanced	11%	13%	0%	11%	15%	7%	4%	10%	9%
% Proficient	27%	32%	31%	47%	13%	11%	32%	24%	19%
% Basic	32%	48%	38%	21%	36%	41%	50%	33%	31%
% Below Basic	24%	3%	16%	16%	23%	30%	7%	10%	22%
% Far Below Basic	5%	3%	16%	6%	13%	11%	7%	24%	19%

Algebra 1, 2011-2013									
Grade	9			10			11		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
# Tested	52	17	16	8	17	10	6	6	12
% Advanced	2%	0%	6%	0%	0%	0%	17%	0%	0%
% Proficient	12%	35%	19%	13%	18%	20%	0%	0%	8%
% Basic	10%	24%	50%	38%	12%	20%	33%	17%	8%
% Below Basic	50%	41%	19%	38%	47%	40%	50%	33%	33%
% Far Below Basic	27%	0%	6%	13%	24%	20%	0%	50%	50%

UC/CSU a-g Eligibility

Our school is quite aware of the disparity shown between our school API score and the percentage of our students who are a-g eligible at the end of four years in our program. The school has worked to remove barriers for students that were artificially created by past course offerings in English, Mathematics and Science. The removal of non-college preparatory courses in 11th and 12th grade English, remedial Algebra courses and offering Biology to entering

Freshmen increases the number of students working towards a-g eligibility. The district reported this percent eligible calculation including student with “D” grades over the past few years. The chart below shows the percent eligible with grades of “D”. Since “D” grades are not accepted by either UC or CSU, we find that this calculation does not reflect the need to increase our efforts to help our students become college and career ready. We unfortunately experienced a slight dip in a-g eligibility in the 2012-2013 school year and are investigating the root causes.

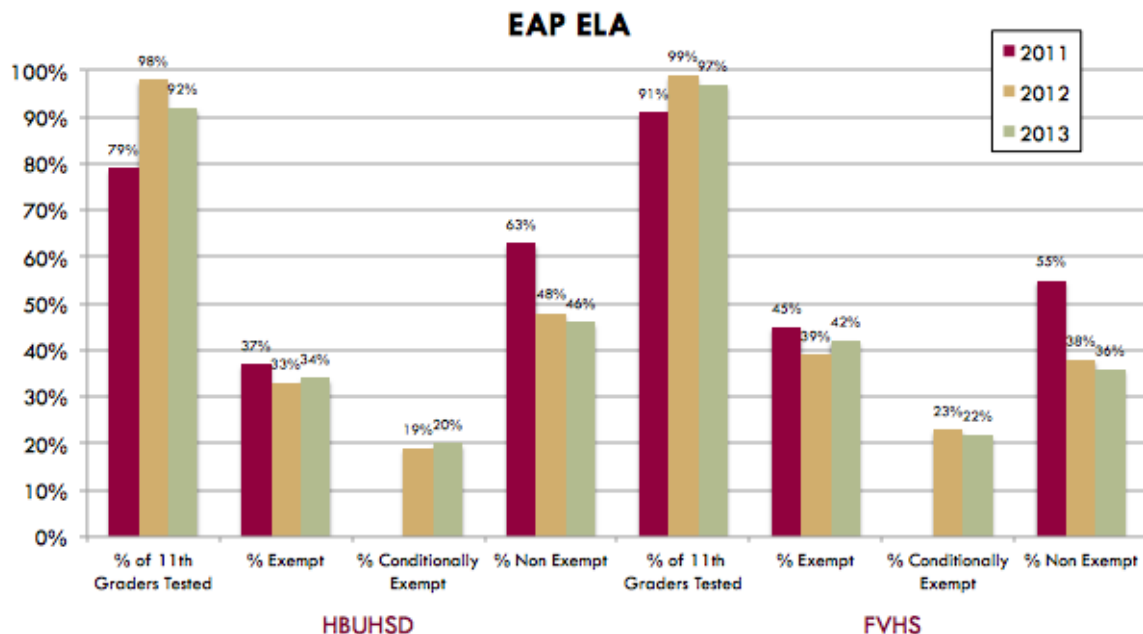
UC/CSU 12 th Grade Graduates Completing All Courses Required for UC and/or CSU Entrance	
Class of:	
2013	58.89%
2012	59.34%
2011	56.30%
Visual & Performing Art credits earned outside HBUHSD are not included in the above percentages because these credits are not maintained on the SB2000 transcript.	
Includes students with exit status of GRD completing courses required for UC/CSU entrance with a grade of D or better.	

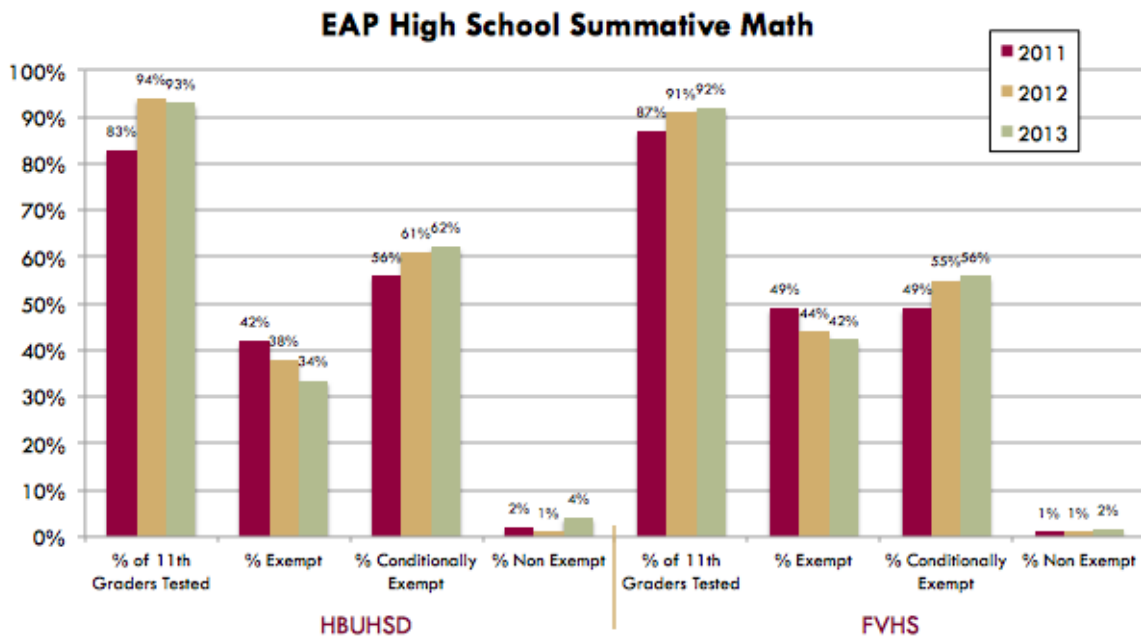
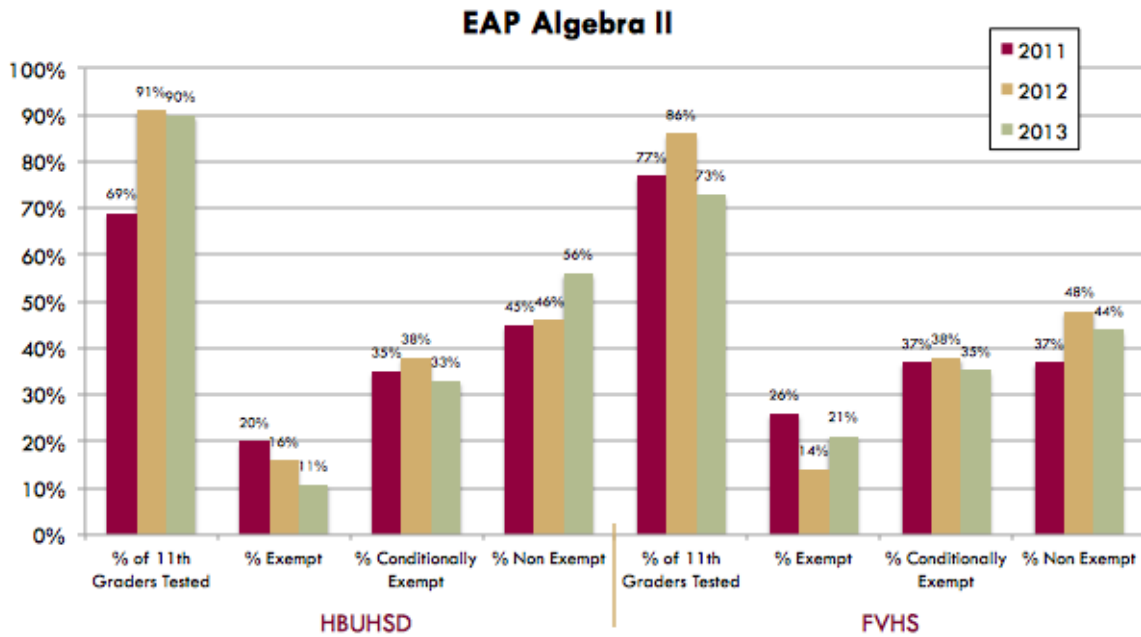
Graduated Students Deficient in (UC/CSU):			
	2010-11	2011-12	2012-13
History/Social Science	4.43%	5.26%	3.23%
English	25.29%	25.13%	15.77%
Mathematics	15.91%	13.42%	14.96%
Lab Science	23.08%	23.68%	21.29%
World Language	23.34%	20.92%	19.54%
Visual/ Performing Arts	12.65%	13.42%	15.77%
Electives	9.52%	8.55%	7.28%

College and Career Readiness/EAP

FVHS works to ensure that participation in EAP testing is 100%. This number has improved since 2011. English and Mathematics teachers are working together, along with assistance from the District Office to alter course offerings, change instructional methods and teach students the skills needed to succeed on EAP and attain college and career readiness. In the fall of 2013, FVHS will offer the CSU Expository Reading and Writing Course (ERWC) to 12th grade students identified as “conditionally exempt” on the ELA EAP assessment.

After the last full self-study in 2008, FVHS administration and teachers recognized a problem in the dissemination of information regarding academic planning to all students. Through a committee process and leadership by the guidance department, the “Guidevisement” program was created to close these gaps. FVHS Guidevisement presents college and career information to students at all grade levels. Presented by teachers but designed by the guidance staff, Guidevisement assists students in developing their four-year plan and future goals. Students discuss the various pathways they may take as they attend FVHS and how those decisions impact their future goals. Through Guidevisement FVHS students are made aware of UC/CSU a-g requirements, the importance of not earning “D” grades, the impact of course selection and the skills needed to be successful in college. The FVHS College and Career Center offers parent and student workshops throughout the school year on financial aid, ROP offerings and college nights to increase community awareness of college and career opportunities.





Scholastic Aptitude Test (SAT) and ACT

FVHS students have consistently scored in the mid-range on both the SAT and the ACT. As more students are electing to take these exams, the overall scores in SAT math and reading have fallen just a bit. ACT scores have remained fairly stable. FVHS students consistently score higher than the district and state averages.

FVHS SAT Results

SAT	Total # of Test Takers			Mean Score: Reading			Mean Score: Math			Mean Score: Writing			Mean Score: Total		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
American Indian or Alaska Native	1	3	1	0	0	0	0	0	0	0	0	0	0	0	0
Asian, Asian American, or Pacific Islander	216	215	261	551	534	530	611	595	582	552	540	526	1714	1669	1638
Black or African American	8	5	5	498	526	524	528	512	568	485	508	550	1511	1546	1642
Mexican or Mexican American	14	22	18	568	532	525	563	545	517	550	519	502	1681	1596	1544
Puerto Rican		2	1	0	0	0	0	0	0	0	0	0	0	0	0
Other Hispanic, Latino, or Latin American	7	15	17	510	527	542	511	532	548	500	516	516	1521	1575	1606
White	95	124	122	548	548	544	563	574	562	533	531	531	1644	1653	1637
Other	15	17	34	534	539	551	558	561	568	538	525	551	1630	1625	1670
no response	11	11	8	640	567	454	655	601	538	626	567	466	1921	1735	1458
FVHS TOTAL	367	414	467	550	539	534	592	581	572	546	534	528	1688	1654	1634
HBUHSD	1441	1682	1750	535	529	526	568	562	552	534	532	523	1637	1623	1601
California	213,220	222,658	231,964	501	499	495	516	515	512	500	499	496	1517	1513	1503

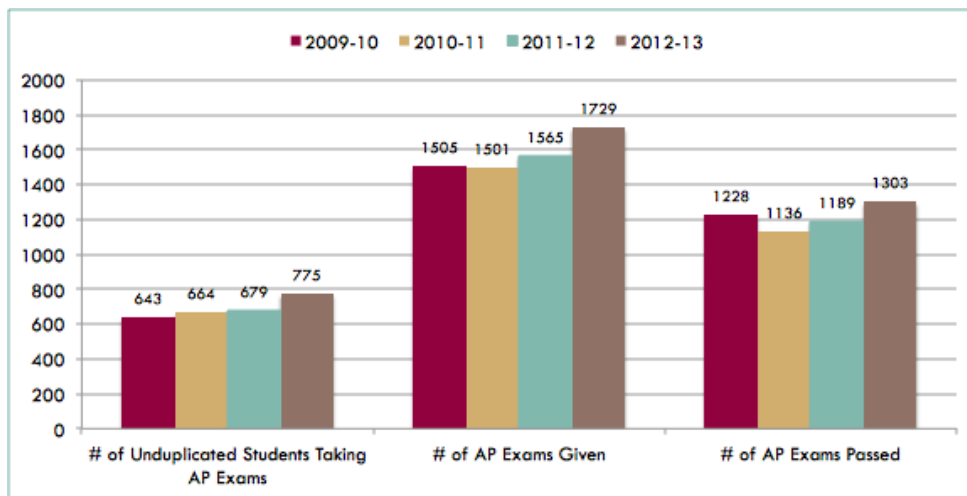
FVHS ACT Scores

ACT	# of Students Tested			Average Scores: English			Average Scores: Math			Average Scores: Reading			Average Scores: Science			Average: Composite		
				2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Black/African American	3	1	1	17.7	14.0	26.0	21.0	21.0	26.0	16.3	19.0	21.0	22.0	16.0	22.0	19.3	18.0	24.0
American Indian/Alaska Native	0	2	0	0.0	25.0	0.0	0.0	23.0	0.0	0.0	26.0	0.0	0.0	21.5	0.0	0.0	24.0	0.0
White	46	55	55	24.1	25.8	23.7	25.5	27.0	25.6	25.8	26.2	24.7	23.8	25.0	23.5	25.0	26.1	24.5
Hispanic/Latino	9	12	19	24.6	24.4	25.4	24.7	26.2	26.7	26.3	23.8	26.8	24.7	23.3	24.3	25.1	24.5	25.9
Asian	70	52	57	25.1	24.4	24.8	28.5	27.6	28.2	24.5	24.6	25.7	24.9	24.8	24.9	25.9	25.5	26.1
Native Hawaiian/Other Pac Islander	0	1	4	0.0	24.0	21.3	0.0	24.0	24.8	0.0	23.0	24.8	0.0	26.0	23.8	0.0	24.0	23.8
Two or More Races	0	8	13	0.0	25.4	25.4	0.0	27.8	27.5	0.0	25.3	25.8	0.0	24.5	25.5	27.0	25.8	26.2
no response	22	11	10	25.1	25.8	27.3	25.3	25.8	26.5	25.3	25.0	25.7	24.0	24.4	25.6	24.3	25.3	26.5
FVHS TOTAL	150	142	159	24.6	25.0	24.6	26.7	27.0	26.8	25.0	25.2	25.5	24.4	24.6	24.4	25.3	25.6	25.5
HBUHSD	578	636	683	24.3	24.5	23.8	26.0	25.9	25.3	24.8	24.7	24.4	23.7	24.1	23.5	24.8	24.9	24.4
California	90,371	99,002	103,024	20.5	21.6	21.6	21.0	22.7	22.8	21.3	22.0	22.1	20.9	21.4	21.5	21.0	22.1	22.1

Advanced Placement (AP)/Honors

FVHS offers an extensive complement of Advanced Placement and Honors/Accelerated courses. In the 2012-2013 academic year, FVHS offered 27 different AP courses and 7 Honors/Accelerated courses. Enrollment in these courses is not limited to only GATE or high achieving students. The enrollment prerequisites vary from course to course and department to department.

AP Exams taken 2009-2013



Number of Students in AP and Honors Courses 2012-2013

	2010-2011		2011-2012		2012-2013	
	# of students enrolled in class	% of enrolled students tested	# of students enrolled in class	% of enrolled students tested	# of students enrolled in class May 1, 2013	% of enrolled students tested
AP Lang./Comp	185	99%	149	97%	181	99%
AP Lit/Comp	181	95%	153	94%	123	99%
AP Eur. Hist	109	96%	142	98%	139	94%
AP World History	0	0%	0	0%	0	0%
AP U.S. History	139	97%	148	97%	206	95%
AP Gov't	135	87%	143	92%	137	89%
AP Economics	132	88%	145	92%	130	99%
AP Psychology	110	95%	102	98%	111	94%
AP Statistics	47	100%	63	97%	100	97%
AP Calc. AB	63	86%	67	99%	67	93%
AP Calc. BC	66	100%	70	100%	71	100%
AP Chemistry	51	96%	43	93%	65	98%
AP Physics	0	0%	0	0%	49	90%
AP Physics C Mech	51	86%	55	89%	0	0%
AP Biology	86	95%	109	100%	124	98%
AP Env. Sci.	41	98%	36	75%	54	85%
AP Spanish Lang 4	61	100%	67	99%	68	99%
AP Spanish Lit. 5	0	0%	0	0%	0	0%
AP French Lang 4	18	72%	23	65%	18	94%
AP French Lit 5	0	0%	0	0%	0	0%
AP Japanese	17	100%	13	85%	12	100%
AP Music Theory	17	41%	15	53%	19	47%
AP Studio Art	16	94%	13	92%	15	93%
AP Studio Art 2D	6	67%	15	80%	0	0%
AP Studio Art 3D	4	100%	5	100%	0	0%
AP Art History	29	100%	32	91%	37	100%
AP Human Geo.	0	0%	0	0%	0	0%
AP Computer Sci.	33	91%	25	72%	29	76%
Total	1557	93%	1633	94%	1755	97%

-AP Human Geo. Students enrolled in World Geo. Honors Class

D&F Data

The FVHS staff work to ensure that all students have the resources they need to succeed in all of their classes. Many teachers hold tutorials before school, during lunch or after school. The Homework Club program has grown to include all core curricular areas and is offered three days a week after school to any student. The percentage of “D” and “F” grades has increased slightly since 2009 from about 10% of all grades issued to just under 12%. See appendix.

Ds & Fs Sem 2 2010-11																							
	Advanced Mathematics		Economics		English		Govern		Life Science		Mathematics		Physical Science		US History		World History		World Languages		Other*		Total
	D	F	D	F	D	F	D	F	D	F	D	F	D	F	D	F	D	F	D	F	D	F	
HBHS	213	144	31	7	205	140	23	0	134	57	49	47	82	36	88	27	71	70	112	56	173	150	1915
WHS	269	294	31	6	347	293	36	4	118	107	129	137	150	105	74	76	97	100	92	68	428	389	3350
MHS	248	134	25	4	309	168	36	1	110	28	47	26	106	46	71	39	105	56	83	39	280	193	2154
FVHS	272	105	32	0	248	105	16	1	86	48	51	27	139	95	44	9	58	29	134	49	214	143	1905
EHS	220	129	23	2	281	174	20	3	78	40	50	42	78	42	40	14	50	23	96	39	229	111	1784
OVHS	105	75	28	0	106	55	7	1	64	20	30	7	59	38	52	9	45	29	48	13	174	89	1054
Totals	1327	881	170	19	1496	935	138	10	590	300	356	286	614	362	369	174	426	307	565	264	1498	1075	12162
Ds & Fs Sem 2 2011-12																							
	Advanced Mathematics		Economics		English		Govern		Life Science		Mathematics		Physical Science		US History		World History		World Languages		Other*		Total
	D	F	D	F	D	F	D	F	D	F	D	F	D	F	D	F	D	F	D	F	D	F	
HBHS	237	147	47	4	224	143	34	1	133	69	73	30	96	30	91	57	76	58	104	52	163	123	1992
WHS	334	359	32	12	386	360	33	6	94	120	51	92	141	101	63	62	86	86	83	56	377	348	3282
MHS	260	148	37	4	311	178	35	1	117	61	35	26	87	47	100	47	100	42	100	44	269	224	2271
FVHS	354	148	29	1	283	107	11	1	150	54	47	27	144	113	57	20	80	35	111	50	183	128	2133
EHS	218	155	35	5	284	194	13	1	85	40	39	29	128	37	49	23	61	26	88	64	181	86	1841
OVHS	104	74	34	1	127	88	11	1	63	27	4	2	34	17	40	20	38	17	49	43	236	80	1110
Totals	1507	1031	214	27	1615	1068	137	11	642	371	249	206	630	345	400	229	441	264	535	309	1409	989	12629
Ds & Fs Sem 2 2012-13																							
	Advanced Mathematics		Economics		English		Govern		Life Science		Mathematics		Physical Science		US History		World History		World Languages		Other*		Total
	D	F	D	F	D	F	D	F	D	F	D	F	D	F	D	F	D	F	D	F	D	F	
HBHS	313	236	30	4	201	159	28	3	126	86	24	22	85	50	62	33	72	76	113	73	157	99	2052
WHS	364	485	21	17	372	306	14	5	110	115	37	53	141	98	60	60	80	99	143	96	288	286	3250
MHS	276	143	41	1	325	179	54	3	125	61	38	19	95	51	91	30	95	70	89	33	275	196	2290
FVHS	342	235	40	1	319	122	18	2	138	58	26	27	173	85	55	9	76	38	146	66	224	163	2363
EHS	250	178	24	6	308	245	29	4	79	32	18	25	84	50	48	22	36	28	102	66	217	119	1970
OVHS	121	115	24	8	151	87	16	0	104	89	20	19	65	32	52	17	63	28	86	53	204	195	1549
Totals	1666	1392	180	37	1676	1098	159	17	682	441	163	185	643	366	368	171	422	339	679	387	1365	1058	13474

Other* includes Career Tech, Electives, Health, Physical Education, and Visual/ Performing Arts

Other* includes Career Tech, Electives, Health, Physical Education, and Visual/Performing Arts

Graduation Rates

FVHS is proud to have one of the highest graduation rates in the district as well as the county. In 2012, only three FVHS seniors were ineligible for graduation out of 769 seniors. This made the graduation rate 99.6% in 2012. This percentage has remained steady over the past six years.

Graduation Percentage at FVHS

Year	Percentage of Students Graduated from FVHS
2010 – 2011	95.3%
2011 – 2012	97.6%
2012 – 2013	97.6%

Student Discipline

FVHS utilizes a variety of strategies to communicate academic and social expectations to students, parents and staff. During student registration, parents and students sign the Student/Parent Handbook in recognition of the FVHS behavior expectations and academic honor code. The handbook clearly outlines school and district expectations and consequences if standards are not met.

More importantly, FVHS staff work diligently to create an environment where students treat each other with respect, including respect for property. School-wide initiatives such as Barons for Life, Caught Being Good, administrative visits to classes, the health class curriculum, student leadership summits, Baron Bridge Builders and a general culture of caring help contribute to a healthy school climate.

Still, despite our best efforts, some serious offenses occur. The chart below shows suspension and expulsion data over the past five years. Keep in mind, enrollment has increased nearly 100 students per year in the same time span.

High School Expulsion / Suspension Rate	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
# of students with unexcused absences or tardy (3 or more days)	181	137	82	50	83
Truancy rate	5.58%	4.17%	2.42%	1.45%	2.37%
Violence / Drug Expulsions	1	2	2	4	4
Violence / Drug Suspensions	146	176	59	44	82
Total Persistently Dangerous Expulsions	0	0	0	0	0
Total Expulsions	1	2	2	4	4
Total Suspensions	169	199	97	81	116

FVHS Survey Data

In the Spring of 2013, FVHS Focus Group Leaders crafted three surveys to learn of the beliefs, attitudes and concerns of staff, parents and students. All surveys were conducted by computer and were designed on a 4 point likert scale. Surveys asked staff, parents and students to agree or disagree on a variety of statements about FVHS academics, safety, communication, technology and support services.

The staff survey revealed that overall, Baron teachers feel very positive about our school. 126 faculty and staff members completed the survey and reported overwhelmingly that FVHS provides a rigorous, relevant and coherent academic program for students. The only area where teachers had concern was with the Parent/Student Portal and the posting of grades as a practice.

The parent survey netted similar results from 259 self-selected volunteers. These parents reported satisfaction with the academic program, conflict resolution and facilities at FVHS. The Parent/Student Portal and the timely communication of grades and test scores are an area of concern for our parent community.

Students also responded favorably to their version of the survey. 1108 students volunteered to take the survey that asked very similar questions to the staff and parent surveys. Students feel safe, challenged and connected to our school. Students also reported frustration with the Parent/Student Portal and the communication of grades and test scores. In addition, students reported that they feel they do not have ample opportunities to participate in job shadowing or other real world applications at school.

Extra and Co-Curricular Activities

FVHS students enjoy a variety of Co-Curricular activities on campus. Approximately 78% of FVHS students report being involved in at least one extracurricular or co-curricular activity. These range from sports to our award winning vocal and instrumental music programs, theater, dance, Mock Trial, Academic Decathlon, Science Olympiad, Model United Nations to myriad clubs and equal access organizations such as American Red Cross, Kiwins and Baron Bridge Builders.