

The Single Plan for Student Achievement

Fountain Valley High School

School Name

30665483032158

CDS Code

Date of this revision: 1/16/14

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

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Huntington Beach Union High School District

School District

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The District Governing Board approved this revision of the School Plan on February 14, 2012.

II. School Vision and Mission

Fountain Valley High School is committed to maximizing the learning, growth and development of every student through the mentoring efforts of a dedicating 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.

III. School Profile

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-oriented 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.

Home of the Barons, Fountain Valley High school is a top performing high school in the Huntington Beach Union High School District (HBUHSD). Founded in 1966, Fountain Valley High School proudly educates over 3,707 students from our city as well as the surrounding communities. The student population at Fountain Valley High School is approximately 3,570 students. Of the total enrollment, 43% Asian, 33% white not Hispanic, 15% Hispanic, 4% American Indian, 1% African American, and 4% multi ethnic.

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 which splits some Fountain Valley residents to attend Garden Grove Unified School District schools. HBUHSD has an open enrollment system which brings students from all over the district. 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.

The strength of the FVHS program is the diverse curriculum offered to students by a committed and caring staff. FVHS employs over 128 full time and 6 part time teachers with an average experience of over 13 years. Additionally, 80 of our classroom teachers hold a Master's degree or higher. FVHS has 2 full time and 1 part time psychologists, 1 student support specialist, 1 full time nurse and 1 speech teacher. We have 10 teachers working on their masters degrees, 1 of which is working on 2 masters. One teacher and one administrator working on PhDs.

The curriculum at FVHS offers challenging advanced and honors courses for the college bound; 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.

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. Our school was recognized as a California Distinguished School in 2003 and again in 2007.

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. Regardless, 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.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

At the beginning of each school year, staff reviews student performance data at the classroom, subject-area, department and school-wide levels. Every year, each department meets to analyze a wide variety of data in order to develop specific department action plans that will drive classroom strategies and department curricular focus throughout the school year.

Throughout the year data is also presented to various community leadership groups such as School Site Council, FVHS Foundation and PTSA. While assessing the school's progress, community members are made aware of the academic, language, and cultural differences of our students, how those differences are addressed, and how they need to be taken into consideration in order to generate a plan that meets the needs of all our students. All of these planning and data analysis sessions allow us to intervene if we fail to meet our stated objectives. Data analysis also provides us the opportunity to focus or redirect fiscal material and personal resources in a timely manner.

B. Surveys

Annually teachers are asked to participate in a district -wide technology survey to review their proficiency with technology use and classroom integration. Parents participate in focus group surveys and provide informal feedback to the administration during PTSA and School Site Council meetings. Results from student, staff, and parent surveys are used to provide direction for identifying goals. Teachers are asked to complete surveys of our staff development day activities to evaluate effectiveness and staff interest. Student surveys are often used on campus to assess student activity interest, social issues and other concerns. Additionally, the Baron Broadcast News (BBN) reporters randomly interview administration, staff, and students about school issues.

C. Classroom Observations

The FVHS administrative team regularly visits classrooms to monitor instruction and provide support. Administrators communicate with teachers either formally or informally regarding curriculum development and instructional strategies. Classroom observations assure that all students are receiving instruction in the content standards. Informal observations and walk throughs vary from 5 to 10 minutes while formal observations last a minimum of 30 minutes to a full period. The Administrators meet with faculty members at the start of the school year to develop goals through the Individual Performance Plan process. Each year, teachers new to the school are invited in September to attend a meeting with the Assistant Principal of Curriculum to review the evaluation procedures and the calendar timeline. This meeting is designed to help new teachers develop an Individual Performance Plan (IPP) prior to meeting with their area administrator. A DEA representative attends the meeting to observe and assist teachers with questions about the evaluation process. Interventions occur throughout the year to coach teachers and focus on growth by identifying commendations and making recommendations for on-going improvement. The classroom evaluation process assures that the quality of instruction meets the high expectations set by the school and district.

D. Student Work and School Documents

Examples of student work are posted in the majority of FVHS classrooms. The English and Visual Arts departments compile individual portfolios of student work. A student photo gallery and other student work is highlighted on the FVHS website. Student sculptures, drawings and graphic designs are showcased in the administration office. Student murals are painted on some hallway walls and tile designs created by students are displayed on the side of buildings around the campus. During the 2012-13 school year, the drama department, in collaboration with parents and community members, designed and built a "mini globe" theater for the performing arts program. Two plays were performed in the outdoor theater and several more are scheduled for the 2013-14 school year. The mini globe theater is located in the area adjacent to the social science classrooms.

The FVHS webpage and the HBUHSD webpage contain all documents relevant to the school. School documents for individual areas of school management such as work orders may also be found on the internet. Hard copies of school documents are stored in the administration building. Additionally, FVHS uses Illuminate, a web-based software program which allows staff to examine student work, particularly on standardized tests and recently CFA achievement data.

E. Analysis of Current Instructional Program (See Appendix B)

FVHS maintains instructional practices drawn from student assessment and focused on meeting the needs of all students. Our teachers use a variety of differentiated teaching strategies to enable their students with diverse needs and learning styles to master the rigorous content standards and transition to Common Core. District Common Formative Assessment (CFA) instruments are being used in ninth and tenth grade English, Algebra, and Geometry courses. Teachers will use the interim assessment data to evaluate student comprehension, plan curriculum, and re-teach concepts. Teachers will work together during modified days to ask questions and determine strategies to increase student learning in areas deemed deficient on CFA's. The teacher teams will meet throughout the year to examine the effectiveness of their strategies and plan adjustments based on best practices to maximize the learning for all students. The intent of Common Formative Assessment will be to improve teaching through data analysis, collaboration, and modifying instruction.

At FVHS all students who have a primary language other than English are properly identified, assessed, and reported. The major goals for English Learners are: (1) to develop fluency in English as rapidly and as effectively as possible and (2) to access and master the core curriculum for high school graduation. English Learners are reclassified "fluent English proficient" (FEP) after meeting district criteria established to ensure that these students have overcome language barriers, have recouped any academic deficits in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school district's average native English-language speakers.

The Special Education department provides a comprehensive, standards-based curriculum that meets the requirements for a diploma and supports transition to post high school education. Programs have been developed to help special needs students pass the CAHSEE requirements. All Special Education students participate annually with staff and parents to develop an Individual Education Plan (IEP) and an Individual Transition Plan (ITP). The focus of this process is to develop both academic and social/vocational objectives.

Fountain Valley High School offers a variety of a-g courses in 10 out of 13 curriculum areas. Out of 240 courses offered, 99 of them are classified as a-g. This represents 41% of total curriculum. In departments such as English, History/Social Science, World Language, and Visual Arts, 100% of their courses are a-g UC qualified.

The purposes of the "a-g" subject area requirements are to ensure that entering students can: a) participate fully in the first year program at the University in a broad variety of fields of study; b) have attained the necessary preparation for courses, majors and programs offered at the University, c) have attained a body of knowledge that will provide breadth and perspective to new, more advanced students, and d) have attained essential critical thinking and study skills.

The gifted and talented (GATE) students have special needs as well. Support for their academic success is provided through highly challenging course offerings. The number and variety of Advanced Placement classes has continued to grow over the last several years. FVHS currently offers 38 different AP courses. While these courses have the AP designation, they are not restricted to only GATE students. Students in these courses include special education students and ELL students.

V. Description of Barriers and Related School Goals

The following create barriers to fully implementing the school plan as desired:

- * Reluctance of parents to serve on the English Learner Advisory Committee (ELAC)
- * Large class sizes due to limited state funding, district funding and teachers' contracts
- * Limited resources for campus supervision
- * Physical layout of campus limits growth and requires many teachers to change rooms
- * Perception by some staff and community members that FVHS is "good enough" may hamper efforts to improve student learning.

VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

District Performance Goal #1: All students will reach high standards, at a minimum attaining proficiency or better in reading by 2013-2014	
SCHOOL GOAL #1 (Based on conclusions from Analysis of Program Components and Student Data pages) All students will demonstrate improvement in English Language Arts skills towards attaining proficiency or better as measured by CAHSEE and the FVHS Grade Distribution Report.	
Student groups and grade levels to participate in this goal: All students, grades 9-11	Anticipated annual performance growth for each group: Students in statistically significant subgroups will show an increase of 3% on the ELA CAHSEE. Students in statistically significant subgroups will receive 3% fewer failing grades in English and/or Reading.
Means of evaluating progress toward this goal: Scores from the English/Language Arts section of the CAHSEE; and grade reports for all students as well as English learners and students with disabilities.	Group data to be collected to measure academic gains: CAHSEE group data on average percentage correct for each sub-group Grade distributions for grade levels and subgroups Grade level and subgroup data on CST English Language Arts section

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Develop department plans to integrate reading and writing across the curriculum	9/13 - 6/14	Materials; release time		District funds; site budget
Share subject specific reading strategies in departments	9/13 - 6/14	Release time; materials		District funds
Utilize existing programs/curriculum on campus to target students needing reading remediation 1. Language! 2. Read 180 3. English 1 Intensive 4. English Language Development (ELD) mandatory elective 5. Limited English Proficient (LEP) English classes 6. CAHSEE preparation instruction embedded in sophomore English classes 7. All courses are CP, AP, and honors level	9/13 - 6/14	Purchase of updated software and instructional materials for Read 180 lab; release time, materials		District funds; site budget

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Identify incoming 9th grade students who scored below 7th grade reading level using a specific reading assessment tool; pre and post test all students who initially scored below 7th grade reading level	9/13 - 6/14	Materials; release time		District funds
Continually renew our commitment to SSR and reading throughout the school	9/13 - 6/14	Release time		District Funds
Provide tutoring after school including but not limited to homework club	9/13 - 6/14	Cost of tutors, materials		Foundation, adult school
Co-teach programs in selected English classes with mainstreamed special education students	9/13 - 6/14			
English teachers require additional reading of classic novels in addition to core curriculum pertaining to the textbook	9/13 - 6/14			
English department will administer and evaluate three common formative assessments developed by the district	9/13 - 6/14			
Teachers continue to utilize "Accelerated Reader" program to assess reading comprehension	9/13 - 6/14			
Teachers will be trained in instructional strategies focused on improving student content literacy by learning and implementing "Close Reading and Engagement" strategies	9/13 - 6/14			
An expository reading and writing course is offered to grade 12 students to enhance their skills and preparation for college work	9/13 - 6/14			

VI. Planned Improvements in Student Performance (continued)

District Performance Goal #2: All students will reach high standards, at a minimum attaining proficiency or better in mathematics by 2013-2014	
SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) All students will demonstrate improvement in mathematics skills as measured by CAHSEE and course grades.	
Student groups and grade levels to participate in this goal: Sophomores CAHSEE scores. Algebra 1 and Geometry courses. Grade distribution report	Anticipated annual performance growth for each group: 1.5% more students will score proficient or advanced on the CAHSEE. Student performance will improve based on the reduction of D's and F's by 5% in Algebra 1 and Geometry.
Means of evaluating progress toward this goal: CAHSEE results; grade distribution report	Group data to be collected to measure academic gains: CAHSEE: group data on average percentage correct for each subgroup. Grade Distribution: group data on average percentage of D's and F's in Algebra 1 and Geometry.

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Provide on-going training and support to teachers for data analysis	9/13 - 6/14	Release time/training		District funds
Provide after-school or before school tutoring for low-achieving students	9/13 - 6/14	Tutors		Foundation; Adult school
Provide after school math support for all students through Homework Club	9/13 - 6/14	Homework Club Facilitator		Foundation; Adult school
The Career Center, located in our library, will continue to provide tutors with requests from students and parents	9/13 - 6/14	Materials; supplies; equipment and software	\$5,000	GATE
Provide release time for math teachers to collaborate in order to create common pacing guides and assessments in Algebra and Geometry	9/13 - 6/14	Release time		Site Budget
Utilize site-level common formative assessments determined by teachers of same subject	9/13 - 6/14	Release time for planning		District funds
Analyze data and align/adjust curriculum for each math course	9/13 - 6/14	Release time; data director support		District funds; site budget
Provide training regarding the use of creative, innovative and effective instructional strategies for math classes	9/13 - 6/14	Release time		District funds; site budget
Include CAHSEE preparation strategies, practice items and feedback in all sophomore math level classes	11/13 - 6/14	Release time for planning, materials		District funds
Utilize district-level common formative assessments (CFA) to analyze data and discuss best practices	9/13 - 6/14	Release time for planning		District funds
Provide an algebra support class for freshmen with very low scores on placement tests	9/13 - 6/14	Release time for planning		District funds

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Department was given a mobile ChromeBook cart for instructional use	9/13 - 6/14	Materials, supplies, equipment and software		Site budget
Three teachers/classes are piloting the use of Math XL software in their lesson design	9/13 - 6/14	Materials, supplies, equipment and software		District funds

VI. Planned Improvements in Student Performance (continued)

District Performance Goal #3: All limited-English-proficient students will become proficient in English	
SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Ten percent (10%) of English Language Learners (ELL's) will be reclassified as Fluent English Proficient (RFEP). All ELL's previously scoring below Early Advanced on the California English Language Development Test (CELDT) will advance at least one level on the CELDT. All ELL's will demonstrate growth on the CELDT. 10th grade ELL's will pass the English portion of the California High School Exit Exam (CAHSEE) on the first attempt, and at least 56% of those will score "proficient" on the English portion.	
Student groups and grade levels to participate in this goal: All ELL's, grade 9 - 12	Anticipated annual performance growth for each group: Increase in CELDT scores for each student. Pass CAHSEE English portion for 10th grade students.
Means of evaluating progress toward this goal: CELDT, CAHSEE	Group data to be collected to measure academic gains: ELD benchmarks, CELDT scores, CAHSEE pass rates and proficiency rates.

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Provide a release period for the ELL coordinator	9/13 - 6/14	Release period	\$20,000	Economic Impact Aid (EIA)
Provide direct language support to students and parents	9/13 - 6/14	Bilingual aide/clerical support	\$40,000	District general fund
Provide teachers with supplemental materials for use with ELL students	9/13 - 6/14	Materials	\$ 30,000	EIA
Utilize technology in the curriculum	9/13 - 6/14	Equipment and software	\$ 30,000	EIA
Identify performance levels on the CELDT	9/13 - 6/14	Release time and testing support	\$2,000	EIA
Analyze prior CAHSEE pass rates of ELL's	9/13 - 6/14	Release time and testing support		EIA
Provide materials to assist teachers with CAHSEE prep	9/13 - 6/14	Materials	\$5,000	EIA
Time is provided during the day to complete administration of CELDT testing	9/13 - 6/14	Staffing	\$10,000.	EIA
Provide teachers with ongoing professional development	9/13 - 6/14	Workshops, release time	\$13,687	EIA
The ELL coordinator actively communicates with and encourages parents to become involved with the ELL program	9/13 - 6/14	Mailings, refreshments, supplies and staff		EIA

VI. Planned Improvements in Student Performance (continued)

District Performance Goal #4: All students will be taught by highly qualified teachers	
SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) All FVHS teachers will be highly qualified in accordance with NCLB requirements. All ELL students will receive instruction in core subject areas from ELL certified teachers	
Student groups and grade levels to participate in this goal: All students, grades 9 - 12	Anticipated annual performance growth for each group: Increase in number of teachers who are highly qualified
Means of evaluating progress toward this goal: Teacher certification	Group data to be collected to measure academic gains: Placement of ELL students; certification of teachers for all classes

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	9/13 - 6/14	no cost		
Adjust master schedule structure to ensure that teachers' assignments match their qualifications	9/13 - 6/14	no cost		
Provide training options at the district level for teachers without proper authorization - Verification Process for Specialized Settings (VPSS)	9/13 - 6/14	Release time		District funds
Teachers continue to participate in "Instructional Rounds" to improve collaboration and instructional methods for teachers	9/13 - 6/14	\$500.		General Admin.
Conduct professional dialogue between teachers of the same subject area to analyze results and share best practices	9/13 - 6/14		Release time	District funds; site budget
Provide ongoing training during summer institutes for teachers of AP and Honors level courses to increase skill and knowledge base	9/13 - 6/14	Workshop registration; guest lecturers; release time		Subsidized by site budget
Provide appropriate ongoing training for teachers of general curriculum to increase skill and knowledge base	9/13 - 6/14	Workshop registration; guest lecturers; release time		District Funds
Continue to include collaboration classes in the master schedule for 9th and 10th grade English, 10th grade World History, 9th grade Algebra 1, 9th grade Physical Science, 11th grade U.S. History and World History classes which allows resource students to receive instruction from teachers highly qualified in the core curriculum, as well as receive support from teachers credentialed in special education	9/13- 6/14	No cost		

VI. Planned Improvements in Student Performance (continued)

District Performance Goal #5: All students will be educated in learning environments that are safe, drug-free and conducive to learning	
SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) All FVHS students will be educated in a school environment that is safe, drug-free and conducive to learning	
Student groups and grade levels to participate in this goal: All students in grades 9-12	Anticipated annual performance growth for each group: Decrease drug-related incidents to 0; decrease fighting incidents by 10% annually; increase perception of safety indicated by students on student survey by 10% annually
Means of evaluating progress toward this goal: Student Survey; FVHS Discipline/Attendance Records; Incident Reports; Student Support Intervention Log, Baron4Life Participation, School-wide Anti-Drug Curriculum Feedback, Caught Being Good Statistics	Group data to be collected to measure academic gains: Disaggregated discipline records; results from annual student survey; Student Support intervention log

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Continue contract with Orange County Human Relations for Bridge Builders program - Positive School Culture Campaign. Adding a task force to keep program expanding	9/13 - 6/14	Contract with OC Human Relations	\$3500	FVHS Foundation; site budget
Continue Student Study Team and revise SST practices	9/13 - 6/14	Release time		Site budget
Continue emphasis on student safety and well being in our Health classes, lessons by student support specialist	9/13 - 6/14			
Ongoing Professional Development for all Supervision Staff Members	9/13 - 6/14	Release time	\$0 - \$150 per person	District funds
Work with FVPD officer to reduce substance use/abuse/distribution and to reduce theft and violence through investigation, enforcement, awareness and prevention	9/13 - 6/14	Supervision staff		City
Continue Freshman Orientation and Link Crew to promote a healthy transition from middle school to high school	9/13 - 6/14	Stipends for teacher leaders, materials, etc.		Site budget
Maintain a clear referral process for Student Study Team (SST) and peer mediation	9/13 - 6/14	Contracted services, Bridge Builder sponsor		Site budget
Prompt intervention and/or on-going support from the Student Support Specialist (SSS)	9/13 - 6/14	Student Support Specialist contract; resources		District funds
Provide parents with education and support with a Parent University Series	9/13 - 6/14	Resources for parents		District budget
Participate in District-wide drug intervention program "New Beginnings" and "JADE"	9/13 - 6/14		\$ 0	
Administrator visits to each English class to discuss expectations and where to go/what to do if feeling threatened or harassed	9/13 - 6/14			
Recognize good citizenship via student announcements and Baron Broadcast News - Caught Being Good and Baron4Life	9/13 - 6/14	Gift Cards	\$4,000.	

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Purchase necessary supplies for emergency situations	9/13 - 6/14	Radios, materials and supplies	\$450 per radio	School Safety & Violence Budget
Establish common behavioral expectations and practices in athletics with coaches and athletes	9/13 - 6/14			

VI. Planned Improvements in Student Performance (continued)

District Performance Goal #6: All Students will graduate from high school.	
SCHOOL GOAL #6 (Based on conclusions from Analysis of Program Components and Student Data pages) All FVHS students will receive a high school diploma, certificate, or be transitioned to an alternative program to receive a high school diploma	
Student groups and grade levels to participate in this goal: Class of 2013	Anticipated annual performance growth for each group: We will strive for 100% accountability for each student.
Means of evaluating progress toward this goal: CAHSEE results, transcripts from FVHS and Adult school	Group data to be collected to measure academic gains: Number of students in graduating class compared to number of students who graduated

SCHOOL GOAL #6				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
School Counselor conducts individual meetings with students who have not passed CAHSEE, conducts individual meetings with 11th and 12th grade students who are not on track to graduate, provides post-secondary options and develops a specific plan for each student	9/13 - 6/14	Counselor position; Materials		District funds; site budget
Communicate with parents regarding progress towards graduation including CAHSEE	9/13 - 6/14	Counselor position; postage; materials		District funds; site budget
Guidance Specialists review credits of students for 10th through 12th grades annually	9/13 - 6/14	Materials		Site budget
Counselor provides information on alternative education programs and makes initial referrals for students to alternative education program	9/13 - 6/14			
Guidance Specialists check for proper placement of students and credit recovery	9/13 - 6/14	3 sections for Academy classes; curriculum		District funds
ROP Specialist gives classroom presentations to make students aware of ROP opportunities	9/13 - 6/14	Sections in master schedule		District funds
Continue career exploration unit in 9th grade English curriculum to help students set post-secondary goals	9/13 - 6/14	Materials; college/career specialist position; school counselor position		District funds
Guidance Specialists provide Remediation Plans for 10th grade students who are credit deficient	9/13 - 6/14	Materials; college/career specialist position; school counselor position		District funds
Student Support Specialist shares strategies with teachers for reaching at-risk students in the classroom	9/13 - 6/14	Student Support Specialist position		District funds
Student Support Specialist provides sophomore support for the 10th grade students who have multiple D's and F's at semester 1	9/13 - 6/14	Student Support Specialist position		

SCHOOL GOAL #6				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Counselor works with foster care students and their foster parents to develop a graduation plan to meet district or State graduation requirements	9/13 - 6/14			
Counselor monitors student progress in grades 11th and 12th using the D's and F's list	9/13 - 6/14	Counselor position		
Counselor monitors concurrent adult school students to ensure course completion	9/13 - 6/14	Counselor position		
As part of our Guidevisement program, we utilize teachers to help students understand graduation and college entry requirements (etc.)	9/13 - 6/14			
Provide guidance in selecting courses and school activities that relate to student goals	9/13 - 6/14	College/career specialist position		District funds

VI. Planned Improvements in Student Performance (continued)

Cross-cutting Support for Implementation of this Plan

SCHOOL GOAL #7:
Implement this plan in accordance with all statutory requirements

(Based on conclusions from Analysis of Program Components and Student Data pages)
 The FVHS staff will implement this plan in accordance with statutory requirements.

SCHOOL GOAL #7

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Involve parents and community in planning and implementing the school plan.	9/13 - 6/14	None		
SSC developed single, comprehensive plan and related expenditures.	9/13 - 6/14	None		
Base plan on comprehensive assessment and analysis of data.	9/13 - 6/14	None		
Evaluate improvement strategies.	9/13 - 6/14	None		

VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #8: Implement this plan in accordance with all statutory requirements</p> <p>(Based on conclusions from Analysis of Program Components and Student Data pages)</p>

SCHOOL GOAL #8				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>				

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #9:
Implement this plan in accordance with all statutory requirements

(Based on conclusions from Analysis of Program Components and Student Data pages)

SCHOOL GOAL #9				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)				

VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #10: Implement this plan in accordance with all statutory requirements</p> <p>(Based on conclusions from Analysis of Program Components and Student Data pages)</p>
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SCHOOL GOAL #10				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>				

VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #11: Implement this plan in accordance with all statutory requirements</p> <p>(Based on conclusions from Analysis of Program Components and Student Data pages)</p>
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SCHOOL GOAL #11				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>				

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	2,460	2,562	2,644	892	850	849	20	26	34	1,029	1,107	1,186
Growth API	886	890	884	872	870	868	867	857	803	928	934	923
Base API	879	884	891	866	869	872	845	869	857	920	927	934
Target	A	A	A	A	A	A				A	A	A
Growth	7	6	-7	6	1	-4				8	7	-11
Met Target	Yes	Yes	Yes	Yes	Yes	Yes				Yes	Yes	Yes

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	321	383	398	332	342	387	414	501	636	169	167	179
Growth API	817	823	816	823	822	833	864	867	857	629	634	618
Base API	803	811	826	799	818	824	847	860	868	619	623	643
Target	A	A	A	1	A	A	A	A	A	9	9	8
Growth	14	12	-10	24	4	9	17	7	-11	10	11	-25
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No

Appendix A - School and Student Performance Data (continued)

Table 2a - Title III Accountability (Fountain Valley High School)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	115	129	119
Percent with Prior Year Data	100	98.4	98.3%
Number in Cohort	115	127	117
Number Met	75	94	75
Percent Met	65.2	74.0	64.1%
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	56	69	52	85	58	68
Number Met	13	39	23	48	24	39
Percent Met	23.2	56.5	44.2	56.5	41.4%	57.4%
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

Table 2b - Title III Accountability (District)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	1,479	1,442	1,317
Percent with Prior Year Data	99.9	99.7	99.8
Number in Cohort	1,477	1,437	1,315
Number Met	821	926	797
Percent Met	55.6	64.4	60.6
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	421	1,115	386	1,107	355	1,012
Number Met	93	529	94	609	110	548
Percent Met	22.1	47.4	24.4	55.0	31.0	54.2
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99	99	99	99	100	90	100	100	100	100	100
Number At or Above Proficient	673	737	718	245	239	217	--	--	7	299	352	363
Percent At or Above Proficient	84.2	81.1	80.5	80.6	77.6	82.2	--	--	63.6	92.3	91.9	86.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	No	Yes	Yes	Yes	--	--	--	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	99	99	99	99	99	99	98	99	100	96	95
Number At or Above Proficient	77	85	92	52	61	74	106	141	164	20	16	18
Percent At or Above Proficient	72.6	62.0	65.2	60.5	55.5	58.3	73.6	74.6	71.0	34.5	25.0	35.3
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	No	Yes	--	No	Yes	Yes	Yes	No	--	--	--

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100	99	99	99	99	100	100	100	99	100	100
Number At or Above Proficient	650	765	747	230	249	208	--	--	7	305	359	398
Percent At or Above Proficient	81.8	84.1	83.7	76.2	81.1	79.4	--	--	63.6	94.7	93.5	94.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	--	--	--	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	98	100	99	99	99	100	98	99	99	100	96	95
Number At or Above Proficient	67	96	95	64	78	101	111	147	189	18	22	21
Percent At or Above Proficient	63.8	69.6	67.4	74.4	70.9	78.9	77.6	77.4	82.2	31.6	34.9	41.2
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes	No	--	No	Yes	Yes	Yes	Yes	--	--	--

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	9	18	19	39	17	35	4	8			49
10	4	13	14	44	7	22	1	3	6	19	32
11			6	32	11	58	2	11			19
12	5	26	6	32	7	37			1	5	19
Total	18	15	45	38	42	35	7	6	7	6	119

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	4	10	20	51	12	31	2	5	1	3	39
10	3	8	16	44	10	28	6	17	1	3	36
11	2	13	8	53	5	33					15
12	6	15	15	38	9	23	4	10	5	13	39
Total	15	12	59	46	36	28	12	9	7	5	129

Grade	California English Language Development Test (CELDT) Results for 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	6	16	10	27	17	46			4	11	37
10	4	17	9	39	5	22	2	9	3	13	23
11	1	3	13	39	10	30	5	15	4	12	33
12	4	18	9	41	5	23	4	18			22
Total	15	13	41	36	37	32	11	10	11	10	115

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability	
1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)	A3a. To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?
	D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?
	D3. To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)	D2a. To what extent do teachers employ a variety of assessment strategies to evaluate student learning?
	D2b. To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

Fountain Valley High School is best characterized as a program that utilizes a collaborative process involving school leadership, teachers, classified staff, parents and students to examine data and make decisions. Data analysis is used to assess student achievement and target areas for future improvement. Factors that demonstrate a system in place to promote improvement through annual analysis include the following:

- Site Accountability is in place, the School-wide API score and CST data are reviewed each year by staff
- DataQuest is used by staff members to disaggregate data
- CAHSEE results are also disaggregated and distributed to staff
- CST and CAHSEE data are presented to entire faculty at the beginning of the school year and at other times as data become available
- Teachers meet regularly to review student CST, CAHSEE, and department data to modify and improve curriculum
- Some teachers use GradeCams to provide students with a quick response time on student achievement
- Subject-level data analysis drives the work of each department as teachers adjust curriculum and instruction to improve learning
- Collaboration time is embedded into the school schedule, providing time for the faculty to analyze achievement data, adjust curriculum and modify instruction
- Department Coordinators and administrators have been trained in the use of Illuminate to analyze student data
- Data related to the School Plan is thoroughly reviewed and approved by the School Site Council
- AP teachers analyze AP test results and attend AP workshops at the District, Regional, or National level
- Each department facilitates student assessment of ESLR attainment
- ESLR analysis activities occur on a rotating schedule throughout the school year. The "Baron for Life" program specifically recognizes and rewards students for achieving ESLR recognition school-wide
- A wide variety of assessment strategies and techniques are utilized throughout the school in classrooms on a regular basis to assess students including both formative assessment and summative assessment methods
- Staff has been trained to prepare for assessment transition from CST's to Smarter Balanced Assessment procedures
- Grade distribution report is used by departments to calibrate grades within the department and compare to standardized testing
- The English and math departments continue to use district common formative assessment data to analyze student learning and curriculum alignment

This area:

[] is a relative strength

[X] needs improvement

[] should be a focus area for improvement

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)	A4. To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)	
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)	
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)	A5. To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)	
8. Teacher collaboration by grade level (EPC)	

The program at FVHS is centered on a model of continuous improvement, with the core of the improvement model geared towards student achievement and maximizing the learning environment for every student, without taxing students to the point that a diminishing return occurs. By emphasizing data analysis to drive instructional modification, teachers are involved annually in staff development opportunities that provide training in curriculum education, instructional strategies, and diversified learning modalities. Data analysis provides teachers with information to identify areas of need so that collaboration can be used to discuss intervention methods and implementation timelines. Listed below are examples of professional development used at FVHS to maintain an environment of ongoing staff enrichment to aid the student community with learning.

- All teachers collaborate on a vertical and course base level to modify and improve instruction
- A staff development committee oversees the applications for teacher training, monitors the staff development budget and plans on-site staff development activities throughout the entire year
- This year, money was budgeted from the General Fund for teachers to use for professional development off campus.
- All first and second year teachers are participating in the BTSA program of professional training and support
- All but five out of 128 teachers at FVHS are considered Highly Qualified. Two teachers are marching band instructors, a course for which students receive P. E. credit. Because the teachers are not credentialed in physical education they cannot be considered Highly Qualified in all curricular areas. They are not highly qualified because they are not credentialed in physical education; this has been a consistent practice throughout the district for several years. We have two teachers credentialed in social science teaching outside their area of expertise in one course each. One teacher is responsible for the Yearbook class, coded in the Industrial Arts category. We have a teacher credentialed in English Language Arts teaching our Baron Broadcast News course, another course coded as a Visual Arts course
- The program of Instructional Rounds (IR) continues to be facilitated by a teacher for teachers to meet and discuss instructional strategies and observe other teachers on campus. This is an educational program designed to identify and share "best practice" on a voluntary level
- Each core subject area teacher and most elective area teachers, meet regularly to analyze performance data and continually align and adjust curriculum and instruction
- The entire staff meets at the beginning of each year to analyze data and identify school-wide areas of strength and areas of concern
- 30 modified instructional day schedules have been structured into the school calendar year for department meetings and school-wide meeting professional development opportunities
- Many teachers are enrolled in Master or Doctoral level programs to conduct research or study curriculum content, educational trends/issues and instructional strategies
- Two teachers continue to be involved in a UCLA study on student stress
- FVHS teachers are actively involved in training and implementation of common core standards
- District Professional Development Series

This area:

is a relative strength

needs improvement

should be a focus area for improvement

Teaching and Learning

<p>9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)</p>	<p>B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.]</p>
<p>10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)</p>	<p>C2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?</p>
<p>11. Lesson pacing schedule (EPC)</p>	
<p>12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)</p>	
<p>13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)</p>	

The Mission at FVHS is to provide an environment in which every student is challenged with a curricular program that maximizes their educational learning experience, in every classroom and extracurricular endeavor they pursue. To achieve these goals, administrators, teachers and support staff members review the school mission and goals on a regular basis to identify areas of need and establish guidelines to achieve school improvement and student learning. Examples of school activities and program offerings to achieve teaching and learning goals at FVHS are listed below:

- "Rigor and Relevance" is a core belief among the FVHS staff. Classroom lessons are designed and facilitated to achieve a specific objective-targeted toward achieving academic proficiency
- Throughout the school year departments meet to review student achievement data and establish Department Action Plans to improve student learning and the overall student climate at FVHS
- School culture is strong at FVHS because of the opportunities made available to students and the atmosphere created in the classroom by teachers
- All teachers integrate technology into their classes to enhance the student learning experience
- Experiences for students beyond the classroom include peer evaluations, published articles, hands-on activities, academic competition multimedia presentations, Google documents, artistic performances and competitions
- Use of different forms of classroom participation to ensure understanding of curriculum (i.e. Socratic seminars, historical reenactments, question/answer group analysis-small group discussion)
- Many teachers offer opportunities beyond the scheduled class time
- Teachers and administrators within the school district meet regularly to review and improve curriculum
- Teachers use modified days and department time on staff development days to analyze data and align curriculum, instruction and assessment
- All school days and all student schedules adhere to instructional minute recommendations, unless altered by individualized need
- Educational opportunities to learn beyond the school campus like field trips and online learning are supported by school leadership
- Students in reading classes and ELL classes have two courses each day to support their instructional needs
- All academic departments develop and maintain appropriate pacing guidelines for each course
- Teachers are integrating learning concepts aligned with Common Core State Standards
- Every student has a copy of the textbook for each class, as required by law in the core subject area
- Teachers regularly calibrate grading data practices, based on grade distribution data report

This area:
 is a relative strength
 needs improvement
 should be a focus area for improvement

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)	B2. To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?
15. Research-based educational practices to raise student achievement at this school (NCLB)	C1. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?
16. Opportunities for increased learning time (Title I SWP and PI requirement)	E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?
17. Transition to post-high school	B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

Fountain Valley High School strives to offer a program of enrichment and academic learning to all students. Many procedures and policies have been implemented over the years to provide students access to challenging courses and career pathways to prepare them for college or work after graduation. FVHS students respond well to the challenge by enrolling in vigorous coursework and demonstrating their proficiency in the areas of standardized testing in the CST, AP exams, and the CAHSEE. Guidance activities to assist students include: (1) visits to classrooms to discuss college and career topics, (2) personal meetings with students to discuss course selection, goals and a four-year plan development, (3) parent orientation nights, and (4) development of flow charts for student pathways, registration materials and guides. Teacher recommendations are based on maximizing learning for every student.

- "Guidevisement" is a program coordinated by the Guidance Department staff in collaboration with teachers to educate students about college and career opportunities and courses available to students at Fountain Valley High School. The program continues to prepare students for college or work after graduation by informing them of the college requirements and choosing appropriate coursework while attending FVHS
- An increased emphasis on college readiness with course changes in English (E-3 changed to CP-3 to make all students college eligible continues) and the introduction of the Plan and Explore test to assess student interest and college readiness
- FVHS has become an SAT testing site for the convenience and assistance of our students and other students in and outside HBUHSD
- Increased PSAT participation and use of AP potential data to identify students for enrollment in AP program
- SDC and RSP labels have been changed to "mild to moderate" and "moderate to severe" to get Special Education students into more general and college ready courses
- Changes in Guidance procedures to "red flag" students choosing non-UC approved pathway courses
- Homework club is available to students in math, science, and english two days a week
- Over 99% of students meet graduation requirements excluding the 4-year co-hort data. The co-hort graduation rate for 2013 was 98%
- Students have access to career-related ROP classes and Advanced Placement classes with an increased enrollment at the sophomore level (AP European)
- Read 180 curriculum is utilized in reading classes to engage students in activities to improve reading comprehension
- Language! reading program continues to be used for students with 5th grade reading level or lower
- SDAIE and CLAD techniques are utilized in appropriate classes to help all students increase comprehension
- Write Institute curriculum was implemented in Limited English Proficient (LEP) classes to systematically improve student writing
- Broad utilization of integrated PowerPoint and Keynote presentation software by teachers and students
- Active recruitment of under-represented students for AP and Honors classes, vocational classes, and enrichment programs
- Co-teaching classes occur in english, math, science, and social science courses to integrate special education students into regular courses
- The math department continues to assess the effectiveness of the algebra remediation and algebra preparation courses
- Students have access to career pathways in the Business, Consumer and Family Studies and Art departments
- Continue to increase numbers and percentage of students participating in the most rigorous curriculum (AP)
- Change in biology/life science provides more access to college prep curriculum

This area:

is a relative strength

needs improvement

should be a focus area for improvement

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)	E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?
	E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?
19. Strategies to increase parental involvement (Title I SWP)	E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?
20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)	

The guidance department at FVHS works diligently to meet the needs of all students in association with the school Career Center, school counselor, administration, department coordinators and teachers. They allocate time to make presentations in the classroom focused on college and career information, organize the school wide "Guidevisement" day, and meet with students individually to assist them with an individualized academic plan. Additionally, the school's student support psychologist and staff psychologists are readily available to meet with students needing academic assistance and or social emotional support. The school leadership employs a variety of outreach methods to encourage parental and community involvement with both academic and extracurricular program activities. Listed below are many of the methods used to provide students with school support and to communicate school information to parents and the community.

- Students are enrolled in classes based on Interest and ability, with access to support services such as student support specialist and interns, school counselor, school nurse, college/career specialist.
- Many opportunities exist for students to participate in Athletics, Performing Arts, service clubs, groups and academic competition such as Mock Trial and Academic Decathlon
- The FVHS website, fvhs.com, is rich with up-to-date information for parents, students, staff and the public
- The FVHS website contains a link to a student support section to help students who are experiencing difficulty with academic or social issues
- Each teacher has a web page and most upload supportive information and attach helpful links
- The Principal's newsletter communicates with parents on relevant instructional practices and support opportunities
- "Back-to-School" night is attended by a majority of parents
- Many teachers offer students support before and after school and at lunch
- FVHS has an active PTSA, school site council, booster groups, Foundation and VIPS (Volunteers in Public Schools) program who work to provide guidance, support and feedback to the students and staff of FVHS
- To increase regular and effective communication, parents are invited to 8th Grade Parent Night, tours for incoming 9th grade parents, PTSA Junior Night and Senior Financial Aide Parent Night
- Our 46 sports and most of our extracurricular groups such as band, vocal music, and MUN have booster organizations
- The Parent Portal is available for parents to view student grades, attendance data, schedules, and assignment information, however, not all of our teachers are utilizing the technology to post assignments and grades
- The Community Resource Coordinators office emails the morning announcements three times a week to parents and students who have requested the service
- Parents are prompted to provide feedback through the on-line forums
- School Site Council includes parents, students, classified staff, teachers, and administration who review data and set goals for the school. These processes include items from the consolidated application programs
- Students participate in a wide variety of performing groups, service organizations, and academic competitions
- All seniors are required to provide community service
- BBN is a student produced program that informs students about upcoming sports and events as well as reporting on past events
- ASB is a group of student leaders who engage students in club festivals, sporting events, assemblies, dances, and community events to promote school spirit and create a welcoming campus environment
- All 3rd period classes have a student who is a member of the student House of Representatives

This area:

is a relative strength

needs improvement

should be a focus area for improvement

Funding	
21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)	A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?
22. Fiscal support (EPC)	D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?
<p>FVHS receives funding from three sources: a per-student allocation from district funds, categorical funds for EIA, and student funds through purchases and donations. Human resources are allocated first to provide the instructional programs determined by student need in pursuit of graduation requirements, college entrance requirements, and career goals in accordance with Federal and State laws. Achievement data such as performance on CST, CAHSEE, CELDT, college entrance exams (SAT, ACT, PSAT, EAP), graduation rates, credits earned, and IEP requirements help drive decisions about the types of curriculum, support, and training needed. All other human resources are allocated in support of the above. Strict oversight of EIA and other categorical funds by district personnel help ensure that they are being allocated in accordance with the intent and legal requirements of the funding. All accounts are subject to annual audits and compliance reviews. School data show that human, material, physical, and financial resources are allocated appropriately to support students in accomplishing academic standards and the ESLRs. Additional resources could help alleviate some of the inconsistencies or gaps in service that some students experience, and could help the school get closer to its mission of maximizing learning for all students. This year funding was allocated from the general fund to support teachers pursuing outside professional development.</p> <p>In summary:</p> <ul style="list-style-type: none"> • Decisions regarding all program budgets are dependent on student needs and school wide data analysis • Instructional materials, equipment, supplies, as well as teacher training to assist ELL students, are provided by EIA funds • Site budget is maintained by the principal and department coordinators • FVHS Foundation and Bingo provide additional funding to support students and staff at FVHS • Booster groups assist with funding to support extracurricular programs <p>This area: <input checked="" type="checkbox"/> is a relative strength <input type="checkbox"/> needs improvement <input type="checkbox"/> should be a focus area for improvement</p>	

Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs		Allocation
<input type="checkbox"/>	California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/>	Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input checked="" type="checkbox"/>	Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$148,577
<input type="checkbox"/>	Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/>	Professional Development Block Grant <u>Purpose:</u> Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/>	Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input type="checkbox"/>	Quality Education Investment Act <u>Purpose:</u> Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/>	School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$
<input checked="" type="checkbox"/>	School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/>	Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students	\$
<input type="checkbox"/>	List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	\$
Total amount of state categorical funds allocated to this school		\$148,577.

Federal Programs under No Child Left Behind (NCLB)	Allocation
[] Title I, Neglected <u>Purpose:</u> Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$
[] Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
[] Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
[] Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
[] Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	\$
[] Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
[] Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
[] Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$
[] Title IV, Part A: Safe And Drug-Free Schools And Communities <u>Purpose:</u> Support Learning Environments That Promote Academic Achievement. This program is no longer funded beginning with the 2010-11 school-year.	\$
[] Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
[] Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$
[] Other Federal Funds (list and describe*)	\$
Total amount of federal categorical funds allocated to this school	\$

Total amount of state and federal categorical funds allocated to this school	\$148,577.
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* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D – 2013-14 Categorical District Services Budget

	Title I	Title I, ARRA	EIA-LEP
Allocation			\$1,161,105
Carryover			\$ 507,636
Indirect Costs			\$ 48,604
Direct Costs			\$ 120,196
Transfer to General Fund			
Intervention Programs			
Less Testing Team			\$ 90,000
Plus Parent Involvement			
Schools Allocation			\$ 1,409,941

2013-14 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION				
Object Code	Description of Services	Title I Amount	Title I, ARRA Amount	EIA-LEP Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data			\$ 7,017
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.			\$58,619
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support			\$4,102
2442	Technician: Provides network support for language arts intervention programs			\$ 15,274
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support			
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.			
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.			
3000	Employee Benefits: Certificate and classified benefits			\$35,184
4000	Supplies: Programming curriculum materials, office supplies, computer software			
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing			
	TOTALS			\$ 120,196

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (Fountain Valley High School)

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

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

- | | |
|--|--------------------|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | _____
Signature |
| <input checked="" type="checkbox"/> English Learner Advisory Committee | _____
Signature |
| <input type="checkbox"/> Special Education Advisory Committee | _____
Signature |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee | _____
Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | _____
Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | _____
Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | _____
Signature |
| <input type="checkbox"/> Other committees established by the school or district (list): | _____
Signature |

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

Attested:

Chris Herzfeld		
Typed Name of School Principal	Signature of School Principal	Date

Kerry Doll		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Appendix F - Home/School Compact (Only OVHS and WHS)

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

Student Pledge:

This section is only applicable to Ocean View High School and Westminster High School.

Parents Pledge:

Staff Pledge:

Appendix G - School Site Council Membership (Fountain Valley High School)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Chris Herzfeld	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kirk Kennedy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kerry Doll	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Kubota-Wong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mary Curry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Steve Mason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Daelyn Daniloff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dolly Dang	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Valerie Chang	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members of each category	1	1	1	3	3

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