

## Executive Summary School Accountability Report Card, 2005-06

### *For Flora Vista Elementary School*

**Address:** 1690 Wandering Road  
Encinitas CA 92024

**Phone Number:** (760) 944-4329

**Principal:** Dr. Tim Reeve

**Grade Span:** K-6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

#### **About This School**

Welcome to Flora Vista Elementary School, recognized as a California Distinguished School by the state of California. Flora Vista opened in July, 1979 and is one of nine elementary schools located in the heart of the Encinitas Union School District. Flora Vista's attendance area serves the Village Park area of the City of Encinitas which is situated along coastal north San Diego County. Following a single track, modified year-round calendar, Flora Vista serves approximately 530 students in kindergarten through sixth grade and also includes two kindergarten/first grade special day classes and three pre-school classes in our award winning Early Intervention Program. The campus also houses a local Head Start program.

Overall STAR test scores of Flora Vista students have been mostly in the Advanced and Proficient levels and this has resulted in high Academic Performance Index (API) rankings and past State recognition in the Governor's Performance Award program. The high level of parent involvement at Flora Vista demonstrates that education is a priority within our school community. A large percentage of parents attend school functions on a regular basis. We have an active and supportive School Site Council, Parent Teacher Association (PTA) and Educational Foundation which provides support to many educational programs for students and families.

Major challenges for Flora Vista over the next five years will include changes in family demographics, increases in extended day opportunities and the challenge of maintaining a comprehensive high-quality academic program while meeting the mandates of the Federal Government's No Child Left Behind Act and the California's Public School Accountability Act.

#### **School Facilities**

##### **Summary of Most Recent Site Inspection**

Flora Vista Elementary School provides a safe, clean environment for students, staff and volunteers. The school facilities were built in 1979 and currently include the library, multipurpose room, staff lounge, 22 permanent classrooms, five portable classrooms and three playgrounds. During the 2002-03 school year, the school finished modernizations that were begun in 2001 including upgrades to each classroom and a new multi-purpose room. During the 2005-06 school year, the office was modernized.

### Corrective Actions Taken or Planned

A full site inspection was conducted in March 2007, no corrective action taken.

<b>Student Enrollment</b>		<b>Teachers</b>	
Group	Enrollment	Indicators	Teachers
Number of Students	525	Teachers with Full Credential	27
African American	0.4%	Teachers without Full Credential	0
American Indian or Alaska Native	0.4%	Teachers Teaching Outside Subject Area of Competence	0
Asian	9.7%	Misassignments of Teachers of English Learners	0
Filipino	0.4%	Total Teacher Misassignments	0
Hispanic or Latino	8.6%		
Pacific Islander	0.0%		
White (Not Hispanic)	80.2%		
Multiple or No Response	0.4%		
Socioeconomically Disadvantaged	6.8%		
English Learners	4.0%		
Students with Disabilities	7.0%		

<b>Curriculum and Instructional Materials</b>	
Core Curriculum Areas	Pupils who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Health	0%

<b>School Finances</b>	
Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,512
District	\$4,470
State	\$4,743

<b>Student Performance</b>	
Subject	Students Proficient and Above on California Standards Tests
English/Language Arts	83
Mathematics	87
Science	81

<b>Academic Progress</b>	
Indicator	Result
2006 API Growth Score (from 2006 API Growth Report )	939
Statewide Rank (from 2005 API Base Report)	10
2006-07 Program Improvement Status	Not in PI

# School Accountability Report Card Reported for School Year 2005-06

*Published During 2006-07*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

School		District	
<b>School Name</b>	Flora Vista Elementary	<b>District Name</b>	Encinitas Union Elementary
<b>Street</b>	1690 Wandering Road	<b>Phone Number</b>	(760) 944-4300
<b>City, State, Zip</b>	Encinitas, CA 92024	<b>Web Site</b>	<a href="http://www.eusd.net/">http://www.eusd.net/</a>
<b>Phone Number</b>	(760) 944-4329	<b>Superintendent</b>	Dr. McLean King
<b>Principal</b>	Dr. Tim Reeve	<b>E-mail Address</b>	<a href="mailto:lking@eusd.net">lking@eusd.net</a>
<b>E-mail Address</b>	<a href="mailto:treeve@eusd.net">treeve@eusd.net</a>	<b>School Web Site</b>	<a href="http://www.eusd.net/fv">www.eusd.net/fv</a>

### School Description and Mission Statement

Our Vision is to develop confident, competent, compassionate, competitive and creative students. Our commitment is to provide a child-centered education of the highest quality. By utilizing the unique resources of home, school, and community, we seek to ensure a nurturing learning environment that values diversity and is rigorous in academic standards.

### Opportunities for Parental Involvement

Parents and the school community are extremely supportive of the educational program at Flora Vista and they are:

- Parent Teacher Association (PTA)
- Flora Vista's Educational Foundation
- Coastal Community Foundation
- Restaurant Nights
- Matching Corporate Donations

Flora Vista offers a variety of events, programs and activities throughout the school year for parents to become actively involved in their child's school and education. The following are some of the activities and events at Flora Vista that are available to the parents:

- Back-to-School Social
- Dinner Dance Auction
- Everyone a Reader
- Family Nights
- Grandparents Day
- Parent Education offered by School Site Council, PTA
- Performing Arts Night
- Playground Partners
- Principal for a Day

<b>Opportunities for Parental Involvement, Con't.</b> <ul style="list-style-type: none"> <li>• Guest Teachers</li> <li>• Math, Science and Beyond Nights</li> <li>• Muffins for Mom</li> <li>• Pancakes for Pop</li> </ul>	<ul style="list-style-type: none"> <li>• Spring Social</li> <li>• Traffic Safety</li> <li>• Walk to School Day</li> <li>• World of Difference Week</li> <li>• Volunteerism</li> </ul>
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### Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	86
Grade 2	70
Grade 3	65
Grade 4	73
Grade 5	78
Grade 6	73
<b>Total Enrollment</b>	<b>525</b>

### Student Enrollment by Group

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.4	White (not Hispanic)	80.2
American Indian or Alaska Native	0.4	Multiple or No Response	0.4
Asian	9.7	Socioeconomically Disadvantaged	6.8
Filipino	0.4	English Learners	4.0
Hispanic or Latino	8.6	Students with Disabilities	7.0
Pacific Islander	0.0	---	---

### Average Class Size and Class Size Distribution

Grade Level	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	17.8	4			19.8	4			20.0	3		
<b>1</b>	18.3	4			19.8	4			20.0	4		
<b>2</b>	17.8	5			21.0		2		20.0	3		
<b>3</b>	19.7	3			20.0	3			18.3	3		
<b>4</b>	31.0		1		31.0		2		30.0		2	
<b>5</b>	30.5		2		30.0		2		30.0		2	
<b>6</b>	30.5		2		31.0		2		30.5		2	
<b>K-3</b>	17.0	1			20.0	2			17.0	2		
<b>3-4</b>	30.0		1		26.0		1		23.0		1	
<b>4-8</b>	27.5		2		28.0		1		30.0		1	



adopted health curriculum and Character Counts program encourages students to be accepting and compassionate towards their peers.

Positive incentives reward students for citizenship and achievement. Teachers and staff members present certificates to students to recognize good behavior and academic achievement. Other awards, activities, honors and programs include:

- Fantastic Flory
- Fantastic Flory Store
- Classroom Incentives

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
<b>Suspensions</b>	2	0	0	1%	1%	0%
<b>Expulsions</b>	0	0	0	0%	0%	0%

## III. School Facilities

### School Facility Conditions and Improvements.

Flora Vista Elementary School provides a safe, clean environment for students, staff and volunteers. The school facilities were built in 1979 and currently include the library, multipurpose room, staff lounge, 22 permanent classrooms, five portable classrooms and three playgrounds. During the 2004-05 school year, the school finished modernizations that were begun in 2001 including upgrades to each classroom and a new multi-purpose room. During the 2005-06 school year, the office was modernized.

### School Facility Conditions Good Repair Status

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
<b>Gas Leaks</b>	X		
<b>Mechanical Systems</b>	X		
<b>Windows/Doors/Gates (interior and exterior)</b>	X		
<b>Interior Surfaces (walls, floors, and ceilings)</b>	X		
<b>Hazardous Materials (interior and exterior)</b>	N/A		
<b>Structural Damage</b>	X		
<b>Fire Safety</b>	X		
<b>Electrical (interior and exterior)</b>	X		
<b>Pest/Vermin Infestation</b>	X		
<b>Drinking Fountains (inside and outside)</b>	X		
<b>Restrooms</b>	X		
<b>Sewer</b>	X		
<b>Playground/School Grounds</b>	X		
<b>Other</b>			

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
<b>With Full Credential</b>	27	27	27	291
<b>Without Full Credential</b>	1	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	0.0	0.0
<b>High-Poverty Schools in District</b>	0.0	0.0
<b>Low-Poverty Schools in District</b>	0.0	0.0

### Substitute Teacher Availability

The District does not experience difficulty finding available substitute teachers to fill vacancies. Encinitas Union School District hires from the North Coastal Substitute Teacher Consortium's pool of substitutes. In the rare event that a substitute is not available, administrators or other credentialed staff members fill the role of the substitute.

## Teacher Evaluation Process

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the State's evaluation criteria and District policies.

Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated once every two years. Evaluations are conducted by the Principal who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Understanding and organizing subject matter for student learning
- Assessing student learning
- Creating and maintaining effective environments for student learning
- Developing as a professional educator
- Planning instruction
- Designing learning experiences for all students.

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Psychologist	1.0
Adaptive P.E. Specialist	*
Nurse	0.4
Speech/Language/Hearing Specialist	1.0
Occupational Therapist	*
* Services are provided by the District on an as needed basis	

## VI. Curriculum and Instructional Materials

## Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Good quality, 2003 adoption, Houghton Mifflin Reading, K-5, sufficient quantity. Good quality, McDougal-Littell, 6, sufficient quantity	0%
Mathematics	Good quality, 2001 adoption, McGraw Hill, K-6, sufficient quantity.	0%
Science	Good quality, 2001 adoption, Harcourt, K-5; Prentice Hall, 6 <sup>th</sup> , sufficient quantity.	0%
History-Social Science	Fair quality, 2001 adoption, Houghton Mifflin, K-6. Currently "piloting" two publishers, MacMillan/McGraw Hill & Harcourt, sufficient quantity.	0%
Health	Excellent quality, 2005 adoption, MacMillan/McGraw Hill, K-6, sufficient quantity.	0%

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,650	\$138	\$4,512	\$64,654
District	---	---	\$4,470	\$60,440
Percent Difference - School Site and District	---	---	.09%	6.97%
State	---	---	\$4,743	\$58,725
Percent Difference - School Site and State	---	---	4.9%	10.10%

### Types of Services Funded

In addition to general fund State funding, Encinitas Union School District receives State and Federal categorical funding for special programs. For the 2005-2006 school-year, the District received approximately \$1379 per student in Federal and State aid for the following categorical, special education, and support programs: Peer Assistance and Review, Special Education, Special Education Transportation, Safe & Drug Free Schools, Gifted and Talented Education, School Improvement Program, Economic Impact Aid, Instructional Materials, Class Size Reduction.

## Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$34,206	\$38,554
<b>Mid-Range Teacher Salary</b>	\$56,377	\$62,649
<b>Highest Teacher Salary</b>	\$77,914	\$76,437
<b>Average Principal Salary (Elementary)</b>	\$99,358	\$95,882
<b>Superintendent Salary</b>	\$152,820	\$150,227
<b>Percent of Budget for Teacher Salaries</b>	46.6	43.8
<b>Percent of Budget for Administrative Salaries</b>	6.2	5.4

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
<b>English-Language Arts</b>	81	81	83	67	72	74	36	40	42
<b>Mathematics</b>	81	82	87	68	75	77	34	38	40
<b>Science</b>	63	59	81	56	64	63	25	27	35

## CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	89	97	*
Filipino	*	*	
Hispanic or Latino	74	87	*
Pacific Islander			
White (Not Hispanic)	83	86	79
Male	81	88	90
Female	85	86	71
Economically Disadvantaged	62	77	*
English Learners	64	93	*
Students with Disabilities	35	54	*
Students Receiving Migrant Education Services			

## Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	79	78	76	70	63	66	43	41	42
Mathematics	88	86	90	77	73	78	51	52	53

## NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian	*	*
Filipino		
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	75	89
Male	67	87
Female	92	96
Economically Disadvantaged	*	*
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
5	43.2

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

## API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
<b>Statewide</b>	10	10	10
<b>Similar Schools</b>	5	7	4

## API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
<b>All Students at the School</b>	-6	4	27	939
<b>African American</b>				
<b>American Indian or Alaska Native</b>				
<b>Asian</b>				
<b>Filipino</b>				
<b>Hispanic or Latino</b>				
<b>Pacific Islander</b>				
<b>White (not Hispanic)</b>	-8	8	24	936
<b>Socioeconomically Disadvantaged</b>				
<b>English Learners</b>	--	--		
<b>Students with Disabilities</b>	--	--		

## Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
<b>Overall</b>	Yes	Yes
<b>Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Participation Rate - Mathematics</b>	Yes	Yes
<b>Percent Proficient - English-Language Arts</b>	Yes	Yes
<b>Percent Proficient - Mathematics</b>	Yes	Yes
<b>API</b>	Yes	Yes

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at

<http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	1
First Year of Program Improvement Implementation	Not in PI	2006/07
Year in Program Improvement	Not in PI	Year 1
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	11.1

## X. Instructional Planning and Scheduling

### School Instruction and Leadership

Leadership at Flora Vista Elementary School is a responsibility shared among District Administration, the Principal, instructional staff, students and parents. All members of the school community are committed to a shared school-wide vision which creates a strong foundation towards academic success for all students. The principal oversees the day-to-day operations of the school. Coordinating with the Principal is the school's Leadership Team, made up of grade level and special program staff representatives, which meets during the year to focus on school-wide curricular and administrative issues.

Staff members and parents participate on various committees that make recommendations regarding the priorities and direction of the school's Single Plan for Student Achievement. This ensures that instructional programs are consistent with students' needs and comply with District goals. The leadership committees at Flora Vista include the following:

- School Site Council (SSC)
- Science Committee (SSC)
- Health & Safety Committee (SSC)
- Character Education/School Climate Committee (SSC)
- Student Success Team
- Traffic Safety (SSC)
- Parent Teacher Association (PTA)
- Flora Vista Educational Foundation
- Student Counsel (tied to Ancient Civilization in 6<sup>th</sup> grade-that explains the spelling on Counsel)

### Professional Development

At Flora Vista, professional development is provided throughout the school year. The topics for staff development in 2005-06 included differentiated instruction, benchmarks, intervention program strategies, technology, standards-based instruction, use of on-line data management system to analyze student achievement scores, and use of on-line electronic report card.

The District offers district-wide staff development incorporating days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Summer Institutes in 2006 included four strands: Helping All Children Succeed; SPARK Physical Education; Integrating Technology into Instruction; and Differentiating Instruction.

The District participates in the State-sponsored Beginning Teachers Support and Assessment (BTSA) program. The goals of the BTSA program are to help new teachers succeed, foster increased retention of quality teachers within the teaching profession, and improve instruction for students.

## Instructional Minutes

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	54,175	36,000
1	54,320	50,400
2	54,320	50,400
3	54,320	50,400
4	54,320	54,000
5	54,320	54,000
6	54,320	54,000

## Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

During the 2005-06 school year, all instructional time offered at Flora Vista Elementary School exceeded State requirements. Of the 180 days of instruction, 44 days were modified days. Minimum days were used for parent conferences. Each Friday was a Teacher Planning/Staff Development Day. Students were dismissed from school earlier in the afternoon on these days but make up the missed time during extended school days, Monday through Thursday. Teacher Planning/Staff Development Days allowed teachers to participate in staff development, curriculum planning and cross grade level articulation.