

James H. Cox Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	James H. Cox Elementary School
Street	17615 Los Jardines East
City, State, Zip	Fountain Valley, CA 92708
Phone Number	(714) 378-4240
Principal	Patrick Ham, Ed.D.
Email Address	HamP@fvsd.us
Website	www.cox.fvsd.us
County-District-School (CDS) Code	30-66498-6066922

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

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

James H. Cox Elementary School is a Gold Ribbon Award winning school. It is a Pre-K-5 school serving about 725 students. Cox Elementary, located in Fountain Valley, CA, has a proud tradition of providing instructional excellence since March 1970. The school's high quality instructional program is designed to meet the varied needs of the student population. All students receive core curriculum instruction in accordance with the California State Standards. Students experience rigor through instruction that is re-mediated and enriched according to each student's individual needs. The theme for Cox Elementary School for the 2019-2020 school year is "Investigating Common Assessment Data in our Signature Practices" which are Balanced Literacy (B.L.), Thinking Maps Writing (TM), and Cognitively Guided Instruction (CGI-Mathematics).

The mission of Cox School is to provide a safe, respectful, and rigorous learning environment for our students. It is our expectation that through professional & community collaboration and data analysis, students will meet or exceed grade level standards in core subjects areas and become life-long learners and quality citizens. With collaboration between our staff and community, the mission of James H. Cox Elementary School is: "Cox School provides a comprehensive, rigorous, and consistent education, focusing on high academic achievement. We are a collaborative community of respectful and responsible learners." Thanks to Measure O funding approved by the Fountain Valley community in 2016, the Cox campus is currently undergoing significant renovations that will improve infrastructure and update amenities in continue serving our students.

Each day the staff and students at Cox School start the day with the reading and promise to work towards our school pledge: "Cox is an excellent school. We are respectful, responsible, and ready to learn." Our dedication to our mission and school pledge reflect the staff and faculty's unwavering commitment to achieve excellence by providing the best education for ALL of our students. Teachers, staff, and the administration act on the principle "whatever is best for our students." Cox is dedicated to ensure the academic success of every student through the creative and flexible teaching of the California State Standards-based curriculum, GATE clustered classrooms, differentiated small group instruction, web-based literacy and mathematical programs, embedded technology in every classroom, extended day learning programs, and on-going assessment of student progress. The plan to achieve this vision is established in the School Plan for Student Achievement. This plan is created by the Cox School staff and governed by the School Site Council (SSC). It is a living document that is referenced, evaluated, and modified as needed by stakeholders to ensure that the instruction and curriculum are appropriate and best meet the needs of our students.

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

Grade Level	Number of Students
Kindergarten	110
Grade 1	110
Grade 2	111
Grade 3	123
Grade 4	121
Grade 5	145
Total Enrollment	720

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.3
Asian	40
Filipino	1.7
Hispanic or Latino	22.9
Native Hawaiian or Pacific Islander	0.6
White	24.9
Two or More Races	6.7
Socioeconomically Disadvantaged	29.9
English Learners	23.9
Students with Disabilities	4.2
Homeless	0.7

A. Conditions of Learning**State Priority: Basic**

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	28.2	26.6	27.2	261.9
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin Curriculum Associates Holt Adoption Year 2002	No	0.0%
Mathematics	Houghton-Mifflin Adoption Year 2015	Yes	0.0%
Science	Houghton-Mifflin Prentice-Hall Adoption Year 2008	Yes	0.0%
History-Social Science	Scott Foresman Holt Adoption Year 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Cox Elementary School was originally constructed in 1970 and is currently comprised of 31 classrooms, a computer lab, a library, a music room, and a spacious playground. The campus underwent a modernization project between 2003 and 2006, at which time all facilities were thoroughly renovated. In addition, during the 2019-20 school year, there are significant improvements being made to the Cox campus including the installation of air conditioning in all classrooms. The most recent improvements to the school include technology upgrades to all classrooms. Each classroom is equipped with a surround-sound microphone system, touch-screen displays, and a document camera. The facility strongly supports teaching and learning through its ample classroom and recreational space.

Cleaning Process:

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

Maintenance & Repair:

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

Deferred Maintenance Budget:

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 10/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	A/C Installation and ventilation upgrades needed - Measure O project started Summer 2019 - IN PROGRESS
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Planned deferred maintenance item - Roofs Measure O project started Summer 2019 - IN PROGRESS
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Future deferred maintenance item - Measure O project started Summer 2019 - IN PROGRESS
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	71	67	75	77	50	50
Mathematics (grades 3-8 and 11)	74	72	73	77	38	39

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	396	386	97.47	2.53	67.36
Male	194	190	97.94	2.06	63.16
Female	202	196	97.03	2.97	71.43
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	171	170	99.42	0.58	77.65
Filipino	--	--	--	--	--
Hispanic or Latino	84	80	95.24	4.76	55.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	101	98	97.03	2.97	59.18
Two or More Races	21	21	100.00	0.00	85.71
Socioeconomically Disadvantaged	128	120	93.75	6.25	55.83
English Learners	131	127	96.95	3.05	59.06
Students with Disabilities	27	23	85.19	14.81	13.04
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	396	385	97.22	2.78	72.21
Male	194	190	97.94	2.06	74.21
Female	202	195	96.53	3.47	70.26

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	171	170	99.42	0.58	84.12
Filipino	--	--	--	--	--
Hispanic or Latino	84	80	95.24	4.76	55.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	101	98	97.03	2.97	65.31
Two or More Races	21	21	100.00	0.00	90.48
Socioeconomically Disadvantaged	128	119	92.97	7.03	63.87
English Learners	131	126	96.18	3.82	73.81
Students with Disabilities	27	23	85.19	14.81	39.13
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.0	29.3	34.0

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents and the community are very supportive of the educational program at Cox Elementary School. Parents are encouraged to become involved in their child's education by volunteering at the school, participating in school activities, and joining school committees and councils. With small group, differentiated instruction being the instructional practice of emphasis, parents have opportunities to work and teach students in small groups. Volunteer opportunities to serve as a classroom parent, supporting teachers with student assignments, and serving as a PTA lead or chair for events are available for parents to get involved.

In addition to numerous community and business partnerships, the school benefits from an extremely active Parent-Teacher Organization (PTA). The PTA sponsors numerous fundraisers, awards programs, activities, and field trips throughout the school year. The majority of the activities and events are listed below:

CGI Math Family Night (November)

Family Literacy Night (March)

Book Fair Committee

Fall Family Fun Night Committee

Jog-A-Thon

5th Grade Activities/Promotion Coordinator

4th Grade Science Camp Coordinator

Dine Out Coordinator

ACE Rep / Astronomy Night / Box Tops / Copy Support / Crossing Guard / District Art / Fall Fundraiser / Lunch on the Lawn / Market Cards / Membership / Movie Nights / Red Ribbon Week / Room Parent Coordinator / School T-Shirts / Teacher Appreciation / Yearbook / Website Management

Contact Information

Parents who wish to participate in Cox Elementary School's leadership teams, activities, or become a volunteer may contact the office at (714) 378-4241 or visit the school website at www.cox.fvdsd.us. The District's website (www.fvdsd.us) also provides a variety of resources and helpful information for parents, students, and community members.

PTA monthly meetings with free childcare are held on the third Wednesday of each month in Room B7 @ 6:00pm. School Site Council, which consists of ten members (half parents) serve to support the governance of the school. Additional information and opportunities for parent involvement can be accessed in the Parent Involvement Policy, Parent/Student Handbook, and the PTA website.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.4	0.4	0.8	1.3	1.0	1.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The safety of students and staff is a primary concern of Cox School. Students are supervised before/after school, during lunch/recess periods, by teachers, administrators, trained aides, and classified staff. All visitors to the campus must sign in at the main office through the Raptor Visitor Management System and wear a visitor's pass at all times during their stay on school grounds.

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

The Goals and Objectives in the Safe School Action Plan focus on three areas:

- 1) A school climate characterized by caring and connectedness,
- 2) The safe and orderly physical environment of the school, and
- 3) The health and wellness of students.

To supplement the Safe School Action Plan, every school also has a disaster preparedness plan that includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year. The safety plan is reviewed in early March and discussed with the staff during our Fall Full Simulation Disaster Drill.

For the 2019-2022 school year, Cox Elementary along with all the schools in the Fountain Valley School District (FVSD) participated in a full staff development day on November 8, 2019 around safety. The focus of this training day was to introduce staff to the Titan HST app, conduct first aid training, disaster scenario discussion, complete an emergency bin inventory, and review of the updated disaster plan with over 65 employees associated with our school took place.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	26		4		25		4		28		4	
1	29		4		27		4		28		4	
2	30		4		31		4		28		4	
3	28		5		30		4		31		4	
4	29		5		27		5		30		4	
5	30		4		30		5		29		5	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.4
Social Worker	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	1.0

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,452.00	\$1,829.00	\$6,624.00	\$89,239.00
District	N/A	N/A	\$6,614.00	\$85,451.00
Percent Difference - School Site and District	N/A	N/A	0.2	4.3
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-12.5	7.7

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

Types of Services Funded (Fiscal Year 2018-19)

In addition to the Local Control Funding Formula allocation, all schools within Fountain Valley School District received State and federal categorical funding for the following support programs:

- Title I, Part A
- Title II, Staff Development
- Title III

Teacher and Administrative Salaries (Fiscal Year 2017-18)

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

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

Professional Development (Most Recent Three Years)

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

Staff development is a priority in the Fountain Valley School District. We value the impact highly skilled instructors have on student achievement. Three days are reserved specifically for this purpose for all employees in FVSD, and an additional three days are reserved specifically for professional development related to supporting ELA, Math, and Science. During the school year, there are numerous other opportunities for teachers to attend training either before, during, or after the school day. Throughout the District, there are both school level and district-wide initiatives. Recent training initiatives in Fountain Valley School District and Cox Elementary School include:

- Cognitive Guided Instruction (CGI) Mathematics
- Balanced Literacy-Reader's Workshop focus
- Thinking Maps-Write from the Beginning and Beyond-Emphasis on Informational & Response to Text
- Differentiated Instruction for small groups
- Data-responsive Instruction
- Response to Intervention
- Technology Integration
- ST Math Professional Development
- Grade Level Teacher Classroom Visits - Demonstration lessons & coaching
- Weekly morning staff meetings & collaboration sessions
- Grade Level collaboration meeting centered around core signature practices: Balanced Literacy, CGI Math, Thinking Maps Writing, and Differentiated Instruction/Small Group Rotations

For this school year, Cox has partnered with outside educational consultants to focus on implementing the Reading Workshop instructional model, an important component of Balanced Literacy. We are continuing the development and implementation of Cognitively Guided Instruction in mathematics as well as Thinking Maps and Write From the Beginning and Beyond for writing, which were professional development emphasis in past years. For CGI, Cox teachers participate in Professional Learning Community collaboration sessions during instructional hours, as well as, after-hour professional development workshops when applicable. In addition to professional development related to our instructional core programs, Cox staff along with all certificated and classified employees in the Fountain Valley School District have participated in professional development related to student safety and disaster preparedness highlighted by our full professional development day.