

The Single Plan for Student Achievement

Ocean View High School

School Name

30665483030145

CDS Code

Date of this revision: November, 2012

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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School District

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The District Governing Board approved this revision of the School Plan on .

II. School Vision and Mission

Our Mission at Ocean View High School (OVHS) is to empower each student by providing the finest education in a small school community, creating the foundation for a successful life through college and career readiness. Towards this end, OVHS has taken steps to model itself as a college prep academy.

Within a block schedule, students are prepared for successful lives, developing the intellectual, emotional, social, and physical qualities characteristic of lifelong learners. A four day per week (Tuesday through Thursday), 20-minute embedded tutorial to each block, provides students with the opportunity to receive individual help from any of their instructors. The implementation of this schedule has dramatically reduced the number of student D's and F's. Please see Table 1. An emphasis on best first instruction and tutorial has been outlined for the 2012-2013 school year. To fulfill its commitment to student success, OVHS offers a variety of experiences, never losing sight of each student's individual needs. A full range of Advanced Placement and International Baccalaureate courses challenge academic students. OVHS students are well-prepared for college, university or career goals. OVHS is proud to be the HBUHSD's magnet for the International Baccalaureate diploma. In the Spring of 2011, OVHS changed its focus to ensure that every student was college-ready and provided with equal access to honors, advanced placement and International Baccalaureate classes. Consequently, beginning with the class of 2015, every student will be encouraged to take at least one honors, advanced placement or IB course during their four years. Further, two new goals were added to the school plan ensuring college eligibility and college readiness: UC/CSU Entrance Requirements and Advanced Placement Students and Exams Taken.

Total D's and F's-Semester 2 Final Increase + Or Decrease -

2009 (Elective Tutorial)	1,920
2010 (Embedded Tutorial)	1,389 -531
2011 (Embedded Tutorial)	1,054 -335
2012 (Embedded Tutorial)	1,110 +56

The data above indicates a 58% reduction in Ds and Fs over this time period. In addition, 129 fewer students received either a D and/or F during this same grade period. In 2012 71 fewer students received a D or F; although the total number of D or F grades was increased by 56. The above was all accomplished with the same relative number of students. The past three years OVHS has had its highest attendance percentage on record. Students are experiencing more success and are attending school more frequently.

III. School Profile

Ocean View High School (OVHS) is in Huntington Beach, California, a residential, tourist, light industrial and commercial city located on the West Orange County coast. The Huntington Beach Union High School District has an enrollment of 15,544 students in six comprehensive high schools and two alternative schools. Opening in 1976, OVHS is the newest comprehensive high school in the district and recently completed school renovations and modernizations in the amount of fifty million dollars, from state modernization funds under Measure C, with the most recent addition being an Olympic-sized swimming pool. The school is situated on approximately 35 acres near the center of the city, a primarily suburban community of 190,000. The school is centrally located in the district in an area that has light industry and commercial establishments. Ocean View draws its 1,479 students from four elementary districts in the cities of Huntington Beach, Westminster, and Fountain Valley. One of the least affluent areas of Huntington Beach (the Oak View area) is in the school's attendance area. The Oak View area includes a large immigrant population with many students of Limited English Proficiency (LEP). The school's population in 2009-10 was 1,498. In 2010-11, this number decreased to 1,450. In 2011-12, this number increased to 1,479. While the school's population has decreased only 9 students in the previous three years, the school's Asian population has steadily decreased, while the Hispanic cohort has slowly, but steadily increased. The greatest growth is the Hispanic subgroup. In fact, beginning in 2006-2007, the number of Hispanic students has exceeded that of all other subgroups for the first time in the school's history. 22 staff members at OVHS are graduates of the school. Fifteen staff members have had or have their children attending OVHS including the principal.

The data below displays a five-year trend for the school's ethnic demographic. In summary, while the Caucasian demographic has remained constant over the past four years, the Asian demographic has decreased six percent, while the Hispanic demographic has increased 3 ½ percent in the past three years.

.Ethnicity Five-Year Trend

	2006/07	2008/09	2009//10	2010/11	2011/12
Caucasian	32.8% Caucasian	28.3% Caucasian	26% Caucasian	27% Caucasian	27%
Hispanic	40.5% Hispanic	44.6% Hispanic	48.4% Hispanic	49.3% Hispanic	52%
Asian	16% Asian	15% Asian	14% Asian	13% Asian	9%
Other	10.6% Other	11.1% Other	10% Other	11% Other	8%

The socioeconomic base in the school's attendance area is a combination of upper middle and lower socioeconomic status (SES) families, which contributes to a diverse student population. Upper middle SES families live in the far east and far west sections of the school's attendance area. The families that live in the apartments near the school tend to be lower middle SES, and families with more financial hardships reside just east of the school in the Oak View community.

A prime indicator of OVHS' SES base is over 56% of student population are identified as Aid to Families with Dependent Children (AFDC), based upon our feeder school population. These students qualify for free or reduced lunch. This number has increased significantly since 2001 when only 26.5%, or 411, of the student population were identified as AFDC. In 2010-11, 761 students qualified for the Free and Reduced Lunch program. This is an increase of 33 students, or 5% from 728 in 2009-2010. In 2011-2012, this number increased again to 794. Finally, in 2013, this number rose to its highest ever, with 828 identified students. This number is significant because over the past ten years this number has risen to 57% of the student body. A high number of AFDC students impact co-curricular participation in activities, yearbook purchases, ring purchases, ASB, and Superhawk card purchases. Additionally, it is suspected that many students do not participate in athletics because they are under the misconception that they'll have to pay in order to participate. These same students are less likely to own home computers or other high tech devices. Many of these students must work to help support the family. As can be expected in an economic shift such as this, the number of students receiving Free or Reduced Lunch (FRL) status has also steadily climbed over the years as well. The number of students has increased 376 students, or 60% during the last six years. As reported by STAR data, over 57% of the student body participates in the FRL program. The demographic shift in the school population and the recent economic recession are the most likely explanation for this rise. It is a widely-held belief that there are many more students who qualify for the program that do not enroll. An application for the FARL program is now available through the school's home web page. As evidenced by the chart above, the school has seen an even more dramatic 60% increase over the past five years with the number of students receiving FARL services.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

A. Data Analysis (See Appendix A)

What does the data tell us about needs?

Academic Performance Index (API)

In 2012, OVHS had a base API of 769 with a growth target of 5, resulting in the target score of 774 for all students. While the growth was positive overall as evidenced by the 771 score, the school fell short of the targeted score by 3 points. OVHS scored an API of 774 in 2010-11. While this represents a drop of 3 points overall, English Language Learners and English scores both improved. However, the school's Math scores decreased dramatically. The school saw sustained growth in API over the previous four years increasing from a base score of 676 in 2003-04 to 724 in 2005-06. Scores in the 2006-07 testing cycle showed a disappointing decrease in API to 712 and a corresponding loss of progress in every significant subgroup. In 2007-08, the scores rebounded with a large gain of 27 points. Again, in 2008-09, the API school-wide scores increased by 15 points to 754. While the number of students included in the growth scores has remained constant, the continued growth is due primarily to increases by both the Caucasian and Asian Subgroups. In addition, it should be noted that while the school-wide targets have been consistently met, the Hispanic/Latino and English Language Learner Subgroups have not enjoyed the same level of success. The table below shows a five-year trend of overall growth school-wide; however, the subgroup table below tells a very different story. Table 5 indicates, 2010 results notwithstanding, the school saw sustained growth in API over the previous four years increasing from a base score of 676 in 2003-04 to 724 in 2005-06.

Our English Language Learners continue to demonstrate growth. In 2012, the base was 666 with a targeted increase of 7, resulting in the targeted score of 673. The results demonstrate that this cohort scored an improvement of 6 points at 672, but fell one point shy of the targeted score. The chart also demonstrates that this cohort has a documented history of growth. Beginning in 2006, English Learners demonstrated growth for three consecutive years. Their growth was seven in 2006, seven again in 2007, and thirty-seven points in 2008. This ended in 2009, when this subgroup scored one point less (653) than its base (654). In 2010, this subgroup scored the exact same 671 score as the base score. As the table indicates, the Hispanic/Latino Subgroup has shown growth in five of the past six years; in fact, in 2011, their 714, at plus 10 is their largest gain since 2008. In 2012, this cohort had a base of 709 with a targeted growth of 5, for a targeted score of 714. Once again, this cohort exceeded the desired score with a gain of 7 points to total 716. As stated in section three entitled School Profile, the school's changing demographics are not evidenced by the decreased number of test takers in the English Learner subgroup. 2012 saw 5 fewer English Learner test takers; this, coming off of the most test takers in 2010 (668). The Hispanic/Latino cohort increased by nearly 60 test takers, but is still down from the 2010 high of 703.

The school has also adopted a three tiered pyramid of interventions. The first level is composed of an academic component and a behavioral component. The academic component includes the following: Career/Health classes; Progress Reports; Conferences; After-school Tutoring (English, Math, and Science); CAHSEE Acceleration classes; Developmental Reading classes; Concurrent enrollments; Extended school year; Tutorial; and social/emotional counseling. The behavioral component consists of meeting with Guidance Specialists, detention hour reduction (2 for 1) for tutoring participation, and the school's Feather in Your Cap program. The second tier of the pyramid is also composed of both academic and behavioral components. The academic components are as follows: CAHSEE Remediation, AVID, ELD, Business Academy, Peer Tutoring (23 courses are covered by peer tutors), Freshman Mentoring, AB 1802 Counseling, Indian Education, and Student Study Team. The behavioral component consists of the following: Mentor Program; Suspension; Detention; SARB and Drug/Alcohol Program. The third and final tier is Tertiary Interventions consisting of IEP's, Alternative education and 504 plans. The behavioral component is transfer to alternative education and/or expulsion.

2012's scores are the highest overall performance by each grade level in recent years. All three grade levels demonstrated dramatic increases in their scores, with the 10th graders showing the highest percentage gain in the Advanced/Proficient range at a 41% increase. This was followed by the 11th graders with an increase of 41%, then the 9th graders at 10%. The table also demonstrates that the ninth grade total number of test takers has steadily decreased over the past six years; from a total of 444 in 2007 to a total of 321 in 2012. Further, the total number scoring at both the Advanced and Proficient is 558 of the 878 that took the test. With 98 fewer students taking the test, in 2012, this results in 64% scoring in these two levels, an overall increase of 10% This is very good news for the 10th and 11th grade cohorts, as these two typically score at a much lower rate in comparison to the 9th graders.

In 2010, 183 students scored at Advanced/Proficient for a percentage rate of 24%. This number decreased in 2011 to 164 students, for a percentage of 17%. In 2012, there were 93 fewer test takers; however, 266 students, the most in five years, scored at the Advanced/Proficient level. This represents a 32% pass rate and an increase of 15% from the previous year. Both the 9th and 11th grade cohorts decreased their pass rate; however, the 11th grade cohort exploded, doubling their previous number of scorers at Advanced/Proficient. In 2010, the 10th graders had 56 scorers, or 19% in this category. In 2011, the 10th graders had 86 scorers, or 25%. In 2012, the 10th graders had 177 scorers, or 65% pass at Advanced/Proficient levels. The percentage of those scoring Advanced/Proficient in the ninth grade fell 13% and 1% in each of the past two years. The eleventh grade remains a challenge as the numbers scoring at Advanced/Proficient (58 in 2011) decreased to 20 in 2012.

In 2012, the total student population failed to meet the Adequate Yearly Progress (AYP) goal. In 2011, both the All Students and Hispanic or Latino cohorts did not meet their established goal; however, both showed significant enough improvement to be what is considered "Safe Harbor" status. This table also shows that English Learner Subgroups are the lowest performing subgroups in the school. Historically, the participation rate remains constant between 99%-100%, 2012 saw decreases in the total number of students taking exams counting toward the school's AYP. This fall in the number for this subgroup resulted in a decrease in proficiency percentage in both the Hispanic -8% and English Learner -10% cohorts. In calculating AYP, all cohort subgroups possess the same targeted numeric goal, despite level of English proficiency. In 2009, the Hispanic or Latino subgroup scored at their highest level in three years, but the increase in the target percentage resulted in -9.8%.

The five-year trend for AYP in Math is a decreasing trend. While the two cohorts of All Students and Hispanic or Latino were both "Safe Harbor" status in 2011, none of the three cohorts met the stated goal of 77.4% for 2012. In fact, all three cohorts decreased in their proficiency level from 2011, with the largest decline coming in the English Learner cohort at -10.3%. The Hispanic Subgroup met their target percent in both 2007 and 2008, but failed to meet the increase while their percentage remained constant at 33.3% in 2009. The English Learners Subgroup has not met the target percentage in the last five years, coming closest in 2008, where the cohort fell short by only 1.7%. Finally, the English Learners Subgroup has more than doubled in number from 2007.

The overall pass rate in 2010 in English has increased to 85% and decreased by 3% in Math. In addition, The Hispanic or Latino Subgroup also increased by ten percentage points in English while decreasing in Math by 2%. The English Learner subgroup also increased in English by 7%, but decreased in Math by 8%. The greatest gains have consistently been in the English Learner Subgroup, who in 2009, scored their highest pass rate in three years at 61% in Math and 46% in English. This represented an increase of 13% in Math and 10% in English. The school-wide pass rates for both Math and English have remained constant over the past three years.

In 2012, the number of test-takers decreased for the third straight year with 298 students taking the CELDT exam. In 2009, 357 students were tested with the CELDT exam. This is an increase over 2008, when 322 students were tested. However, since that time, these numbers have decreased annually. While those students scoring at Early Advanced has remained constant over the past three years, those students scoring at Advanced has decreased during this same time period. The CELDT results for 2009 show that the most students ever scored at Advanced (33), Early Advanced (138), and Intermediate (118). All three demonstrate growth over the previous year. The school goal is 80% scoring at these levels and last year 289 of the 357 students scored at Intermediate or higher on the exam, resulting in 81%. In 2010, the number tested decreased to 343, with nearly half scoring at Early Advanced or Advanced. In 2011, fewer test-takers, at 309, resulted in fewer Intermediate and Advanced scores, but the most ever scored at Early Advanced.

The Department Coordinators continue to work with student performance data. This committee is composed of teachers from every curricular area as well as the Principal and the Assistant Principal of Curriculum, school psychologists and student support specialists. Assessment and its communication are very important to the educational process at Ocean View High School. District and site developed Common Formative Assessments (CFA's), STAR (CST), CAHSEE, AP, ACT, SAT, IB and PSAT test results are reviewed by teachers, departments and various committees to find trends and areas that need to be addressed. Test scores are reviewed with students and incorporated into future student learning goals. In fact, in 2012, the school implemented a policy to administer the PSAT to every 10th and 11th grade student enrolled at Ocean View High School during a school day (previously it was offered for a fee on a Saturday and was completely elective). This resulted in tripling the number of SAT test-takers from 2011 to 2012.

While data is collected in response to external demands also, i.e., WASC, state standards, CPM, STAR testing and CAHSEE, the school community regards assessment as important feedback and uses the information to improve student performance. Teachers employ a variety of assessment strategies to evaluate students and to modify the

curriculum and instructional practices (re-teaching in a different way or “progressive instruction”. Students use assessment results to modify their learning in order to enhance their educational programs.

The school began the practice of Professional Learning Communities (PLC’s) in the spring of 2009 and continues to meet each Monday afternoon in school-wide and departmental teams to discuss the use of data, resource allocation, best practices, common-core adoption, essential standards, common formative assessments and budget alignment to student achievement. These meetings are agenda-ized with each team having co-developed norms to govern the meetings in the fall of 2012. Additionally, special education teachers are going to core subject departmental team meetings at least 50% of the time. This has become part of the culture of the school. Using available data and funding, a number of programs and classes such as At-Risk, Title I, Freshman Mentoring, AVID, CAHSEE Remediation and expanded Reading programs, have been implemented to raise test scores. Teachers use new technological equipment including new computers, Chromebooks (nearly 200 have been purchased in the past year), Pole Vault LCD Projectors and Document Cameras to improve classroom lesson delivery and student assessment. Departmental teams have each analyzed the STAR and CAHSEE exam questions and identified specific essential skills on which to focus. These skills of focus are used by staff to revise course curriculum. Both the Math and English departments have adopted policies and practices to increase the likelihood of ensuring that all students (and student subgroups) enrolled in the school become proficient in their respective core subjects. Social Science and the English department have begun collaboration at the sophomore and junior levels. Math, English, Social Studies, Science, and Career and Technical Education (CTE) have modified curriculum and teaching practices in light of the new Common Core Standards. The electives have focused on literacy and writing and developed a common writing rubric.

Teachers modify instruction and assessment based on results of class assignments, homework, projects and tests. In the process they are continually adjusting the lessons and their delivery to ensure all students understand the lesson. Daily lessons are modified to fit student needs. Content areas have aligned curriculum to state standards.

Teacher and administrator (site and district) staff development has been targeted in the Common Core and AVID areas of inquiry, Cornell Notes, student collaboration, active reading and argument supported with evidence.

Ocean View High School annually conducts a comprehensive needs assessment of the entire school based upon the established school goals. In the Spring of 2011, based upon the school’s increased commitment to college-ready students, and increasing accessibility to honors, advanced placement and international baccalaureate classes, two new goals were added to the school’s existing six. These eight goals are based upon the performance information of all students in relation to the state academic content standards. Ocean View’s eight goals for student improvement drive instructional programs and staff development. These goals receive an annual review by parents, students, teachers and support staff via the School Site Council (SSC). This council analyzes the student achievement data, and determines direction for the Single School Plan for Student Achievement (SPSA).

Every cohort exceeded its designated goal for graduation rate from last year’s senior class. The English Learners exceeded their goal by 13% and the Students with Disabilities exceeded their goal by nearly 14%. The school-wide, Asian and Caucasian cohorts all possessed targets of 90% and all exceeded their targets. The Hispanic or Latino cohort also exceeded their target by 2.7%.

Goal 7 for improving Student Achievement: 90% of all 12th Grade Graduates Completing all Courses Required for UC and /or CSU Entrance.

A three-year breakdown by subject area of the percentage deficient to complete the A-G requirements for the graduation classes. Includes students with exit status of GRD completing courses required for UC/CSU entrance with a grade of D or better. This table shows that less than 30% of graduating seniors have completed the requisite courses for eligibility at CSU and UC schools. The three years demonstrate an improvement in every content area. History/Social Science is the lowest number at only 5.73%. This may be due to the structure within the district which requires specific course plan for all graduates. In 2011, English eliminated English 3 and English 4 as options for students, as neither of these two courses are CSU/UC-approved. World Languages and Lab Sciences remain the two largest obstacles for students to become college-eligible. In 2012, more sections of Biology were offered to 9th graders in an attempt to provide more accessibility to higher-level Lab Sciences courses to more students. In addition, 9th grade students were enrolled in Algebra I and Basic Algebra ABCD was eliminated.

This school goal seeks to have each graduating student to have completed at least one course in either Honors, Advanced Placement, or International Baccalaureate course. The table below establishes baseline data by class for these three levels. Presently, 694 total students are enrolled in at least one of these courses, or 48% of the student body (1,445).

B. Surveys

Senior students consistently rank Ocean View High School higher than the other five comprehensive high schools in the district in virtually every category. The Senior Survey is distributed to the graduating seniors, annually. Parents receive surveys from ELAC, PTSA, and Title I to help address their needs more appropriately. Staff members anonymously take a survey every other year. The results of which are sent and compiled by an independent firm, then distributed to the sites. Finally, each year, parents, staff, students and community members collaborate on the Senior Exit Interview and all fill out a survey rating their experience. The results of these surveys are shared with the Senior Project Committee and appropriate changes are implemented.

In Spring of 2008, the School Site Council approved to modify the Single School Plan for Student Achievement to better align the site with the Local Education Agency Plan (district goals). This modification was to include a goal assessing programs to ensure all students will be educated in learning environments that are safe, drug-free and conducive to learning. The council determined the best mechanism to complete this was through a Safety Survey. This survey is administered annually to staff, students and parents. The data is reviewed and presented to staff, students and parents. Beginning in 2009-2010, these results will be available via the school home web page.

The school was built in 1976 as an open concept learning facility. It is the newest of the comprehensive high schools in Huntington Beach Union High School District. There were many contributing factors to the school's lack of facilities that are at most comprehensive high schools. To address these gaps, there have been many transformations during the last thirty-two years. Most recently the entire plant has been slated for modernization, additional facilities and redesigned classrooms

During the winter of 2006-07 a new section of campus opened with six state of the art science labs and a set of twelve general purpose classrooms. This new wing has given a much needed face-lift to the school. Shortly after this wing opened the old science labs were demolished and turned into general instruction classrooms. These ten classrooms and two computer labs re-opened in summer 2007. Modernization of the rest of the campus was completed in the next 18 months. The school now has classrooms that meet or exceed the district standard for space and will be remodeled to accommodate future generations. In addition to the modernization efforts an Olympic-sized swimming pool has been constructed, and the HBUHSD Adult school is also located on the southeast corner of the campus.

The school is managed by a plant foreman who supervises four custodians, one maintenance mechanic, and two groundskeepers. All classrooms are well maintained by the custodial staff. The maintenance staff is responsive to the demands of a very busy facility in an exceptionally timely fashion. The grounds at OVHS are clean and attractive despite the blending of old and new architectural styles and the potential for debris as the result of continuing construction projects.

C. Classroom Observations

Ocean View High School provides a learning environment that reaps high academic standards and expectations. Students use a variety of current technological resources to reach their academic potential. Teachers use multi-modal lesson plans to differentiate instruction to enable all students to be successful. It is the philosophy of Ocean View High School that all students have equal access to academic core and advanced placement classes. The staff uses a number of effective instructional strategies including reciprocal teaching, direct instruction, cooperative learning and collaborative learning groups to deliver the rigorous curriculum. In 2011, Ocean View began to work toward creating common formative assessments in each of the curricular areas. Department meeting time was committed toward accomplishing this enterprise. In 2012, Ocean View began working to implement the national Common Core standards with the support and under the direction of the district.

Categorical funds supplement the schools resources to provide, staff with access to a multitude of technology for learning experiences such as:

Mobile Laptop Computer Carts (6 carts with 20 computers each)

LCD projectors
CPS Learning Remotes
Digital Cameras
Computer Labs
PLATO software
School wide Internet access
Technologically enhanced reading program

With the completion of the two story portion of the building, plans are to re-establish two, or possibly three of the computer labs and to make additional computers available to the students in classrooms. When the plan is complete, every classroom will have five computer work stations and a printer in addition to the technology that is used by the instructor.

Teachers and paraprofessionals meet the highly qualified requirements of the No Child Left Behind Act. Parents are aware of the highly qualified status of all teachers. All teachers are assigned to the areas in which they are certified to teach.

Ocean View High School employs sixty-two full time classroom teachers with many faculty members holding masters or doctoral degrees. All hold California teaching credentials and are teaching in their major field, minor field, or a field they are mastering through graduate work at a college or university. Of the sixty-nine full and part-time teachers on staff, only one is not fully compliant with NCLB via coursework, exam, or HOURSSE.

Ocean View employs four administrators and seven certificated support staff. Certificated support staff includes; a school counselor, student support specialist, speech and language teacher, workability specialist, librarian, school nurse, and school psychologist. The district pupil-teacher staffing ratio is 32.5:1; Ocean View class size varies depending on the type of class; academic classes are no larger than 39. In the last five years smaller classes were staffed in ninth grade English (20:1) and some ninth grade math classes. Hiring teachers for class size reduction reduced the actual pupil-teacher ratio of the school to 23:1. All but twelve teachers have completed SDAIE training or have CLAD certification.

The evaluation process requires teachers to submit an annual Individual Performance Plan (IPP) for review with an administrator assigned to the curricular area. The IPP includes instructional strategies, classroom management, professional growth and a focus on the California Standards for the Teaching Profession. Monitoring classroom instruction is a primary responsibility of the administrative team. The Clinical Supervision model provides the basis for teacher evaluation which includes the administrator and teacher working together to plan goals and objectives. Each administrator is expected to be certified in Clinical Supervision, be familiar with California State Frameworks and the Model Curriculum Standards. Professional development activities are conducted for all staff members throughout the year to ensure effective instructional techniques/strategies are being implemented. There are three annual staff development days.

Of the certificated staff, eighty-nine percent is Caucasian, six percent is Hispanic, three percent is Asian, one percent is Native American, and one percent is African American; sixty-five percent are male and thirty-five percent are female. The table below breaks down the teaching staff by years of experience.

Teaching Experience

0-5	6-11	12-17	18-22	26+
16	13	9	5	26

Thirty-eight of the sixty-nine certificated staff is new to the school district since the last WASC visit. This rapid change in the staff is primarily the result of retirements. The school has also recently hired a full time certificated college counselor. The school district has not had counselors since the mid 1980's

The classified staff includes twenty-nine full-time and thirty-five part-time employees. Of the sixty-four full- and part-time classified staff, twenty-four percent is male and seventy-six percent is female. Of the classified staff, sixty-eight percent of the staff is Caucasian, twenty percent Hispanic, and twelve percent are Asian. Paraprofessionals comprise the largest group that make up forty-three percent of the total classified employees. These range from Special Education aides, English Language Learner bilingual aides, to college tutors. All paraprofessionals also meet the highly qualified requirements under No Child Left Behind. The rest of the classified staff is comprised of the clerical support staff at twenty-two percent and other classified staff employees at thirty-four percent.

Ocean View posts internships and tutoring jobs on all local University of California and California State University system web boards. Currently college tutors assist in AVID classes. A competitive salary schedule and a district-wide recruitment fair enable Ocean View to identify and pursue ideal candidates to fill vacancies.

In the graduating senior survey, our seniors rate our staff, academic, co-curricular programs and school environment higher than those of all other schools in the district. Other factors deemed attractive to new teachers include low discipline statistics, excellent community support, magnet programs for high performing students and a clean, safe campus.

D. Student Work and School Documents

Student work samples represent instructional staff's commitment to develop and use a variety of teaching strategies that support the students' acquisition of the skills, traits, and values necessary to meet the school's, Learner Profile Traits and the state content standards. Differentiated instruction within each classroom offers each student ample room to succeed and improve. Weekly departmental Professional Learning Community meetings ensure that instruction is research-based, relevant and student-centered.

The English Department requires writing portfolios for every grade 9-12 English student. Similarly, the English Language Learner Program has implemented the Project Write curriculum and meets regularly at the site and district level to discuss implementation strategies. In addition, the English Language Development department has implemented a curriculum entitled Visions. All departments share a commitment to devoting a large amount of time for teachers use and analysis of student writing to guide further instruction and application of academic features and conventions.

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

Ocean View High School annually conducts a comprehensive needs assessment of the entire school based upon the established school goals. These eight goals are based upon the performance information of all students in relation to the state academic content standards. Ocean View's eight goals for student improvement drive instructional programs and staff development. These goals receive an annual review by parents, students, teachers and support staff via the School Site Council (SSC). This council analyzes the student achievement data, and determines direction for the Single School Plan for Student Achievement (SPSA). Upon the plan's revision and acceptance by the local SSC, the plan is forwarded to the district for approval by the district school board. Please review a complete copy of the Single Plan for Student Achievement Action Steps and Expenditures in APPENDIX A. The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The School Site Council analyzes available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtains and considers the input of the school community.

The school's MUN program has won a number of awards including a Best Small School Delegation award at the Huntington Beach Surf City conference for two years running.

V. Description of Barriers and Related School Goals

Ocean View High School is well connected to the community it serves. Through a variety of programs, students may participate in school/business relationships and work force development programs, as well as having their health and mental health needs met through contacts with community agency partnerships. Parents of all cultural backgrounds have opportunities for involvement at the school through Volunteers in Public Schools (VIPS), Parent Teacher Student Organization (PTSO), Ocean View Foundation and La Voz (a parent group). In addition, the second language learner community receives monthly expert speakers on community and educational topics from experts in the field of the evening's discussion. All students are provided with the option and access to a postsecondary education. Ocean View's commitment to bring the parents and community together as equal partners in the education of every student is evidenced with implementation of the Parent Institute of Quality Education (PIQUE). PIQUE is committed to shares Ocean View's philosophy in the fall of 2009, The Parent Institute of Quality Education (PIQUE) offers weekly educational classes to our second language learner community. A large portion of our parents did not attend school in the United States and the school system is oftentimes very intimidating to them. Last year, over 170 parents have graduated from this educational program. In 2012, Ocean View created an implemented a Parent Academy. This involved two six-week college literacy classes. One was offered in the fall and another in the spring, 2013. The spring course will be open to parents from other schools within the district. The program targets our community's English Language Learner population. Each week one student and at least one parent attend the course together. The teachers for the program are OVHS teachers that are at least bilingual.

Parent volunteers are encouraged to participate in school programs. They have important roles in athletic booster organizations in addition to supporting academic activities such as Model United Nations and student activities like Grad Night. Parent volunteers log approximately 10,000 hours each year as chaperones, by checking textbooks in and out, providing hospitality, supervising competitions, working on Pride Days, orchestrating Grad Night and helping with a variety of other events. The school's VIPS program, run by the Community Resource Coordinator, won a Golden Bell Award from the California School Board Association for innovation in utilizing parent volunteers. The program currently includes approximately 200 parents.

Parents participate in School Site Council. This organization makes decisions regarding school programs, funding school programs, the School Safety Plan and the Single School Plan for Student Achievement (SSPSA). Ocean View's Community Outreach Specialist actively solicits minority parent participation. Monthly La Voz meetings attract parents by providing information on a wide variety of school-related topics. Student four year planning, conflict resolution, drug and alcohol awareness and parent involvement are a few of the topics included this year. A parent survey at the annual Title I meeting held in the fall of each year determines the topics for these monthly seminars.

The College/Career Counselor and College/Career Specialist facilitate parent meetings throughout the year to assure that parents and students are aware of application deadlines and other information related to college admission, testing, and post-secondary options. Interpreters are available for non-English speaking parents. The Career Center hosts a number of university representatives, as well as providing information about other post high school options.

The Student Support Specialist and school psychologist provide referrals for students and their families needing professional assistance with social emotional issues. Ocean View's school nurse also provides information on community resources to address the health needs of the students. As the school entered its fourth year in Program Improvement, both Superintendent Dr. Greg Plutko, and the school Principal, Mr. Dan Bryan, each sent home letters to advise parents of the school's Program Improvement status. These letters were sent home in the families' primary language. Only a handful of students have elected to transfer to other schools within the district, and none are taking advantage of the transportation provided by the district through the Title I funding.

The Master Schedule has been expanded this year to include courses using the following research-based support programs: Scholastic READ 180, and state approved curriculum are used in both the CAHSEE acceleration and CAHSEE remediation courses. The Project WRITE curriculum has been fully implemented in all English Language Learner courses and quarterly essays are received, reviewed and discussed department-wide and district-wide. Further, the English Language Development courses have fully implemented a district-wide curriculum based upon the research-based VISIONS textbook and materials. Quarterly exams are distributed to all ELD students and these results are shared departmentally as well as at district quarterly meetings. At both the departmental and district level meetings, trends are identified and ideas to improve the scores are shared and implemented. Finally, the district has approved extra course sections at the site to include Special Education students to receive mainstreamed curriculum in both English, Math, and Science (with both a special education and a general education teacher in the class). This is a team teaching collaborative, research-based approach that has proven successful in other districts. Additionally, OVHS offers everyday algebra to allow students in need to complete (what formerly was a two year course sequence) in one year.

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) 70% of Ocean View High School students will score at the basic, proficient, or advanced level for ELA content standards on the CST exam. 90% of Ocean View High School students will pass the ELA standards on the CAHSEE exam by March of their senior year.	
Student groups and grade levels to participate in this goal: All students tested in the 9th, 10th and 11th grades. All students tested in CAHSEE in the 10th, 11th and 12th grades.	Anticipated annual performance growth for each group: Student body will increase its performance on the CST exam. Student body will increase its performance on the CAHSEE exam.
Means of evaluating progress toward this goal: Valid CST test score. Valid CAHSEE score.	Group data to be collected to measure academic gains: Grades 9-11 CST exam participants. Grades 10-12 CAHSEE exam participants.

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
1.1 Teachers will begin to transition to common core state standards. 1.2 Departments will collaborate to develop strategies to implement the language arts content standards. 1.3 Departments will select textbooks and supplemental materials that are aligned with the content standards. 1.4 Teachers will identify content standards that are being adequately addressed and those that need more focus. 1.5 Increase access to supplemental materials such as magazine subscriptions, novels, informational materials, technical documents, maps, visual aids, electronic media, etc	Alignment of instruction with content standards. Annually- -Fall Department collaboration--ongoing. Departments select textbooks--Proscribed cycle. Teachers identify standards needs--ongoing.	Duplication, lamination, Release time, textbooks	20,000	IMF, PELL, Title 1, Gen Fund

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
1.6 Sustain a “root of the week” activity. 1.7 Target Daily Oral Language activities in Language Arts classrooms. 1.8 Purchase materials to increase students’ listening, writing, and speaking skills. 1.9 Purchase motivational materials to support student achievement. 1.10 Obtain and/or create test preparation materials to support student success. 1.11 Develop and implement language arts curriculum for the CAHSEE remedial classes. 1.12 Upgrade and maintain professional resources related to services for special needs students.	Improvement of instructional strategies and materials--ongoing.	Increase access to supplemental materials such as magazine subscriptions, novels, informational materials, technical documents, maps, visual aids, electronic media,	40,700	PELL, Gen Fund, ASB, Title1, Sp Ed
1.13 Explore adding a 7th class for students needing additional reading support. 1.14 Support reduced class size in 9th grade language arts classes. 1.15 Provide access to on-campus technology to support student achievement. 1.16 Make media center available after hours as a resource to students. 1.17 Provide instruction in summer transition program.	Extended learning time--ongoing.	Supplies, Duplication, training, salary	176,000	Title 1, PELL, Gen Fund
1.18 Identify all Title I students who need support in language arts using district-wide criteria. 1.19 Provide instructional aides for English Language Learners who need support to have equal access to the language arts standards. 1.20 Provide technology aides to support content standards as related to classroom instruction 1.21 Provide technology to support access to the language arts content standards. 1.22 Provide time to plan innovative programs.	Increased educational opportunity--ongoing.	Clerical support, Equipment, supplies, training Release time	52,000	Title I, PELL, Gen Fund

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
<p>1.23 Provide training to teachers participating in reading across the curriculum.</p> <p>1.24 Assessment Committee will review API scores and develop strategies for improvement.</p> <p>1.25 Obtain the professional assistance from the experts in the field to develop a sound plan for implementation.</p> <p>1.26 Train staff to use technology to implement content standards and assess student results.</p> <p>1.27 Participate on district teams to develop strategies and align instruction with standards.</p> <p>1.28 Align all professional development activities with identified content standards</p> <p>1.28 Participate in workshops/trainings/seminars which support content standards and the established direction of the school</p> <p>1.29 Train staff to increase knowledge of effective teaching strategies and how those strategies can be adapted to meet all students' needs.</p> <p>1.30 Provide training opportunities for teachers working with eligible students to facilitate students' access to the core curriculum.</p>	Staff development and professional collaboration--ongoing.	Release time, materials, registration, Stipend, Duplication	36,000	Title I, PELL, Gen Fund
<p>1.31 Provide parent information nights. Provide back-to-school night</p> <p>1.32 Include 8th grade parent orientation in student summer transition program.</p> <p>1.33 Provide parent information in Principal's newsletter.</p> <p>1.34 Explain test data to 9th grade students in freshman focus groups.</p> <p>1.35 Offer training for parents to learn support strategies that can be used at home to improve student learning. 1.36 Provide a liaison to the parents of English Language Learners to increase communication between home and school.</p>	Involvement of staff, parents and community--ongoing. Inform parents of student's performance levels and need for intervention--annually.	Postage, printing, Duplication, refreshments, clerical support Consultants, child care, duplication, salary, benefits	62,900	Title 1, PELL, Gen Fund,
<p>1.37 Auxiliary services for students and parents</p> <p>1.38 Collect data to analyze variables that impact student performance through CFAs</p> <p>1.39 Examine student work using authentic assessment to establish baseline data and monitor improvement.</p>	Identify and properly place students in reading, Title I, PELL and other programs—4 times per year.	PELL Coord, Sp Proj Technician, salary and benefits	100,000	Title 1, PELL

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
1.40 Expand the use of student portfolios and student exit interview progress 1.41 Develop and revise assessment tools. 1.42 Analyze data to develop priorities for the following year.	Monitor program implementation and results—December 31st.	Duplication, storage, Software, consultants, duplication	9,000	Gen Fund,

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) 55% of OVHS students will score at the basic, proficient, or advanced level for mathematics content standards on the CST exam. 90% of Ocean View High School students will pass the mathematics content standards on the CAHSEE exam by March of their senior year.	
Student groups and grade levels to participate in this goal: All students tested in the 9th, 10th and 11th grades. All students tested in CAHSEE in the 10th, 11th and 12th grades.	Anticipated annual performance growth for each group: Student body will increase its performance on the CST test. Student body will increase its performance on the CAHSEE exam.
Means of evaluating progress toward this goal: Valid CST test scores. Valid CAHSEE score.	Group data to be collected to measure academic gains: Grades 9-11 CT exam participants. Grades 10-12 CAHSEE exam participants

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
2.1 Teachers will transition to common core state standards 2.2 Departments will collaborate to develop strategies to implement the mathematics content standards. 2.3 Departments will select textbooks and supplemental materials that are aligned with the mathematics content standards. 2.4 Teachers will identify the content standards that are being adequately addressed and those that need more focus. 2.5 All departments will review current literature regarding mathematics instruction.	Alignment of instruction with content standards-- fall 2012 ongoing Teachers will receive a copy of mathematics content standards--annually--fall. Departments select textbook--proscribed cycle.	Duplication, lamination, Release time, Release Time, Duplication, lamination textbooks	See Goal 1 See Goal 1 See Goal 1	Title 1, PELL, GenFund (GF)

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
2.6 Increase access to supplemental materials for mathematics 2.7 Students will have increased opportunities to use mathematics 2.8 Purchase materials to support mathematics remediation. 2.9 Purchase motivational materials to support student achievement. 2.10 Obtain and/or create test preparation materials to support student success. 2.11 Upgrade and maintain professional resources related to services for special needs students. 2.12 Purchase calculators, models, manipulatives, software, and hardware as needed.	Improvement of instructional strategies and materials--ongoing	Software, hardware, Duplication, Storage	40,700	Title 1, PELL, Gen Fund
2.13 Provide before/after school tutoring to assist students whose math skills are below the desired proficiency. 2.14 Explore adding a 7th class for students needing additional math support. 2.15 Support reduced class size in 9th grade essentials of algebra classes. 2.16 Provide access to on-campus technology to support student achievement. 2.17 Make media center available after hours as a resource to students. 2.18 Provide instruction in summer transition program. 2.19 Provide summer remediation opportunities	Extended learning time--throughout the year--beginning fall	Duplication, stipend, salary, Classroom supplies, Classroom supplies, Hardware, software, Electricity, Duplication, food, incentives, supplies	151,000	Title I, Gen Fund, PELL
2.20 Provide sufficient staffing to ensure that all students identified as needing mathematics instruction have the opportunity to take the appropriate class. 2.21 Identify all Title I students who need support in mathematics using district-wide criteria. 2.22 Provide instructional aides for English Language Learners who need support to have equal access to the mathematics standards. 2.23 Provide technology aides to support content standards as related to classroom instruction. 2.24 Provide technology to support access to the mathematics content standards. 2.25 Provide time to plan innovative programs.	Increased educational opportunity	Duplication, Clerical support, Sp Project technician Salary, benefits, training, Software, hardware	60,000	Title 1, Gen Fund PELL,

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
<p>2.26 Provide training for teachers to enhance the delivery of mathematics instructional strategies.</p> <p>2.27 Provide support for an Assessment Committee to review API scores and develop strategies for improvement.</p> <p>2.28 Provide professional development time for staff to develop, implement, and assess mathematics instruction.</p> <p>2.29 Obtain the professional assistance from the experts in the field to develop a sound plan for implementation</p> <p>2.30 Train staff to use technology to implement content standards and assess student results.</p> <p>2.31 Participate on district teams to develop strategies and align instruction with standards.</p> <p>2.32 Align all professional development activities with identified content standards.</p> <p>2.33 Participate in workshops/trainings/seminars which support content standards and the established direction of the school.</p> <p>2.34 Train staff to increase knowledge of effective teaching strategies and how those strategies can be adapted to meet all students' needs.</p> <p>2.35 Provide training opportunities for teachers working with eligible students to facilitate students' access to the core curriculum.</p>	Staff development and Professional Collaboration-- Begin 9/2012 and throughout the year at site and district	Release time, registration, travel, Stipend, consultant fees	36,000	Title 1, PELL, Gen Fund
<p>2.36 Provide parent information in Principal's newsletter</p> <p>2.37 Explain test data to 9th grade students in freshman focus groups</p> <p>2.38 Inform parents of student's performance levels and need for intervention.</p> <p>2.39 Provide a liaison to the parents of English Language Learners to increase communication between home and school.</p> <p>2.40 Provide after hours demonstrations as learning opportunities.</p> <p>2.41 Offer training for parents to learn support strategies that can be used at home to improve student learning.</p>	Involvement of staff, parents and community--Sept 2012 - June 2013	Postage, printing, food, clerical support Duplication	1,500	Title 1, PELL, Gen Fund,
2.42 Auxiliary services for students and parents	Annually identify and properly place students in the mathematics programs-- June 2013	duplication, release time	10,000	Title 1, PELL, Gen Fund

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
<p>2.43 Monitor program implementation and results. Collect data to analyze variables that impact student performance through CFA</p> <p>2.44 Examine student work using authentic assessment to establish baseline data and monitor improvement.</p> <p>2.45 Develop and revise assessment tools to analyze data to develop priorities for the following year.</p> <p>2.46 Provide personnel to assist with required testing</p>	<p>Monitor program implementation and results Begin fall 2012 - Spring 2013.</p>	<p>Duplication, extra pay assignments</p>	<p>10,000</p>	<p>Title 1, PELL, Gen Fund</p>

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) 80% of Ocean View High School English Language Learners will score at the intermediate, early advanced and advanced levels in fluency as measured by the CELDT exam.	
Student groups and grade levels to participate in this goal: English Language Learners	Anticipated annual performance growth for each group: Percentage of students' proficiency levels will maintain or increase yearly.
Means of evaluating progress toward this goal: CELDT exam scores	Group data to be collected to measure academic gains: Individual and class CELDT exam scores.

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
3.1 Teachers will begin the transition to ELA and ELD Common Core State Standards. 3.2 Departments will collaborate to develop strategies to implement the ELD and ELA content standards. 3.3 Departments will select textbooks and supplemental materials that are aligned with the ELD and ELA content standards. 3.4 Teachers will identify the ELD and ELA content standards that are being adequately addressed and those that need more focus 3.5 All departments will review current literature regarding language acquisition.	Alignment of instruction with content standards--Fall 2012-Spring 2013 Teachers will receive a copy of the ELD and ELA common core state standards annually (fall).	Duplication, lamination, Release time, Release time, materials, materials, subscriptions	12,700	Title I, Gen Fund

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
3.6 Purchase materials for English Language Development including software, newspapers, supplemental readings and dictionaries 3.7 Students will have increased opportunities to read in their primary language. 3.8 Purchase supplies necessary to support hands-on learning e.g. construction paper, poster boards, markers, glue sticks, butcher paper and classroom materials 3.9 Increase multicultural awareness through focused school-wide activities. 3.10 Implement a collaborative approach to ELD and ELA. 3.11 Purchase materials to support low level, high interest second language reading materials including materials for core subjects 3.12 Purchase motivational materials to support student achievement 3.13 Obtain and/or create test preparation materials to support student success. 3.14 Purchase materials for sound and letter recognition. 3.15 Purchase Perfection Learning Series.	Improvement of instructional strategies--ongoing	Duplication, release time, materials, Supp materials, Food, incentives, rewards, clerical support, stipend	72,000	PELL, Title I,
3.16 Provide before/after school tutoring to assist students whose language skills are below the desired proficiency. 3.17 Explore reduced class size in language development classes. 3.18 Provide summer remediation opportunities. 3.19 Assure that students receive language development along with other required courses.	Extended learning time-- December 31st.	Support materials, Salary, materials, Coord release, stipend	22,000	PELL, Title I, Gen Fund

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
<p>3.20 Provide sufficient staffing to ensure that all students identified as needing language development have the opportunity to take the appropriate class.</p> <p>3.21 Provide instructional aides for English Language Learners who need support to have equal access to the content standards.</p> <p>3.22 Provide technology aides to support content standards as related to classroom instruction.</p> <p>3.23 Provide technology to support access to the content standards.</p> <p>3.24 Provide materials at an appropriate reading level to supplement core content areas such as social studies, science, and math.</p> <p>3.25 Provide time to plan for implementation of a coordinated program.</p>	Increased educational opportunity--December 31st.	Supp materials, textbooks, duplication, benefits, Salary, benefits, Software, hardware, books, pamphlets, guides	109,000	PELL, Gen Fund, Title I
<p>3.26 Provide training to teachers who are teaching ELL students</p> <p>3.27 Provide professional development time for staff to develop, implement, and assess school-wide ELD and ELA strategies</p> <p>3.28 Obtain the professional assistance from experts in the field to develop or refine curriculum.</p> <p>3.29 Train staff to use technology to implement content standards and assess student results including English Express.</p> <p>3.30 Participate on district teams to develop strategies and align instruction with ELD and ELA standards.</p> <p>3.31 Staff teaching ELL students will be appropriately certified.</p>	Staff Development and Professional Collaboration--December 31st..	Release time, registration, consultant	17,500	PELL, Gen Fund
<p>3.32 Provide support for ELAC.</p> <p>3.33 Provide translated parent information in Principal's newsletter.</p> <p>3.34 Inform parents of student's performance levels and need for intervention.</p> <p>3.35 Offer training for parents to learn support strategies that can be used at home to improve student learning.</p> <p>3.36 Provide a liaison to the parents of English Language Learners to increase communication between home and school.</p> <p>3.37 Provide parents with adequate training to be an informed member of the school community.</p>	Involvement of staff, parents and community	Refreshments, clerical support, Postage, duplication, stipend Consultant, child care, benefits, Salary, benefits	65,000	PELL, Title I, Gen Fund

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
3.38 Provide certificated staff to coordinate ELL Program. Increase communication with parent in home language. 3.39 Provide annual assessment for student language skills. 3.40 Provide opportunities for parents to participate on school committees. 3.41 Provide opportunities for parents, students and staff to discuss student program placement.	Auxiliary services for students and parents-- December 31st.	Salary, benefits, duplication, postage, special project technicians, translation	29,000	PELL, Gen Fund
3.42 Collect data to analyze student performance. 3.43 Examine student work using authentic assessment to establish baseline data and to monitor improvement. 3.44 Develop and revise assessment tools for ELL students. 3.45 Analyze data to develop priorities for ELL students for following year.	Monitor program implementation and results-- December 31st.	Release time, Software consultant, duplication	9,000	PELL, Title 1, Gen Fund

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 Ocean View High School students will be taught by highly qualified teachers.	
Student groups and grade levels to participate in this goal: All students grades 9-12.	Anticipated annual performance growth for each group: Improvement in CST scores.
Means of evaluating progress toward this goal: Valid CST test data.	Group data to be collected to measure academic gains: CST test scores

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
4.1 Administration will review teacher credentialing.	Annual ly	n/a	n/a	general fund
4.2 Teachers will be assigned to areas in which they are highly qualified. Teachers will be counseled regarding assignment and highly qualified status.	Annual IPP Conference	n/a	n/a	general fund
4.3 Teachers will have the opportunity to receive training to become highly qualified with support for VPSS in special ed	Ongoing -	Staff Development	11,000	GF, Title II
4.4 Parents will be notified should a teacher not be highly qualified.	Annual (September)	Postage	100	GF
4.5 Administration will recruit and recommend for hire, only highly qualified teachers. District Human Resources will determine continuing employment.	December 31st. (ongoing)	n/a	n/a	n/a

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 students will be educated in learning environments that are 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: Absenteeism for disciplinary and/or health reasons will be reduced
Means of evaluating progress toward this goal: Data from Nurse's office. Attendance, Suspension and Expulsion report from Assistant Principal of Supervision. Review Maintenance Report and Work Order/Repair Logs.	Group data to be collected to measure academic gains: Reports gathered by class level.

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
5.1 Broken equipment will be repaired or replaced.	Ongoing—as needed.	Broken equipment—varies.	Varies	GF
5.2 Teachers will receive emergency procedures.	First day of school each semester.	Teachers' New Roll Books; Duplication	200	GF
5.3 Emergency plans will be updated.	Monthly (during construction)	Duplication	50	GF
5.4 The school will be surveyed for safety issues each year; Fire extinguishers will be serviced.	Annually—December 31st.	n/a	50	GF
			None.	n/a
5.5 Teachers will have rooms with furniture and equipment that is comparable to the school standard.	Ongoing—as needed.	Desks, projectors, podiums, files	65,000	GF
5.6 Classrooms will be clean, well-equipped and receive regular attention.	Daily.	Duplication		
5.7 Staff will report unsafe conditions to the administration; work orders to be processed in a timely manner.	Ongoing—as needed.	Duplication	100	GF
5.8 Students will receive information regarding school rules, reporting safety issues, crime, or concerns.	Continually.	Consultants, Custodial support.	1,000	GF

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
5.9 Safety committee will meet to review school issues.	Quarterly.	Release time.	5,000	GF GF n/a
5.10 "We Tip" signs to be posted throughout the campus.	As needed	Signs	None	
5.11 Discipline Matrix will be posted in every classroom.	Annually.	Duplication and lamination. None.	500	
5.12 Students will participate in Principal's Forum to convey concerns.	Quarterly.		None.	
5.13 School will employ a Nurse @ 80%.	Annually.	Salary	n/a	GF
5.14 School activities and Co-curricular events during lunch, before and after school will be monitored.	Ongoing—daily.	Supervision	n/a	GF
5.15 Trash will be removed from school areas.	Ongoing—daily. As needed.	None	None.	n/a
5.16 Graffiti will be removed in a timely manner; Damaged windows will be replaced.		Solvent; windows	1,000; 5,000	GF
5.17 Landscape will receive regular watering and re-planting.	Ongoing—as needed.	Landscaping	n/a	GF
5.18 Parking lot and grounds will be well lit.	Annually.			
5.19 School will employ a School Safety Officer.		Salary	n/a	GF

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 students will stay on track for graduation	
Student groups and grade levels to participate in this goal: Ocean View High School students	Anticipated annual performance growth for each group: The number of students on-track for graduation will improve each year.
Means of evaluating progress toward this goal: Graduation rates	Group data to be collected to measure academic gains: Graduation statistics, grade reports

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
6.1 Alignment of instruction with content standards	Instruction will be aligned to the content standards. December 31st. Staff Development (modified) days each Wednesday.	Duplication, release time	5,500	Title I, PELL, Gen Fund
6.2 Textbooks will be routinely replaced to stay current with educational research and standards. 6.3 Purchase high interest supplemental materials. 6.4 Purchase real-world applications of concepts in the content areas. 6.5 Teachers will strive to engage students in their learning by varying their instructional delivery. 6.6 Teachers will create a physical environment that engages students. 6.7 Teachers will establish a climate of fairness and respect. 6.8 Teachers will establish a climate that promotes social development and group responsibility. 6.9 Teachers will guide students to assess their own learning. Improve discipline orientation program and address different learning modalities 6.10 Teachers will provide students with classroom expectations 6.11 Provide foundation for 9th and 10th graders to prepare them for specialization in 11th and 12th grade	Improvement of instructional strategies and materials—ongoing	Release time, clerical support, training, supplies, duplication, storage, software	135,000	Gen Fund, Title I, PELL

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
<p>6.12 Provide field trips to colleges, universities, trade schools, fine arts performances, exhibits and other activities that relate to the curriculum.</p> <p>6.13 Provide summer bridge and transition programs.</p> <p>6.14 After school programs to connect students to their education,</p> <p>6.15 Decrease the number of students assigned Saturday School, after-school detention, in-house suspension, and off-campus suspensions as a result of improved student behavior</p> <p>6.16 Enhance Week of Welcome.</p> <p>6.17 Provide co-curricular programs.</p>	Extended learning time--ongoing	Transportation, release time, admission, Tuition, stipend, planning time, Consultants, clerical support, stipend Duplication, clerical support, presentation software, classroom postings, planners. Food, incentives, rewards. Extra pay units, equipment.	170,000	Gen Fund, , Title I, PELL,
<p>6.18 Highlight student work through exhibits, displays, and contests</p> <p>6.19 Continue activities such as tutorial, strict dress code, honor code, closed campus, homework policy, and parent-student-school compact.</p> <p>6.20 Continue freshman focus and AVID groups to provide needed support for students at-risk.</p> <p>6.21 Support activities that promote positive self-image, personal growth, and connections to the total school program.</p>	Increased educational opportunity	Bulletin Boards, screens, TV, materials, duplication, postage, tutors, field trips, clerical support, salary, benefits	104,000	Gen Fund, Title I,
<p>6.23 Maintain a staff development committee.</p> <p>6.24 Provide staff development to support full inclusion and strategies to educate the middle student.</p> <p>6.25 Provide opportunities for staff to receive training on effective classroom management.</p> <p>6.26 Provide training to support teachers as they identify and work effectively with at-risk students.</p> <p>6.27 Provide training for staff that work directly with students not on track for graduation.</p>	Staff Development and Professional Collaboration--December 31st..	Release time, registration, training, salary benefits	13,500	Gen Fund, PELL, Title I

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
6.28 Provide parents with strategies to support student success - Parent Institute 6.29 Provide parents with the knowledge regarding graduation requirements through meetings or mailings. 6.30 Articulate with feeder schools and post-secondary institutions. 6.31 Provide refreshments for participants at required meetings.	Involvement of staff, parents and community--ongoing	Duplication, postage	40,000	Title I, PELL, Gen Fund, Title III
6.31 Provide after-hour guidance services. 6.32 Maintain Student Study Team. 6.33 Develop and implement a personal learning plan for all students. 6.34 Update materials in the media and career centers 6.35 Respond to needs identified by 10th grade remediation plan 6.36 Develop multi-media presentation for freshman orientation 6.37 Provide school resource officer and supervision aides. 6.38 Provide incentives for good attendance, increased test scores, academic performance, and to improve class spirit. 6.39 Provide communication devices for school security personnel.	Auxiliary services for students and parents--ongoing	Intervention spec, salary, benefits, material Stipend, consultant, transportation, admission, food, class identification	245,200	Title 1, PELL, Gen Fund, VATEA,

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
<p>6.40 Collect data to analyze variables that impact student graduation rates.</p> <p>6.41 Evaluate effectiveness of school policies, co-curricular participation, parental involvement, instructional strategies, curriculum, and staff training.</p> <p>6.42 Analyze Senior Survey.</p> <p>6.43 Inform parents regarding plans, encourage participation in committee meetings, provide materials required for informed decision-making, and provide refreshments for meetings.</p> <p>6.44 Report results to the school and community.</p> <p>6.45 Provide adequate office supplies, technology, workstation equipment, and storage to administer categorical programs.</p> <p>6.46 Provide extended time to prepare reports, close out yearend data, and establish files for new year.</p>	<p>Monitor program implementation and results-- December 31st..</p>	<p>Duplication, clerical support, refreshments, postage Installation, lockdown kits, software, delivery charges Benefits, salary, overload hours, release time, training</p>	<p>29,900</p>	<p>Title 1, PELL, Gen Fund</p>
<p>6.49 Design and Implement a Credit Recovery Program</p> <p>6.50 Design Curriculum for Credit Recovery Program</p> <p>6.51 Review and revise curriculum for Credit Recovery Program</p>	<p>January, 2010</p> <p>January 2010</p> <p>Annually in Spring (May)</p>	<p>Duplication, clerical support, refreshments, software, delivery charges Benefits, salary, overload hours, release time, training</p>		<p>Title I funds</p>

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)

SCHOOL GOAL #7

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

<p>SCHOOL GOAL #9: 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 #9				
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 #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	1,003	1,048	1,072	266	265	295	19	18	22	108	83	85
Growth API	774	771	763	838	834	824	765	726	776	883	887	866
Base API	778	769	772	840	834	835	830	766	726	882	882	889
Target	5	5	5	A	A	A				A		
Growth	-4	2	-9	-2	0	-11				1		
Met Target	No	No	No	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	522	580	588	405	416	427	536	546	644	115	110	110
Growth API	715	716	709	671	672	662	728	728	715	577	580	605
Base API	704	709	718	671	666	674	719	723	730	595	566	591
Target	5	5	5	6	7	6	5	5	5	10	12	10
Growth	11	7	-9	0	6	-12	9	5	-15	-18	14	14
Met Target	Yes	Yes	No	No	No	No	Yes	Yes	No	No	Yes	Yes

Appendix A - School and Student Performance Data (continued)

Table 2a - Title III Accountability (Ocean View High School)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	309	281	
Percent with Prior Year Data	99.7	99.6	
Number in Cohort	308	280	
Number Met	168	157	
Percent Met	54.5	56.1	
NCLB Target	54.6	56.0	57.5
Met Target	No	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	69	248	56	233		
Number Met	24	111	13	107		
Percent Met	34.8	44.8	23.2	45.9		
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	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	
Percent with Prior Year Data	99.9	99.7	
Number in Cohort	1,477	1,437	
Number Met	821	926	
Percent Met	55.6	64.4	
NCLB Target	54.6	56.0	57.5
Met Target	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		
Number Met	93	529	94	609		
Percent Met	22.1	47.4	24.4	55.0		
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	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	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	
Met Target for AMAO 3	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	100	98	100	100	96	100	100	100	100	100	100
Number At or Above Proficient	207	198	202	67	64	76	--	--	--	23	26	17
Percent At or Above Proficient	63.9	55.9	53.9	81.7	69.6	69.7	--	--	--	76.7	83.9	73.9
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	No	Yes	No	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	100	100	100	100	100	100	100	100	98	100	100	98
Number At or Above Proficient	93	87	84	47	36	37	98	89	91	13	11	9
Percent At or Above Proficient	52.2	44.6	40.6	36.2	26.5	25.0	53.0	46.8	41.9	35.1	29.7	22.5
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	No	No	No	No	Yes	No	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	100	100	99	100	100	96	100	100	100	100	100	100
Number At or Above Proficient	169	201	196	51	63	72	--	--	--	25	27	20
Percent At or Above Proficient	52.2	56.8	51.9	62.2	68.5	65.5	--	--	--	83.3	87.1	87.0
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	No	Yes	No	Yes	Yes	No	--	--	--	--	--	--

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	100	100	100	100	100	100	100	100	99	100	100	100
Number At or Above Proficient	73	92	82	38	44	47	83	94	94	9	13	15
Percent At or Above Proficient	41.0	47.2	39.4	29.2	32.4	31.8	44.9	49.5	42.9	24.3	35.1	36.6
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	No	Yes	No	No	No	No	No	Yes	No	--	--	--

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
	#	%	#	%	#	%	#	%	#	%	#

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	4	5	29	40	33	45	5	7	2	3	73
10	4	6	25	36	23	33	14	20	3	4	69
11	2	3	40	59	18	26	5	7	3	4	68
12	4	6	31	44	19	27	11	15	6	8	71
Total	14	5	125	44	93	33	35	12	14	5	281

Grade	California English Language Development Test (CELDT) Results for 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	6	6	42	42	32	32	14	14	5	5	99
10	1	2	22	34	30	46	8	12	4	6	65
11	2	3	28	38	25	34	15	21	3	4	73
12	8	11	39	54	14	19	6	8	5	7	72
Total	17	6	131	42	101	33	43	14	17	6	309

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?
<p>Ocean View High School has met their API score each of the previous three years. A large part of the continued success is due to the formation of an Assessment Committee. The Assessment Committee meets monthly to analyze data regarding standardized exams, teaching methodologies and strategies to prepare students for exams. CST, CAHSEE and CELDT data are analyzed and distributed to the Department Coordinators, who meet bi-weekly. Further, departments receive data analysis, then create and implement a plan to address identified needs.</p> <p>Student performance (API), as measured on STAR, continues a steady increase; growth was recorded in five of last six years. Accordingly, in 2005, and again in 2006, the school was recognized by Newsweek magazine as one of the top 1,000 high schools in the nation. English Language Learner students have shown the largest API gain of any subgroup over the last several years. The Assessment Committee continues to work with student performance data. This committee is composed of teachers from every curricular area as well as the Principal and the Assistant Principal of Curriculum. Assessment and its communication are very important to the educational process at Ocean View High School. STAR (CST), CAHSEE, AP, ACT, SAT, IB and GSE test results are reviewed by teachers, departments and various committees to find trends and areas that need to be addressed. Test scores are reviewed with students in regard to the ESLRs and the state standards for different curricular areas.</p> <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>	

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)	

Teachers and paraprofessionals meet the highly qualified requirements of the No Child Left Behind Act. Parents are aware of the highly qualified status of all teachers. All teachers are assigned to the areas in which they are certified to teach.

Ocean View High School employs 60 full-time classroom teachers with the majority of the OVHS teaching staff holding master's or doctoral degrees in addition to their bachelor's degrees. Sixty-three OVHS teachers hold fully completed California teaching credentials and are teaching in their major field, minor field, or a field they are mastering through graduate work at a local college or university.

Of the sixty-three full and part-time teachers on staff, 98% are compliant with NCLB via coursework, exam, or HOUSSE. Three teachers are teaching at least one section in an area that does not meet the NCLB compliance. A total of seven sections are presently out of compliance; however, one teacher is retiring and the two others are enrolled in a Master's program to begin next year.

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>	
<p>Students at Ocean View High School are taught a rigorous and relevant curriculum aligned to state standards. Reading intervention classes, English 1 Intensive support, and everyday math provide support for struggling students. This allows student to complete the algebra course in one year as opposed to the former process of over two years. The College Prep academy mindset of the OVHS staff focuses on increasing access to the most rigorous curriculum and providing the necessary supports to enhance instruction. Lessons are paced, and most departments are developing benchmark, formative assessments, along with the implementation of the district common formative assessments in Algebra I, Geometry, English 1 and English 2 to monitor student learning, identify best practices, and reteach concepts as needed.</p> <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>	

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?

Ocean View High School is focused on all students being college and career ready. To that end a variety of interventions and programs are in place to support this focus. OVHS is a certified AVID school. AVID identified students are supported in developing critical thinking skills and accessing complex curriculum. All teachers have been trained in the research based strategies of AVID to support and enhance student learning. OVHS works closely with community partner El Viento to encourage underrepresented student to access a rigorous curriculum. Everyday Algebra has extended math instruction to daily teacher contact in a block schedule setting. While students are accessing the Algebra I curriculum, they are provided the opportunity to close knowledge gaps to better prepare them for more rigorous math courses. Additionally, OVHS no longer offers a non-college prep life science course and all 9th grade students are placed in college prep biology. While the Business Academy is no longer a formal California Partnership Academy, the structure is still in place giving students mentorship opportunity. Ocean View provided the opportunity for all students in the 10th and 11th grade to take the PSAT providing the opportunity for students to begin believing in the potential of post-secondary education. New to the campus this year is peer tutoring. Students apply to become peer tutors and assist others in accessing 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)	
<p>El Viento is a community organization that supports students from the Oakview community, many of whom are hispanic, eligible for free or reduced lunch, an underrepresented in post secondary education. The partnership with El Viento begins in the feeder elementary district and continues to support students as they transition into the high school setting. The Parent Prep Academy is taught by OVHS bilinguals staff and session are offered in the morning and evening to accommodate parent schedules. The program for parent education, La Voz, helps parents understand high school expectations, college and career readiness expectations, and offers resources for parents whose students are struggling academically and behaviorally. Annually, OVHS offers a parent information night to inform parents of drug related issues presented by the Drug Enforcement Agency and gang awareness information presented by OCDE. Stakeholders have an active role in the planning, implementation and evaluation of programs through School Site Council, PTSO, and parent education opportunities.</p>	
<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>	

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?

OVHS uses categorical funds (Title I/EIA) to support students in accomplishing academic standards. Teachers are supported in their efforts to create site level common assessments, beyond the district implementation, to provide the opportunity to access timely data to inform instruction. District resources (human, material, and financial) support access to student data through Illuminate and professional development.

This area:

is a relative strength

needs improvement

should be a focus area for improvement

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	\$294,453
<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 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		\$294,453

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	\$
[X] Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$152,488
[] 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	\$152,488

Total amount of state and federal categorical funds allocated to this school	\$449,931
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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	1,369,762		1,051,815
Carryover	226,496		507,471
Indirect Costs	86,223		45,416
Direct Costs	153,215		105,181
Transfer to General Fund			
NCLB	273,952		
Intervention Programs			
Less Testing Team			150,597
Plus Parent Involvement	13,698		
Schools Allocation	910,516		824,086

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	41,102		31,037
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.			
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support			
2442	Technician: Provides network support for language arts intervention programs			
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	19,351		10,675
4000	Supplies: Programming curriculum materials, office supplies, computer software	1,500		9,643
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing	2,477		
	TOTALS	64,340		51,355

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 (Ocean View 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 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: February, 2013

Attested:

Dan Bryan		
Typed Name of School Principal	Signature of School Principal	Date

Drew Potts		
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:

Ocean View High School Student/Parent/School Compact

A representative group of parents, students, and school personnel designed this compact to create a partnership that will help our children achieve the State's high content and performance standards. It is the school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective environment that enables children to meet the State's student performance standards. As part of that commitment, the school herein addresses the importance of communication between parents and teachers on an ongoing basis through such efforts as parent teacher conferences, frequent reports to parents on their child's progress; and reasonable access to staff, opportunities to volunteer, observe and participate in their child's class activities. The following requested commitments are voluntary and not legally binding.

As a Student at Ocean View High School, I will:

1. Strive for personal and academic excellence by committing to the values of honesty, self-discipline, tolerance and responsibility.
2. Strive for excellence in academic work by observing the school's Homework Policy. Complete all assignments neatly, accurately, and on time. Make up work missed during all absences within the time frame established.
3. Complete all requirements for specific subjects in order to earn credit for the course and will attend tutorial to improve my academic performance.
4. Show respect for students, all school staff members, administrators, school traditions and facilities.
5. Comply with all requirements of the Code of Honor.
6. Contribute to an atmosphere of learning in each classroom by participating and bringing pencils, pens, paper, textbooks, and other necessary materials to class.
7. Comply with the school's dress code.
8. Attend all classes unless ill or excused.
9. Be involved in the total school program through attendance or participation in school events, athletics, leadership, clubs and/or community service.

Parents Pledge:

As a Parent of a Student at Ocean View High School, I will:

1. Support the goals, philosophy and programs of the school.
2. Assist my student to achieve the required academic standards necessary to earn course credits.
3. Participate in conferences with school personnel and support mutually agreed upon decisions.
4. Support Back-to-School Night and other programs available to parents.
5. Know and enforce the school's Homework Policy and provide conditions at home conducive to learning.
6. Read the school's Code of Honor and require my student to abide by school policies and procedures concerning academics and behavior.
7. Know and enforce the school's dress code.
8. Be responsible for my student's daily attendance.
9. Communicate concerns regarding my student to appropriate school staff.

Staff Pledge:

As a Staff Person at Ocean View High School, I will:

1. Maintain a welcoming atmosphere for parents and community members.
2. Encourage all students to perform at their highest levels and will provide assistance as necessary.
3. Explain expectations, instructional goals, and grading systems to students and parents.
4. Return calls and e-mails in a timely manner and be available for conferences as necessary.
5. Provide a high quality curriculum and instruction.
6. Support the elements of Ocean View school programs including dress code, Code of Honor and Homework Policy.
7. Demonstrate care and concern for each student.
8. Respect cultural, racial and ethnic differences.

9. Support students involvement in school wide sponsored programs including, but not limited to, Clubs, Athletics, ASB, At-Risk Programs, ROP, etc.

Appendix G - School Site Council Membership (Ocean View 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
Dan Bryan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debbie Cotton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Libby Frolichman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nancy Hoyt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pam Powers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sarah Vogh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Drew Potts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joseph Archival	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chris Dornbush	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shawn Werner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shari Austin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Robert Tapia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WendyHarrigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amy Hong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Annie Pham	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alyssa Welfringer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Grant Gochman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Carmelita Garcia/Sara Smith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jodie Pittinger	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Claudia Gomez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karen Carpenter	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	6	4	5	5

(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.