

# Ocean View High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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

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

**DataQuest**

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

**Internet Access**

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

## About This School

**Contact Information (School Year 2016-17)**

School Contact Information	
School Name	Ocean View High School
Street	17071 Gothard St.
City, State, Zip	Huntington Beach, CA 92647
Phone Number	714-848-0656
Principal	Courtney Robinson
E-mail Address	<a href="mailto:crobinson@hbuhsd.edu">crobinson@hbuhsd.edu</a>
Web Site	<a href="http://www.ovhs.info">www.ovhs.info</a>
CDS Code	30665483030145

<b>District Contact Information</b>	
<b>District Name</b>	Huntington Beach Union High School District
<b>Phone Number</b>	(714) 903-7000
<b>Superintendent</b>	Dr. Clint Harwick
<b>E-mail Address</b>	charwick@hbuhsd.edu
<b>Web Site</b>	www.hbuhsd.edu

### School Description and Mission Statement (School Year 2016-17)

Ocean View High School, a California Distinguished School, believes that "Knowledge is Power" and commits to engaging students in the finest possible education. Within a block schedule, students receive preparation for successful lives where they become critical thinkers, academic achievers, community contributors, effective communicators, and lifelong learners. An embedded 20 minute tutorial after every class provides students with the opportunity to receive individual help from any of their instructors. 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, Honors, and College Preparation courses challenge and prepare students. Thus, OVHS students are well-prepared for college, university, and career goals. OVHS is proud to be the HBUHSD's magnet for the International Baccalaureate diploma. OVHS features Title I, PELL, AVID, and El Viento programs. Our staff is committed to providing best first instruction as the most effective intervention, and to add further support to students who need help reaching their academic goals. The small population size at OV combats the sometimes difficult transition from middle school to high school for students. The official slogan of Ocean View is, "Knowledge is Power," while the unofficial slogan of the school is, "You can't spell L-O-V-E without OV." At Ocean View, quite simply, we love our kids! We are proud to feature an astounding current 22 staff members that are OVHS graduates! Over the years, many current staff members (administrators, certificated, and classified staff) have had their own children or currently have their own children attending Ocean View. Ocean View is very much a family school.

### Student Enrollment by Grade Level (School Year 2015-16)

<b>Grade Level</b>	<b>Number of Students</b>
Grade 9	371
Grade 10	434
Grade 11	372
Grade 12	321
<b>Total Enrollment</b>	<b>1,498</b>

### Student Enrollment by Group (School Year 2015-16)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	1.6
American Indian or Alaska Native	1.7
Asian	7.9
Filipino	1.1
Hispanic or Latino	58.1
Native Hawaiian or Pacific Islander	0.6
White	27.3
Two or More Races	0.9
Socioeconomically Disadvantaged	55.4
English Learners	21.2
Students with Disabilities	11.4
Foster Youth	0.4

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	66	64	63	663
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	6	7	5	49

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.4	3.6
All Schools in District	98.8	1.2
High-Poverty Schools in District	98.2	1.8
Low-Poverty Schools in District	99.0	1.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
<b>Mathematics</b>	Instructional materials and textbooks used in the district are current and are educationally sound. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
<b>Science</b>	Instructional materials and textbooks used in the district are current and are educationally sound. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
<b>History-Social Science</b>	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Foreign Language</b>	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
<b>Health</b>	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
<b>Visual and Performing Arts</b>	Instructional materials and textbooks used in the district are current and are educationally sound. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

At OVHS, architectural planning for the replacement of portable classrooms with permanent classrooms began during the 2003-2004 school year. The new classrooms were occupied by students in the 2006-2007 school year. We also feature recently remodeled and upgraded science classrooms. We are nearly complete on LCD projectors and speaker systems for every classroom and campus-wide wireless internet access. Our pool, complete with locker rooms and showers, opened this fall for our students to use in PE classes, boys and girls water polo, and for our boys and girls swimming teams. The Huntington Beach Adult School construction has been completed on the Ocean View High School campus. The football stadium (also used by soccer and other programs) and track have been remodeled to feature a new rubber track, new grass, and new drainage. The stadium restrooms and stands have been recently remodeled. Additional restrooms have been built. The school common area/quad (known as the lower patio) has been rebuilt to feature additional seating and improved landscaping and aesthetics. Staff, student, handicapped and visitor parking have been rebuilt on the two lots located off Gothard. In the fall of 2016, OVHS had a new turf football field put in. Renovations to our theater should take place this school year. Our blacktop area will also be replaced in December-January of 2016-2017. Other fields are in need of repair/maintenance. The overuse and lack of water usage has put stress on the fields.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			There has been increase in mice found on campus.
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	63	57	75	76	44	48
Mathematics	23	28	48	52	34	36

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

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	359	345	96.1	57.3
Male	11	195	188	96.4	51.6
Female	11	164	157	95.7	64.1
Asian	11	26	24	92.3	83.3
Hispanic or Latino	11	217	210	96.8	45.5
White	11	92	88	95.7	72.7
Socioeconomically Disadvantaged	11	215	206	95.8	49.3
English Learners	11	59	54	91.5	1.9
Students with Disabilities	11	46	43	93.5	16.7

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	359	349	97.2	27.6
Male	11	195	190	97.4	28.0
Female	11	164	159	97.0	27.0
Asian	11	26	26	100.0	69.2
Hispanic or Latino	11	217	211	97.2	15.2
White	11	92	89	96.7	45.5
Socioeconomically Disadvantaged	11	215	209	97.2	21.1
English Learners	11	59	58	98.3	6.9
Students with Disabilities	11	46	42	91.3	2.4

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

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

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

**CAASPP Test Results in Science for All Students**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	47	44	48	71	73	70	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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



**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	436	416	95.4	47.8
Male	222	207	93.2	53.1
Female	214	209	97.7	42.6
Asian	36	35	97.2	62.9
Hispanic or Latino	247	231	93.5	35.1
White	132	131	99.2	64.1
Socioeconomically Disadvantaged	247	234	94.7	39.3
English Learners	67	60	89.6	8.3
Students with Disabilities	47	43	91.5	25.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

**Career Technical Education Programs (School Year 2015-16)**

OVHS has 26 courses designed to help students focus on a career after high school. They include courses in Technology, Automotive Science, Business, Digital Media, and Foods. Recently we added an Automotive Engineering course for students. We also have an ROP specialist on our site that works with students and gets them enrolled in courses. The teachers in these classes meet every week to create writing and reading assignments to help their students write and read across their curriculum. They work with English teachers to design those writing assignments. We have students who prefer to work independently, and to create things, such as cooked dishes. These courses fit perfectly into their learning style. Some students take these courses as part of their IEP's because they have unique needs which can be met in a more hands-on environment. These courses are outcome based; they demand that students create products every single day as a part of the curriculum. Through our CTE classes, students can earn certificates if they complete all courses needed for a pathway.

As a staff, we are moving towards getting all students college and career ready. We have a college and career readiness team who has met several times to develop a plan of making this a school-wide effort. Our district's CTE coordinators meet with administrators a few times throughout the year making sure our programs meet district expectations and to ensure our funding is being used appropriately. We also look at the number of students enrolled in CTE courses and determine ways of getting more students enrolled. As a district, we are attempting to work with a local community college to allow students to take CTE courses at the college and allow them to be counted on student transcripts.

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of pupils participating in CTE	473
% of pupils completing a CTE program and earning a high school diploma	87.66%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	4%

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	97.35
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	61.4

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.2	21.5	39.1

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2016-17)

Our school welcomes parent support by providing opportunities for involvement in the PTO, School Site Council, booster clubs, and through the Volunteers in Public Schools (VIPS) program. OVHS also hosts a principal's coffee every 4-6 weeks where parents can meet the principal and ask questions or have discussions on topics impacting the school and their students. Our volunteers log approximately 10,000 hours each year as chaperons, by checking in and out textbooks, providing hospitality, supervising competitions, working on Pride Days and on Grad Night, and helping with a variety of other events (academic, athletic, and social). Parents are encouraged to sign up for the Parent Institute for Quality Education. We have a Community Resource Coordinator, Nancy Steiner X4601 reaches out to our parents via email, phone calls, and a weekly newsletter that is emailed home. She is responsible for getting parent volunteers for different events on campus. We also have a full time bilingual (Spanish/English) Community Liaison, Robert Tapia X4678 (Ocean View graduate) and a part time bilingual outreach specialist, Susana Avila. They have played a major role in reaching out to our Spanish speaking families. They help coordinate our Parent Prep Academy where our Spanish speaking parents enroll in classes on our campus. We offer a computer class that teaches the parents how to use email and our student information/portal programs. The parents can also enroll in a literacy class where they read books and share their views on the story and relate it to raising a teenager. We also have the district's Indian Education liaison on our campus. Michael Folsom (extension 4955) leads the Indian Education Program and outreach with our Native American families.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	5.40	3.50	1.10	2.80	2.30	2.50	11.40	11.50	10.70
Graduation Rate	88.93	91.25	94.00	93.08	94.06	94.21	80.44	80.95	82.27

### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	90	87	86
Black or African American	86	88	78
American Indian or Alaska Native	80	86	78
Asian	86	92	93
Filipino	100	85	93
Hispanic or Latino	91	79	83
Native Hawaiian/Pacific Islander	100	89	85
White	92	90	91
Two or More Races	100	77	89
Socioeconomically Disadvantaged	91	49	66
English Learners	60	49	54
Students with Disabilities	85	83	78

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.8	4.0	3.5	2.8	1.8	2.1	4.4	3.8	3.7
Expulsions	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

Student safety remains our focus. Security staff and administration monitor students during breaks, passing periods, lunch, and before and after school. Evacuation routes and procedures, posted in every room, are practiced at least annually. A nurse is on campus, and 19 staff members are trained in CPR and first aid. We also have plans for lock-downs and extreme weather. We have evacuation supplies and search and rescue materials located adjacent to our evacuation local. Ocean View is proud to also be a regional evacuation area for the Red Cross. The students participate in Yellow Ribbon Week (suicide prevention), Red Ribbon Week (drug and alcohol use prevention), Blue Ribbon Week (Bullying Prevention), and Every 15 Minutes (driving under the influence prevention) in coordination with the California Highway Patrol, the City of Huntington Beach, Huntington Beach Police Department and the Huntington Beach Fire Department. Ocean View hosts a University of California Irvine (UCI) blood drive. More than anything else listed above, the students at Ocean View understand that they can talk to any adult on campus and know that will result in getting any kind of help the student needs. We have a Student Support Psychologist, Counselor, Special Education Psychologist, another Psychologist, and a Wellness Specialist who work together to support our students. OVHS also works closely with our School Resource Officer from HBPD.

Our safety plan is reviewed every year with the most recent review taking place in August of 2015. We update everything that needs to be updated and we go over the plan with staff at the beginning of every school year. We also went over "Run-Hide-Fight" with our staff at an all staff meeting in October in light of recent events that had taken place. The safety plan is all inclusive and covers topics such as Emergency procedures, disaster procedures, lockdown procedures, dress code, drug and alcohol policies, campus access, crime reporting, child abuse reporting, sexual harassment policies, parental liability, weapons policy mandatory cross reporting, and discipline policies.

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	33	11	27	26	23	14	28	26	23	14	28
Mathematics	30	9	15	28	30	9	12	31	30	9	12	31
Science	30	9	8	24	30	8	12	23	30	8	12	23
Social Science	30	7	10	24	30	7	12	22	30	7	12	22

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	1440
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	.166	N/A
Library Media Services Staff (Paraprofessional)	.9192	N/A
Psychologist	2	N/A
Social Worker	0	N/A
Nurse	.60	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	7.6	N/A
Other	2	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,650	0	\$9,650	\$91,005
District	N/A	N/A	\$9,650	
Percent Difference: School Site and District	N/A	N/A	0.0	-7.2
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A	60.8	1.4

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

**Types of Services Funded (Fiscal Year 2015-16)**

Local Control Funding (LCFF), Title I, Title II, and Title V are utilized to increase student achievement and provide a supportive environment. Services provided include, but are not limited to, increased access to psychological and student support, teacher training for Advanced Placement, Common Core Training, EL training, differentiated instruction, teacher training to meet “highly qualified” status, Restorative Practices and circle training, and standards-based curriculum development and alignment.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,062	\$46,184
Mid-Range Teacher Salary	\$88,671	\$75,179
Highest Teacher Salary	\$110,499	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$124,243
Average Principal Salary (High)	\$152,521	\$137,939
Superintendent Salary	\$291,843	\$217,637
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	6%	5%

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

**Advanced Placement (AP) Courses (School Year 2015-16)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts		N/A
Foreign Language	4	N/A
Mathematics	4	N/A
Science	6	N/A
Social Science	3	N/A
All courses	23	.4

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

## Professional Development (Most Recent Three Years)

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The last few years we have been focusing on reflection, collaboration and making connections with students. We have also focused on teaching our English Learners by sharing strategies school-wide. We have most of our teaching staff that has been AVID trained and AVID strategies are used as well. We have looked at and analyzed student data to develop our WASC goals/action plan and to develop our goals for our Single School Plan for Student Achievement. We have a Professional Development Committee that includes teachers and administrators. This group creates our PD plan for the year. There are 3 district wide days in our calendar for professional development. We also have Monday early out days most Monday's (over 20). This year we are doing after school PD for teachers two times a month starting in December.

Our teachers attend conferences throughout the year and during the summer.

The HBUHSD is recognized statewide for the quality of its curriculum which is developed and continually updated by teachers in coordination with a staff of curriculum specialists who are experts in their fields. The resulting curriculum reflects the Common Core Standards, teacher recommendations, community needs, and the needs of all students as they pursue post-secondary goals.

In addition to on campus activities which are attended by all instructional staff, the majority of OVHS teachers participate in off campus training programs or workshops. The HBUHSD also promotes staff development through partnerships with UC Irvine, CSU Long Beach, the community colleges and a teacher training consortium in Huntington Beach. The emphasis is on all students graduating with a solid core of knowledge that will assist them in reaching their greatest potential and becoming responsible citizens.

All new teachers participate in Beginning Teacher Support and Assessment (BTSA) and our evaluated by our principal.

HBUHSD has a summer institute led by teachers who lead classes in different instructional and curricular methods.

Teachers are supported by meeting with the administrator that evaluates them and by participating in instructional rounds.