

SELF-STUDY VISITING COMMITTEE REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

OCEAN VIEW HIGH SCHOOL

17071 GOTHARD STREET

HUNTINGTON BEACH, CA. 92647

MARCH 24-26, 2014

VISITING COMMITTEE MEMBERS:

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Chapter I: Student/Community Profile

Since the doors opened in 1976, Ocean View High School (OVHS) has been involved in the local community and part of the city of Huntington Beach's vibrant culture. The city is a mix of residential communities, light industrial, tourist destinations, commercial properties, and beaches located in West Orange County. The Huntington Beach Union High School District is a reflection of the city and surrounding communities, with an enrollment of approximately 16,000 students in six comprehensive high schools, two alternative schools, and an adult continuing education school. The 2013-14 school year is the first time in seven years that the student population has exceeded 1500. The average has been about 1470 students per year. Significant student populations include Latino at 53.4 % and White at 26.7 %.

Ocean View is situated on approximately thirty-five acres near the center of the city. The school is centrally located in a community that is home to light industry and commercial establishments, as well as single- family residences and multi-family housing units. The attendance area includes both the middle class single-family homes to the southwest and one of the least affluent areas of Huntington Beach, the Oak View Community, directly across from the school. The school's 1520 students are drawn from four elementary districts in the cities of Huntington Beach, Westminster, and Fountain Valley.

Many of the students live in the Oak View community, which is one of the neighborhoods directly across the street from the campus. This is one of the least affluent areas of Huntington Beach and Orange County. The school also has many students who use the open enrollment process to attend Ocean View from other more affluent areas of the city. Ocean View is designated a Title I school with over 55 percent of students qualifying for free or reduced lunch.

Students have the option of sixteen different Advanced Placement and International Baccalaureate courses, participation in the International Baccalaureate diploma program, or may elect an individual program mixture that complements their academic strengths. The school encourages and prepares each student to take at least one AP, IB, or Honors course prior to graduating. Industrial Arts classes such as automotive, foods, and photography are sequenced to provide opportunities to master more advanced skills. Coastline Regional Occupation Program (ROP) provides access to a wide variety of career- oriented classes. College credit may be earned after the normal school day as a result of the school's partnership with Coastline Community College.

Key data includes:

- The school has recently had an increase of 80 AP tests taken, in addition to an increase of 33% in the pass rate of 3 or above .
- A-g course completion rate has increased to 46.47% in 2013 from 38.70% in 2011.
- AP Enrollment increased by 14% in 2013
- Students attending 4-year universities went up 12% from 2011.

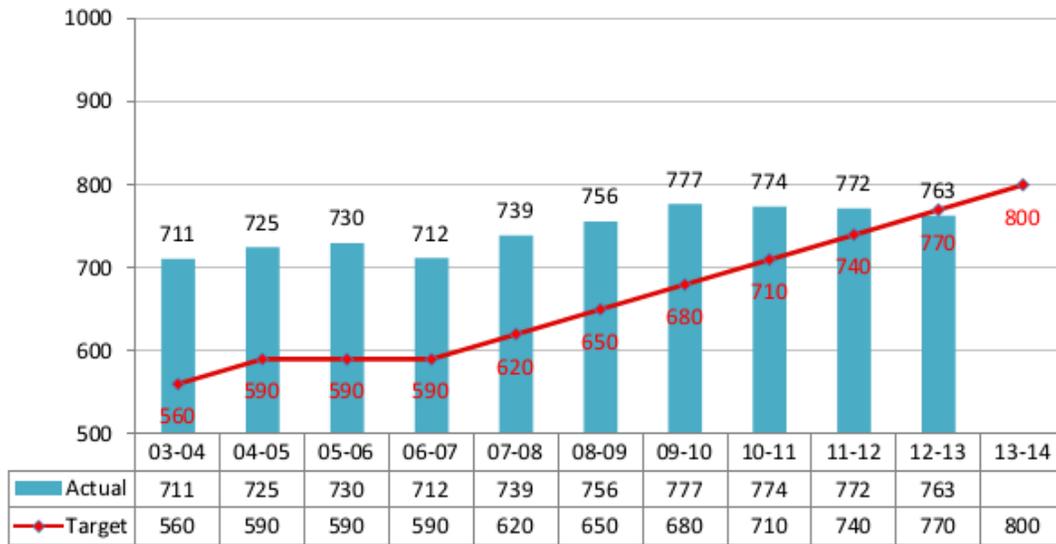
- Since 2007, API growth is 50 points.
- 2013 API subgroup performance down in all categories except Students with Disabilities
- Student suspension rates from 2012-13 are down by 26.
- From 2008 to 2013, Students on Free and Reduced Lunch rose from 490 to 780.
- Since 2009, Similar Schools Ranking has been 8s and 9s.
- Algebra 1 and Geometry Proficiency scores in 2013 on CST were 10% and 9% respectively.
- Overall Mathematics Proficiency scores for Latinos on 2011- 2013 CST were 8%, 7%, and 8% respectively.
- CAHSEE Proficiency data for ELA has fallen 57.4% in 2010 to 53.9% in 2013.
- CAHSEE Proficiency data for mathematics has fallen from 58.3% in 2010 to 51.9% in 2013.

Six Year AYP Summary

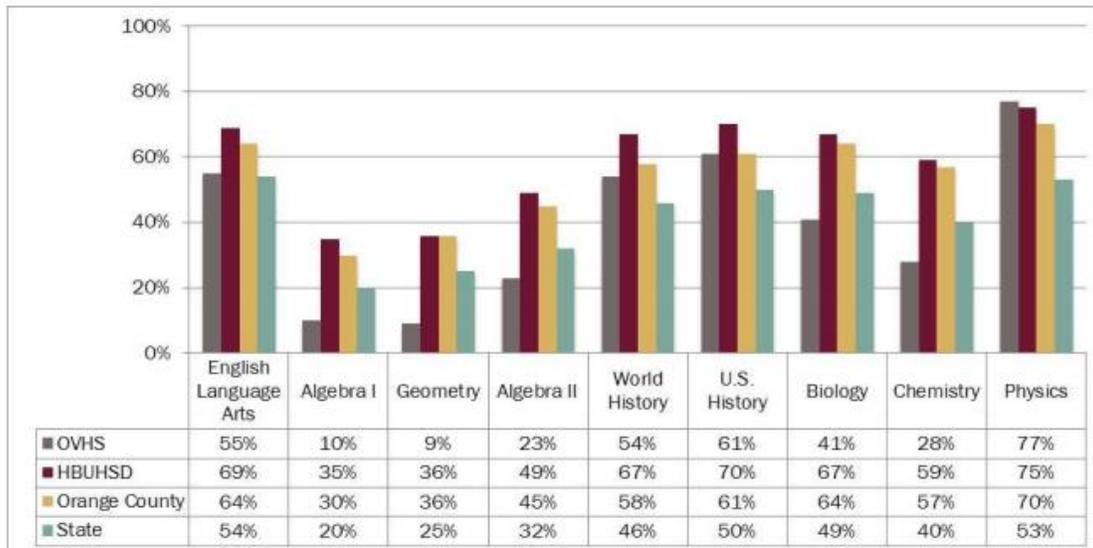
	2008		2009		2010		2011		2012		2013	
	School	District										
Criteria Met	21/22	31/24	22/26	30/34	21/22	28/24	17/22	28/34	16/22	28/34		
Sufficient Level	No	No										

*Academic Performance Index
School-wide*

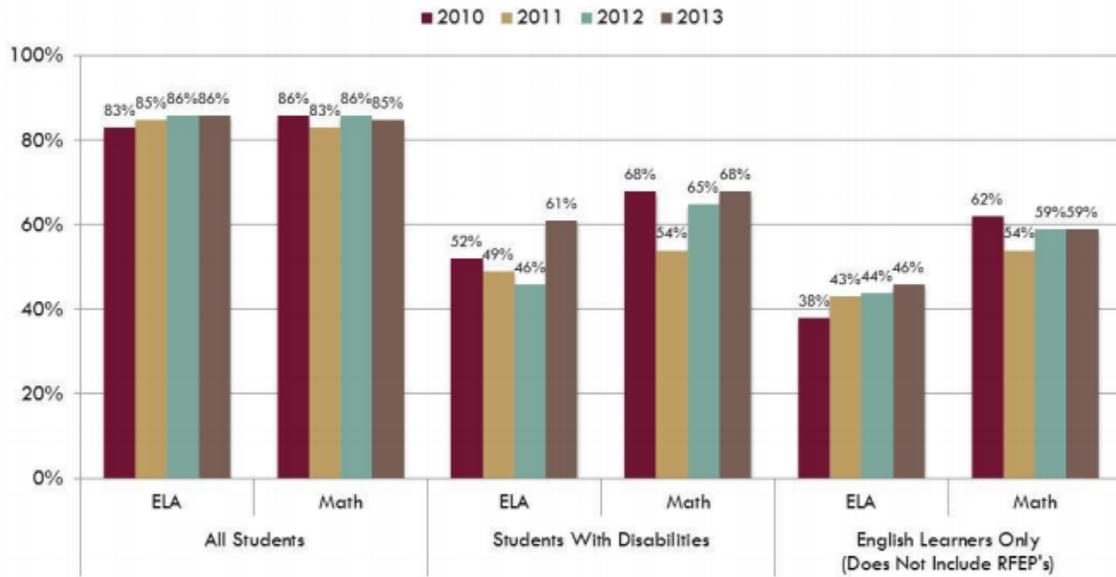
API



*2013 California Standards Test
Percent Proficient or Advanced Comparison
Grades 9, 10, 11*



CAHSEE Grade 10 Administration
 Percentage of Students Passing



A banner with a dark red background and yellow text. The text reads "Ocean View High School Learner Profile". The banner has a ribbon-like shape with pointed ends.

Ocean View High School Learner Profile

Inquirers:

I will develop my natural curiosity. I will acquire the skills necessary to conduct inquiry and research and show independence in learning. I will actively enjoy learning and this love of learning will be sustained throughout my life.

Knowledgeable:

I will explore concepts, ideas and issues that have local and global significance. In so doing, I will acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers:

I will exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators:

I will understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. I will work effectively and willingly in collaboration with others.

Principled:

I will act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. I will take responsibility for my own actions and the consequences that accompany them.

Open-minded:

I understand and appreciate my own culture and personal history, and am open to the perspectives, values and traditions of other individuals and communities. I am accustomed to seeking and evaluating a range of points of view, and am willing to grow from the experience.

Caring:

I will show empathy, compassion and respect towards the needs and feelings of others. I have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers:

I approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. I am brave and articulate in defending my beliefs.

Balanced:

I understand the importance of intellectual, physical and emotional balance to achieve personal well-being for myself and others.

Reflective:

I give thoughtful consideration to my own learning and experience. I am able to assess and understand my strengths and limitations in order to support my learning and personal development.

Chapter II: Progress Report:

The Visiting Committee left three schoolwide Critical Areas for Follow-Up at the conclusion of the last WASC visit:

1. No formalized data assessment procedures to drive curriculum, instruction, and the allocation of resources are evident; therefore, there is a need to implement a systematic procedure to use the student assessment data for student placement and to improve the instructional program.
2. There is a need to develop Common Formative Assessments to address the state curriculum standards.
3. Enhance course offerings for English Learners.

Following the last WASC visit, the school's Action Plan was updated to incorporate and address these three critical areas of follow-up with four goals. Based on the school's current self-study they updated the Action Plan. Below are the steps the school took based on the previous Action Plan to address the critical areas and recommendations from the prior WASC Visiting Committee.

1. The HBUHSD has made organization of data a priority and utilizes the Illuminate data system, as well as the creation of data through the use of common formative assessments with the Grade Cam, Illuminate, and Canvas systems. The Ocean View staff has been informed about and trained in both the Illuminate and Grade Cam systems. The majority of teachers utilize Illuminate and the Grade Cam system for assessments and to share and analyze data.
2. Ocean View has established regular professional development time for meeting in teams within departments and other essential learning communities. In these meetings, teachers share data on newly created formative assessments, collaborate on assisting individual students, discuss the merits and pitfalls of instruction within the data, identify essential standards for courses, and how to improve instruction to increase student learning. Innovations from this professional development include Math Intervention classes, Science Tutoring after school, and placing all freshmen into Biology. The Social Studies department revised examinations to reflect more critical thinking and an emphasis on analysis of documents to align with Smarter Balanced and school goals. In elective courses, students provide a collection of written assignments based on reflections of the concepts developed and learned in the course of study. Since hiring the Program Improvement TOSA (Teacher on Special Assignment), administrators are in classrooms on a more consistent and regular basis to observe instruction and offer support to teachers.
3. Ocean View re-established the Assessment Committee as a component of the Student Success Committee to address issues for all students who are not achieving, particularly English Learners. The Committee also joined with the Student Success Committee to examine and develop our pyramid of interventions, formally analyze student achievement data, and focus on student success, both academically and socially. The most recent innovation to come out of this committee is the Embedded Tutorial Program, which is utilized daily for those students needing additional assistance.

4. As part of the recommendations from the visiting committee, OVHS needed to increase enrollment and placement of all students, including EL's, in higher and grade level courses. This has been accomplished through the creation of LEP courses, which are UC A-G approved and electives which focus on accelerating language acquisition, such as LEP Health, Biology SDAIE, Spanish for Spanish Speakers 1 & 2, and Chorus. These courses are supported in a variety of ways, including Chromebooks and partnership with the English/Language Arts program for vocabulary and key terms. The historical percentage of LEP's being mainstreamed into the regular program has been 25%. It is currently at 69.9%. Inclusion in these grade level courses early in high school increases the likelihood that these students will continue into classes such as Honors, Advanced Placement, International Baccalaureate, and other College Preparatory classes, such as CP English.
5. The District has focused on assisting its schools in the creation of common formative assessments. Currently, the school has three assessments per course, per core department, given at different times during the year. More importantly, most departments have created additional formative assessments, which they use to assess student learning and analyze the results. The assessments are used to improve student learning, as well as to determine the need for re-teaching, to identify specific areas of confusion, to assess which presentation methods are reaching the most students, and to define best practices to be used in future lessons. Math has created quarterly district assessments for Algebra and Geometry. At the site level, the department has developed formative assessments for Algebra 2. Everyday Algebra developed CFA pre-tests given and analyzed prior to the district CFA's. Students are placed into higher- level courses with appropriate levels of support for Math, Biology, US and World History, Chemistry, and English, minimizing the need for non A-G courses such as consumer math. English/Language Arts has common writing prompts and rubrics used throughout the year to evaluate student knowledge based on a common understanding. Core classes examine and determine essential standards and pacing.
6. OVHS has implemented the Parent Prep Academy/Latino Literacy Project. This 6- week literacy program informs parents about what it takes to navigate the high school system, as well as qualifying for admission to college and applying for financial aid. The Academy encourages parents to participate in scheduling decisions with their student and explains how to build relationships with school personnel.
7. CFAs and pacing guides are utilized in English Sheltered and English Language Development courses, as well as science, math, and social studies. Incoming test scores and data determine the placement for those readers performing below grade level. Life Science LEP has been eliminated and these students are placed into Biology SDAIE or Earth Science LEP. In World Languages, Spanish for Spanish Speakers has been adopted to increase native-Spanish speakers' fluency levels, as well as acquisition of a higher academic level of the language. Special Education and LEP teachers coordinate curriculum and content, as well as teaching some classes together.

Chapter III: Self-Study Process

The OVHS community and stakeholders completed a thorough and meaningful FOL process in preparation for the Visiting Team visit.

The school began its work in February of 2013 by reviewing the Focus Group process and reviewing data in Focus groups. In March of that year the Leadership Team reviewed data and feedback from the Focus Group meetings and the data from the Staff Survey findings.

Focus groups met regularly throughout the process and its members included stakeholders from all groups including parents, students, teachers, administrators, classified staff and other support personnel.

The Leadership Team met regularly as well, reviewing data and input from Focus Groups, Home Groups, Department Chairs, Administrators, and parents.

All groups regularly reviewed and gave input regarding the Self-Study Report.

A WASC work calendar was created with dates, groups involved, tasks, and outcomes delineated. Stakeholders consistently related to the Visiting Committee that they had been part of the FOL process and could articulate the tasks and outcomes of their work.

Regular input was received from all stakeholder groups as the Self-Study Report was written. Focus Groups and the Leadership Team read and reviewed each chapter.

The school participated in a Mock-WASC visit, which helped them prepare for the official visit in March of 2014. The WASC timeline and Work Calendar was posted on the school's website.

The Visiting Team feels that because of the genuine participation of all stakeholders in the FOL process, meaningful conclusions regarding student achievement were realized. Schoolwide Action plan goals reflect the input and consensus of all stakeholders in the Ocean View High School community.

Chapter IV: Quality of the School's Program

A1. Organization Criterion

To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve at high levels?

To what extent is the school's purpose supported by the governing board and the central administration and further by schoolwide learner outcomes and the academic standards?

With guidance from the pedagogical philosophy of the IB Learner Profile, Ocean View High School (OVHS) has created its Learner Profile that prepares students with both college and career-ready skills; embedded into this curriculum are the traits of the Common Core Curriculum. Subscribing to the concept of "access and equity," OVHS has the expectation that all students will complete at least one IB/AP/Honors level course before graduation. Lower level math and science courses, such as life science and consumer math have been dropped from the master schedule as more and more students enroll in the rigorous classes.

This vision and mission is articulated and reinforced during department meetings when teachers evaluate data, learner outcomes, common assessments, and instructional practices. A clear shift has occurred whereby departments now focus on teaching and learning versus departmental business.

Additionally, through Senior Parent Night, Financial Aid Parent Night, College Knowledge Night, PSAT/PLAN Score back night, La Voz Meetings, El Viento, Principal's Coffee and other outreach efforts, the school's vision and mission are articulated to the community's stakeholders.

Although strides have been made, there is concern that teachers need to improve "to make daily connections to the Outcomes...and work to create consistency among the staff about what the Learning Outcomes mean."

A2. Governance Criterion

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

The governing board communicates the strategic plans and policies to the principal, who

in turn, communicates this vision to the staff members via Department Coordinator meetings. Teachers and members of the school participate in contributing to the school's policies and bylaws by visiting with the district board members when they attend special events on campus and when they host a monthly lunch with PTSA presidents of all the schools; also, the PTSA holds public monthly meetings with the principal in attendance. Additionally, the board has supported Relationships by Objectives (RBO) and Team Building Through Communication (TBC) for internal staff to voice concerns and to bring attention to areas for needed improvement. Although an open-door culture exists to "voice complaints and/or conflicts" to school staff members, efforts are under way to "hold some meetings (RBO) during the school day so there is more participation with RBO."

A3. Leadership and Staff Criterion

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 schoolwide learner outcomes and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

The school leadership and staff make decisions and initiate activities that focus on insuring that all students achieve the school-wide learner outcomes and academic standards. Parents and community members are regularly made aware of the schools' successful activities programs that help facilitate this goal.

OVHS continues to utilize data with increasing frequency and depth of analysis to help make school-wide decisions about focusing on learning outcomes and achieving standards. Some of the ways these data are explored including the following:

- State fitness testing for PE
- Department wide rubrics used.
- Common formative assessments used in math, science, English, and social studies, World Language and electives.
- College and career readiness data (e.g. AP/SAT/ACT/PSAT/PLAN)
- Single Plan for Student Achievement
- Professional Development meetings three times per month (used to disperse this information to stakeholders)

A4. Leadership and Staff Criterion

To what extent does a qualified staff facilitates achievement of the academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

All OVHS professional staff members are highly qualified; professional development is provided for teachers in specialized programs, such as AP, IB, and AVID. New teachers participate (with district financial help) in the BTSA program. Only two teachers teach in areas outside of their fields.

Additionally, certificated staff work an extra day with district and site orientations as part

of their contractual days. New classified employees shadow the employee whom they are replacing or they shadow someone in a comparable position on-site or at another site. OVHS teachers also participate in many district-sponsored teacher lead professional development during after-school trainings.

School leadership works closely with departments and with department coordinators to review the evaluation processes. Examples of this bi-lateral cooperation and sharing include the following:

- WASC Self-Study Process
- Focus Group Work
- Instructional Rounds agendas and subsequent debriefing
- E-Folio meeting agendas
- Department Meeting agendas
- RBO Agendas
- TBC agendas
- Professional Development agendas
- Title 1 Justifications

A5. Leadership and Staff Criterion

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

Informal and formal teacher evaluations take place regularly, which in part, underscore the administration's vision to encourage all teachers to assess and monitor multiple forms of assessment. Professional Development Monday meetings are helpful in articulating professional needs, although "more measures need to be devised on measuring professional development effectiveness beyond the survey already in place."

District planned professional development has resulted in an increase in District benchmark tests in algebra and in close readings. Additionally, some teachers are taking the lead by developing their in-house expertise in certain areas into staff development days, which is being used for PD. Teachers also share best practices with one another both formally and informally. Some teachers are involved in Instructional Rounds.

A6. Resources Criterion

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 schoolwide learner outcomes?

Human, material, physical and financial resources are sufficiently and effectively utilized to support students in reaching their academic and career-ready goals.

Budgetary decisions are made primarily by leadership and approved by SSC.

Professional development opportunities are adequately funded. Collaboration time has been funded by the school and by certain Title I and EIA funds. Money is also sufficient to send teachers to IB, AP and AVID conferences. Teachers who attend these conferences

and institutes share what they have learned with their colleagues.

Since the last Self-Study, the school has been modernized so that each classroom contains a multi-media presentation system (Pole Vault). Many desktop computer labs and mobile Chromebook labs are now available. The science lab has also been upgraded and in general, the campus is in excellent condition and is conducive to learning.

Areas of Strength:

- Equity and access are visible as advanced classes are being taken by a large representation of students
- Pass rates - AP continues to rise
- Multiple pathways of communication between community stakeholders, teachers and administrators occur
- Department meetings are focusing on curriculum, instruction and assessment.
- E-folio process builds connections between the OV Learner Profile and class assignments through Skills Reflections
- RBO and TBC process

Areas for Growth:

- Decrease gaps in ELL, Latino and SPED student achievement and increase a-g completion rate for these groups.
- Involve all stakeholders in budgetary recommendations

Category B: Standards-based Student Learning: Curriculum

B1. Curriculum

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 schoolwide learner outcome? To what extent through standards-based learning (what is taught and how it is taught), are the schoolwide learner outcomes accomplished?

Ocean View staff share, communicate, and integrate research as a response to current data in the classroom as evidenced by Gmail/Google, meeting agendas, and common formative assessments (CFA) data discussions. Ocean View staff surveys using Google forms is another method to gather information from staff and students related to student performance and instructional strategies. The Ocean View staff is using the data and research as they shift to Common Core Standards. The move to Common Core has inspired the teaching staff to strive to become or remain current in the classroom.

Departments have identified essential standards and pacing guides. Site and district common formative assessments (CFA) have also been created as evidenced by lesson plans, assessments, and agendas.

Ocean View uses the capstone E-Folio to measure students' growth on learner outcomes. E-Folios have been updated to include the Common Core Standards. Google Challenge was implemented so students learn the Google Suite Parent Student Portal and create E-Folio Student Sites. Evidence of this may be found through senior exit interviews, senior surveys, staff surveys, E-Folio with student samples and prompts, lesson plans and student work.

Ocean View has made inquiry, critical thinking, and active learning a schoolwide focus. Site professional development is aligned to the learner outcomes. Instructional rounds and teacher individual performance plans (IPP) are a schoolwide emphasis for instruction. The E-Folio is also rooted in the School Wide Learner Profile. Evidence of this can be found in staff development agendas, department chair team agendas, teacher's IPP's, observations, professional development requests, as well as other forms of communication.

All Ocean View students are encouraged to enroll in IB/AP/Honors courses and to apply to the Business Academy. Ocean View staff defines rigor as understanding complex and challenging curriculum. Relevance is defined as helping students understand how the curriculum will help them academically, professionally, and socially in life after high school. Ocean View staff is committed to working collaboratively to communicate a consistent message about access/opportunity to college/career readiness and both are stressed in all aspects of campus life. Ocean View has significantly decreased the number of non A-G courses while simultaneously increasing enrollment in A-G courses and pass rates over the last three years. The number of students enrolled in and the number of AP/IB exams taken reflects this change along with the increased number of 46.7% students now completing A-G courses. Other evidence can be found in PLC's, and through the work of the Guidance and College and Career Specialists.

During PLC's, data from CFA's and Common Core Standards are looked at to ensure student needs are being met. Best practices for curriculum are also discussed during this meeting time as demonstrated through agendas, PLC notes, and CFA's.

Both district wide and site -specific meetings are attended by teachers and administrators to discuss and develop curriculum, pacing guides, Learner Profile Traits, E-Folios, and lessons that focus on the essential standards.

At Ocean View, all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the schoolwide learner outcomes. These are accomplished through standards-based learning.

Ocean View believes a rigorous, relevant and coherent curriculum will inevitably improve all students' critical thinking and comprehension through reading and writing across the curriculum. Ocean View also feels this allows students to improve study habits, time management, and independent thinking. This curriculum leads to post-secondary opportunities while allowing the students to develop skills necessary for success in post-secondary settings: educational or vocational.

B2. Curriculum

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?

Ocean View begins college and career discussion in ninth grade. This process assists students with their 4 -year high school plan of program. The school uses career exploration lessons as well as offering the annual career fair, the Business Academy, ROP courses, and teacher recommendations to help guide students.

Through the annual registration process, students and parents work with teachers, the counselor, and the college and career specialists to build their individual learning plans. For special education and students with disabilities, IEP goals and accommodations are also taken into consideration when developing the student's 4- year plan. Student performance is monitored to adjust schedules as evidenced by a variety of methods such as schedule changes, and grade reports. PELL and Title I evidence shows the movement of EL students in and out of EL programs. Teachers post academic performance on the portal for students and parents to monitor. Parents are formally notified four times a semester of students' academic progress.

The EAP is given in English and math to juniors to determine college readiness. Sophomores take the CAHSEE as a necessary requirement for graduation. Courses in STEM and Robotics help students take advanced classes that have an emphasis on real world application. The PLAN and PSAT are also given to students as a way to help them prepare for post-secondary programs.

Students are provided equal access to A-G courses as well as programs that provide college and career readiness skills. Teachers participate in AP/IB/ERWC training even if they teach a feeder class.

Numerous clubs and programs, such as the Robotics club, AVID program, and Business Academy, provide for college and career exploration. There is a focus throughout the campus on preparing students to be successful in college and careers beyond high school as evidenced through the Career Center, Business Academy, PSAT/PLAN, AVID, ROP, 4 year plans, A-G course exposure, professional development opportunities, and various meetings and agendas.

B3. Curriculum

To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

Ocean View offers a variety of courses through ROP and CTE that are career oriented. Flexibility to support students with college and career readiness is planned into the master schedule. Core curriculum has an increased focus on real world application lessons as demonstrated in student work.

Programs such as tutoring and mentoring continue to drive the CAHSEE pass rate well above the state average. The number of students meeting A-G requirements also

continues to increase through the support of such avenues of tutoring, mentoring, and AVID.

Ocean View continues to place a high emphasis on students meeting the A-G requirements by providing them access to courses and support for academic success. A variety of ROP course offerings help students towards career readiness preparation. The use of best first instruction by teachers supports students in achieving their college and career readiness goals.

Ocean View has identified their advantage of being a smaller school, which has allowed them to recognize and accommodate the needs of their students and provide the necessary supports through tutoring programs, study skills classes, and tools such as Student Study Teams. Over the past three years, Ocean View has focused on increasing access and opportunity for all students to become college and career ready.

Areas of Strength:

- Number of students meeting their A-G requirements has increased over 30% in the last 3 years
- Number of AP/IB classes and AP/IB tests taken has increased.
- Expanded career exploration pathways for students
 - More diverse science class offerings
 - Aligned math classes to enable completion of A-G math classes
 - Added more electives and clubs (such as robotics) providing pathways to different careers
 - Changed school culture into a more college and career oriented campus

Areas of Growth:

- Increase number of OV students meeting a-g requirements.
- Increase AP/IB course offerings and increase enrollment of Special Education and ELL students
- Explore curricular options for increased schoolwide math achievement.

Category C. Standards-based Student Learning: Instruction

CI: To what extent are all students involved in challenging learning experiences to achieve the academic standards and the schoolwide learner outcomes?

Classroom visits confirm that students are required to think, reason, and problem-solve in group and individual assignments, projects, and discussions. Student work requires

investigation, research, and in-depth thinking. Students are encouraged to formulate their own informed opinions and defend their arguments through evidence gathered from primary documents and other sources.

Teachers engage students in opportunities to assume responsibility for learning after seeing modeling. Learning is reinforced through additional classroom practice in a variety of groupings and independent work. Teachers seek to surrender the role of the sole source of information by minimizing direct instruction and employing a variety of different strategies to reach a diverse student body within each classroom. Student survey data and student ad-hoc conversation confirms that students find “learning through doing,” “active learning,” and “group/partner work” to be the most effective learning environment, and classroom observations confirm that all three of these happen across all departments with regularity. When direct instruction occurs, students utilize Cornell notes.

The school’s embedded tutorial provides an opportunity for teachers to differentiate instruction and meet the needs of struggling students, but survey data and Focus Group meetings suggest that the school could do more to make the embedded tutorial more effective for students. The Self-Study states that only 57% of students find the embedded tutorial time “useful,” while another 36% of students say that it is “sometimes” useful. Ad-hoc student feedback reveals that many students see the tutorial as something to avoid and use it as an incentive to behave in class and complete their homework rather than something to utilize for their own benefit. Faculty survey data reveals that while two-thirds of teachers find the tutorial period “extremely useful” or “effective,” about one-third of the staff remains neutral or feels the tutorial is “ineffective” or “not useful.” Despite this lack of unanimity, the staff remains firmly committed to making the tutorial more effective.

The senior portfolio demonstrates evidence that all students are involved in challenging learning to assist them in achieving the academic standards and the schoolwide learner outcomes. The portfolio (which is unique to the district) requires students to produce five, written reflections on various pieces of work that demonstrate one or more traits of the school’s Student Learner Profile Traits (which mirror the I.B. outcomes). The portfolio is reviewed and rated by staff and feedback is provided to each student through an exit interview.

The self-study reveals that departments have pacing guides and most teachers use the portal to communicate this pacing to students on a unit-by-unit basis, but based on classroom visits and student interviews, some students are not always aware of the daily objectives and expected learning outcomes. In addition, since the school replaced their ESLRs with the I.B. Learner profile traits three years ago, the self-study and classroom visitations reveal that more can be done by teachers to make daily connections with the outcomes in their classrooms, and greater consistency among teachers can be achieved regarding the meaning of the outcomes.

The school’s “open-access” A.P. policy and its concerted effort to encourage and prepare students to take at least one Honors/A.P./I.B. course prior to graduation has resulted in an increase in the number of students enrolled in A.P. classes; the growth has been in primarily four classes: Spanish Language, Spanish Literature, World History and Calculus AB.

The school's I.B. program has not experienced the same enrollment success as its A.P. counterpart, with numbers declining from 104 in 2011-2012 to 97 in 2012-2013, while modest gains were evident among low-income students (36 to 46) and RFEP students (30 to 32).

Since 2009, the number of A.P. exams taken by students has increased from 308 to 407 with 62.5% of students receiving a score of three or higher. This increase has been fueled, in part, by the increased enrollment of Hispanic students in both Spanish Language and Spanish Literature. Despite this overall increase, a significant gap remains between the number of Asian students taking exams (56%) and the next closest groups (White and Hispanic at 21%). Participation rates for English Language Learners and students with disabilities remain lower.

The school's decision to transition to a College Preparatory Academy has resulted in a 20% increase in the number of students who have met the A-G requirement over the last few years (46.5% for the 2013 graduating class; up from 38.7% in 2011). Hispanic rate (40%), E.L. rate (7.7%), and the Students with Disabilities rate (4.6%)

The second semester D/F rate has risen over the last few years (from 1054 to 1549) despite school-wide remediation efforts such as embedded tutorial during the last twenty minutes of each class period, AVID, mentoring programs, peer tutoring, and after school tutoring. The self-study document and Focus Group comments partially attribute the increased D/F rate to the increased number of students enrolled in more rigorous classes, and the school has determined to increase the support services available to students through the adoption of a critical academic need and an action plan goal.

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?

Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology. To help assist in the current training, a modified schedule every Monday provides time for collaboration and sharing of information and resources in departments, across departments, and between faculty members. During this time, faculty and staff meet in professional learning teams, align curriculum to Common Core, evaluate current teaching strategies and methods, analyze student data, and review student work.

On non-student days, professional development focuses on three or four areas each year, including technology training, curriculum alignment, reading strategies, common formative assessments, or preparation for mandated testing. Upon completion of professional development, staff members share information, strategies, and materials with colleagues in department and staff meetings.

In addition to professional development, the school uses Instructional Rounds where teachers visit each other's classrooms, debrief best practices, and share effective instructional strategies that can be used in their own classrooms. While this practice is not utilized on a campus-wide basis, it is slowly expanding to include more teachers.

This process has largely been organic and Focus Group comments reveal that teachers have found them to be highly effective.

Approximately 90% of the school's teaching staff has received some form of formal AVID training by attending Summer Institutes, seminars, and workshops. Classroom visitations and examination of student work confirms that the vast majority of teachers use AVID strategies in the classroom, such as Cornell note-taking, interactive notebooks, personal organization, quick writes, collaborative projects, inquiry-based teaching, and Socratic seminars to increase the level of rigor in all classrooms.

Classroom visitations confirm that many teachers utilize graphic organizers to help students organize lecture notes and gather information from primary documents. Student work samples reveal that writing takes place across the curriculum in the form of quick-writes and summaries, but the self-study acknowledges the need to further increase this practice across all disciplines with the creation of a critical academic need.

Teachers use technology extensively to help student understanding and learning. These include the "flipped classroom" model, PowerPoint, Prezi, Canvas (an online course management system), document cameras, and Chrome books. Classroom visits and student work confirm that students routinely use technology both within and outside the classroom. In fact, the senior portfolio has completely transitioned from a paper/pencil production to a digital, online portfolio.

Students are provided many opportunities for shadowing, apprenticeship, community projects and other real world experiences. The Business Academy (the only program of its kind in the district) enables students to learn business basics, develop a personal portfolio and resume, and become technologically proficient. Focus Group comments reveal that the program also doubles as a "safety net" and support system for students. The application process is open to any freshman; including English Learners and Special Education students.

The school's Culinary Program, sponsored by the California Restaurant Association's Education Foundation, enables students to participate in culinary competitions throughout the region. The district's Regional Occupation Program provides access to a wide variety of career-oriented classes, several of which are taught on campus and fourteen of which are A-G approved.

Areas of Strength:

- The school has increased the overall number of graduates meeting A-G requirements.
- Teachers use a variety of instructional strategies to differentiate instruction
- A collegial, positive atmosphere among the teaching staff results in a dedicated and passionate effort to improve instruction, share best practices, and reach all students.
-

Areas of Growth:

- Continue to explore ways to increase the efficacy of the embedded tutorials, including providing support for AP/IB students and supporting the increased number of students who are taking more challenging courses.

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Assessment and Accountability Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community?

Parents are able to view the School Accountability Report Card (SARC), state test scores and API scores to check on the school's advancement. In addition, OVHS staff are creating and improving Common Formative Assessments (CFAs) as they gather data from the outcomes. CFA scores are reviewed in departments at the school and in district meetings. The assessments are aligned to the Common Core Standards, including writing prompts and rubrics. Students are creating an E-Folio on line throughout the four years that they attend OVHS. Students will be able to share it with stakeholders such as parents, teachers and community members if they choose. The school staff uses effective assessment processes to collect, to disaggregate, analyze and report student performance data to all stakeholders.

The CFAs are one instrument by which the school measures student growth and needs. The formative assessments are studied and improved upon continually in order to know what to teach and re-teach for student understanding. This practice enables the staff to see whether or not the student has mastered the concept. The staff can move the school forward with this type of planning in terms of raising test scores. Teachers are addressing the concept of teaching for understanding. They share best practices with each other during their regularly scheduled Monday meetings. ELA is using Turnitin.com to grade common formative written work with a rubric for scoring. Turnitin.com also has a built-in check for plagiarism. Another principle used by OVHS is backwards planning. CFAs are written with state mandated assessments in mind. School written CFAs help fine tune instruction.

District developed pacing guides are on Google docs so teachers can update information. Teachers regularly discuss formative assessment during their department meetings and believe they are able to use the assessment tools they create effectively. They reteach when necessary and adjust their pacing guides according to student progress.

Student work is studied during department meetings, which help drive instruction. OVHS not only uses CFAs to demonstrate student achievement, but also student work, department benchmarks, SAT scores, AP test scores and A-G requirements. Online assessments are becoming common practice at OVHS. A program called Illuminate provides feedback on standard based assessment. Training is taking place to understand the system.

The E-Folio is taking the place of the Senior Portfolio. Students have to organize and digitize their work during the four years they attend OVHS. A common grading practice in the review process still needs improvement for the E-Folio. Another online platform being used is called Canvas. There are paperless online quizzes, discussions, etc. being used but more teachers still need training in the use of Canvas.

D2. Assessment and Accountability Criterion

To what extent do teachers employ a variety of strategies to evaluate student learning?

To what extent do students and teachers use assessment results to enhance the educational progress of every student?

Every Monday, teachers meet in department teams to review student work and assessments to help them drive instruction. Assessments are shared through the Student Portal by each teacher. With student feedback, teachers adjust their pacing plan and strategies. Teachers in math, science, English and PACTe (PE, Arts, Career, Technical Education) are creating and using Common Formative Assessments to check for understanding, reteach and move forward with their pacing plans. Canvas, Google Docs, Illuminate, Turnitin.com and E-Folios are used for assessment, communication with students/parents and feedback. Many classrooms are paperless as they move to using the internet to submit student work. Teachers are engaged in collaborative work, where trust and communication skills that have been developed between staff members during professional development is continually improving. The Common Formative Assessments that teachers are creating help formulate the dialogue, which drives instruction.

D3. Assessment and Accountability Criterion

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 schoolwide learner outcomes?

Site level CFAs are improving instruction at OVSH through the work of collaborative teams. All departments are able to change the teaching pace of the curriculum and share new teaching strategies. Students present their E-Folios during their senior year to a panel of staff, teachers, administrators and community members. The writing samples are monitored to take an overview of each student's personal and academic growth. Freshmen are introduced to Google and E-Folios during WOW week at OVHS.

Teachers in all departments are using formative assessments to check for understanding and to move forward with their instructional strategies and plans. Canvas, Google Docs, Illuminate, Turnitin.com, and E-Folios are used as a means for assessment, communication and feedback. Departments are addressing common grading policies within each discipline and subject. Innovative and research-based teaching strategies are important along with an informed teaching practice. Academic rigor and relevance is constantly improving. Administration, staff, guidance and School Site Council use data to make informed decisions. The bell schedule allows for a tutorial at the end of the period for students to ask questions and finish their work. AVID strategies are used by all staff as well as CAHSEE prep classes.

D4. Assessment and Accountability Criterion

To what extent does the assessment of student achievement in relation to the academic standards and the schoolwide learner outcomes drive the school's program, its regular evaluation and improvement, and the allocation and usage of resources?

E-Folios, A-G completion rates, state test data, local and district CFAs, common rubrics, SSTs, the mentor program, AVID and the International Baccalaureate program are all examples of systems and programs that play a role in driving instruction. Summative assessments and CSTs are other tools used to determine student achievement. CAHSEE prep classes have been added to assist the ELL population. AVID has been expanded by training teachers to use the AVID strategies to support all students, especially those identified in the socio-economically disadvantaged subgroup. There are several means implemented at OVHS to address the critical learner's needs. These support structures include: embedded tutorial; CAHSEE interventions; making access to AP and A-G classes available to all students; E-folios and exit interviews; after school tutoring; peer tutoring; and Monday Professional Development meetings.

Areas of Strength:

- OVHS creates site Common Formative Assessments and collaborates to refine and implement them during weekly professional development time.
- Weekly professional development time is set aside to focus on improving student learning and sharing best practices.

Areas for Growth:

- Continue developing assessments and rubrics during professional development time that align with Common Core and Smarter Balance.
- Address and implement curricular, instructional and assessment practices to reduce Ds and Fs.

CATEGORY E: SCHOOL CULTURE AND STUDENT SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. School Culture and Student Support

To what extent does the school leadership employ a wide range of strategies to encourage parent and community involvement, especially with the teaching learning process?

Ocean View High School (OVHS) has dedicated resources to parent and community involvement, focusing on increasing the inclusion of parents of all backgrounds.

The OVHS website, which may be accessed in multiple languages, has been identified as the most accessible resource for current information on the school for parents and community. Website information includes student-created video announcements, academic information, contact information for teachers and special programs, the school calendar, and current events. The Connect-Ed home phone calling system allows OVHS administrators to send recorded messages directly to families in their home languages, regarding special events, schedule changes, and emergencies.

Parents are members of School Site Council, which reviews student achievement data and revises the Single Plan for Student Achievement. PTSO (Parent Teacher Student Organization), which encourages parent participation from all segments of the school demographic groups, raises money and supports programs and individual classrooms.

Parents attend Principal's Coffees, where discussion and input includes academic support and programs.

Responding to a large and growing EL student and family population, OVHS attempts to provide all home communication in multiple languages. OVHS's bilingual staff members and students help facilitate communication between the school and families who are non-English speaking. A Community Liaison works with Spanish speaking students and families. The Community Liaison organizes such events as monthly La Voz meetings, Parent Prep Academy, and Alta Med Healthy Relationships.

OVHS focuses on bringing the community onto the school site. OVHS holds an annual Community Open House for future students, parents, and community members, which includes site tours, translation services, and sports and organization presentations.

Once a year, community members from the Huntington Beach Leadership Academy shadow the principal for a day on the campus. The Career Specialist organizes an annual Career Fair for students, which includes local businesses leaders and professionals presentations on careers and career preparation.

OVHS students are engaged in community businesses through internships, job placement, and Regional Occupation Program (ROP) classes. The school's Business Academy connects students with professionals in a variety of fields. The Advancement Via Individual Determination program (AVID) hosts speakers who share their paths to success with students. Additional community partnerships and relationships help promote the messages of college and career readiness to students.

OVHS prioritizes stakeholder awareness of the academic goals and learner outcomes, which are tied to standards and learning habits required for achievement.

PTSO, La Voz, Principal's Coffees, YouTube announcements, Parent/Student Portal, Parent Prep Academy, and the Twitter feed are used to communicate student achievement of the academic standards/school wide outcomes. The school principal holds an annual evening meeting to share PLAN and PSAT scores with parents and students.

E2. *To what extent is the school a safe, clean and orderly place that nurtures learning?*

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continued school improvement?

OVHS is a well maintained, modern, clean, and safe environment. Administrators and security officers greet students as they enter campus, helping to create a safe and caring atmosphere. Students take pride in their school, which is reflected in the absence of graffiti and trash on the school buildings and grounds.

The schools' safety, honor code, and dress code policy presentations are shown in all classrooms and are available on the school website. Supervision staff is consistent in their enforcement of these teacher- supported policies. Teachers and staff are informed of school-wide safety drills and provided with detailed instructions and maps outlining the required courses of action.

OVHS Internet safety policies are guided by the Huntington Beach Union High School District's (HBUSD) Internet acceptable use policy. HBUHSD tech staff is highly effective at keeping students safe online while at school, and students report no cyber-bullying.

OVHS has purposely re-branded itself as a safe and caring place to learn. The theme of "You can't spell love without OV", authentically permeates the school culture. Students participate in Pride Day events, held three times per year on Saturdays to promote school spirit and campus cleanliness. Students are honored by staff and classmates regardless of their academic program or cultural roots.

College and Career Readiness is evidenced by recent increases in A-G qualifying and Advanced Placement classes. Students are supported in the adjustment to a more rigorous curriculum through imbedded and after-school tutorials. The school adheres to a system of interventions to address the needs of struggling students.

Instructional rounds serve as an example of the OVHS teachers' trust, respect, and professionalism. This teacher-driven practice, which has grown significantly since its inception last year, results in increased collaboration and best practices in the classrooms. The recent infusion of PLCs has contributed to targeted conversations among teachers about curriculum and student assessment and performance.

The classified staff stated that they are respected as peers by the certificated employees, and are included in academic issues and school-wide programs. Teachers and students both shared that classified staff members contribute to student safety and success. Classified employees are encouraged by the administrative team to extend their positions and, “Lead from where you sit.”

Teachers and classified staff concur that the school administration respects them as professionals and values their input and ideas, creating a feeling of a single tier of school employees.

E3. To what extent do all students receive appropriate support along with an individualized learning plan to help assure academic success?

OVHS utilizes a Response to Intervention (RTI) model to guide the Student Study Team (SST). One on one intervention meetings are held with students with low bi-monthly attendance and grade reports to determine a course of action, including referral to the school nurse, counselor, or other campus specialist. Students may also be referred to New Beginnings or Skills for Success for intensive support.

Students are encouraged to check the parent/student portal daily, which may be monitored by staff members to determine extent of use. Many teachers post assignments and student progress on the portal. OVHS employs two guidance specialists, a school counselor, school psychologist and a student support specialist who provide support for student emotional, academic, and social growth. Teachers refer students identified with academic or personal issues, and students often seek services as needed. Students meet annually with a guidance specialist who reviews their four -year plan, and seeks input from other members of the team as needed.

Students remark that they feel that they have many adults on campus to whom they can go for personal or academic support. A recent survey and student report indicates that the students obtain individual and small group instruction if they remain in class for imbedded tutorial. OVHS also offers after-school tutorials in core subjects for struggling students.

The connection between academic standards and school-wide learner outcomes has been bolstered by an emphasis on A-G completion, AP and IB participation. Offerings have been adjusted to eliminate non-A-G classes in science and math. Learner outcomes have been further supported through free PSAT testing for juniors and PLAN testing for sophomores and results analysis for these students. AVID training for teachers leading to infusion of AVID strategies and practices in multiple subject areas has occurred. The senior student E-Folio and Exit Interview include reflections based on the learner outcomes.

Student support psychologists have developed procedures to properly implement RTI within the general education classroom. OVHS provides numerous resources for students to determine college/career pathways, review A-G requirements and progress, and plan next steps.

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?

Students indicate that athletic coaches place academics above athletic performance, and often offer provide encouragement and discipline in directing students to use interventions to improve their grades and complete assignments.

OVHS encourages student participation in co-curricular activities from Days of WOW (9th grade orientation) through their senior year. No academically qualified students are turned away from interscholastic teams, on which many participants have no previous experience.

The school's open door policy begins at the principal's office and permeates throughout the buildings. Students' voices are heard on personal and campus issues, as they state that adults are readily accessible and willing to assist.

The OVHS student body is diverse, creating a multitude of perceptions and opinions about personal school experiences. When dialoguing with students it is apparent that the majority feel safe and enjoy coming to school every day. Students who attend tutoring often see an improvement in their understanding of content and in their grades. Students who consistently take advantage of support services comment on their effectiveness.

OVHS continually assesses and revises its interventions and student support opportunities and systems. Access to interventions and the staff's willingness to address student needs has been noted as a strength of the school.

Areas of Strength:

- Staff is responsive to the needs of students.
- School and community resources are available to parents and students
- Atmosphere of nurturing and support for students by all staff.
- Clean and safe campus
- Excellent support for Spanish-Speaking parents

- Team mentality for classified and certificated
- High degree of collaboration among staff members
- Decline in suspension rates
- Student respect and support for one another

Areas for Growth

- Continue to promote and market the school to the larger community

Part B: Schoolwide Strengths and Critical Areas for Follow-up:

OVHS stakeholders are to be commended for the fidelity with which they undertook the process of Focus on Learning, thus enabling the insights gained to transfer to meaningful dialogue and action enhancing student achievement opportunities.

Schoolwide Areas of Strength:

- Equity and access are visible as advanced classes are being taken by a large representation of students
- Number of students meeting their A-G requirements has increased over 30% in the last 3 years
- Teachers use a variety of instructional strategies to differentiate instruction
- A collegial, positive atmosphere among the teaching staff results in a dedicated and passionate effort to improve instruction, share best practices, and reach all students
- School and community resources are available to parents and students
- Atmosphere of nurturing and support for students by all staff.

The subsequent list of critical areas for follow-up is a synthesis of 1) growth areas addressed by the school in the action plan, 2) suggestions to strengthen these areas already identified in the action plan sections, and 3) additional areas identified by the Visiting Committee.

Schoolwide Critical Areas for Follow-up:

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. One hundred percent of students will have access or be informed about the a-g courses with a 3-5% increase in the completion rate of those requirements per year (minimum 15% over 6 years), including subgroups.
2. Foster an environment where our expectation is to academically challenge all students through consistent and systematic support systems primarily during the instructional day.
3. Common Formative Assessments will be given in every course, at least once per semester. The results will be used to identify and improve upon best practices to reinforce the skills embedded in the Common Core Standards.

In addition, the Visiting Committee has identified areas that need to be strengthened:

- Instructional staff to explore curricular options for increased schoolwide math achievement.
- Address and implement curricular, instructional and assessment practices to reduce Ds and Fs.

Chapter V: Ongoing School Improvement

The action plan was developed by the leadership team and the entire staff after reviewing and discussing all the major strengths and areas of improvement identified in the self-study. The School Site Council reviewed and approved the inclusion of the goals and action steps into the Single Plan for Student Achievement.

The major themes for needed improvement – 1) Completion of A-G courses, 2) Supporting students, and 3) improving the formative assessment and sharing process emerged as strong themes through every focus group, and thus became central to Ocean View's Action Plan. These three areas have been introduced and reviewed by focus groups, departments, and the entire staff as a whole through a number of meetings.

Presented along with the major action plan items, are the objectives, timelines, responsible personnel/teams, resources, and mean by which progress is reported to all stakeholders.

Based on the school community's analysis of data, three areas of critical academic need were identified in Chapter III.

- 1. Improve critical thinking and comprehension through non-fiction reading and expository writing across the curriculum for all students.**
- 2. Increase student achievement through consistent systematic support inside and outside of all classes in order for all students to become culturally and academically literate.**
- 3. Better prepare all students for post-secondary opportunities by clearly identifying and providing for multiple pathways and expanding STEM opportunities and skills across the curriculum.**

With the exception of #2, the areas identified as areas of critical academic need were not explicitly called out in the action plan. The Visiting Team anticipates that this disconnect will be remedied in subsequent years' action plans/SPSA.

Critical thinking and comprehension through non-fiction reading and expository writing can be addressed through a complete conversion to the Literacy component of Common Core.

Expanding STEM opportunities and providing multiple pathways can be accomplished through departmental goals.

