

Ocean View School District



State of the District Education Report

2010-2011 School Year

Presented on November 15, 2011

TABLE OF CONTENTS

I. DISTRICT ENROLLMENT AND DEMOGRAPHICS		
• Enrollment Trends	Pages	1-2
• Ethnic Distribution Trends	Pages	2-3
• Attendance	Page	4
• Truancy	Page	5
• Student Discipline	Page	6
• Language Fluency Data	Page	7
II. DISTRICT PROGRAMS		
• Gifted and Talented Education (GATE)	Page	8
• Special Education	Pages	9-10
• Oak View State Preschool	Page	11
• Ocean View Preparatory Preschool	Page	12
• Educational Technology	Page	13
• West Orange County BTSA Induction Consortium	Pages	14-15
III. STUDENT ACHIEVEMENT DATA		
• Standardized Testing and Reporting (STAR) Program	Page	16
• End-of-Course Mathematics	Page	17
• Physical Fitness Test	Pages	18-19
• California Healthy Kids Survey Results	Pages	20-21
IV. SCHOOL ACCOUNTABILITY PROGRESS REPORTING		
• Academic Performance Index (API)	Pages	22-23
• Adequate Yearly Progress (AYP)	Pages	24-27
V. ENGLISH LEARNER ACCOUNTABILITY		
• Goals for English Learners	Page	28
• Reclassification for English Learners	Page	29
• California English Language Development Test (CELDT)	Page	30
• Annual Measurable Achievement Objectives (AMAO)	Pages	31-32
VI. PROGRAM IMPROVEMENT - DISTRICT TIMELINE OF REQUIREMENTS AND ACTIVITIES		
• Year 1	Pages	33-36
• Year 2	Pages	37-39
• Year 3	Pages	40-43
OCEAN VIEW SCHOOL DISTRICT HIGHLIGHTS	Page	44

Section I

**DISTRICT ENROLLMENT
AND
DEMOGRAPHICS**

Enrollment Trends

Ocean View School District is the seventeenth largest school district in Orange County. The District boundaries include portions of Huntington Beach, Fountain Valley, Westminster, and Midway City. In 2010-2011, the District operated eleven elementary schools, four middle schools, one preschool and one state preschool.

For the 2010-2011 school year, the District had an enrollment of 9,554 students. From the period 1993-2004, Ocean View increased enrollment each year. The general trend since that time has been a decrease in enrollment. Although declining enrollment continues in 2011-2012, actual student enrollment came in above enrollment projections.

The ethnic breakdown is as follows: 44% White (non-Hispanic), 35% Hispanic/Latino, 14% Asian American, 7% other or multiple races.

Enrollment Comparisons

ENROLLMENT	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	Current Year Change Enrollment
OVSD Enrollment	9,532	9,412	9,503	9,759	9,554	9,461*	-93
County Enrollment	503,225	503,492	504,136	502,239	502,903	Not available	N/A
State Enrollment	6,275,469	6,276,486	6,252,029	6,189,908	6,217,113	Not available	N/A

*based on October 5, 2011 CBEDS information submitted by OVSD.

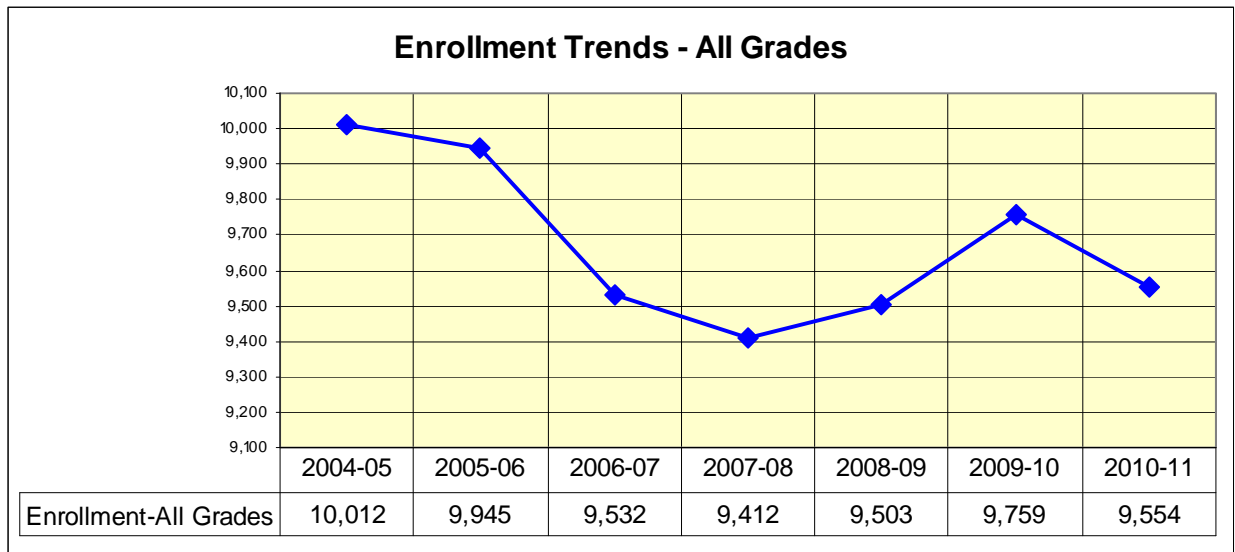
Source: California Department of Education (CDE), DataQuest "Enrollment"

Enrollment by Grade

Grade	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Kindergarten	1226	1172	1192	1281	1232	1229
Grade 1	1022	989	966	982	1117	1025
Grade 2	1037	981	992	967	1015	1089
Grade 3	1020	1013	966	1007	983	1026
Grade 4	1093	999	1010	994	1024	987
Grade 5	1061	1080	1030	1025	1029	1046
Grade 6	1114	1046	1094	1033	1035	1015
Grade 7	1169	1096	1077	1133	1075	1070
Grade 8	1196	1156	1085	1081	1164	1067
Other	7				85	
TOTAL	9,945	9,532	9,412	9,503	9,759	9,554

Source: California Department of Education (CDE), DataQuest "Enrollment"

Enrollment Trends



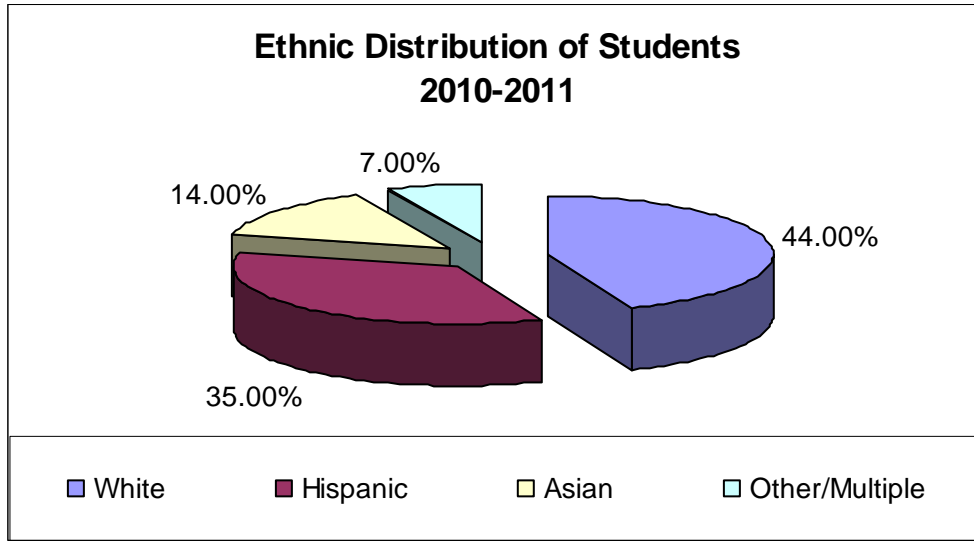
Source: California Department of Education (CDE), DataQuest "Enrollment"

Ethnic Distribution Trends

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
African American	165	84	77	91	95	97
American Indian	55	56	40	40	46	48
Asian	1082	1096	1069	1155	1226	1246
Filipino	88	95	94	96	97	110
Hispanic	2912	2773	2735	2822	3412	3376
Other	852	758	973	977	463	394
Pacific Islander	34	37	30	47	58	54
White	4757	4633	4394	4275	4362	4229
TOTAL	9,945	9,532	9,412	9,503	9,759	9,554

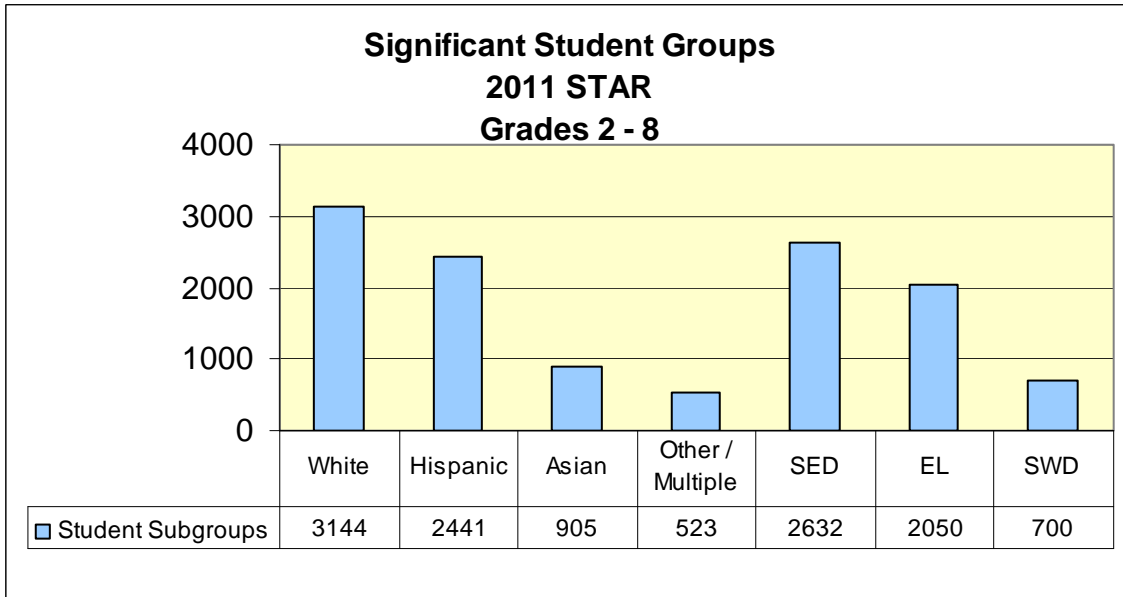
Source: California Department of Education (CDE), DataQuest "Enrollment"

Ethnic Distribution of Significant Student Groups



Source: California Department of Education (CDE), DataQuest "Enrollment"

Significant Student Groups As Tested on the 2011 STAR, Grades 2-8



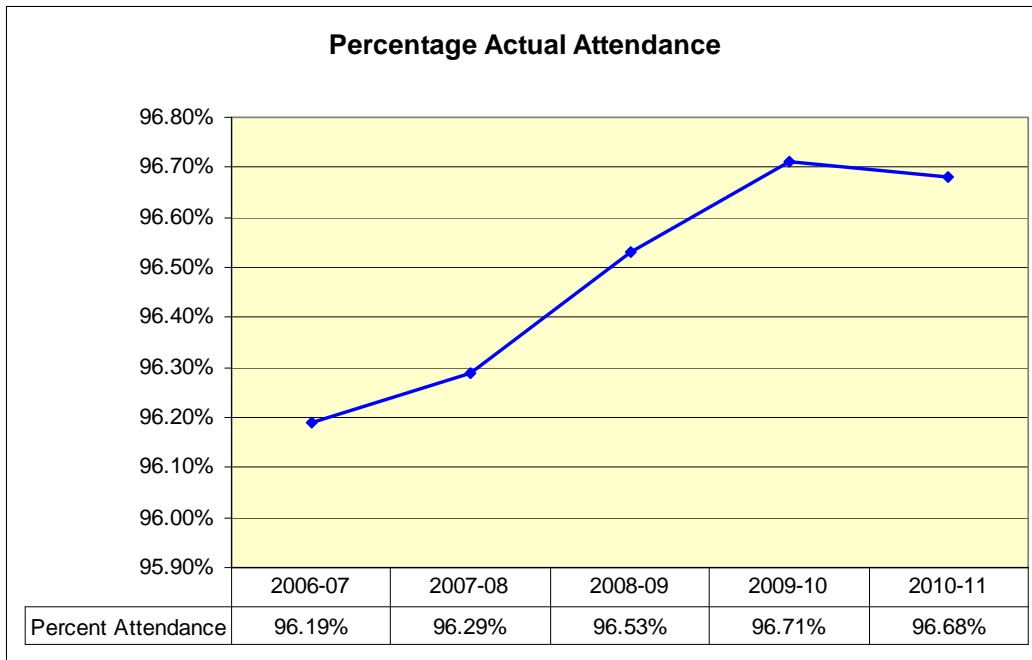
Source: California Department of Education (CDE), DataQuest "STAR Results"

SED -Socioeconomically Disadvantaged, EL - English Learner, SWD - Students with Disabilities

Attendance

The percentage of actual attendance for the District has averaged approximately 96.51% since 2005. As the graph below illustrates, the percentage of actual attendance has shown a steady increase over the years. Schools continue to work on increasing attendance as it is directly linked to higher student achievement and increased average daily attendance (ADA) funding.

Percent Actual Attendance



Source: Aeries, Eagle Software

District Attendance Totals for 2008-2011

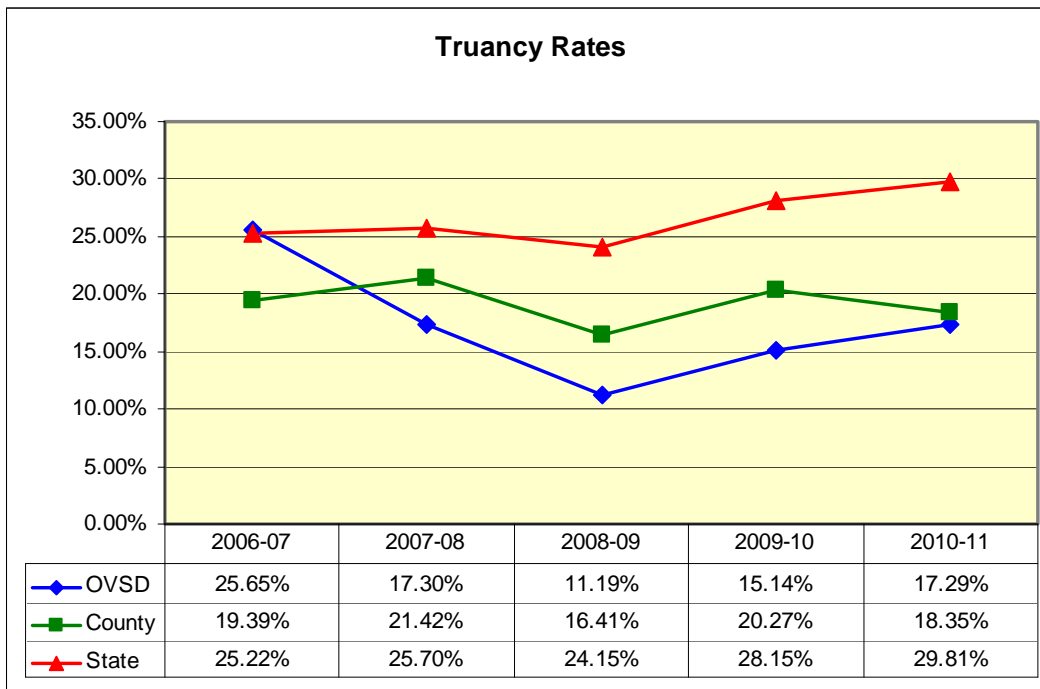
District	Actual Attendance	Absences	Potential 100% Attendance	% Actual Attendance
2008-2009	1,653,819	56,195	1,710,014	96.71%
2009-2010	1,646,026	56,572	1,702,598	96.68%
2010-2011	1,614,579	51,797	1,666,376	96.89%

Source: AERIES, Eagle Software

Truancy

Students are considered truant when they have accumulated three or more unexcused absences, including missing more than thirty (30) instructional minutes during the school day (a.m. or p.m.) during the school year. Ocean View School District is part of the Orange County Truancy Project and actively stresses the importance of attendance in school. Our schools continue to work on increasing attendance as it is directly linked to higher student achievement. Students with a high number of absences are invited to attend a School Attendance Review Team (SART) and are placed on a SART contract to improve attendance. If attendance does not improve, the student is forwarded to the School Attendance Review Board (SARB). Students who violate the SARB contract are referred to Probation. Meetings conducted by the Orange County District Attorney are also held bi-monthly to provide parents with accurate legal information regarding compulsory school attendance laws. In the most severe cases, parents and child are required to appear in juvenile court.

Truancy Rate District Total Percent of Truancies



Source: California Department of Education (CDE), DataQuest "Safe & Healthy Kids Program"

District Truancy

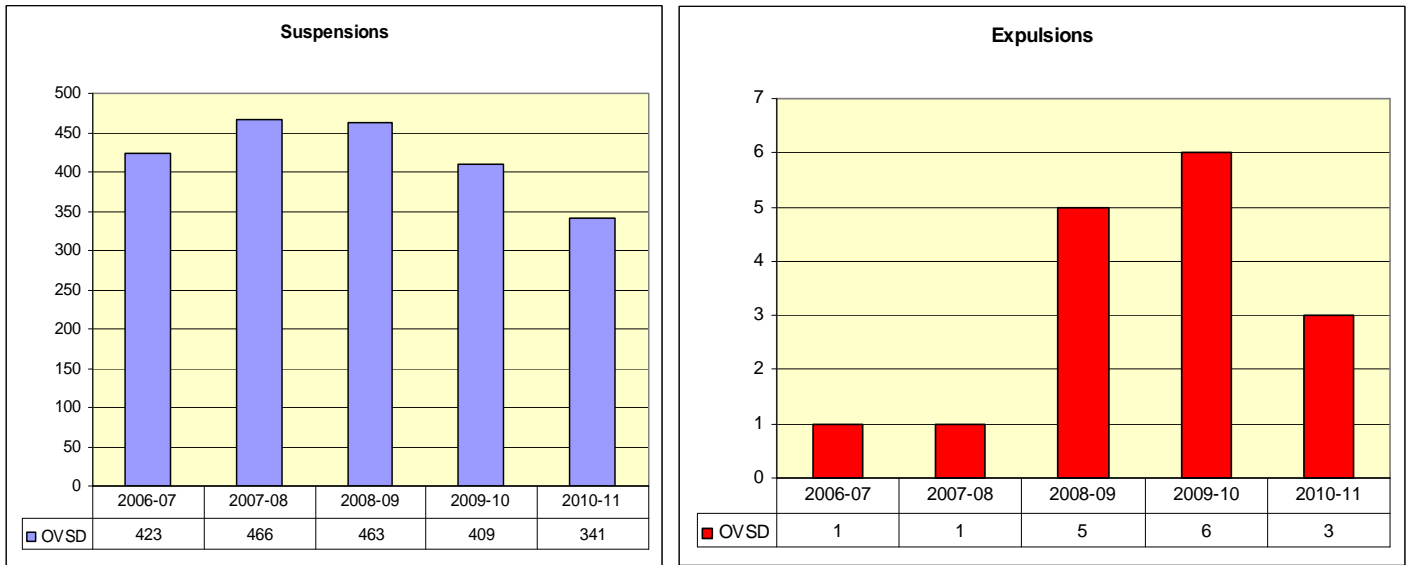
Year	2006-07	2007-08	2008-09	2009-10	2010-11
Number of Truants	2445	1627	1063	1478	1652
Percent Truant	25.65%	17.3%	11.19%	15.14%	17.29%

Source: California Department of Education (CDE), DataQuest "Safe & Healthy Kids Program"

Student Discipline

The Ocean View School District views suspension as an intervention/disciplinary action when other means of interventions have failed to change the student's behavior or when the student poses a threat to others on the campus.

Total Student Suspensions and Expulsions



Source: California Department of Education (CDE), DataQuest "Safe & Healthy Kids Program"

Alternative Placement

Orange County Department of Education provides an alternative setting for students who are unable to benefit from the traditional classroom setting due to habitual disruptive behaviors; truancy; or students who pose a threat to the safety of others; and expelled students. The Alternative, Community, and Correctional Education Schools and Services (ACCESS) program is designed for students in grades 7-12 and is housed at various locations throughout the county. Placement in ACCESS is done through an Administrative Hearing Panel or the School Attendance Review Board (SARB).

ACCESS Referrals

2006-07	2007-08	2008-09	2009-10	2010-11
7	7	11	6	9

Source: Student Support Services Records

Language Fluency Data

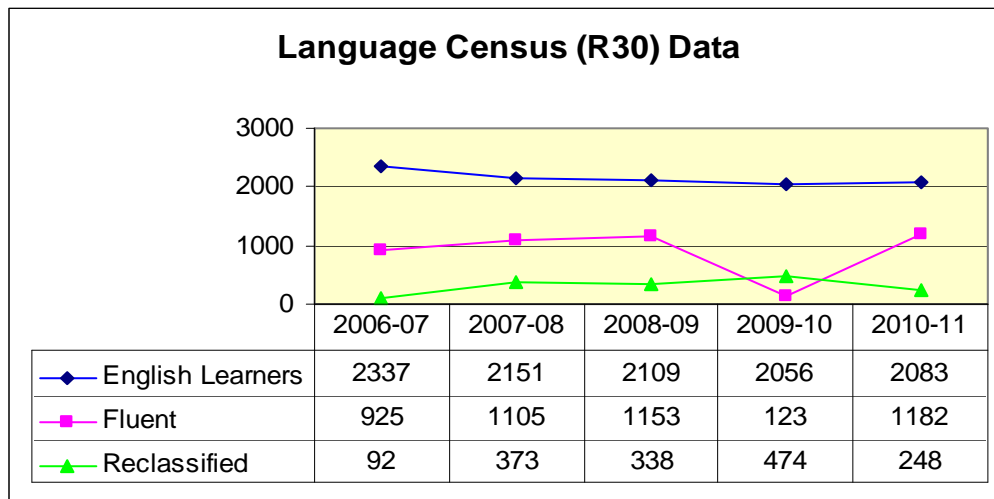
The data on language fluency of students comes from the Language Census (R30). According to the California Department of Education (CDE), language fluency definitions are as follows:

English Learner (EL) (formerly known as *Limited-English-Proficient* or *LEP*) – Students for whom there is a report of a primary language other than English on the *Home Language Survey* **and** who, on the basis of the state approved California English Language Development Test (CELDT), have been determined to lack the clearly defined English language skills of listening, comprehension, speaking, reading and writing necessary to succeed in the school’s regular instructional programs.

Fluent-English-Proficient (FEP) - Students whose primary language is other than English and who have met the District and State criteria for determining proficiency in English.

EL Students **Reclassified** to **FEP** – Students reclassified from EL to FEP status since the last census. These students are reclassified according to California English Learner Development Test (CELDT) and multiple criteria adopted by the District, which include proficiency in grade level standards measures and the California Standards Test (CST), as well as teacher recommendation. In order to be reclassified, students must demonstrate English language proficiency equal to that of a comparable native English speaker.

Language Census (R30) Data



Year	English Learners		FEP Students		Students Reclassified FEP	
	Number	Percent	Number	Percent	Number	Percent
2006-07	2,337	24.5	925	9.7	92	4.1
2007-08	2,151	22.9	1,105	11.7	373	16.0
2008-09	2,109	22.2	1,153	12.1	338	15.7
2009-10	2,056	21.5	*123	1.2	474	20.2
2010-11	2,083	21.8	1,182	12.4	248	10.8

Source: California Department of Education (CDE), R30 Report

*New calculating method

Section II

DISTRICT PROGRAMS

Gifted and Talented Education (GATE)

Special Education

Oak View State Preschool

Ocean View Preparatory Preschool

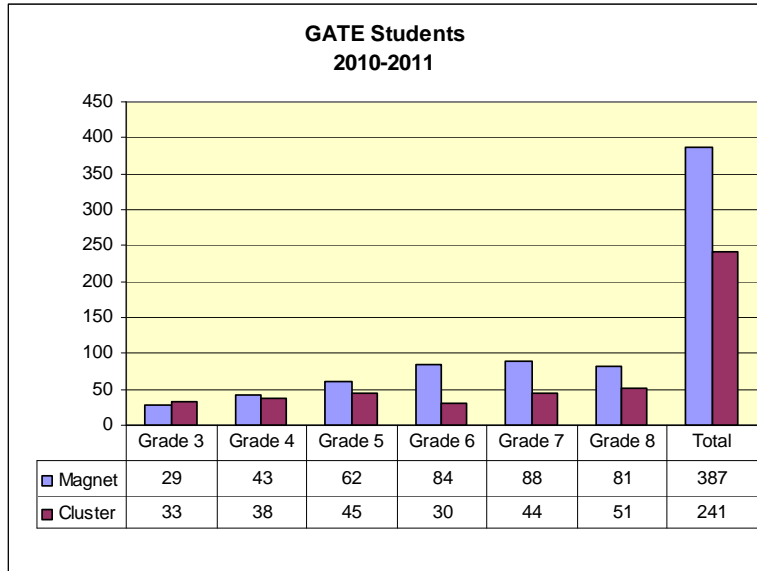
Educational Technology

West Orange County BTSA Induction

Consortium

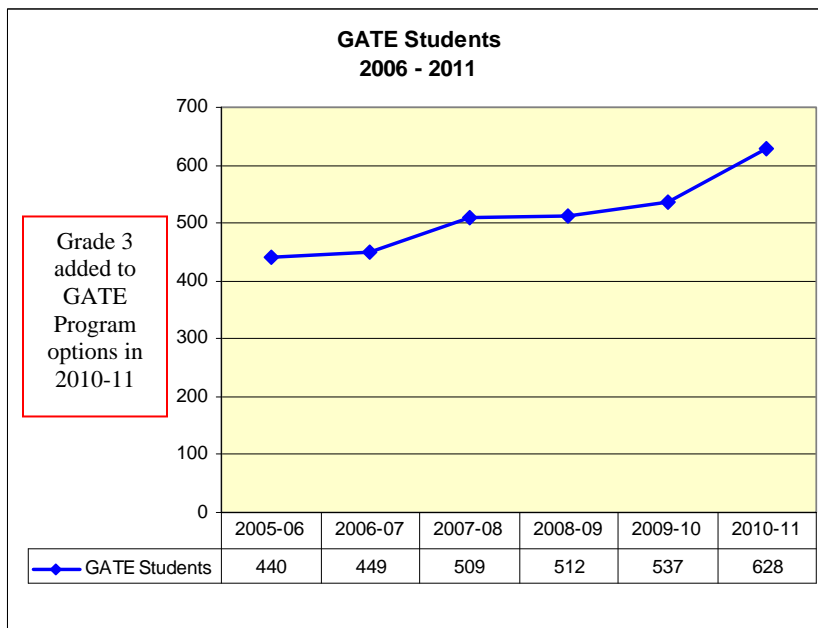
Gifted and Talented Education (GATE)

The Ocean View School District offers a differentiated core curriculum for gifted students in either a homogeneous setting in our magnet program, located at Circle View and Mesa View, or in heterogeneous cluster groupings at our other school sites. In 2010-2011, the District piloted a GATE program for students in grade three that has been well received by parents and teachers. In 2010-2011, OVSD had a total of 628 students in the GATE program, with 387 students participating in the magnet program and 241 students electing to remain in their home school cluster program or not participating in either program.



Source: AERIES, Eagle Software

Currently, students in grade two are assessed each year using the Otis-Lennon School Ability Test (OLSAT) or the Naglieri Nonverbal Ability Test (NNAT). Newly enrolled students in grades three through seven are also tested. Students are identified for participation in the Gifted and Talented Education (GATE) program for their intellectual abilities or their consistent record of high achievement. Students whose general intellectual development is significantly advanced in relation to their peers are those who have scored at or above the 96th percentile on the OLSAT/NNAT and who have earned 12 or more points on the Teacher Survey of Gifted



Source: AERIES, Eagle Software

Characteristics. Students identified for their high achievement are those who have earned 17 points or more using the District's GATE program placement criteria, which includes an OLSAT/NNAT score at the 89th percentile or higher, a STAR Content Standards Test score in English-Language Arts between 400 and 600, a STAR Content Standards Test score in mathematics between 450 and 600, and 10 points or more on the Teacher Survey of Gifted Characteristics.

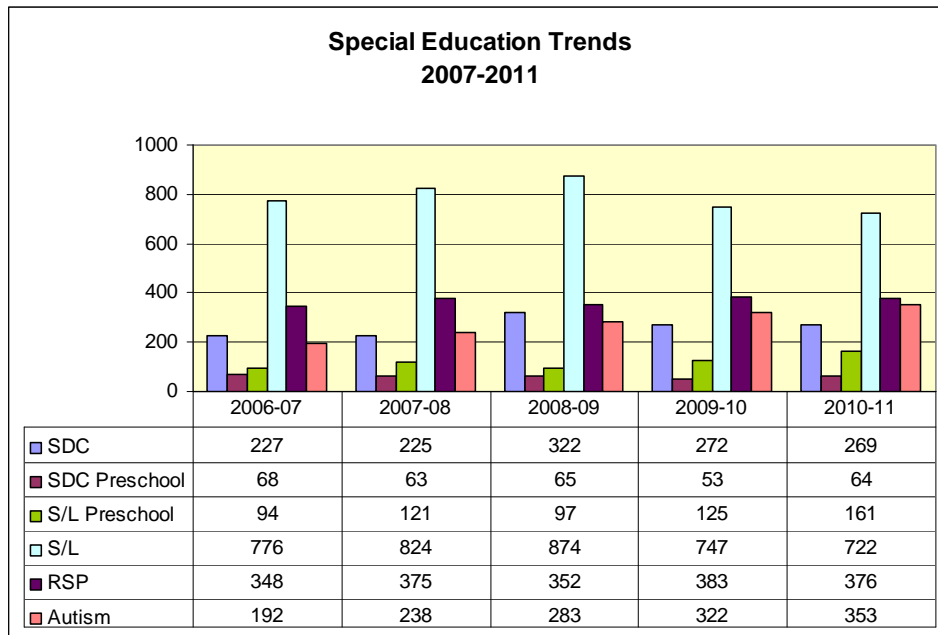
Special Education

In August 2010, legislation was passed which modified the requirements for Education Specialists working with students with autism. At that time, all new university credential programs began including professional development in the area of autism for all Education Specialist Teacher candidates. For any Education Specialist who received their credential prior to 2010, the State requires the specialist to obtain an Autism Authorization in order to legally work with students with autism. Effective October 2013, all Education Specialists with a credential in Mild/Moderate, Deaf and Hard of Hearing, Physical and Health Impairment, and/or Visual Impairment providing instructional services to students with autism, must hold the added authorization in Special Education. This added authorization involves three, three-unit classes, as well as one fieldwork class.

Our Special Education Local Plan Area (SELPA), the West Orange County Consortium of Special Education (WOCCSE), working with the Orange County Department of Education (OCDE) offers the same coursework provided by the county and local universities. Autism 101 covers the characteristics of Autism Spectrum Disorder. Autism 102 focuses on teaching and learning strategies, and Autism 103 is centered on designing effective programs and instruction for learners. The fieldwork class includes three formal observations by a program supervisor.

The 35 Ocean View School District teachers who chose to participate in the Autism Authorization classes through WOCCSE had their coursework fees paid by the District through the use of ARRA funds. Upon completion of the four classes with a passing grade in all, the teachers will meet the requirements for the added authorization.

Program Trends in Special Education



Source: AERIES, Eagle Software, SEIS

**Special Education Enrollment
2007 – 2011**

YEAR	MR	HH	DEAF	SPI	VI	ED	OI	OHI	SLD	DB	MD	AUT	TBI	Total
2006-07	41	19	17	539	5	18	12	93	154	0	6	192	2	1098
2007-08	44	10	13	528	5	17	9	108	154	0	7	248	2	1145
2008-09	49	14	12	490	3	25	11	105	139	0	8	289	0	1145
2009-10	44	21	13	388	4	29	10	87	145	1	10	326	0	1078
2010-11	31	26	10	360	3	31	9	91	142	1	16	362	0	1082

Source: California Department of Education, DataQuest "Special Education Enrollment"

MH-Mental Retardation

HH-Hard of Hearing

DEAF-Deaf

SPI-Speech or Language Impairment

VI-Visual Impairment

ED-Emotional Disturbance

OI-Orthopedic Impairment

OHI-Other Health Impairment

SLD-Specific Learning Disability

DB-Deaf/Blindness

MD-Multiple Disability

AUT-Autism

TBI-Traumatic Brain Injury

Please note the dramatic increase in students with the eligibility of Emotional Disturbance (ED) and Autism (Aut) which the District is now serving compared to five years ago. The number of students the District is serving with Autism has increased by 88.5%. The number of students the District is serving with Emotional Disturbance has increased by 72%. These numbers are reflective of the increase in resources the District has allocated to meet the needs of students under these eligibilities including our Pleasant View Preschool Program, the Pathways program, and the eight students currently served through a non-public school.

Oak View State Preschool Enrollment

Oak View State Preschool and Education Resource Center, located adjacent to the northwest corner of the Oak View School property, is the only state preschool accredited by the NAEYC (National Association for the Education of Young Children) in the Ocean View School District. It is a collaborative effort including Ocean View School District, Huntington Beach High School Adult School, Huntington Beach Library, Children and Families Commission of Orange County (Proposition 10) and Jeanne Hardy Head Start.

Oak View Preschool provides free, half-day preschool for 240 three-and-four-year-old children of low-income families. The goal of the program is to provide developmentally appropriate activities to enhance the children's intellectual, language, social-emotional and physical development, and to prepare children so they enter kindergarten with the skills they need to be successful. In 2010-2011, the preschool sessions were held from 8:00 - 11:15 a.m. and 12:15 - 3:30 p.m. Due to a decrease in State funding, preschool sessions were reduced fifteen minutes per session in 2011-2012. Current preschool sessions are 8:00 - 11:00 a.m. and 11:45 a.m. - 2:45 p.m. A State Preschool grant from the California Department of Education Child Development Division provides funds to support the preschool.

Huntington Beach High School Adult School offers English as a Second Language (ESL) classes for adults at the Center during mornings (M-F 8:00 - 11:00 a.m.), afternoons (Tues. and Thurs. 11:30 a.m. - 2:30 p.m.) and evenings (M-Th 6:00 - 9:00 p.m.). For more information about adult classes, please call (714) 842-4227.

The Oak View Family Literacy (OVFL) Program is also located at the Center. The OVFL program works with approximately thirty Oak View families who have children aged birth to eight years old. Each family participates in adult education, parent education, early-childhood education, and parent-child activities.

To support parent attendance in the Oak View Family Literacy program, Adult School and parent education classes, our Early Learning program is provided at no charge for children who are at least one year old and walking, while their parent attends onsite adult education and parenting classes.

Through a grant from Orange County Children and Families Commission, three parent educators provide monthly in-home parenting lessons for parents of up to 100 children, aged birth to three years. The parent educators use the Parents as Teachers curriculum which is based on current brain research and provides parents with information and strategies to encourage their child's intellectual, language, social-emotional and physical development.

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Preschool 3 & 4 years	192	192	192	192	192	192	222	240	265	260
Home Visitation Program 0-3 years	100	100	100	100	100	100	100	100	100	120
Early Learning 1-4 years	100	100	100	100	100	100	100	100	100	30
TOTAL	392	392	392	392	392	394	422	440	465	410

Ocean View Preparatory Preschool (OVPP)

In response to the need for a quality preschool program within our District boundaries, Ocean View School District opened Ocean View Preparatory Preschool (OVPP) on the Pleasant View site in August 2009. The instructional team for each classroom is comprised of three preschool teachers who plan daily lessons to meet specific developmental goals utilizing a thematic-based Pre-K Curriculum aligned with state preschool standards. In addition, teachers follow the High Scope philosophy and incorporate the Center for Improving the Readiness of Children for Learning and Education (C.I.R.C.L.E.) activities, planned to address the developmental needs of their students. OVPP offers full-day classes, from 9:00 a.m. through 2:30 p.m., or half-day classes, from 9:00 a.m. – 12:00 p.m., on a daily or partial week system. OVPP also offers an extended day for families who require earlier and later hours. The daily operating hours are 7:00 a.m. to 5:30 p.m. The staff at OVPP works closely with the Pleasant View Preschool staff in providing an opportunity for our Special Day Class students at Pleasant View Preschool to integrate with typical peers.

Ocean View Preparatory Preschool is a developmentally-appropriate, academic preschool experience that lays a strong foundation for K-12 education. The program develops pre-academic skills that emphasize literacy and numeracy, while fostering exploration and creativity, effectively preparing children for success in Kindergarten and beyond.

The OVPP program is aligned with the California Preschool Learning Foundations and will provide children with the opportunity to development their cognitive, social, emotional, physical, linguistic, and creative abilities. Further, the program is fully licensed by the State of California Department of Social Services, Community Care Licensing Division.

All program payments are fee-based on a yearly tuition from mid-September through mid-June. Families may utilize the installment plan for the yearly tuition. OVPP offers a 5% discount for siblings. Extended day care is also offered for an additional monthly cost.

In addition, OVPP has expanded its program to include the summer months. This program, called CAMP OVPP, has been highly successful with new and returning families. CAMP OVPP follows a ten-week summer thematic program for children ages three to five years old. Embedded into the curriculum, students enjoy a more playful camp schedule that consists of art projects, games, spirit activities, cooking, water play days, special visitors and special events.

Our inaugural year 2009-2010 for the Ocean View Preparatory Preschool provided service to 48 students. Sixty students were enrolled in the preschool for the 2010-2011 school year.

The Educational Technology

The primary goal of Educational Technology in Ocean View School District is to improve student academic achievement through the use of technology.

Two additional goals are: 1) Assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade; and 2) Promote the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices.

To these ends, Educational Technology continues to support the installation of interactive SMART Board Learning systems in district classrooms providing students with ample opportunities to integrate technology into their learning and expand their access to electronic resources via the Internet. There are 337 classrooms that have SMART Boards. The SMART Board system is also being expanded to include Individual Student Response Systems (SENTEO) allowing for immediate student feedback on instruction. We have thirty sets of thirty-two responders in the District.

Of equal importance is the goal to lower the computer-to-student ratio to ensure ample access to technology tools. Student/computer ratio is based on access to computers that are less than four years old. The Enhancing Education Through Technology (EETT) Grant funded the purchase of additional computers at the elementary level. The computer/student ratio at elementary and middle school continues to be an area of need.

To increase technology integration into the science curriculum, teachers have been trained on the tech-infused materials included with the science textbook adoption, given web-access to grade level science electronic learning resources, and will continue integration activities with professional development focusing on the use of technology to improve student achievement for English learners in science. Twenty-five percent of all federal technology funding must be allocated to staff development in technology.

Grades	Number of Students in 2010-2011	Number of Computers less than 4 years old 2010-2011	Ratio Students: Computers
K-8	9554	656	14 : 1

West Orange County BTSA Induction Consortium

Ocean View School District (OVSD) is the lead educational agency for the West Orange County BTSA Induction Consortium which also includes Huntington Beach City School District, Huntington Beach Union High School District, and Westminster School District. With a commitment to strengthening the Learn to Teach Continuum, West Orange County BTSA Induction Consortium has strong partnerships with California State University, Long Beach, Cal State University, Fullerton, and Chapman University.

West Orange County BTSA Induction Consortium is a California Commission on Teacher Credentialing (CCTC) approved program that recommends participating teachers for their clear credential.

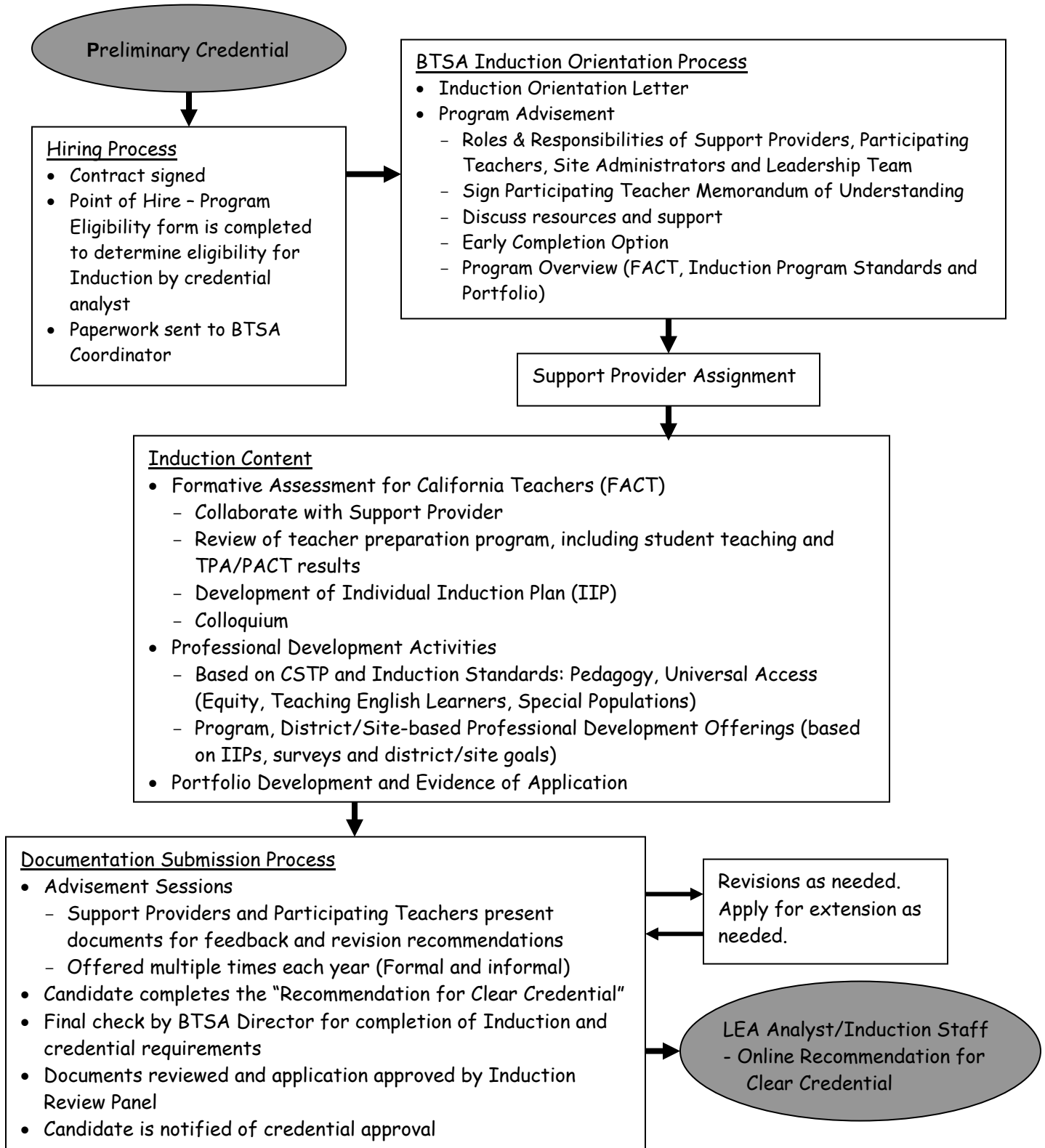
Year	OV	HBC	HBU	WSD	Other	Total
2007-2008	18	5	19	20	23 BTSA	85
2008-2009	13	6	32	23		74
2009-2010	12	9	21	22	1 Private	65
2010-2011	9	9	36	5	3 Private	62
2011-2012	13	6	45	12	10 Private	86

The design of the West Orange County BTSA Induction Consortium builds on the skills and knowledge acquired in the preliminary program and takes into account individual teacher needs. This is accomplished through the completion of Formative Assessment for California Teachers (FACT), review of Teaching Performance Assessment (TPA) results, Support Provider observations, and the participating teacher's self-assessment. Professional development and individualized support are based on the results of the participating teacher's self-assessment. Participating teachers may choose to work with colleagues, read professional articles, attend workshops, conferences, or training based on areas of identified need on their Individual Induction Plan (IIP). Throughout the two-year program, participating teachers conduct action research to further develop their pedagogical knowledge and skills learned in their preliminary teacher preparation program.

The West Orange County BTSA Induction Consortium is grounded in research and effective practices and recognizes that first- and second-year teachers have different developmental needs. Based on the Learning to Teach Continuum, the West Orange County BTSA Induction Program is designed to support Participating Teachers as they transition from teacher preparation, apply knowledge into classroom practice, and continue to learn and develop throughout their professional careers as educators. The program design has been carefully created under the guidance of the Leadership Team and the Advisory Committee. The overall goal of the Consortium is to prepare and retain highly qualified teachers, who are collaborative, reflective practitioners that exemplify proactive and ethical decision making with regard to the cultural, linguistic, academic, and social diversity of students and families in the West Orange County BTSA Induction Consortium communities. Participating teachers communicate with support providers, participate in professional collaboration sessions, complete next steps and continue to reflect on their teaching practice throughout the two-year program as documented on portfolio review forms and support provider logs. The Program and FACT are based on the California Standards for the Teaching Profession (CSTP), the state academic content standards and performance levels for students, and the state-adopted curriculum frameworks. The Program also adheres to and follows the guidelines established by the Induction Program Standards. At the conclusion of the two-year induction program a participating teacher who satisfactorily completes all induction requirements is recommended for a clear credential.



Pathway to Clear Credential



Section III

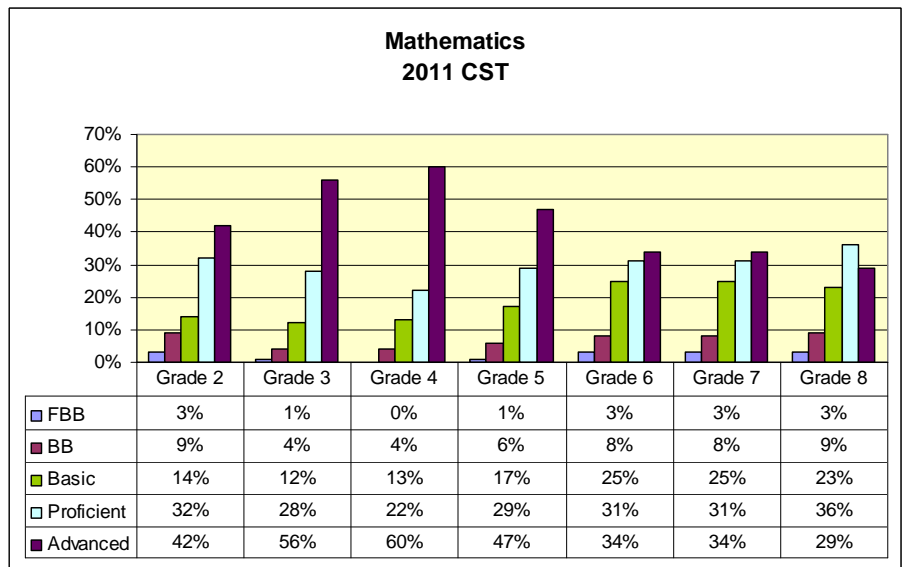
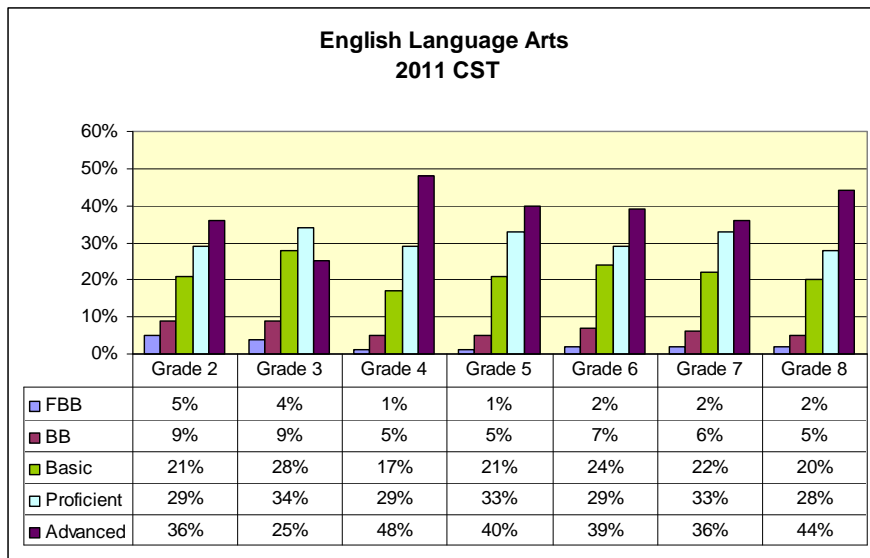
STUDENT ACHIEVEMENT DATA

Standardized Testing and Reporting (STAR) Program

Since 1998, the Standardized Testing and Reporting (STAR) Program has been designated as the State’s accountability system. Students in grades 2-8 take STAR exams each spring. The 2011 STAR Program included California Standards Tests (CST), the California Alternate Performance Assessment (CAPA), the California Modified Assessment (CMA) for students in grades 3-8 and the Standards-Based Test in Spanish (STS) for Spanish-speaking students (enrolled less than 12 months) in grades 2-8.

California Standards Tests (CST)

The California Standards Tests (CST) reports how well students are mastering the California State Content Standards. Results are reported as performance levels. The charts below illustrate the percentage of students scoring advanced, proficient, basic, below basic, and far below basic on the California Standards Tests (CST) for English language arts and mathematics by grade level.

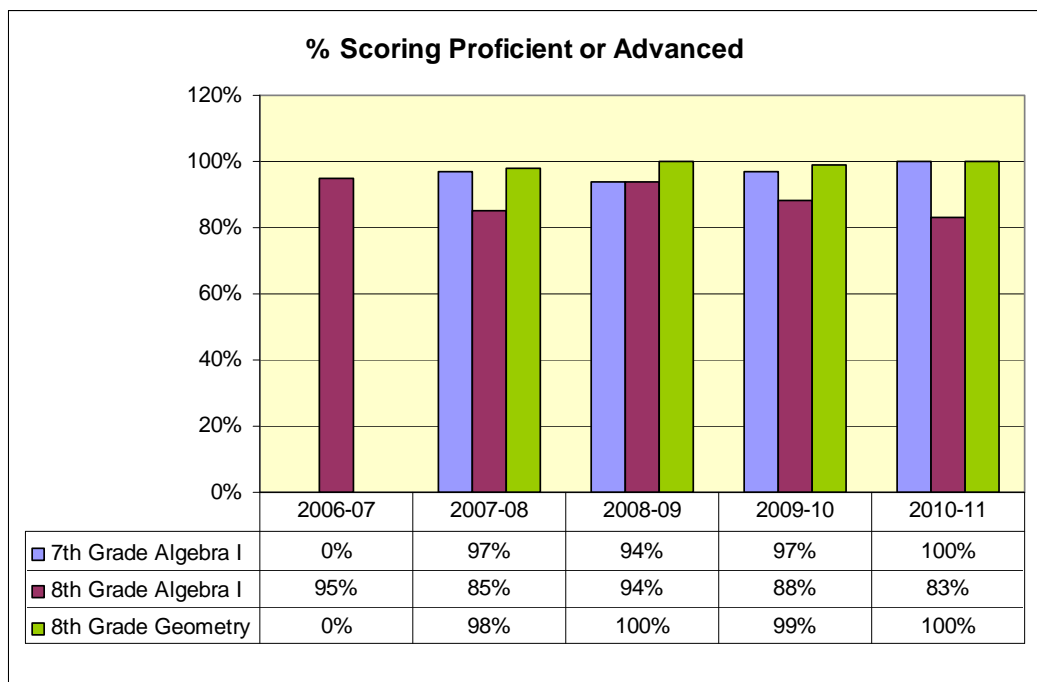
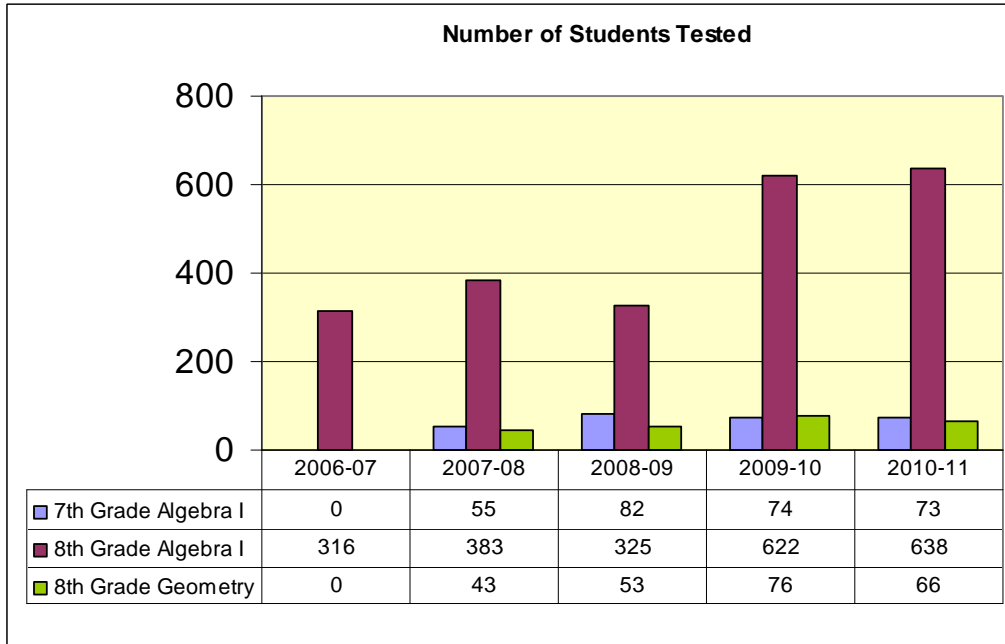


Source: California Department of Education (CDE), DataQuest “STAR Results”

End of Course Mathematics

California Standards Test (CST): Grade Eight General Math, Algebra 1 and Geometry

Algebra 1 is the State standard for eighth grade. Grade eight students who take the general math test in are scored one performance level below achievement for state accountability purposes. In addition to Algebra I for grade eight, our middle schools offer Algebra 1 to accelerated seventh grade students and geometry to accelerated eighth grade students.

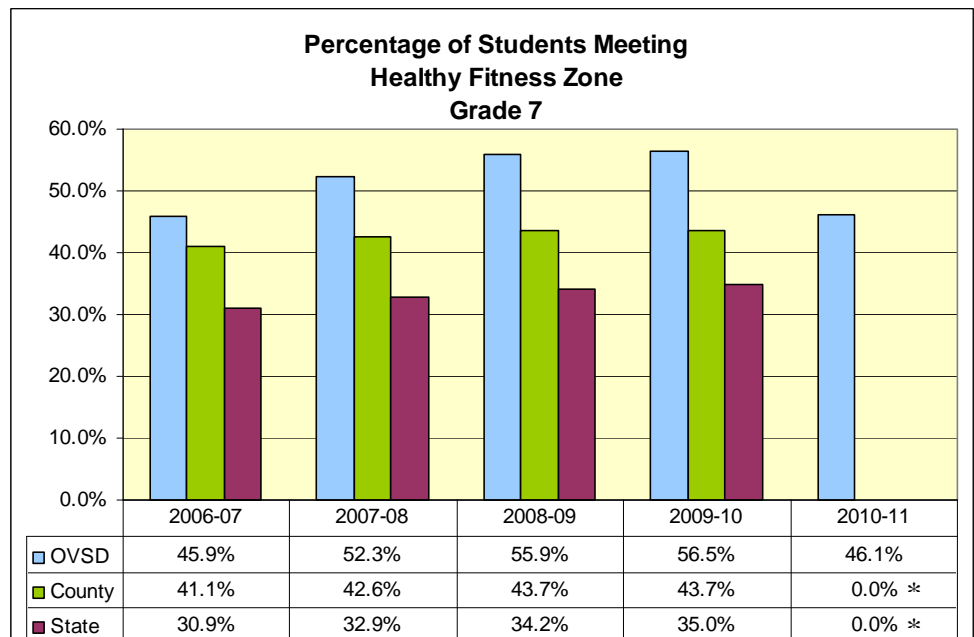
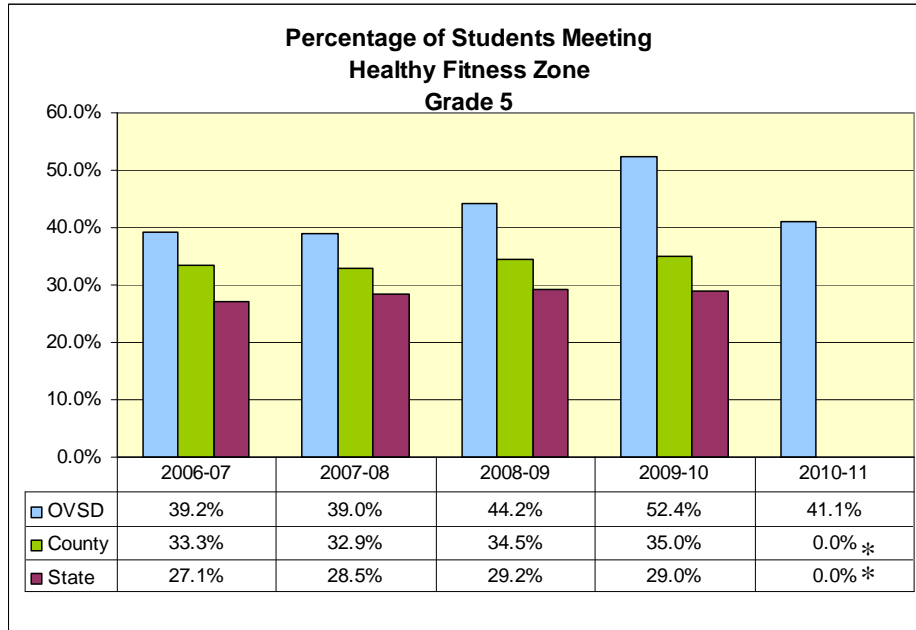


Source: District CST Summary Reports

Physical Fitness Test

According to the California Department of Education (CDE), there is strong evidence that links physical fitness with academic achievement. Students who are physically fit appear to do better in school than their peers who are not physically fit. Fitness standards were established “to represent a level of fitness that offers some degree of protection against diseases that result from sedentary living.” The state mandated test is administered annually to students in grades 5 and 7 to track the health and fitness trends of California students.

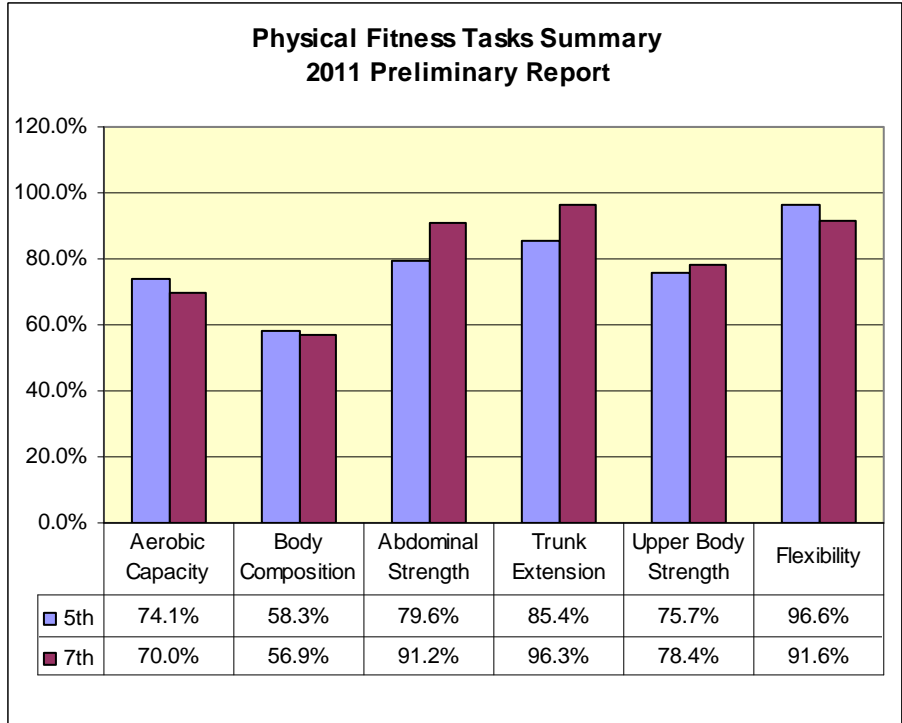
Percentage of Students Meeting all Six Fitness Standards



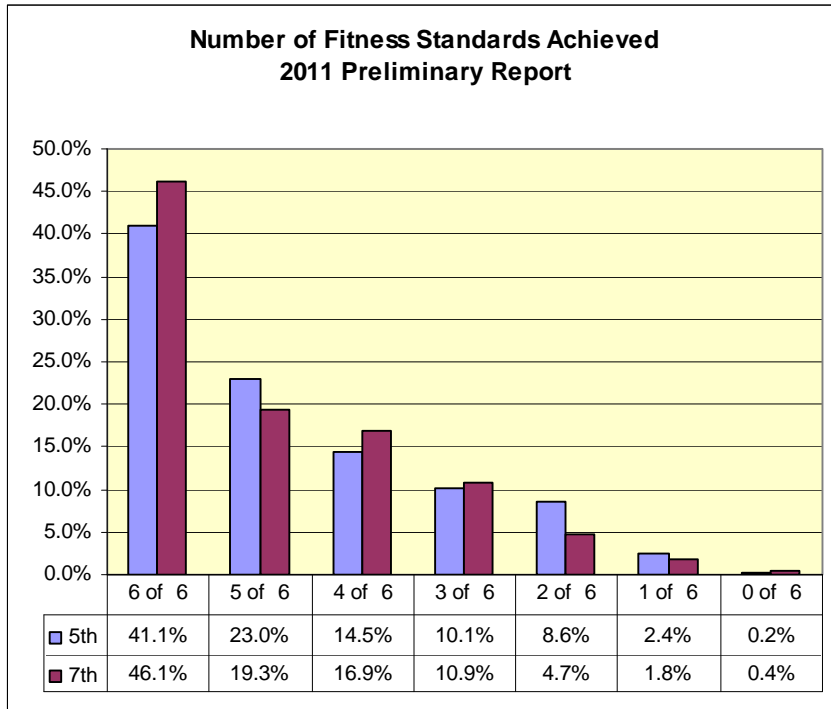
Source: California Department of Education (CDE), DataQuest and
Evalumetrics 2011 Preliminary Report
* 0% = Data not yet posted

**Percentage of All Students by Number of Fitness Standards Achieved
2010-2011**

Each of the six tasks measures a different aspect of fitness. A student who meets all six of the standards is considered to be at a high level of fitness. The graph below illustrates the percentage of students by the number of fitness standards achieved. In Ocean View School District, 41 percent of students in grade five and 46 percent in grade seven met all six fitness standards for the 2010-2011 school year.



Source: Evalumetrics 2011 Preliminary Physical Fitness Report



Source: Evalumetrics 2011 Preliminary Physical Fitness Report

Healthy Fitness Zones (HFZs) are used to evaluate fitness performance. These zones are criterion-referenced standards established by The Cooper Institute of Dallas, Texas, and represent minimum levels of fitness that offer protection against the diseases that result from sedentary living (Rev. 2008). The California Department of Education considers a student who meets or exceeds a HFZ as meeting the desired performance goal.

California Healthy Kids Survey Results Spring 2010

The California Healthy Kids Survey (CHKS) is an anonymous, confidential student report of attitudes, health risk behaviors, and protective factors. The survey gathers information on behaviors such as physical activity and nutritional habits; alcohol, tobacco, and other drug use; school safety; and environmental and individual strengths. Used by California schools since 1997, the CHKS consists of age-appropriate survey instruments for students in grades five, seven, nine, and eleven and is designed in a flexible, modular format that can be customized to meet local district needs. The CHKS is intended for use in planning and evaluation of student support programs, primarily alcohol, tobacco, other drug, and violence prevention programs. The survey is conducted every other year and will be administered next in the spring of 2012.

Grade 5 Performance Indicators 2008 and 2010

Fifth Grade Results for SDFSCA/TUPE Performance Indicators Recommended by CDE

Performance Indicator	5 th Grade 2008	5 th Grade 2010
Tobacco Use		
The percentage of students that have ever used cigarettes	3%	3%
Alcohol Use		
The percentage of students who used alcohol at least once in their life	2%	3%
Drug Use		
The percentage of students that have ever used marijuana	1%	1%
Inhalant Use		
The percentage of students who use inhalants to get high	4%	4%
Safe Schools and Violence		
The percentage of students that feel very safe at school	60%	54%
Protective Factors		
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school	64%	61%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school	63%	62%
The percentage of students that report high levels of opportunities for meaningful participation at their school	13%	12%
The percentage of students that report high levels of personal school connectedness	65%	61%
Student Sample	807	784
Average response rate	80%	80%

Source: 2008-09 & 2009-10 California Healthy Kids Survey, Key Findings

**Grade 7
Performance Indicators
2008 / 2010**

Seventh Grade Results for SDFSCA/TUPE Performance Indicators Recommended by CDE

Performance Indicator	7th Grade 2008	7th Grade 2010
Tobacco Use The percentage of students that have ever used cigarettes	18%	7%
Alcohol Use The percentage of students who used alcohol at least once in their life	26%	25%
Drug Use The percentage of students that have ever used marijuana	11%	11%
Inhalant Use The percentage of students who use inhalants to get high	21%	12%
Safe Schools and Violence The percentage of students that feel very safe at school	16%	20%
Protective Factors The percentage of students that report high levels of caring relationships with a teacher or other adult at their school	35%	39%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school	55%	58%
The percentage of students that report high levels of opportunities for meaningful participation at their school	14%	16%
The percentage of students that report high levels of personal school connectedness	43%	50%
Student Sample	816	855
Average response rate	78%	81%

Source: 2008-09 & 2009-10 California Healthy Kids Survey, Key Findings

Section IV

SCHOOL ACCOUNTABILITY PROGRESS REPORTING

Academic Performance Index (API)

Established through the Public School Accountability Act (PSAA) of 1999, the Academic Performance Index (API) is the state accountability system for California public schools. It is a statewide ranking of schools calculated from statewide test scores. The API is a numeric index that ranges from a low of 200 to a high of 1000, with a statewide API performance target of 800.

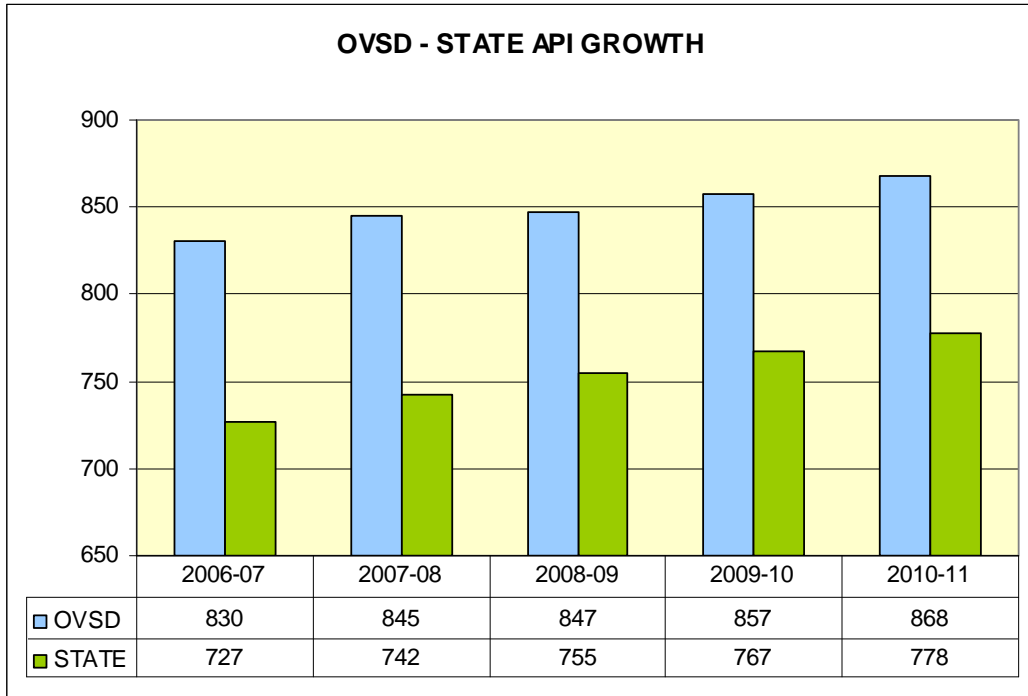
The API Growth Reports are calculated from the results of the STAR (Standardized Testing and Reporting). The charts below illustrate API scores for the schools in the District and schools which have met their API targets.

Academic Performance Index (API) (State Accountability Measure)

	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011		
	BASE	GROWTH	CHANGE	BASE	GROWTH	CHANGE	BASE	GROWTH	CHANGE	BASE	GROWTH	CHANGE	BASE	GROWTH	CHANGE
Circle View	933	928	-5	925	924	-1	922	925	3	925	936	11	936	939	3
College View	801	790	-11	816	788	28	813	820	7	820	869	49	869	871	2
Golden View	826	821	-5	836	830	-6	826	829	3	829	836	7	836	877	41
Harbour View	883	887	4	886	903	17	900	914	14	914	901	-13	901	922	21
Hope View	883	896	13	893	900	7	895	916	21	915	928	13	928	933	5
Lake View	758	783	25	791	825	34	811	806	-5	806	809	3	809	838	29
Oak View	733	763	30	765	766	1	766	723	-43	723	763	40	763	760	-3
Star View	847	855	8	854	856	2	855	861	6	861	876	15	876	886	10
Sun View	810	837	27	841	773	-68	767	763	-4	763	809	46	809	820	11
Village View	889	870	-19	872	879	7	876	875	-1	874	881	7	881	901	20
Westmont	789	817	28	825	831	6	824	825	1	824	789	-35	789	792	3
Marine View	828	812	-16	812	841	29	838	864	26	858	846	-12	846	861	15
Mesa View	822	842	20	842	863	21	863	855	-8	851	891	40	891	888	-3
Spring View	793	792	-1	792	841	49	841	834	-7	829	842	13	842	836	-6
Vista View	793	806	13	806	807	1	804	829	25	820	835	15	835	860	25
DISTRICT	824	830	6	831	845	14	842	847	5	844	857	13	857	868	11
STATE	721	727	6	727	742	15	742	755	13	754	767	13	768	778	10

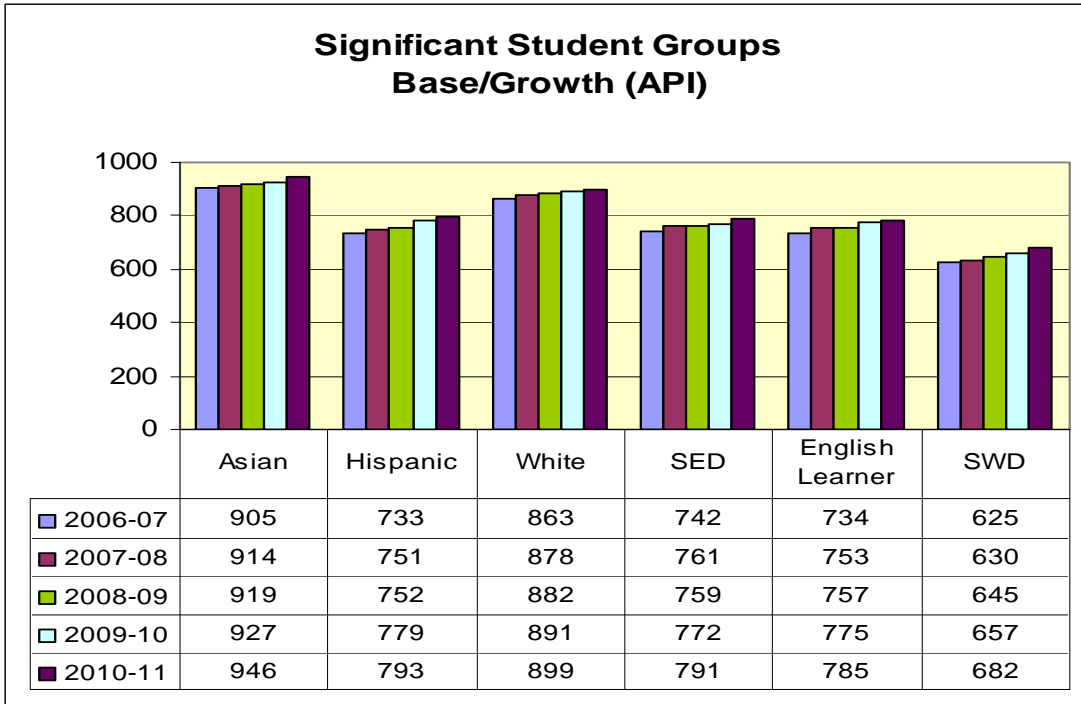
Source: California Department of Education (CDE), DataQuest, "API Results"

**Academic Performance Index (API)
2007-2011 District/State Growth**



Source: California Department of Education (CDE), DataQuest "API Results"

**Academic Performance Index (API)
Significant Student Groups**



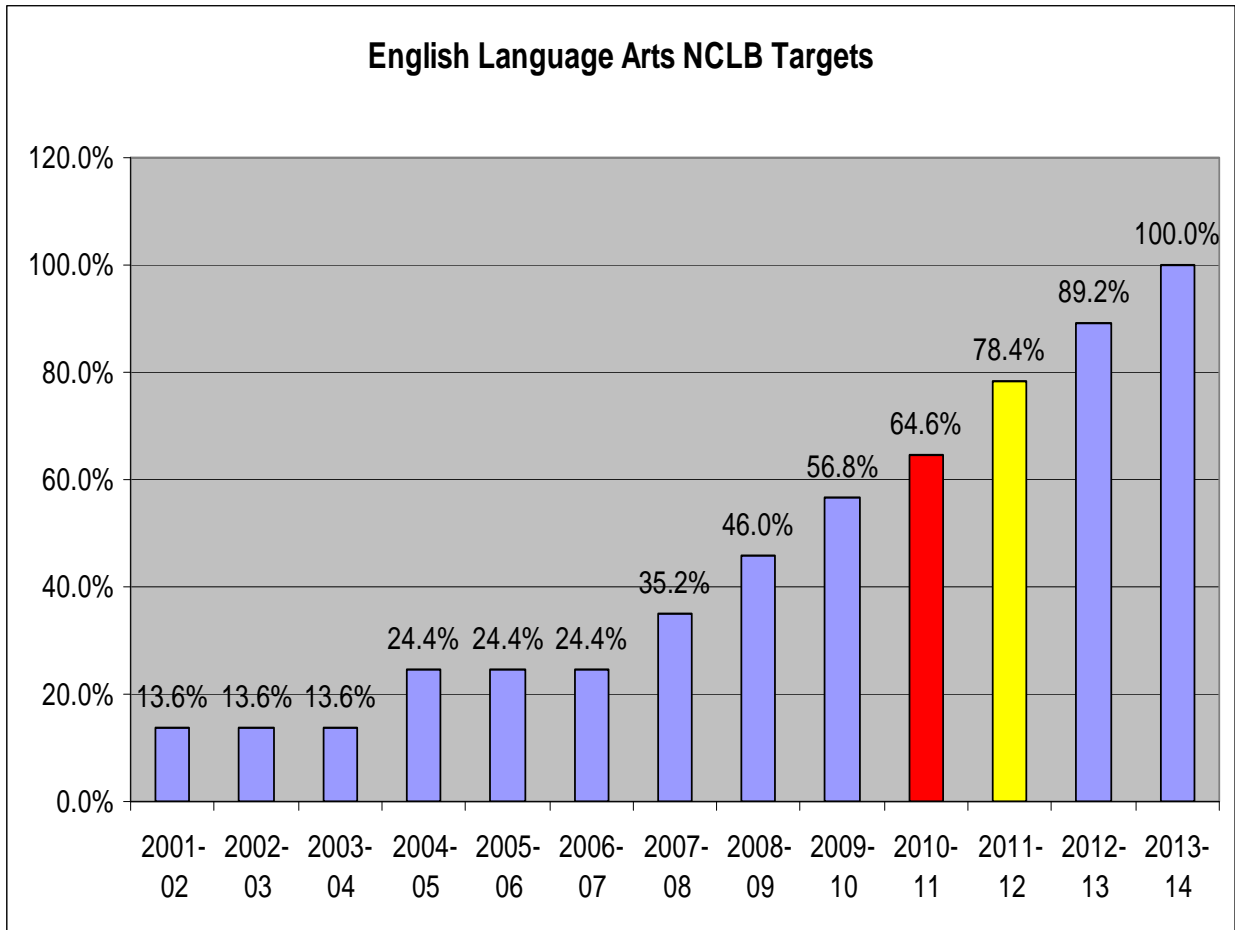
Source: California Department of Education (CDE), DataQuest "API Results"
SED -Socioeconomically Disadvantaged, SWD – Students with Disabilities

Adequate Yearly Progress (AYP)

Under the federal general guidelines of *No Child Left Behind* (NCLB), school districts and schools are expected to make *Adequate Yearly Progress* (AYP) towards meeting State standards as measured by test results referred to as *Annual Measurable Objectives* (AMO). All students are held to the same high academic standards including those who are economically disadvantaged, from racial/ethnic minority groups, have disabilities, or are limited English proficient.

In accordance with *No Child Left Behind*, all students must be proficient or advanced by 2014. The following chart illustrates the targets set by the federal accountability system, referred to as **Adequate Yearly Progress (AYP)**.

In order to meet *Adequate Yearly Progress*, schools must meet the federal targets both school-wide and in all significant subgroups. Ocean View School District met 27 of the 33 criteria in 2010-2011.

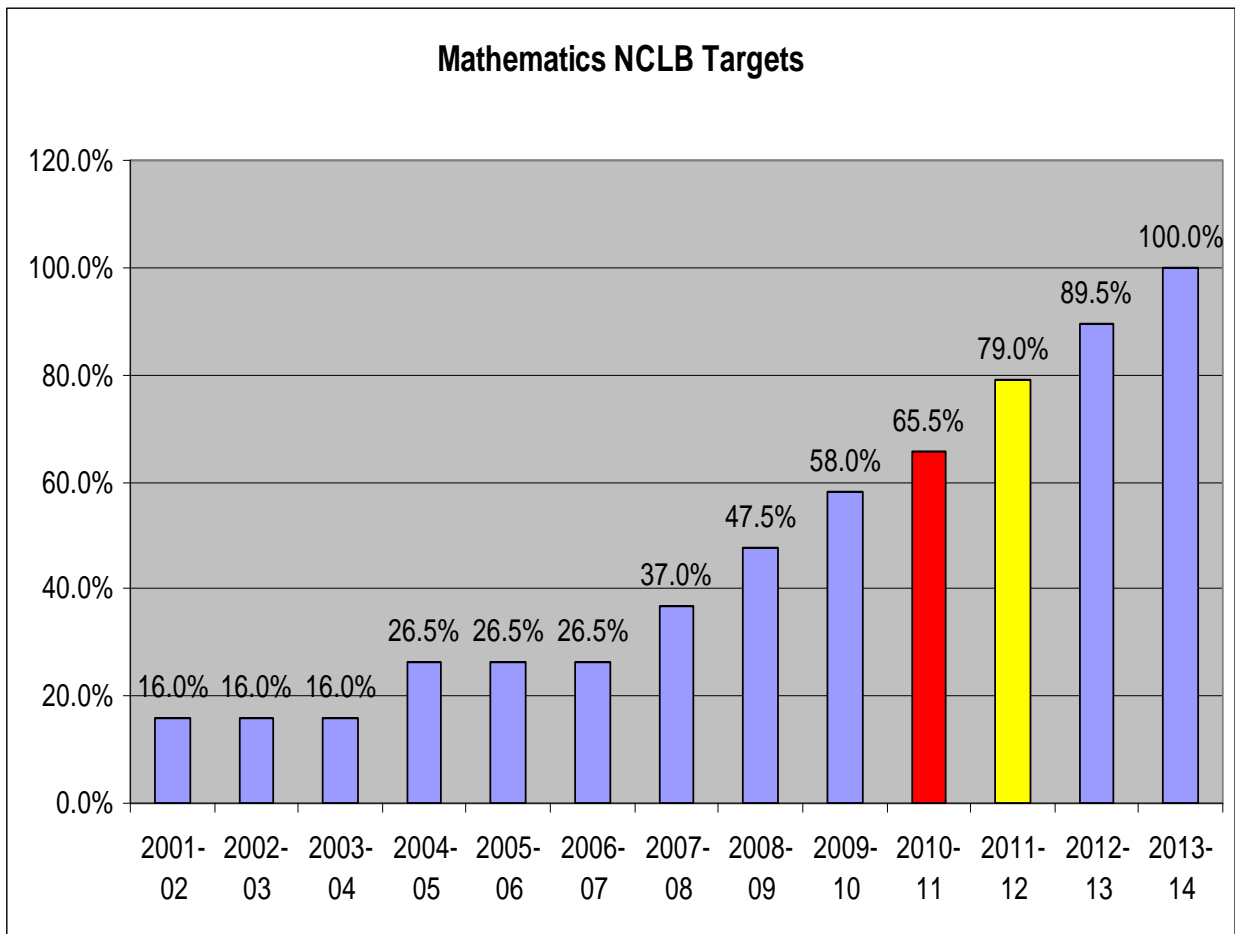




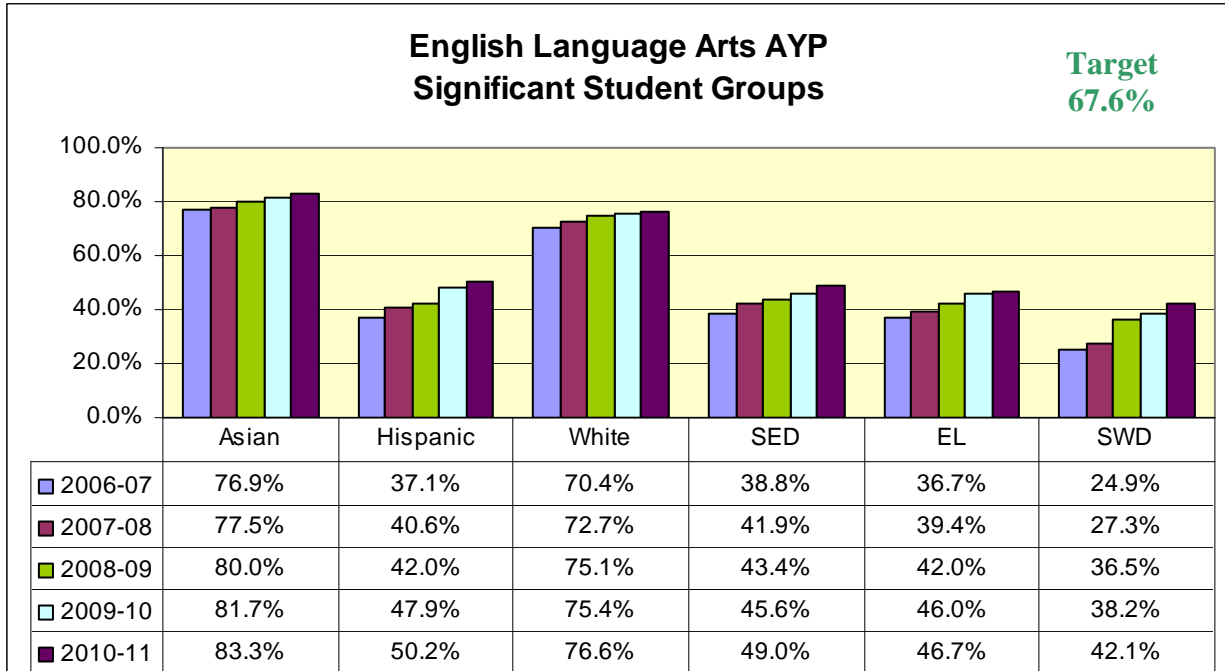
2011 – 2012 Targets

ELA – 78.4%

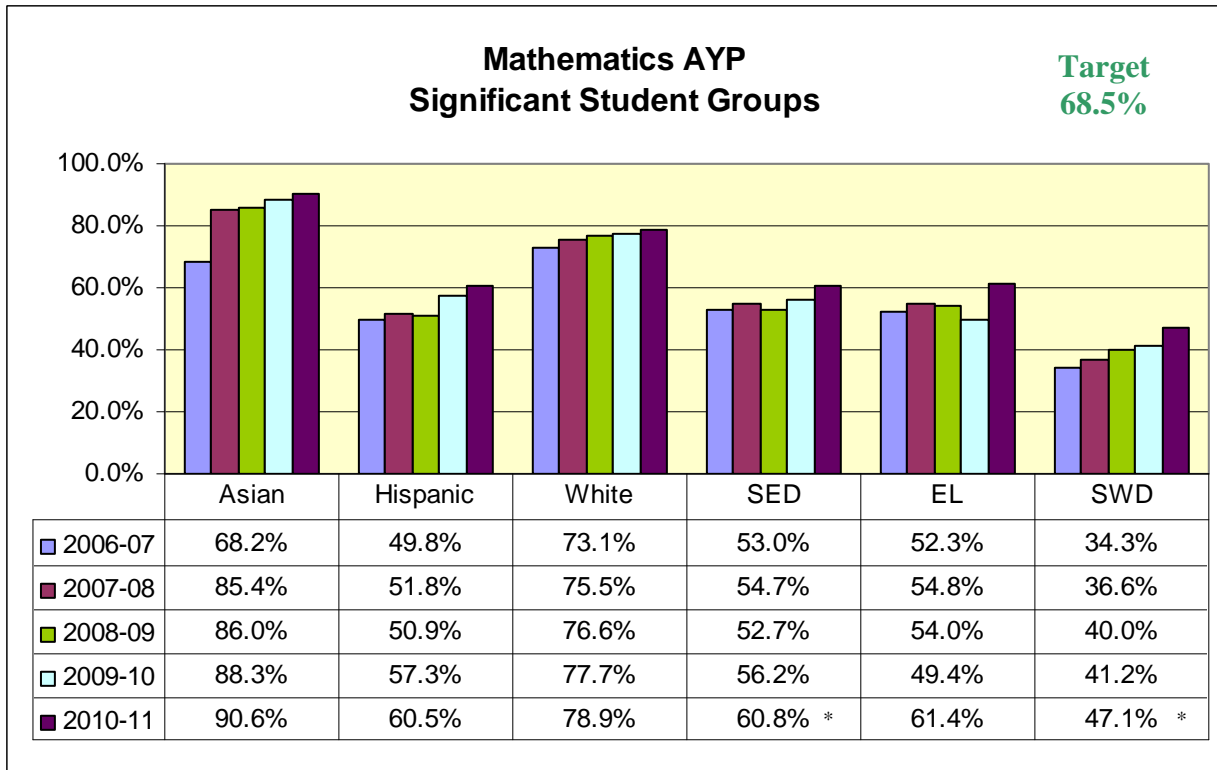
Math – 79.0%



**English Language Arts - 2011
Student Group Percent Proficient (AYP)**



**Mathematics - 2011
Student Group Percent Proficient (AYP)**



* Safe Harbor (SH)

Source: California Department of Education (CDE), DataQuest "AYP Results"
SED - Socioeconomically Disadvantaged, EL - English Learners, SWD - Students with Disabilities

Adequate Yearly Progress (AYP)
(Federal Accountability Measure)

Percent Proficient or Above

SITE	English Language Arts					Mathematics				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
CIRCLE	81.3	83.1	81.8	83.3	83.3	89.5	87.9	85.2	88.5	88.0
COLLEGE	48.9	49.8	60.9	71.5	69.0	57.9	63.9	62.1	71.2	73.1
GOLDEN	57.3	58.7	60.6	62.9	69.2	70.0	66.4	63.6	64.8	79.9
HARBOUR	72.0	74.6	79.9	73.2	77.5	80.5	86.1	85.9	83.6	85.5
HOPE	75.8	78.0	83.0	80.1	83.8	78.0	79.3	83.5	88.7	88.9
LAKE	49.0	52.7	51.0	51.0	61.0	60.0	69.7	64.4	66.4	70.7
OAK	37.0	36.7	34.5	37.3	39.7	64.8	63.3	52.6	63.9	63.4
STAR	63.2	66.0	63.7	71.3	69.8	73.5	69.1	72.5	78.6	80.2
SUN	58.8	43.7	48.0	56.4	54.1	72.4	55.8	57.7	65.4	73.5
VILLAGE	71.3	69.3	71.5	72.0	74.7	74.9	80.4	76.3	78.2	81.5
WESTMONT	54.0	55.2	52.4	45.8	46.7	70.9	72.8	72.6	68.7	72.2
MARINE	63.9	66.7	71.3	69.5	71.3	57.1	63.1	67.5	65.2	66.0
MESA	66.8	70.5	72.6	77.6	74.4	63.3	67.1	69.5	72.0	72.2
SPRING	55.8	66.7	64.1	64.2	63.9	58.9	65.3	67.5	66.2	61.4
VISTA	55.5	56.3	59.8	63.0	65.7	66.0	64.6	64.1	64.3	70.3
DISTRICT	61.3	63.6	65.4	66.8	68.3	67.9	69.7	69.8	71.7	73.9
STATE	45.5	48.4	52.0	55.0	56.2	48.5	51.2	54.2	57.4	58.4

Source: California Department of Education (CDE), DataQuest "AYP Results"

Section V

**ENGLISH LEARNER
ACCOUNTABILITY**

Goals for English Learners

Ocean View School District is committed to providing outstanding programs and services for 2,083 English learners enrolled in schools throughout the District. To make this commitment operational, the District has established goals for English learners. It is the intent and belief that all English learners will meet the following goals:

- Goal 1: Meet grade level content standards
- Goal 2: Acquire fluency in English
- Goal 3: Be assigned to fully qualified staff
- Goal 4: Have access to high quality English learner programs
- Goal 5: Have equal opportunity to succeed
- Goal 6: Have parent and community involvement and support
- Goal 7: Have adequate program resources and support

By combining the performance in each of the four skill areas assessed, an overall English language performance level (scale score) is established for each student. The State has identified five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. The District expectancy for growth in English is for each student to advance one or more performance levels for every year of instruction. The Intermediate level may require two (2) years of instruction.

Under *No Child Left Behind* (NCLB), Title III mandates that English learners make specific progress according to established English language proficiency standards. Each English learner is assessed annually using the California English Language Development Test (CELDT).

Three Annual Measurable Achievement Objectives (AMAOs) must be met annually District-wide by English learners:

AMAO 1: Each English learner is expected to show one year's growth in language acquisition.

AMAO 2: Students District-wide must meet or exceed the state target for proficiency. (Proficiency is determined by scoring an overall 4 or 5 on the CELDT.) AMAO 2 was divided into two groups (less than 5 years and 5 years or more) by SBE in January 2010 and revised in May 2010.

AMAO 3: Students in the English learner subgroup must meet the participation rate and percent proficient or above in both language arts and math on the California Standards Test (CST).

Reclassification Eligibility for English Learners

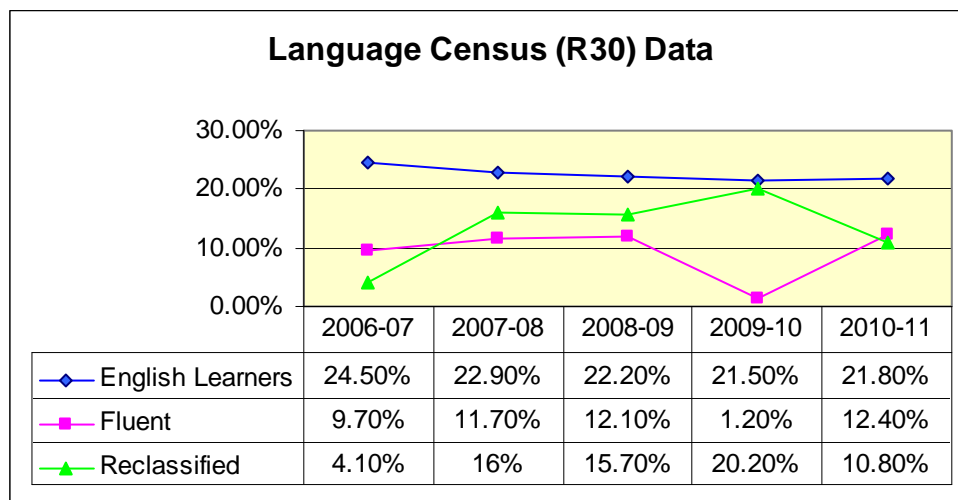
English learner students are reclassified to R-FEP when they meet the following criteria:

- Overall CELDT is Early Advanced or Advanced
- All subtest scores are Intermediate, Early Advanced, or Advanced
- Score at least a 325 on the CST (California Standardized Testing) in English Language Arts (for grades 2-8)
- Meet District criteria for multiple measures assessments (varies by grade level)
- Teacher recommendation

District/State Timeline for Progress in English

Performance Levels – CELDT			Eligible for Reclassification	
<i>Beginning</i>	<i>Early Intermediate</i>	<i>Intermediate</i>	<i>Early Advanced</i>	<i>Advanced</i>
1 st year	2 nd year	3 rd year	4 th year	5 th year

Reclassified Students 2010-2011



Source: California Department of Education (CDE), DataQuest "Title III Accountability Report"

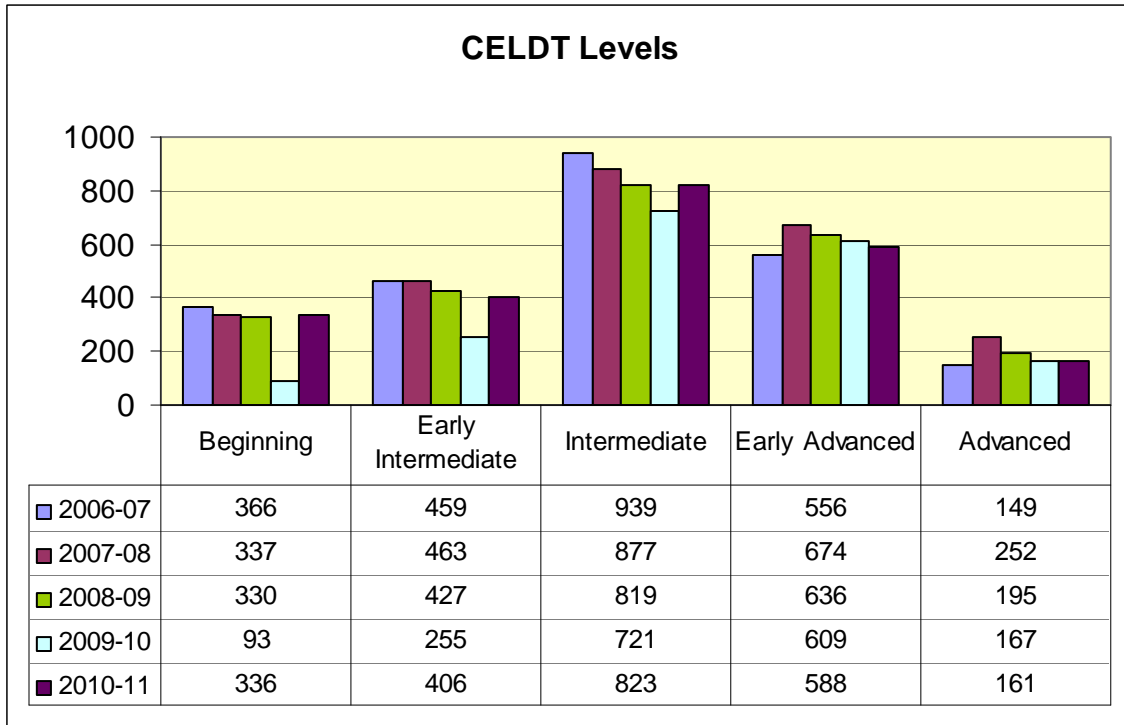
Ocean View School District reclassified 248 students in the 2010-2011 school year.

California English Language Development Test (CELDT)

According to the California Department of Education (CDE), the purpose of the CELDT is to:

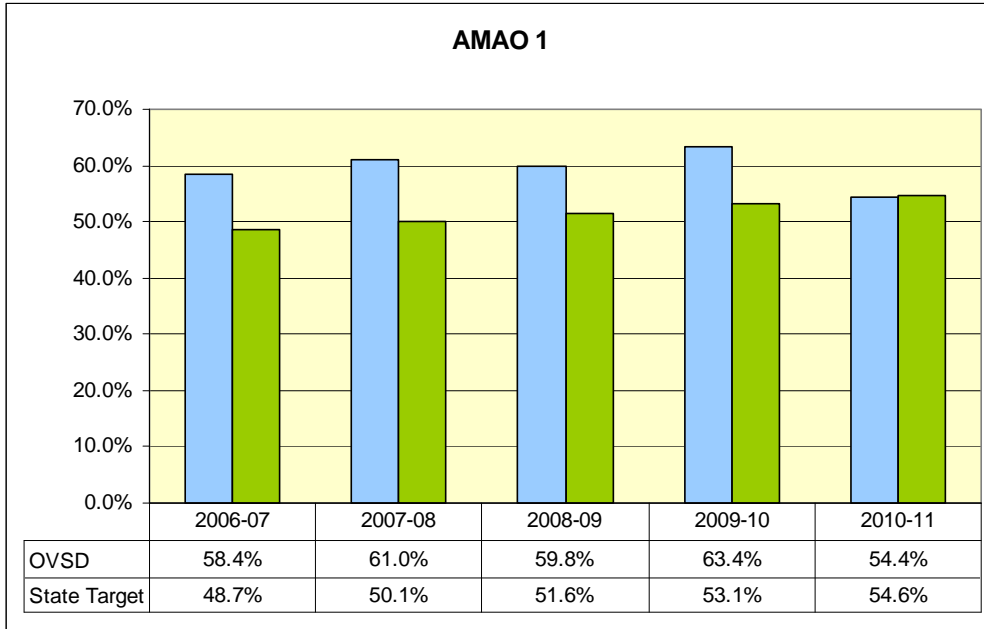
- Identify new students who are English learners, in Kindergarten through grade 12
- Monitor their progress in learning English
- Help decide when they can be reclassified as Fluent English Proficient (FEP)

The CELDT includes State-adopted English language development standards for listening/speaking, reading, and writing skills for Kindergarten through eighth grades.



Source: California Department of Education (CDE) "Dataquest"

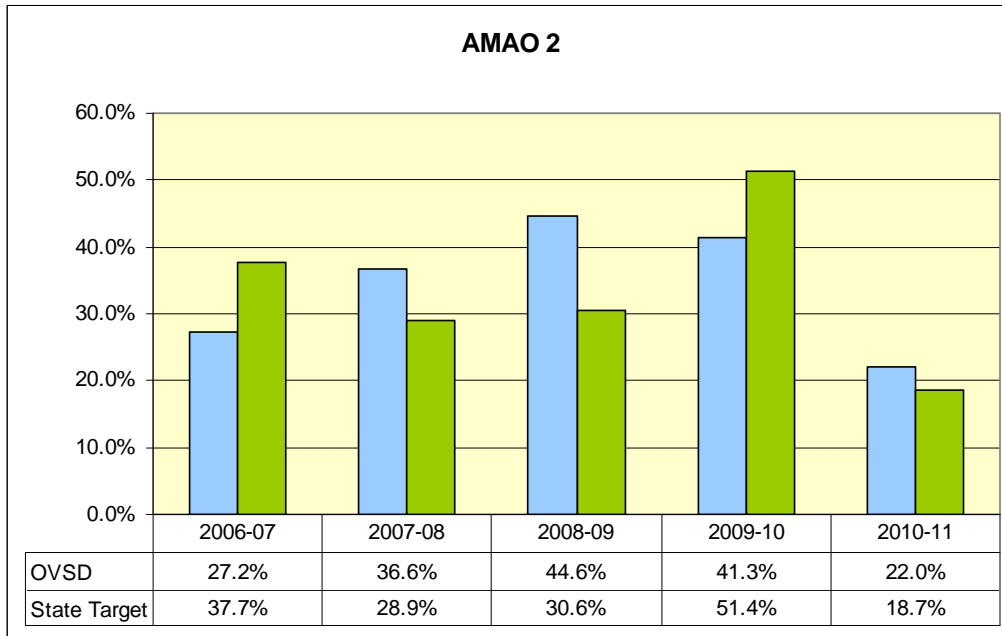
**Percentage of Students Attaining One Year's Progress
Annual Measurable Achievement Objective (AMAO) 1**



Source: California Department of Education (CDE), DataQuest "Title III Accountability Report"

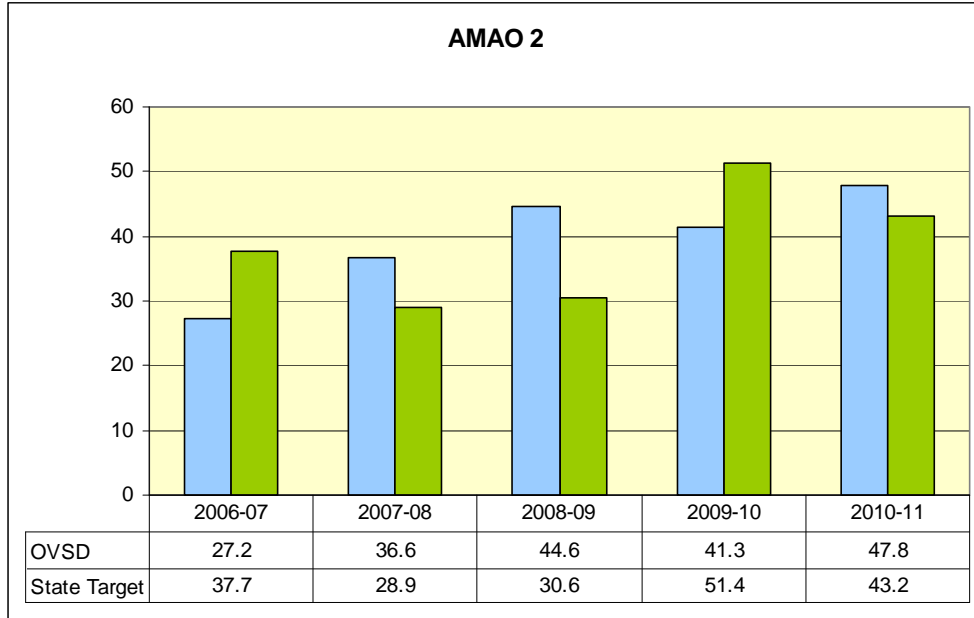
**Percentage of Students Attaining Proficiency on CELDT
Annual Measurable Achievement Objective (AMAO) 2**
(Less than 5 years in U.S. Schools)

Students who attain an overall score of four or five with no subgroup score below a three on the CELDT.



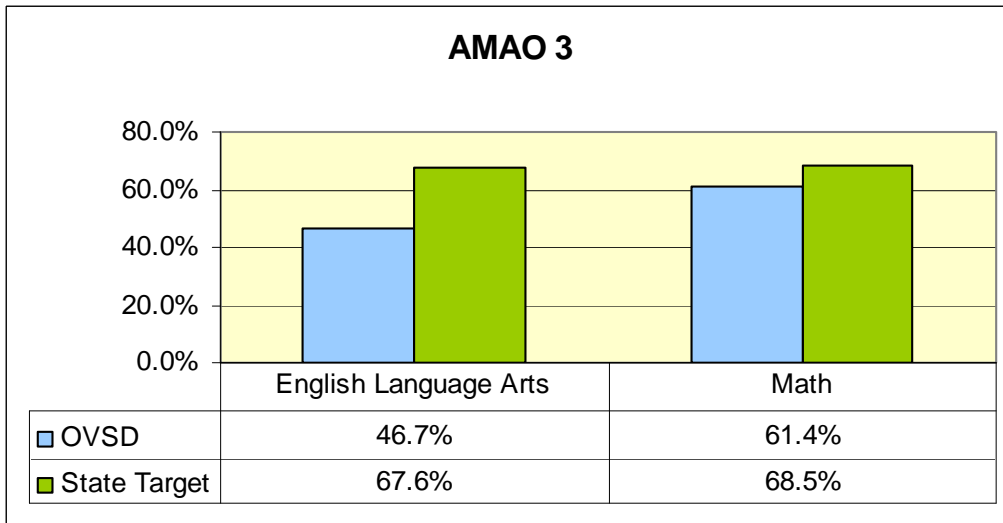
Source: California Department of Education (CDE), DataQuest "Title III Accountability Report"

**Percentage of Students Attaining Proficiency on CELDT
Annual Measurable Achievement Objective (AMAO) 2
(5 years or more in U.S. Schools)**



Source: California Department of Education (CDE), DataQuest "Title III Accountability Report"

**Annual Measurable Achievement Objective (AMAO) 3
Performance Comparison: Ocean View and State**



Source: California Department of Education (CDE) "Dataquest"

Ocean View did not meet AMAO 3 for English learners in either English language arts or mathematics. It is required that English learners meet the AYP targets in both English language arts and mathematics. Ocean View scored 46.7 percent proficient in English Language Arts and 61.4 percent proficient in mathematics. State Targets are 67.6 percent for English Language Arts and 68.5 percent for mathematics.

Section VI

PROGRAM IMPROVEMENT DISTRICT TIMELINE OF REQUIREMENTS AND ACTIVITIES

Program Improvement District Timeline of Requirements and Activities

Program Improvement YEAR 1 (2009-2010)

September 2009

In 2009, Ocean View School District was identified as a Program Improvement district for not meeting all federal targets under No Child Left Behind. Any district receiving federal Title I funding may be identified as Program Improvement if the federal targets are not met. This can occur in two ways: School districts are identified after missing Adequate Yearly Progress (AYP) for two consecutive years on 1) the same content area (English-Language Arts or mathematics); or 2) on the same indicator (API or graduation rate)

Specifically, Ocean View failed to make AYP in mathematics for students with disabilities two years in a row (2008, 2009). The District also missed English-Language Arts in grade spans 2-5 and 6-8 two years in a row:

- In grades 2-5, OVSD missed the ELA target in 2008 for students with disabilities, and we missed the ELA target for English Learners, socio-economically disadvantaged, and Hispanic/Latino students in 2009.
- In grades 6-8, OVSD missed the ELA target in 2008 for students with disabilities, and we missed the ELA target for English learners and Hispanic students in 2009.

October 2009

District administrators attended a state webinar at the Orange County Department of Education (OCDE) for newly identified districts in Program Improvement. The meeting included a review of several surveys that districts should use as tools to assess program strengths and weaknesses relative to the nine Essential Program Components (EPCs). Tools included:

- Academic Program Survey (APS)
- District Assistance Survey (DAS)
- English Learners Subgroup Self-Assessment (ELSSA)
- Inventory of Services and Supports (ISS) for Students with Disabilities

Members of the District's Instructional Services Support Team (ISST) met with the Regional System of District and School Support (RSDSS) team from Orange County Department of Education to plan next steps in the Program Improvement process for Ocean View.

November 2009

The District contracted with OCDE and the RSDSS team to provide professional development to principals and teacher leaders regarding the Program Improvement process through the School Improvement Leadership Institute.

On November 17, eight of the District's 15 schools participated in the Institute, which included information regarding the state and federal accountability systems, the differences between the Academic Performance Index (API) and Adequate Yearly Progress (AYP), the nine Essential Program Components (EPCs) of effective schools, and a review of student achievement data by grade level in language arts and mathematics as compared to similar state schools. Site teams were also introduced to the Academic Program Survey and were charged with facilitating the survey at their individual schools.

December 2009

On December 3, the District's seven remaining schools participated in the School Improvement Leadership Institute.

In alignment with EPC 1, the Board of Trustees adopted new State Board of Education (SBE) approved English-Language Arts instructional materials for all eleven elementary schools. These materials were adopted early in the 2009-2010 school year in order to take advantage of significant savings offered by the publisher.

January 2010

On January 7, District administrators and the RSDSS team met with principals to assist them in tabulating their school's Academic Program Survey (APS) results. A copy of the APS data from each school was submitted to Instructional Services. Results from all 15 schools were tabulated to determine the District's program strengths and gaps relative to the nine Essential Program Components (EPCs).

On January 12, a committee comprised of Cabinet members, other District-level administrators, site principals, and program specialists/teachers on special assignment worked with the RSDSS team to complete the District Assistance Survey (DAS). Based on the nine EPCs, the DAS is a guide to districts in assessing the nature and alignment of district operations and the its capacity to support a rigorous and multi-tiered instructional system at all schools for all students. The DAS is organized around seven broad areas of District work codified in the California Education Code Section 52059(e)(1): Governance; Alignment of Curriculum, Instruction, and Assessments to State Standards; Fiscal Operations; Parent and Community Involvement; Human Resources; Data Systems, Data Analysis, On-going Monitoring; and Professional Development. Along with site APS data, DAS data are intended to inform state required amendments to the District's LEA Plan.

February 2010

On February 16, members of the RSDSS team facilitated the administration of the Inventory of Services and Supports (ISS) for Students with Disabilities with a committee comprised of District administrators (certificated and classified), principals, program specialists/teachers on special assignment, and special education teachers/specialists.

On February 17, the English Learners Subgroup Self-Assessment (ELSSA) was administered to a group of District administrators, principals, and teachers as the final component of the data

collection process for Program Improvement. Along with the ISS, results from the ELSSA are intended to inform amendments to the District's Local Educational Agency Plan (LEAP).

The Director of Instruction and the Coordinator of Categorical Programs worked collaboratively to compile district data collected from all required state surveys to prepare amendments to the District's LEA Plan.

Members of the District's Instructional Services Support Team (ISST) met with the RSDSS team on the development of District-Site Leadership Teams (DSLTS) to assist schools in meeting site-specific needs as identified through each school's Academic Program Survey (APS) results.

March 2010

The Director of Instruction and the Coordinator of Categorical Programs amended the District's LEA Plan as required by the state for Program Improvement. On March 16, the Board of Trustees approved amendments to the District's LEA Plan. LEA Plan amendments were sent to the California Department of Education.

The RSDSS team modeled facilitation of the District-Site Leadership Team (DSLTS) process. The principal and teacher leaders at College View volunteered as the pilot school. RSDSS team members guided the group through a process of reviewing the school's APS results, developing strategies to address identified gaps, and creating a timeline and action plan for program improvement at the site. Members of the District's Instructional Services Support Team (ISST) observed this process in order to effectively facilitate and support DSLTS meetings at the remaining 14 schools.

April 2010

Members of the Instructional Services Support Team (ISST) reviewed the LEA Plan addendum with the District's Leadership Team, along with the DSLTS process. College View's principal shared samples of the timeline and action plan that were outcomes of DSLTS meetings.

All principals were informed that DSLTS meetings would be required at each school to review APS results and develop a timeline and action plan to address identified gaps. Principals were also informed that this process must be completed at each school no later than October 1. Principals were told that each school would be afforded one release day or one day of extra duty pay between May 1 and September 30 for school teams to complete this process (categorical funding).

District administrators on the Instructional Services Support Team (ISST) were assigned to participate on DSLTS at each school.

May 2010

The Hope View DSLTS met to develop their site action plan to address gaps for Program Improvement

In alignment with EPC 1, the Board of Trustees adopted new State Board of Education (SBE) approved English-Language Arts instructional materials for all four middle schools. Additionally, the Board of Trustees also adopted new SBE approved English language development materials as well as an SBE approved mathematics intervention program for students in grades four through seven. *(Note: Algebra Readiness, the eighth grade intervention program, was included as a component in the District's May 2009 mathematics adoption.)*

June 2010

The Golden View, Harbour View, Lake View, Sun View, Village View, and Westmont DSLTs met to develop their site action plan for Program Improvement. The remaining seven schools had DSLT meetings scheduled for August and September, 2010.

In alignment with the nine EPCs, on June 15 the Board of Trustees approved a contract with OCDE to provide materials-based professional development in mathematics for all K-5 teachers as well as for all math teachers in grades 6 through 8.

All state and federal requirements for Program Improvement, Year 1 were met by the District.

Program Improvement YEAR 2 (2010-2011)

Although Ocean View met district-wide academic proficiency targets, certain student groups/subgroups did not make AYP in English-Language Arts and Mathematics in 2010.

- In grades 2-5, OVSD missed the ELA target in 2010 for students with disabilities, English learners, socio-economically disadvantaged students, and Hispanic students. In the area of Mathematics, we missed the target in 2010 for students with disabilities.
- In grades 6-8, OVSD missed the ELA target in 2010 for socio-economically disadvantaged students, English learners and Hispanic students. In the area of Mathematics, we missed the target in 2010 for students with disabilities, English learners, socio-economically disadvantaged students, and Hispanic students.

July 2010

A committee of *Language!* teachers developed a pacing guide for the various levels of the *Language!* reading intervention program.

August 2010

Members of the District's Inter-Disciplinary /Data Team (IDT) met with a team of support staff from Orange County Department of Education to plan professional development for site administrators on the "classroom walk-through" and data collection.

Upon receipt of 2010 Standardized Testing and Reporting (STAR) results, the District was notified that it had entered into Year 2 Program Improvement. Additionally, the District is in Year 2 of Title III Accountability for not meeting Annual Measurable Achievement Objective (AMAO) III.

Three Title I schools were identified for Program Improvement (Year 1): Lake View, Oak View, and Westmont elementary schools.

Orange County Department of Education provided professional development for site and District administrators on instructional rounds and key components of effective instruction as identified by scientific research.

Oak View DSLT met to develop their site action plan for Program Improvement.

September 2010

In alignment with the nine Essential Program Components, District teachers began participation in materials-based training in mathematics. New K-8 mathematics pacing guides were implemented. New SBE-approved ELA textbook series in grades K through 8 and the new SBE-approved ELD program were also implemented. In addition, new pacing guides for the

Language! and *Read 180* reading intervention programs were put in place. The District also commenced implementation of the new SBE-approved mathematics intervention program.

Spring View DSLT met to develop their site action plan for Program Improvement.

October 2010

Circle View, Marine View, Mesa View and Vista View DSLTs met to develop their site action plan for Program Improvement.

November 2010

In alignment with the nine Essential Program Components, on November 16 the Board of Trustees approves a contract with Orange County Department of Education to provide assistance to the Instructional Advisory Network – English Language Arts committee on the development of a K-8 District pacing guide for language arts and the identification of District benchmark assessments.

Fourth and fifth grade teachers administer new District benchmarks for mathematics, first trimester. The data is entered into Data Director.

December 2010

In accordance with Title III Accountability requirements, the English Learner Subgroup Self-Assessment (ELSSA) was re-administered. The data were used to amend the addendum to the LEA Plan.

The District orders iPads® for site and District administrators to conduct instructional rounds and collect data regarding instructional practices.

January 2011

The Instructional Advisory Network – English-Language Arts Committee began working on the development of a K-8 District pacing guide for English-Language Arts and the identification of District benchmark assessments.

The English Learner Subgroup Self Assessment (ELSSA) was administered for a second time as required by Title III Accountability. The results are used to drive revisions to the LEA Plan addendum.

In accordance with Title III Accountability requirements, on January 11 the Board of Trustees approved amendments to the LEA Plan addendum.

District administrators and principals from Program Improvement Year 1 schools attended the Program Improvement Network meeting at Orange County Department of Education to learn about the strategies used by other county schools to exit Program Improvement.

Andy Fisher, Principal, Fairhaven School (Orange Unified School District) attended a Principals' Meeting to share his school's success in exiting Program Improvement.

Second Trimester - School teams reviewed site progress toward goals delineated in the DSLT action plan for program improvement relative to the 9 Essential Program Components.

The Instructional Advisory Network – English Language Development (ELD) Committee started working on an English Language Development (ELD) Pacing Guide.

June 2011

Third Trimester - School teams reviewed site progress toward goals delineated in the DSLT action plan for program improvement relative to the 9 Essential Program Components.

All state and federal requirements for Program Improvement, Year 2 were met by the District.

Program Improvement YEAR 3 (2011-2012)

Although significant academic achievement gains and district-wide academic proficiency targets were realized, Ocean View did not meet all academic proficiency targets in certain student groups/subgroups English-Language Arts and Mathematics in 2011.

- The following subgroups or student groups did not AYP academic proficiency targets in English-Language Arts in 2011: Hispanic/Latino, students with disabilities, English learners, and socio-economically disadvantaged students
- Only two subgroups or student groups, Hispanic/Latino and English learners, did not make AYP academic proficiency targets in Mathematics in 2011.

September 2011

Four Title I schools are identified for Program Improvement. Lake View, Oak View, and Westmont elementary schools entered Year 2 of Program Improvement. Vista View Middle School is identified as Year 1 Program Improvement. All parent notification letters were mailed.

October 2012

The District was also notified that it is now in Year 3 of Title III Accountability for not meeting Annual Measurable Achievement Objectives (AMAO) I and III. Notification letters to parents of English Learners were mailed.

November 2012

At this month's meeting, the State Board of Education is expected to assign corrective action to the new LEAs entering Year 3 Program Improvement which Ocean View School District is among the 55 new districts in Cohort 5 of PI Year 3. Of the 55 districts, Ocean View is considered a "light" district which is least severe identification (identifications may range from light, moderate or severe).

The California Department of Education (CDE) is recommending that the State Board of Education (SBE) take the following individual actions for each of the 55 local educational agencies (LEAs) in Cohort 5 newly identified for Program Improvement (PI) Year 3 based on the 2011–12 Accountability Progress Report:

1. Assign Corrective Action 6 to each of the 55 LEAs as defined here:

Corrective Action 6 is defined consistent with the language adopted by the SBE at its March 2010 meeting, with the addition of professional development activities to support the implementation of the Common Core State Standards (CCSS). The most recent definition of Corrective Action 6 adopted by the SBE at its March 2010 meeting is outlined in Item 23 on the SBE March 10–11, 2010, Agenda Web page at <http://www.cde.ca.gov/be/ag/ag/yr10/agenda201003.asp>.

- Implement a standards-based/standards-aligned curriculum by providing:
 - SBE-adopted kindergarten through grade eight (K–8 [2001 or later]) and standards-aligned grades nine through twelve (9–12) core, and intervention materials, as appropriate, in reading/English-language arts and mathematics to all students.
 - Support for a coherent instructional program in all schools based upon full implementation of the SBE adopted/standards-aligned instructional materials in every classroom, including interventions as needed.
 - Provide appropriate professional development, including, but not limited to, materials-based professional development and use of effective instructional strategies.
 - Provide professional development related to the CCSS as materials are available, such as LEA-wide professional development to increase awareness and understanding of the main concepts of the SBE-adopted CCSS, potential areas of integration of CCSS concepts and skills with current curriculum materials, and implications for improved rigor in effective instruction, student engagement and depth of knowledge.
 - Ensure full implementation of the curriculum as measured by LEA support for implementation of the district assistance and intervention team (DAIT) standards adopted by the SBE at its September 2009 meeting (Item 6 on the SBE September 16–17, 2009, Agenda Web page at <http://www.cde.ca.gov/be/ag/ag/yr09/agenda0909.asp>) and the nine Essential Program Components (EPCs) for instructional success at the school level.
 - Target the instructional needs of students not meeting proficiency targets, especially English learners, students with disabilities, and any racial, ethnic, and socioeconomically disadvantaged student groups not meeting standards.
2. Assign the category of light performance problems to 13 LEAs with a Relative Adequate Yearly Progress (AYP) Performance Index greater than 90 or a 2011 Growth Academic Performance Index (API) at or above 800 as an LEA and, for each significant subgroup, a 2011 API above the state average for that subgroup or above 800. Assign the category of light performance problems to 3 County Offices of Education. Assign the category of moderate performance problems to the remaining 39 LEAs.
 3. Assign resources to each of the LEAs in Cohort 5 of PI Year 3 consistent with federal requirements to provide technical assistance while instituting any corrective action:
 - The 13 LEAs and 3 COEs assigned the light performance problems category will be required to access technical assistance to assist with the implementation of Corrective Action 6. The 39 LEAs assigned the moderate performance problems category in Cohort 5 will be required to contract with a self-selected DAIT or other technical

assistance provider to receive guidance, support and technical assistance pursuant to the SBE-adopted standards.

- All LEAs and COEs assigned the moderate or light performance problem categories in Cohort 5 that have PI schools will be provided with fiscal resources to access technical assistance. The purpose of the technical assistance is to analyze the needs of the LEA and its schools, amend the LEA Plan, and implement key action steps. Those LEAs in the light performance category that do not have PI schools will not receive fiscal resources to access technical assistance.
4. Require, as consistent with previous SBE action taken in March 2011, that each LEA in Cohort 5 of PI Year 3 revise its LEA Plan documenting:
 - The steps the LEA is taking to fully implement Corrective Action 6 and any additional recommendations made by a DAIT or other technical assistance provider. DAITs or other technical assistance providers will be directed to make specific recommendations to address the learning needs of any student group whose academic performance contributed to the failure of the LEA to make AYP.
 - The steps each LEA is taking to support any of its advancing PI schools to restructure and implement school-level corrective action activities.
 5. Require, as consistent with previous SBE action taken in March 2011, that each LEA in Cohort 5 of PI Year 3 post its revised LEA Plan on its local Web site and send the Web link to the CDE for posting on the CDE LEA Plans for LEAs in PI Year 3 Web page at <http://www.cde.ca.gov/ta/ac/ti/leaplanpiyr3.asp>.
 6. Adopt the following proposed timeline for each of the Cohort 5 LEAs in PI Year 3 in 2011–12:

November 9–10, 2011: The SBE assigns corrective actions and technical assistance to each of the 55 LEAs in Cohort 5 that advanced to PI Year 3 in 2011–12 and provides these LEAs with the opportunity to address the SBE concerning their assigned corrective action.

February 2012: As required in California *Education Code* Section 52059(e)(2), the DAIT or other technical assistance provider completes a report that is based on the findings of the needs assessment. The report shall include, at a minimum, recommendations for improving the areas that are found to need improvement. The report also shall address the manner in which existing resources should be redirected to ensure that the recommendations can be implemented.

March 10, 2012: Each of the LEAs in Cohort 5 of PI Year 3 submits a revised LEA Plan incorporating the recommendations for improvement and the redirection of resources outlined in the DAIT or technical assistance provider's report to the CDE for review and feedback.

March 2012: The governing board of the LEA submits any appeals to the State Superintendent of Public Instruction (SSPI) to be exempted from implementing one or more of the recommendations made in the report. The SSPI, with approval of the SBE, may exempt the LEA from complying with one or more of the recommendations made in the report.

March 2012: The CDE reviews the revised LEA plans and provides feedback to the LEAs based upon an SBE-approved rubric.

April 2012: The CDE reports to the SBE on its review of the Cohort 5 LEA revised plans.

April 2012: The governing board of the LEA shall adopt the report recommendations described in paragraph (2), as modified by any exemptions granted by the SSPI under paragraph (3), and the revised LEA Plan at a regularly scheduled meeting of the governing board.

May 2012: Cohort 5 LEAs post their LEA Plans on local Web sites.

7. Require each LEA in Cohorts 1–5 of PI Year 3 to demonstrate progress of LEA Plan implementation and monitoring through annual electronic submission of local evidence to the CDE as described here:
 - A mid-year and end-of-year summary description of the LEA’s progress towards implementation of the strategies and actions in the LEA plan.
 - Documentation of a mid-year and end-of-year data analysis of the LEA’s progress towards student achievement goals in the LEA Plan based on local assessment data.
 - Documentation of annual communication with the local governing board regarding the LEA’s progress toward student achievement goals in the LEA Plan.

**Ocean View School District Highlights
2010 - 2011**

Circle View	☆ Development of Professional Learning Community to analyze data across teams and throughout school with bi-monthly staff meetings and grade level presentations
College View	☆ Improving Attendance Award (36 basis points) ☆ Implementation of Differentiated Instruction
Golden View	☆ Increased API score by 41 points
Harbour View	☆ Improving Attendance Award (40 basis points)
Hope View	☆ Improving Attendance Award (51 basis points)
Lake View	☆ Increased API score by 29 points
Marine View	☆ Improving Attendance Award (99 basis points)
Mesa View	☆ Improving Attendance Award (112 basis points) ☆ Received CalSTAT Award 2011
Oak View	☆ Energy Conservation Award
Oak View Preschool	☆ Provided an outstanding accredited program to preschoolers
Spring View	☆ Energy Conservation Award
Pleasant View OVPP	☆ Development of Collaborative and Comprehensive TEAM to focus on needs of students
Star View	☆ Highest Attendance Award (97.77%)
Sun View	☆ Implementation of Differentiated Instruction ☆ Home of Teacher of the Year 2010 and 2011
Village View	☆ Improving Attendance Award (36 basis points)
Vista View	☆ Increased API score by 25 points
Westmont	☆ Implementation of first full year of PBIS (0 suspensions) ☆ Implementation of Differentiated Instruction