

# Ocean View High School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

### Published During 2015-16

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Ocean View High School
<b>Street</b>	17071 Gothard St.
<b>City, State, Zip</b>	Huntington Beach, CA 92647
<b>Phone Number</b>	714-848-0656
<b>Principal</b>	Courtney Robinson
<b>E-mail Address</b>	crobinson@hbuhsd.edu
<b>Web Site</b>	
<b>Grades Served</b>	9-12
<b>CDS Code</b>	30665483030145

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

### School Description and Mission Statement (Most Recent Year)

Ocean View High School, a California Distinguished School, believes that "Knowledge is Power" and commits to engaging students in the finest possible education. Within a block schedule, students receive preparation for successful lives where they become critical thinkers, academic achievers, community contributors, effective communicators, and lifelong learners. An embedded 20 minute tutorial after every class provides students with the opportunity to receive individual help from any of their instructors. To fulfill its commitment to student success, OVHS offers a variety of experiences, never losing sight of each student's individual needs. A full range of Advanced Placement, Honors, and College Preparation courses challenge and prepare students. Thus, OVHS students are well-prepared for college, university, and career goals. OVHS is proud to be the HBUHSD's magnet for the International Baccalaureate diploma. OVHS features Title I, PELL, AVID, and El Viento programs. Our staff is committed to providing best first instruction as the most effective intervention, and to add further support to students who need help reaching their academic goals. The small population size at OV combats the sometimes difficult transition from middle school to high school for students. The official slogan of Ocean View is, "Knowledge is Power," while the unofficial slogan of the school is, "You can't spell L-O-V-E without OV." At Ocean View, quite simply, we love our kids! We are proud to feature an astounding current 22 staff members that are OVHS graduates! Sixteen current staff members (administrators, certificated, and classified staff) have had their own children or currently have their own children attending Ocean View. Ocean View is very much a family school.

### Student Enrollment by Grade Level (School Year 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
Grade 9	433
Grade 10	387
Grade 11	348
Grade 12	381
<b>Total Enrollment</b>	<b>1,549</b>

### Student Enrollment by Group (School Year 2014-15)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	1.9
American Indian or Alaska Native	2.8
Asian	6.6
Filipino	1.1
Hispanic or Latino	56.7
Native Hawaiian or Pacific Islander	0.7
White	28
Two or More Races	1
Socioeconomically Disadvantaged	50.9
English Learners	19
Students with Disabilities	11
Foster Youth	0.3

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	62	66	64	652
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	7	6	7	43

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.0	2.0
All Schools in District	98.7	1.3
High-Poverty Schools in District	98.8	1.2
Low-Poverty Schools in District	98.6	1.4

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

Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: January 2016

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

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

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

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

At OVHS, architectural planning for the replacement of portable classrooms with permanent classrooms began during the 2003-2004 school year. The new classrooms were occupied by students in the 2006-2007 school year. We also feature recently remodeled and upgraded science classrooms. We are nearly complete on LCD projectors and speaker systems for every classroom and campus-wide wireless internet access. Our pool, complete with locker rooms and showers, opened this fall for our students to use in PE classes, boys and girls water polo, and for our boys and girls swimming teams. The Huntington Beach Adult School construction has been completed on the Ocean View High School campus. The football stadium (also used by soccer and other programs) and track have been remodeled to feature a new rubber track, new grass, and new drainage. The stadium restrooms and stands have been recently remodeled. Additional restrooms have been built. The school common area/quad (known as the lower patio) has been rebuilt to feature additional seating and improved landscaping and aesthetics. Staff, student, handicapped and visitor parking have been rebuilt on the two lots located off Gothard. During the 2015-16 school year there will be upgrades made to the school's theater located in the commons area. Many of the fields are in need of repair/maintenance. The overuse and lack of water usage has put stress on the fields.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/30/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			There has been increase in mice found on campus.
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month in which data were collected: 11/30/15				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

**California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>English Language Arts/Literacy</b>	63	73	44
<b>Mathematics</b>	23	47	33

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

**CAASPP Assessment Results - English Language Arts (ELA)**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	346	332	96.0	12	25	41	21
Male	11		163	47.1	10	27	43	19
Female	11		169	48.8	14	22	40	24
Black or African American	11		8	2.3	--	--	--	--
American Indian or Alaska Native	11		19	5.5	5	5	47	42
Asian	11		25	7.2	0	4	48	48
Filipino	11		5	1.4	--	--	--	--
Hispanic or Latino	11		179	51.7	19	30	37	13
White	11		86	24.9	5	23	47	24
Two or More Races	11		7	2.0	--	--	--	--
Socioeconomically Disadvantaged	11		164	47.4	15	28	41	15
English Learners	11		30	8.7	73	23	0	0
Students with Disabilities	11		33	9.5	55	33	12	0
Foster Youth	11		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**CAASPP Assessment Results - Mathematics**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	346	331	95.7	50	27	17	7
Male	11		160	46.2	51	26	15	9
Female	11		171	49.4	49	28	18	5
Black or African American	11		8	2.3	--	--	--	--
American Indian or Alaska Native	11		19	5.5	26	53	16	5
Asian	11		27	7.8	26	19	30	26
Filipino	11		5	1.4	--	--	--	--
Hispanic or Latino	11		178	51.4	60	26	11	3
White	11		84	24.3	40	24	25	10
Two or More Races	11		7	2.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Socioeconomically Disadvantaged</b>	<b>11</b>		165	47.7	56	28	10	5
<b>English Learners</b>	<b>11</b>		31	9.0	94	6	0	0
<b>Students with Disabilities</b>	<b>11</b>		32	9.2	91	9	0	0
<b>Foster Youth</b>	<b>11</b>		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

#### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	50	47	44	73	71	73	59	60	56

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

#### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
<b>All Students in the LEA</b>	73
<b>All Students at the School</b>	44
<b>Male</b>	51
<b>Female</b>	36
<b>Black or African American</b>	--
<b>American Indian or Alaska Native</b>	--
<b>Asian</b>	73
<b>Filipino</b>	--
<b>Hispanic or Latino</b>	31
<b>Native Hawaiian or Pacific Islander</b>	--
<b>White</b>	71
<b>Two or More Races</b>	--
<b>Socioeconomically Disadvantaged</b>	22
<b>English Learners</b>	2
<b>Students with Disabilities</b>	35
<b>Foster Youth</b>	--

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



## Career Technical Education Programs (School Year 2014-15)

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

### Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	643
% of pupils completing a CTE program and earning a high school diploma	90.67%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	4%

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	97.35
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	57.86

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	53	50	43	72	59	63	57	56	58
Mathematics	51	55	48	74	64	67	60	62	59

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

### California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	28	25	48	24	39	37
All Students at the School	57	19	24	52	32	16
Male	59	18	23	53	31	16
Female	53	20	27	51	34	15
Asian	41	18	41	18	55	27
Hispanic or Latino	70	16	14	64	27	9
White	34	22	44	33	36	32
Socioeconomically Disadvantaged	66	18	16	57	34	9
English Learners	97	2	1	86	14	
Students with Disabilities	86	8	6	82	14	4

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

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.10	18.30	45.60

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (Most Recent Year)

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

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	3.40	5.40	3.50	2.40	2.80	2.30	13.10	11.40	11.50
Graduation Rate	94.65	88.93	91.25	93.91	93.08	94.06	78.87	80.44	80.95

### Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	84.13	86.72	84.6
Black or African American	77.78	76.47	76
American Indian or Alaska Native	81.25	87.27	78.07
Asian	92.31	89.92	92.62
Filipino	100	91.11	96.49
Hispanic or Latino	80.93	78.12	81.28
Native Hawaiian/Pacific Islander	100	93.1	83.58
White	86.87	90.63	89.93
Two or More Races	133.33	71.93	82.8
Socioeconomically Disadvantaged	47.22	45.83	61.28
English Learners	50.77	47.69	50.76
Students with Disabilities	83.41	80.92	81.36
Foster Youth	--	--	--

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	5.21	4.83	3.98	3.84	2.81	1.84	5.07	4.36	3.80
Expulsions	0.00	0.13	0.06	0.14	0.11	0.10	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

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

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

## D. Other SARC Information

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	Yes	No	Yes

### Federal Intervention Program (School Year 2015-16)

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

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

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

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	29	12	26	24	33	11	27	26	23	14	28
Mathematics	29	14	12	27	30	9	15	28	30	9	12	31
Science	30	10	5	24	30	9	8	24	30	8	12	23
Social Science	31	6	8	23	30	7	10	24	30	7	12	22

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

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	1502
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0.333	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	7.4	N/A
Other*	2	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. \*Includes Guidance Specialists.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,598	0	\$8,598	\$75,983
District	N/A	N/A	\$8,598	\$81,891
Percent Difference: School Site and District	N/A	N/A	0.0	-7.2
State	N/A	N/A	\$5,348	\$74,908
Percent Difference: School Site and State	N/A	N/A	60.8	1.4

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

**Types of Services Funded (Fiscal Year 2014-15)**

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

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,701	\$44,363
Mid-Range Teacher Salary	\$84,650	\$71,768
Highest Teacher Salary	\$105,488	\$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$121,276
Average Principal Salary (High)	\$150,362	\$133,673
Superintendent Salary	\$255,412	\$210,998
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

**Advanced Placement (AP) Courses (School Year 2014-15)**

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

\* Cells with N/A values do not require data. Where there are student course enrollments.

**Professional Development (Most Recent Three Years)**

The last few years we have been focusing on reflection, collaboration and making connections with students. We have also focused on teaching our English Learners by sharing strategies school-wide. We have most of our teaching staff that has been AVID trained and AVID strategies are used as well.

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

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

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

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