

## School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

### I. Data and Access

#### 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

### II. About This School

#### Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Ocean View Elementary School	<b>District Name</b>	Albany Unified School District
<b>Street</b>	1000 Jackson Street	<b>Phone Number</b>	(510) 558-3750
<b>City, State, Zip</b>	Albany, CA 94706	<b>Web Site</b>	<a href="http://www.ausdk12.org">www.ausdk12.org</a>
<b>Phone Number</b>	510-558-4800	<b>Superintendent</b>	Marla Stephenson
<b>Principal</b>	Terry Georgeson	<b>E-mail Address</b>	<a href="mailto:lhornada@ausdk12.org">lhornada@ausdk12.org</a>
<b>E-mail Address</b>	<a href="mailto:tgeorgeson@ausdk12.org">tgeorgeson@ausdk12.org</a>	<b>CDS Code</b>	01-61127-6116222

#### School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

The mission of Ocean View Elementary School is to provide a quality comprehensive learning experience for all students in a safe, inclusive and engaging environment.

We are located near the shores of the San Francisco Bay and a neighbor to the University of California Berkeley Family Housing. Our enrollment is currently at 563 students with 24 different languages spoken. The school serves students in grades k-5 with 23 classrooms. Additional resources are allocated to serve students in need of Reading and Math Intervention, English Language instruction, Speech and Language, Special Education Resource services, Adaptive Physical Education, Occupational Therapy, and counseling. Students also participate in music, physical education, science, and Library media classes taught by specialists.

Ocean View School staff values each student, promoting dignity and respect, while offering a rigorous comprehensive core curriculum based on California State Standards. Our staff of fully credentialed and Cross-cultural Language and Academic Development (CLAD) certified teachers collaborate to produce a differentiated approach to instruction. Their efforts are

reflected in their students' performance on the California Standards Test. The most recently released Adequate Yearly Progress (AYP) results report 87% of Ocean View students are proficient or advanced in both English Language Arts and Math, school-wide.

In addition, we offer a fee-based enrichment program is offered to students who are enrolled in the Early Bird and Late Bird reading programs in grades 1st through 3rd. Some enrichment classes offered include: Spanish, Vocal Music, Yoga, World Percussion, Tennis, and Chess.

Our campus houses a childcare program as a convenience to parents called Cedars, Maples . The before- and after-school program is available from 7:30 a.m. to 6:00 p.m. and serves students in grades K-3. Inquiries regarding the program should be directed to Susan Stevenson, Director of the Children's Center, (510)559-6590. School.

**Opportunities for Parental Involvement (School Year 2009-10)**

This section provides information about opportunities for parents to become involved with school activities.

Parents are involved and support our school by participating in the School Site Council (SSC), English Language Advisory Council (ELAC), and the Parent Teacher Association (PTA), as well as, donate thousands of hours in classrooms each year. Parents organize and facilitate fundraisers and parent education events, organize community events, and provide supplemental instructional materials.

**Student Enrollment by Grade Level (School Year 2009-10)**

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	98
Grade 1	96
Grade 2	79
Grade 3	83
Grade 4	87
Grade 5	104
<b>Total Enrollment</b>	<b>547</b>

**Student Enrollment by Group (School Year 2009-10)**

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	6.4	White	22.3
American Indian or Alaska Native	1	Two or More Races	3.6
Asian	36.3	Socioeconomically Disadvantaged	17.2
Filipino	2	English Learners	50.3
Hispanic or Latino	11.8	Students with Disabilities	9.4
Native Hawaiian/Pacific Islander	0.55		

**Average Class Size and Class Size Distribution (Elementary)**

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	20.2	3	3	0	20.4	3	2	0	24.7	0	5	0
<b>1</b>	21.0	0	6	0	19.0	4	0	0	26	0	4	0
<b>2</b>	19.8	4	1	0	19.8	4	0	0	24.2	0	4	0
<b>3</b>	20.0	3	1	0	19.4	5	0	0	24.6	0	4	0
<b>4</b>	29.3	0	3	0	29.0	0	3	0	31.3	0	3	0

5	28.0	0	4	0	30.0	0	2	0	26	0	4	0
K-3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3-4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4-8	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

### III. School Climate

#### School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

Safety is a priority at Ocean View Elementary School. As part of district K-8 program we have implemented a school wide behavior program, BEST. The BEST team has developed behavior expectations for common areas around the school. Classroom and common area behavior expectations are framed around 3 core ideas: Be Safe, Be Responsible, and Be Respectful. Classroom and school-wide incentives are tied to each of the "3 B's." In addition, Ocean View teachers integrate anti-bullying curriculum, Welcoming Schools, into their curricula and Ocean View students are trained as Conflict Managers.

#### Part I: Emergency Organization and Management

Responsibilities of AUSD site personnel, instructional staff, site coordinator, and ERT committee. Concept of Emergency Functions, including a summary of planned response, Site ERT notification, communications, evacuation, damage survey, student release and site closure, shelter, crisis incident stress debriefing, after event critique and after action report.

#### Part II: Emergency Procedures

- Building Evacuation
- Fire
- Chemical Accident
- Earthquake
- Air Pollution
- Explosion/aircraft crash
- Bomb threat
- Suspicious individuals
- Medical/First Aid
- Terrorist Situation

#### Part III: Emergency Forms and Checklists

- Sample parent letter
- Hazard identification checklist
- Recommended emergency supplies
- Guidelines for preparing a buddy teacher list
- Sample emergency information sheet
- Sample student district notice of first aid care
- Sample site status report

For further information regarding the school's safety plan, feel free to contact the principal.

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0.0	2.0	0.4	4.6	9.8	6.0
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

District facility committees have completed studies of district-wide needs as we plan for the future. In general, our district needs to prepare for continued growth in enrollment and is renovating existing facilities. Voters passed a \$31.6 million school bond for construction and renovation of the Albany schools. With the school bond and state funding, the district built a new middle school in 1999 and completed a new high school in 2001 to replace the existing Albany High School. An additional State modernization

bond was passed Fall 2003 and a local construction bond was passed by Albany voters in Fall 2004. Modernization of all district elementary schools began in 2000 and was completed in 2007. Modernization includes new fire alarm/sprinkler system, new intercom/phone system, network, seismic retrofit, ADA-compliant restrooms/accessibility, code-compliant heating/ventilation/AC (HVAC), energy conservation, new lighting, suspended ceilings, code-compliant doors and door hardware, replacement of old floor tile, roof system repair/replacement, replacement of portable classrooms, painting, etc.

### School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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]	[ ]	[ ]	
<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]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
<b>With Full Credential</b>	31	25	25	184
<b>Without Full Credential</b>	0	0	**	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99.0	1.0
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	98.6	1.4

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	n/a	n/a
Counselor (Social/Behavioral or Career Development)	n/a	---
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (paraprofessional)	n/a	---
Psychologist	0.4	---
Social Worker	n/a	---
Nurse	n/a	---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)	n/a	---
Other	3.8	---

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	The district adopted Houghton-Mifflin Language Arts materials for all students grades K-5.	0	Yes
Mathematics	The district has adopted Everyday Math and is implementing the program across the elementary schools in current school year.	0	Yes
Science	The district adopted Delta/Full Option Science System in 2007.	0	Yes

<b>History-Social Science</b>	The district adopted Houghton Mifflin for K-1, and is using Harcourt for grades 2-5.	0	Yes
<b>Foreign Language</b>	N/A	N/A	Yes
<b>Health</b>	N/A	N/A	Yes
<b>Visual and Performing Arts</b>	N/A	N/A	Yes

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
<b>School Site</b>	\$6,939	\$2,314	\$4,625	\$61,029
<b>District</b>	---	---	\$5,443	\$64,092
<b>Percent Difference: School Site and District</b>	---	---	-9.96%	-10.95%
<b>State</b>	---	---	\$5,681	\$61,706
<b>Percent Difference: School Site and State</b>	---	---	-11.08%	-12.77%

### Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Funding through categorical and other sources was used to support the following:

- Clerk Aide
- Intervention teacher
- English Language Learner Specialist
- Library/Media Specialist
- Reading Intervention Materials
- After School Math Intervention for 1st through 5th grade
- Noontime supervision

### Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$42,779	\$38,970
<b>Mid-Range Teacher Salary</b>	\$62,305	\$59,776
<b>Highest Teacher Salary</b>	\$83,985	\$78,072
<b>Average Principal Salary (Elementary)</b>	\$116,316	\$94,605
<b>Average Principal Salary (Middle)</b>	\$125,566	\$98,480
<b>Average Principal Salary (High)</b>	\$134,164	\$106,266
<b>Superintendent Salary</b>	\$205,692	\$144,721
<b>Percent of Budget for Teacher Salaries</b>	28.4	38.8
<b>Percent of Budget for Administrative Salaries</b>	4.5	6.0

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	71	74	74	71	75	75	46	50	52
Mathematics	77	84	84	70	75	75	43	46	48
Science	80	79	79	70	74	74	46	50	54
History-Social Science	0	0	0	51	60	60	36	41	44

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	78.5	85	82	
All Student at the School	74	84	79	
Male	72	85	78	
Female	77	84	80	
Black or African American	78	78	*	
American Indian or Alaska Native	*	*		
Asian	77	93	79	
Filipino	*	*	*	
Hispanic or Latino	62	77	76	
Native Hawaiian/Pacific Islander	*	*		
White	76	86	74	
Two or More Races	86	80	10	
Socioeconomically Disadvantaged	*	*	*	
English Learners	66	83	63	
Students with Disabilities	*	*	*	
Students Receiving				

Migrant Education Services				
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**California Physical Fitness Test Results (School Year 2009-10)**

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tq/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	**	**	**

**X. Accountability**

**Academic Performance Index**

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

**Academic Performance Index Ranks – Three-Year Comparison**

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	10	9	10
Similar Schools	8	5	9

**Academic Performance Index Growth by Student Group – Three-Year Comparison**

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	-2	40	-4
Black or African American			
American Indian or Alaska Native			
Asian	-3	29	-22
Filipino			
Hispanic or Latino		58	-4
Native Hawaiian/Pacific Islander			
White	18	33	-3
Two or More Races			
Socioeconomically Disadvantaged	-9	52	
English Learners	-14	35	-7
Students with Disabilities			

**Academic Performance Index Growth by Student Group – 2010 Growth API Comparison**

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	913	871	767

<b>Black or African American</b>		726	686
<b>American Indian or Alaska Native</b>			728
<b>Asian</b>	945	906	890
<b>Filipino</b>			851
<b>Hispanic or Latino</b>	859	781	715
<b>Native Hawaiian/Pacific Islander</b>			753
<b>White</b>	926	894	838
<b>Two or More Races</b>			808
<b>Socioeconomically Disadvantaged</b>		784	712
<b>English Learners</b>	910	830	692
<b>Students with Disabilities</b>		650	580

### Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
<b>Overall</b>	Yes	No
<b>Participation Rate: English-Language Arts</b>	Yes	Yes
<b>Participation Rate: Mathematics</b>	Yes	Yes
<b>Percent Proficient: English-Language Arts</b>	Yes	No
<b>Percent Proficient: Mathematics</b>	Yes	No
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	N/A	No

### Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	Not In PI
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>	---	
<b>Percent of Schools Currently in Program Improvement</b>	---	

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The teaching faculty is offered three district-wide staff development days during the school year. In addition, meetings held

every Wednesday afternoon, these professional development days offer teachers the opportunity to collaborate with one another about their curriculum, instruction and assessments, to share best practices with colleagues, and to discuss ways to better support our students' learning. On a monthly basis, Ocean View teachers collaborate with the faculty at Cornell School and Marin School in order to align our work across the district. An on-going focus for this collaboration is the implementation of our adopted math program, Everyday Math, through an elementary Math Coach.

Instructional Leadership Team (ILT) members from the High School, Middle School, and Elementary Schools attended summer professional development on BEST, Professional Learning Communities, and Essential standards and assessments.