

The Single Plan for Student Achievement

Ocean View Elementary School

School Name

01-61127-6116222

CDS Code

Date of this revision: May 2010

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Albany Unified School District

School District

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The District Governing Board approved this revision of the School Plan on June 2, 2010.

II. School Vision and Mission

It is our mission at Ocean View Elementary School to provide a quality and thoughtful academic experience for students in a caring environment. We are a unique public school that is proud of our diverse community. Our teachers strive to create safe, inclusive and engaging classrooms as places for learning and exploration . Student are challenged and encouraged to develop critical thinking, empathy through active listening, and problem solving skills, needed to reach their full potential. This mission is possible due to:

- A highly qualified, dedicated teaching staff,
- A diverse and highly motivated student body
- A supportive and caring parent community
- A school site that is safe and welcoming

This exceptional academic, social and diverse experience contributes to the development of responsible, confident life-long learners for students and teachers alike.

III. School Profile

Ocean View School is the largest and newest of the three elementary schools in the Albany Unified School District. Converted from a middle school in the mid 1990's and modernized in 2007 we are located near the University of California Berkeley Student Housing Village and near the East Bay shoreline. Students come to us from the village as students of U.C. students and from the local community of Albany. Ocean View School serves a diverse population of 560 students, of which 41% are Asian, 26% Caucasian, 14% Latino/Hispanic and 9% African American. We offer a modern and welcoming learning environment. Grade level classrooms are grouped together, inspiring collaboration and community. We feature a well equipped library and a computer lab. Administration, teachers and staff are committed to providing students with a rigorous standards based educational program that encourages a love for learning in our students. We are dedicated and committed to the development of the whole child, social, emotional and academic. As our mascot the sea otter teaches us, we support one another, learn from one another and live together. This is Ocean View Elementary School.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

The redesignation rate of English Learners (EL) to RFEP (Redesignated Fluent English Proficient) as assessed on multiple measures including the CELDT, is high. Through the classroom teachers' skilled instruction, the support students receive in the ELD program, the high academic standards of the school and families, and strong parent support are all factors which contribute to this success.

2. Ocean View reports over 80% of all student scoring at the proficient or advanced levels on the California Standards Test (CST) and is consistently been much higher than the California average in reading /language arts and mathematics at all grade levels. In addition, the API or Academic Performance Index for students at Ocean View School exceeds the federal Annual Measurable Academic Objectives (AMAOs) set for all schools.

B. Surveys

Conclusions from Parent and Teacher Input through the Annual School Site Survey:

Teachers, staff, and parents provide feedback to administration concerning program and services that are intended to support Ocean View School mission and goals. Annually, each stake holder has an opportunity to complete a funding survey that administration and site council align results with the school goals in an attempt to meet the needs of all our students and subgroups of students. In addition, the Healthy Kids Survey is given every two years to gather input from all 5th grade students.

C. Classroom Observations

The principal conducts regular 'walk-throughs" of classrooms during the school year. Feedback from the principal is provided to teaches through oral and written communications. Formal evaluation observations are completed by the principal for teachers who are in their evaluation year. Observed formally two times a year teachers and principal participate in pre and post-observation conferences. Feedback is provided through these conferences as well as through written reports based on the California Standards for the Teaching Profession.

D. Student Work and School Documents

Teachers regularly analyze student work, achievement data, and performance on assessments in order to determine the instructional needs of their students. This ongoing reflection on student achievement is part of the faculty's cycle of inquiry, and it drives the overall instructional program at Ocean View School. Students who are struggling to reach mastery of standards receive instruction that is differentiated and intended to meet the specific students needs. Those who do not reach proficiency or mastery of standards may receive targeted intervention to assist in their academic progress through pull out or after school programs.

E. Analysis of Current Instructional Program (See Appendix B)

Ocean View Students perform well relative to grade level standards as determined by multiple performance assessment results. Student achievement is improving as evidenced by results on the annual California Standards Tests. Multiple measures of assessment include the STAR testing, AUSD Fall and Spring Grade Level Assessments, teacher-developed tests and report cards. The needs of underperforming students are addressed individually and as groups. Grade Level, SST's and subject committees work to determine strategies, interventions, and communications with families for these students.

V. Description of Barriers and Related School Goals

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of state and federal data. The Ocean View staff and School Site Council worked together to review the data and academic performance of all students, including English Language Learners, economically disadvantaged students, students with special needs, and student in subgroups who are underachieving.

The School Site Council has analyzed the academic performance of all student subgroups and has considered the effectiveness of key elements of the instructional program for students. AS a result, it has adopted the following school goals, related actions to raise the academic performance of students and subgroups of students not meeting state standards:

VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

District Strategic Plan - Strategies 1, 2 and 3

1. **We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.**
2. **We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.**
3. **We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.**

School Goal #1:

Ocean View students met all 25 of 25 AYP criteria set by the State of California (as determined by CST/STAR data.) The API score showed a growth of 40 points at 917 for 2009 of which 20% of all students were below proficiency in Mathematics. These students come from a cross section of subgroups, with the Socio Economic Disadvantaged (SED) subgroup most highly represented. Other subgroups working towards proficiency are: English Language Learners, African American students, Hispanic/Latino students and students with disabilities. Our goal is to identify specific students and reduce this achievement gap across subgroups by at least 3%.

Student groups and grade levels to participate in this goal

All students from kindergarten to 5th grade will participate in this goal.

Anticipated annual performance growth for each group

3% of our students currently scoring basic, below basic or far below basic on the mathematics' portion of the CST test will progress one level higher. As well, students scoring proficient or above proficiency will maintain scores from previous year or demonstrate one level growth.

Means of evaluating progress toward this goal

We will evaluate this goal using math assessments embedded within the Everyday Math Program, pre and post assessments through the after school math club, as well the mid-year district benchmark assessments.

Group data to be collected to measure academic gains

CST/STAR, data will be gathered and used to measure the academic gains for all subgroups. Mid-year district benchmarks assessments and Everyday Math Assessments. In addition, pre-post tests for after school intervention programs will be collected and evaluated by teachers.

| Action Steps | Start Date and Completion Date | Proposed Expenditure | Estimated Cost | Funding Source | Evidence of Success | Linked to District Strategic Plan Strategies 1, 2, and/or 3 |
|---|--|--|----------------|-------------------|---------------------|---|
| Systematically study, disaggregate and use academic performance data to identify students who are performing below proficiency and assist in identifying key standards for improving instructional strategies. | September (CST's) mid-year and end of the year assessments | Staff development funding / Staff meeting time | | | TBD | Strategy 1-2 |
| Provide intervention support through instructional strategies and additional instructional time. These strategies and interventions will address the needs of students who demonstrate low proficiency, or gaps, in areas of mathematics. | Ongoing September to June | Before - after school and class time interventions | | Title 1 and SLIBG | | Strategy 2 |

| Action Steps | Start Date and Completion Date | Proposed Expenditure | Estimated Cost | Funding Source | Evidence of Success | Linked to District Strategic Plan Strategies 1, 2, and/or 3 |
|--|---|--|----------------|----------------|---------------------|---|
| Increase student use of Everyday Math online resources and home link workbooks to provide practice and additional communication between teachers, students and families. | Ongoing September to June | EDM publisher support staff development classroom-computer lab time Parent Ed Night | | | | Strategy 2-3 |
| Provide professional development to improve best practices in math instruction. | Ongoing September to June | Weekly Staff meetings Staff Development days Math Committee goals | | | | Strategy 3 |
| Improve communication with parents through parent education, school and classroom newsletters, conferences and SST's. To help families understand school procedures, events and specific learning strategies will be shared in a supportive and welcoming format. | Ongoing September to June | Parent Education Nights, SST's and materials for learning strategies | | PTA | | Strategy 2-3 |
| Continue support for the full implementation of the Everyday Math program in grades Kindergarten through fifth grade. | Ongoing September to June. | Staff development and meeting time Administrative support Use of data director | | | | Strategy 1 |
| Provide time for teacher collaboration, in the form of vertical team meetings, 2-3 times a year to facilitate the evaluation of the Everyday Math program, as well as articulate areas of further need. | 2-3 times or as needed through out the school year. | Committee and staff meeting time | | | | Strategy 1-2-3 |
| Provide collaboration time for grade levels to focus on pacing and lesson improvement within the Everyday Math program for grades K-5. | Monthly staff meeting time September to June | Staff meeting time | | | | Strategy 1-2-3 |
| Provide training and collaboration time for teachers to develop best practices for lessons included within the Everyday Math program for grades K-5. | Ongoing September to June | Committee and staff meeting time Staff Development | | | | Strategy 2-3 |
| Continue to support the Math Committee's work towards developing strategies for intervention and support for students who demonstrate gaps or low proficiency. The committee will provide input to the decision-making process for students needing intervention and the implementation of EDM and improving classroom instructional strategies. | September to June Periodic meetings to plan and organize | Math Committee Intervention teachers and administration | | | | Strategy 1-2-3 |

VI. Planned Improvements in Student Performance (continued)

District Strategic Plan - Strategies 1, 2 and 3

1. We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.
2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.
3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.

School Goal #2:

Ocean View students met all 25 of 25 AYP criteria by the State of California (as determined by CST/STAR data.) The API score for Ocean View showed a growth of 40 points. A score of 917 in 2009 of which 26% of students scored below proficiency in English Language Arts. These students come from a cross section of subgroups, with the English Language learners and Socio Economic Disadvantaged (SED) subgroup most highly represented Other subgroups working towards proficiency are: African American students, Hispanic/Latino and students with disabilities. Our goal is to identify specific students who performed below proficiency in ELA and bring a reduction of these target groups down by at least 3%.

Student groups and grade levels to participate in this goal

All students from Kindergarten to 5th grade will participate in this goal.

Anticipated annual performance growth for each group

3% of our target students currently scoring basic or below basic on the CST portion of the STAR test will progress one level higher in ELA.

Means of evaluating progress toward this goal

We will evaluate this goal using assessments including, Gates-MacGinitie, the Fall Writing Assessments, DRA, Kindergarten Fall Language Arts Assessment, CELDT, Recognition of Upper Case Letter Assessment and University of Oregon Initial Sound Fluency Assessment and First Grade Word List

Group data to be collected to measure academic gains

CST/STAR ,CELDT, Gates-MacGinitie data will be gathered and used to measure the academic gains for all subgroups.

| Action Steps | Start Date and Completion Date | Proposed Expenditure | Estimated Cost | Funding Source | Evidence of Success | Linked to District Strategic Plan Strategies 1, 2, and/or 3 |
|---|---|---|---------------------|--------------------------------|---------------------|---|
| Provide professional development in English Language Arts (reading and writing) strategies for intervention and improve differentiated instruction and identify best practices. | Ongoing from September to June | Staff Development Days and other staff meetings | | | TBD | Strategy 1-2 |
| Systematically study, disaggregate, and use academic performance data to identify students who are performing below proficiency and assist in identifying key standards for improving instructional strategies for all students. | September and on going as assessments are available | Staff meeting | | Title 1, SLIBG | | Strategy 1 |
| Provide collaboration time for vertical team meetings 2-3 times a year to evaluate ELA, and ELD program. Collaboration will articulate areas of need across grade levels. | Ongoing from September to June | Staff meeting times. | | Title 1 | | Strategy 3 |
| Provide intervention support for students who demonstrate low proficiency or gaps in areas English Language Arts through targeted services and provide professional development to improve instructional strategies in the classroom. | September -to June | May include staggered reading time for additional intervention services | Certificated salary | SLIBG, Title 1, and SchoolCare | | Strategy 2-3 |

| Action Steps | Start Date and Completion Date | Proposed Expenditure | Estimated Cost | Funding Source | Evidence of Success | Linked to District Strategic Plan Strategies 1, 2, and/or 3 |
|--|--|--|-----------------------|-----------------------|----------------------------|--|
| Continue to support a teacher and parent committee that will provide cultural input and obtain resources to promote the awareness and celebration of our multicultural community through literature and other events. | Ongoing from September to June | Multicultural Committee, PTA -Diversity Night International potluck, Aloha Potluck, Bulletin boards, Book Fair and donations. | none | | | Strategy 1-3 |
| Develop a mentoring program for targeted students who may need help developing writing skills. Such as a Writers Coaching Program | Sept -June | School, classroom and after school intervention | | | | Strategy 2- 3 |
| Continue to support the communication with parents through parent education nights , school and classroom newsletters, emails, parent conferences, parent tours, school brochure, School Site Council, SST's, Back to School, Open House, Science Fair and ELAC meetings | Sept -June | Weekly SST's parent conferences PTA meetings Site Council meetings Back to School Open House ELAC | | | | Strategy 3 |
| Continue to support a teachers ELA Committee that leads in the efforts to develop intervention strategies, teacher education, and improved classroom instruction. As well, gather and identify needed ELA materials. | Periodically throughout the school year. | agreed upon meeting times | | | | Strategy 1-3 |
| Explore and develop the promotion of reading through school-wide activities, i.e. visiting author, poetry program, lunchtime activities. | Sept - June | Committee meeting times, lunchtime, PTA | | | | |

VI. Planned Improvements in Student Performance (continued)

District Strategic Plan - Strategies 1, 2 and 3

1. We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.
2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.
3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.

School Goal #3:

All students need to be educated in a safe and welcoming environment that offers respect and tolerance for differences. Students will be encouraged and supported to achieve their highest educational potential.

Student groups and grade levels to participate in this goal

All students from Kindergarten through fifth grade.

Anticipated annual performance growth for each group

Increase attendance and improve school-wide behavior by acknowledging and rewarding students who meet expectations. Decrease negative behavior through interventions and mental health support.

Means of evaluating progress toward this goal

Progress will be evaluated by use of student referrals and truancy reports and Student Study Team meetings.

Group data to be collected to measure academic gains

Administration and staff will evaluate this goal through STAR Academic Performance Indexes, CELDT, local measures of student achievement, surveys, attendance records and mental health referrals.

| Action Steps | Start Date and Completion Date | Proposed Expenditure | Estimated Cost | Funding Source | Evidence of Success | Linked to District Strategic Plan Strategies 1, 2, and/or 3 |
|---|--------------------------------|--|----------------|----------------|---------------------|---|
| Improve student safety and classroom transition by increasing noontime supervision in the library, playground, cafeteria and field. | Ongoing September to June | Increase yard duty supervision from 5 to 7 supervisors | | PTA, SLIBG | TBD | Strategy 2 |
| Continue to develop classroom and school wide effective programs and practices such as: <ul style="list-style-type: none"> • Conflict resolution/ school wide program • Classroom meetings/classroom culture • Counseling for social groups and to meet the needs of individual students • Student Study Teams • School and classroom newsletters • Student Buddy programs • Digital Citizenship | Ongoing September to June | Staff development time to create a school wide student program with materials. Welcoming Schools curriculum Parent Education and mental health space | | | | Strategy 2 |
| Increase the amount of technological tools teachers can use to implement quality instruction in classrooms in an attempt to engage and meet the needs of all students: <ul style="list-style-type: none"> • Purchase projectors, software, and other tools that will engage all students • Provide training for all staff on new technology purchases • Training and collaboration time for online tools • Continued support from Data Director | Ongoing September to June | Staff meeting and prep times for training. | | TBD | | Strategy 1-2 |

| Action Steps | Start Date and Completion Date | Proposed Expenditure | Estimated Cost | Funding Source | Evidence of Success | Linked to District Strategic Plan Strategies 1, 2, and/or 3 |
|---|--|---|---|----------------|---------------------|---|
| Create a committee of teachers, parents and administrators that will advise, develop and obtain resources to promote a positive school-wide multicultural community. <ul style="list-style-type: none"> Assemblies Classroom and library resources Literature and parent education opportunities | Periodic meetings and events throughout September to June | | \$200- multicultural literature to library \$500-\$1000 for assemblies | PTA, SLIBG | | Strategy 2-3 |
| Support the opportunity for students to develop leadership skills in order to promote school spirit. | Regular meeting times for students and advisors Spirit Days for activities with entire student body | early, lunch or after school meeting time with students | \$400-\$600 | PTA , SLIBG | | Strategy 2-3 |

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

| PROFICIENCY LEVEL | PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|-------------------|-----------------------------------|------|------|-------|------|------|------------------|------|------|-------|------|------|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 |
| Number Included | 335 | 318 | TBD | 91 | 92 | TBD | 33 | 33 | TBD | 131 | 120 | TBD |
| Growth API | 889 | 917 | TBD | 909 | 926 | TBD | | | TBD | 945 | 967 | TBD |
| Base API | 891 | 877 | TBD | 891 | 893 | TBD | | | TBD | 948 | 938 | TBD |
| Target | A | A | TBD | A | A | TBD | | | TBD | A | A | TBD |
| Growth | -2 | 40 | TBD | 18 | 33 | TBD | | | TBD | -3 | 29 | TBD |
| Met Target | Yes | Yes | TBD | Yes | Yes | TBD | | | TBD | Yes | Yes | TBD |

| PROFICIENCY LEVEL | PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|-------------------|-----------------------------------|------|------|------------------|------|------|----------------------------|------|------|----------------------------|------|------|
| | Hispanic | | | English Learners | | | Economically Disadvantaged | | | Students with Disabilities | | |
| | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 |
| Number Included | 56 | 51 | TBD | 120 | 131 | TBD | 104 | 108 | TBD | 31 | 11 | TBD |
| Growth API | 818 | 863 | TBD | 890 | 917 | TBD | 843 | 882 | TBD | | | TBD |
| Base API | | 805 | TBD | 904 | 882 | TBD | 852 | 830 | TBD | | | TBD |
| Target | | A | TBD | A | A | TBD | A | A | TBD | | | TBD |
| Growth | | 58 | TBD | -14 | 35 | TBD | -9 | 52 | TBD | | | TBD |
| Met Target | | Yes | TBD | Yes | Yes | TBD | Yes | Yes | TBD | | | TBD |

Appendix A - School and Student Performance Data (continued)

Table 2: Title III Accountability (District Data)

| PROFICIENCY LEVEL | AMAO 1- Annual Growth | | | AMAO 2 - Attaining English Proficiency | | |
|------------------------------|-----------------------|------------|---------|--|------------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| Number of Annual Testers | 542 | 543 | | | | |
| Percent with Prior Year Data | 91.1% | 99.8% | | | | |
| Number in Cohort | 494 | 542 | | 211 | 196 | |
| Number Met | 369 | 441 | | 121 | 127 | |
| Percent Met | 74.7% | 81.4% | | 57.3% | 64.8% | |
| NCLB Target | 50.1% | 51.6% | | 28.9% | 30.6% | |
| Met Target | Yes | Yes | | Yes | Yes | |

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

| AYP PROFICIENCY LEVEL | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 |
| Participation Rate | 99 | 100 | TBD | 100 | 100 | TBD | 100 | 100 | TBD | 99 | 99 | TBD |
| Number At or Above Proficient | 242 | 260 | TBD | 70 | 80 | TBD | 18 | 26 | TBD | 109 | 106 | TBD |
| Percent At or Above Proficient | 71.4 | 82.0 | TBD | 75.3 | 87.0 | TBD | 52.9 | 78.8 | TBD | 83.2 | 89.1 | TBD |
| AYP Target | 35.2* 33.4** | 46.0* 44.5** | 56.8* 55.6** | 35.2* 33.4** | 46.0* 44.5** | 56.8* 55.6** | 35.2* 33.4** | 46.0* 44.5** | 56.8* 55.6** | 35.2* 33.4** | 46.0* 44.5** | 56.8* 55.6** |
| Met AYP Criteria | Yes | Yes | TBD | Yes | Yes | TBD | -- | -- | TBD | Yes | Yes | TBD |

| AYP PROFICIENCY LEVEL | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|-----------------|-----------------|------------------|-----------------|-----------------|----------------------------|-----------------|-----------------|-------------------------|-----------------|-----------------|
| | Hispanic | | | English Learners | | | Socioeconomic Disadvantage | | | Students w/Disabilities | | |
| | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 |
| Participation Rate | 100 | 100 | TBD | 100 | 100 | TBD | 100 | 100 | TBD | 100 | 96 | TBD |
| Number At or Above Proficient | 32 | 34 | TBD | 86 | 103 | TBD | 60 | 80 | TBD | 12 | -- | TBD |
| Percent At or Above Proficient | 56.1 | 66.7 | TBD | 71.7 | 78.6 | TBD | 57.1 | 74.1 | TBD | 34.3 | -- | TBD |
| AYP Target | 35.2* 33.4** | 46.0* 44.5** | 56.8* 55.6** | 35.2* 33.4** | 46.0* 44.5** | 56.8* 55.6** | 35.2* 33.4** | 46.0* 44.5** | 56.8* 55.6** | 35.2* 33.4** | 46.0* 44.5** | 56.8* 55.6** |
| Met AYP Criteria | Yes | Yes | TBD | Yes | Yes | TBD | Yes | Yes | TBD | -- | -- | TBD |

* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46%), (2010=56.8%)

** = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%), (2010=55.6%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

| AYP PROFICIENCY LEVEL | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 |
| Participation Rate | 100 | 100 | TBD | 100 | 100 | TBD | 100 | 100 | TBD | 99 | 99 | TBD |
| Number At or Above Proficient | 261 | 275 | TBD | 75 | 82 | TBD | 17 | 21 | TBD | 120 | 116 | TBD |
| Percent At or Above Proficient | 77.0 | 86.8 | TBD | 80.6 | 89.1 | TBD | 50.0 | 63.6 | TBD | 91.6 | 97.5 | TBD |
| AYP Target | 37.0* 32.2** | 47.5* 43.5** | 58.0* 54.8** | 37.0* 32.2** | 47.5* 43.5** | 58.0* 54.8** | 37.0* 32.2** | 47.5* 43.5** | 58.0* 54.8** | 37.0* 32.2** | 47.5* 43.5** | 58.0* 54.8** |
| Met AYP Criteria | Yes | Yes | TBD | Yes | Yes | TBD | -- | -- | TBD | Yes | Yes | TBD |

| AYP PROFICIENCY LEVEL | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|-----------------|-----------------|------------------|-----------------|-----------------|----------------------------|-----------------|-----------------|-------------------------|-----------------|-----------------|
| | Hispanic | | | English Learners | | | Socioeconomic Disadvantage | | | Students w/Disabilities | | |
| | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 |
| Participation Rate | 100 | 100 | TBD | 100 | 100 | TBD | 100 | 99 | TBD | 100 | 96 | TBD |
| Number At or Above Proficient | 34 | 42 | TBD | 94 | 118 | TBD | 69 | 83 | TBD | 19 | -- | TBD |
| Percent At or Above Proficient | 59.6 | 82.4 | TBD | 78.3 | 90.1 | TBD | 65.7 | 77.6 | TBD | 54.3 | -- | TBD |
| AYP Target | 37.0* 32.2** | 47.5* 43.5** | 58.0* 54.8** | 37.0* 32.2** | 47.5* 43.5** | 58.0* 54.8** | 37.0* 32.2** | 47.5* 43.5** | 58.0* 54.8** | 37.0* 32.2** | 47.5* 43.5** | 58.0* 54.8** |
| Met AYP Criteria | Yes | Yes | TBD | Yes | Yes | TBD | Yes | Yes | TBD | -- | -- | TBD |

* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37%), (2009=47.5%), (2010=58%)

** = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%), (2010=54.8%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

| Grade | California English Language Development Test (CELDT) Results for 2009-10 | | | | | | | | | | |
|--------------|--|----|----------------|----|--------------|----|--------------------|----|-----------|---|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| K | | | | | | | | | | | |
| 1 | 11 | 24 | 17 | 38 | 11 | 24 | 5 | 11 | 1 | 2 | 45 |
| 2 | 16 | 44 | 11 | 31 | 6 | 17 | 2 | 6 | 1 | 3 | 36 |
| 3 | 21 | 51 | 11 | 27 | 8 | 20 | | | 1 | 2 | 41 |
| 4 | 18 | 55 | 8 | 24 | 4 | 12 | 2 | 6 | 1 | 3 | 33 |
| 5 | 5 | 29 | 8 | 47 | 2 | 12 | 1 | 6 | 1 | 6 | 17 |
| Total | 71 | 41 | 56 | 32 | 31 | 18 | 10 | 6 | 5 | 3 | 173 |

Appendix B - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

| State Programs | Allocation |
|--|----------------------|
| <input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school. | |
| <input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program. | |
| <input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners | |
| <input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets. | |
| <input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas. | |
| <input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring. | |
| <input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school. | |
| <input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs. | \$38,687 (estimated) |
| <input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety. | |
| <input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students. | |
| <input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): | |
| Total amount of state categorical funds allocated to this school | \$38,687 (estimated) |

| Federal Programs under No Child Left Behind (NCLB) | Allocation |
|--|----------------------|
| <input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution | |
| <input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth | |
| <input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas | |
| <input checked="" type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency | \$68,000 (estimated) |
| <input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups | |
| <input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals | |
| <input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology | |
| <input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards | |
| <input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement | |
| <input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students | |
| <input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs | |
| <input type="checkbox"/> Other Federal Funds (list and describe)(42) | |
| Total amount of federal categorical funds allocated to this school | \$68,000 (estimated) |

| | |
|---|------------------------------|
| Total amount of state and federal categorical funds allocated to this school | \$106,687 (estimated) |
|---|------------------------------|

(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix C - 2010-11 Categorical District Services Budget

| | SIP | Title I | LEP* | Title V |
|--------------------------|-----|------------|------------|---------|
| Allocation | n/a | 174,567.00 | 415,891.00 | n/a |
| Carryover | | 0.00 | 0.00 | |
| Indirect Costs | | 6,760.00 | 16,170.00 | |
| Direct Costs | | 20,644.00 | 17,044.00 | |
| Transfer to General Fund | | | | |
| NCLB | | | | |
| Intervention Programs | | | 382,677.00 | |
| Less Testing Team | | | | |
| Plus Parent Involvement | | | | |
| Schools Allocation | | 147,163.00 | | |

| 2010-11 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION | | | | | |
|--|---|------------|------------------|------------------|----------------|
| Object Code | Description of Services | SIP Amount | Title I Amount | LEP* Amount | Title V Amount |
| 1302 | Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data | n/a | 18,352.00 | | n/a |
| 1912 | Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers. | | | | |
| 2422 | Secretarial: Processes and maintains records, originates purchase orders, provides clerical support | | | | |
| 2442 | Technician: Provides network support for language arts intervention programs | | | | |
| 2452 | Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support | | | | |
| 2432 | Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials. | | | | |
| 2932 | Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites. | | | | |
| 3000 | Employee Benefits: Certificate and classified benefits | | 2,292.00 | | |
| 4000 | Supplies: Programming curriculum materials, office supplies, computer software | | | 17,044.00 | |
| 5000 | Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing | | | | |
| | TOTALS | | 20,644.00 | 17,044.00 | |

* This is the total of all funding pertaining to English Language Learners.

Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.4

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | School Advisory Committee for State Compensatory Education Programs |
| <input checked="" type="checkbox"/> | English Learner Advisory Committee |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs |
| <input type="checkbox"/> | Gifted and Talented Education Program Advisory Committee |

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: 5/13/09

| | | |
|--------------------------------|-------------------------------|------|
| Terry Georgeson | | |
| Typed name of school principal | Signature of school principal | Date |
| June McDaniels | | |
| Typed name of SSC chairperson | Signature of SSC chairperson | Date |

Appendix E - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

Please see Parent's Pledge

Parents Pledge:

We acknowledge that _____ is in need of additional assistance in order to meet grade level standards and qualifies for the Title I program. This indicates that the student, the parents and the school personnel will collaborate to support the student's progress toward meeting standard.

The school will monitor student's progress in reading and/or math and update parents, send home learning materials in math and/or reading and check with the student to see if help is needed.

The parents will support the child at home to complete studies and homework assignments, use the reading and/or math materials the school sends home, and monitor attendance.

The student will complete assigned schoolwork, work on math and/or reading skills at home using the materials sent home by the teacher, and let the teacher and family know if help is needed.

Parents and teachers will feel free to set up special forms of communication with each other such as make appointments for parents visits to the classroom, develop formal notes to be sent between home and school, regular e-mail or phone conferences, or any other mutually supportive forms of communication.

Staff Pledge:

Please see Parent's pledge.

Appendix F - School Site Council Membership: Ocean View Elementary School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| Terry Georgeson | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mary Ann McDaniel | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kim Haltner | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cheryl Willis | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Linda Perez | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Drennen Shelton | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| June McDaniels | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Julia Rowell | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Natalie Brice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Numbers of members of each category | | | | | |

(43) At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.