

# OCEAN VIEW SCHOOL DISTRICT

## Circle View Elementary School

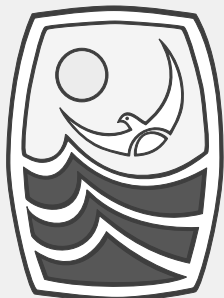
6261 Hooker Street, Huntington Beach, CA 92647  
 Phone: (714) 893-5035 FAX: (714) 898-6495

Dr. Pauline Tressler, Principal



A National NCLB Blue Ribbon School  
 A California Distinguished School

### 2002-2003 School Accountability Report Card



#### Ocean View School District

17200 Pinehurst Lane  
 Huntington Beach, CA 92647  
 (714) 847-2551  
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 www.ovsd.org

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*Voter approval of Proposition 98 in November of 1988 requires that each school publish an annual School Accountability Report Card (SARC) to explain school programs, their costs, and effectiveness. In addition, Federal No Child Left Behind legislation requires an annual report of progress in meeting State and National objectives. This annual report is based on the best data available at the time of publication.*

#### School Mission Statement

At Circle View School, we believe in meeting the needs of children through an assessment based, standards driven approach to instruction. Our teachers use the most effective teaching strategies to help every child achieve to their greatest potential. Our parents are highly involved in their children's education. Together, we "give our students roots and wings."

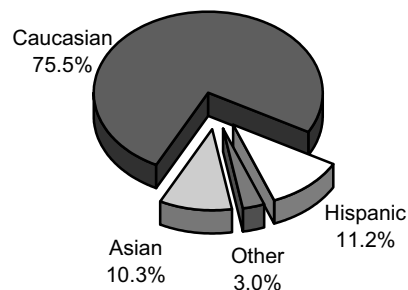


#### District & School Profile

Located in western Orange County, minutes from the scenic California coastline, the Ocean View School District educates over 10,000 pre-kindergarten through eighth grade students in the northern half of Huntington Beach and portions of Westminster, Fountain Valley, and Midway City. Founded in 1874, the District is proud of its long tradition of academic excellence. There are currently eleven elementary schools and four middle schools in the District. Students from Ocean View School District attend high schools within the Huntington Beach Union High School District. Award winning schools, a rigorous and supportive educational program, strong community partnerships, and high levels of parental involvement are hallmarks of the Ocean View School District. Ocean View School District is dedicated to educational excellence and the continuous academic growth of all students, supporting its motto: "Charting the Course -- Success for All."

Circle View Elementary School, a California Distinguished School, serves over 650 students on a traditional school calendar year. The school enjoys high levels of parent and community involvement in both the educational program and the school's many activities and events. As a Gifted and Talented Education (GATE) magnet school, Circle View Elementary provides specialized advanced instruction to students throughout the District. The school is proud of its California Distinguished School and National Blue Ribbon School status.

#### % of School Enrollment by Ethnic Group



*Other includes African American, American Indian, Filipino, and Pacific Islander students.*

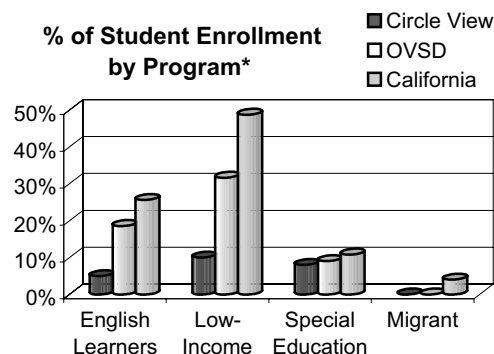
#### No Child Left Behind

No Child Left Behind (NCLB) legislation requires evaluation of student performance schoolwide, districtwide, and by specific subgroups within the student population. A profile of our school and District's enrollment, as defined by these subgroups, is provided to assist in interpreting information presented in this report card.

#### School Leadership

Leadership at Circle View Elementary School is a responsibility shared between District administration, the principal, instructional staff, students, and parents. Assisting the principal is the Principal's Advisory Council, comprised of grade level team leaders and the administrative assistant. This team meets with the principal

#### % of Student Enrollment by Program\*



*\*Source: STAR testing enrollment.*

every other week to address issues such as monitoring curriculum, analyzing data, and providing feedback on staff development. The team members act as communication liaisons whereby they bring ideas and issues from their colleagues to be discussed in an open forum.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of our educational plan and to ensure instructional programs are consistent with students' needs and comply with District goals. Our school's committees and organizations include: Student Council, School Site Council (SSC), English Learners Advisory Committee (ELAC), and the Parent Teacher Organization (PTO). At the District level, parents participate on the Parent Advisory Council (PAC), District ELAC, District Community Budget Advisory Committee, and the Gifted and Talented Education Parent Advisory Council.

## Community Involvement

Parents and the community are very supportive of the educational program at Circle View Elementary School. Our PTO has made generous contributions of time and money to numerous programs and activities. We are grateful for the many hours contributed by our parent volunteers. Our programs are further enriched by strong community partnerships with local vendors, businesses, and service organizations.

Parents are encouraged to be involved in their child's education through volunteering in the classroom, participating on organized committees, and attending schoolwide events such as Back-to-School Night, Open House, parent conferences, and the school magic show. Parents are kept informed of school activities through the monthly "Circle View News" newsletter, teacher newsletters, PTO meetings, and PAC meetings.

## Contact Information

Parents who wish to volunteer or participate in Circle View Elementary School's leadership teams, school committees, and school activities may call the school's office at (714) 893-5035.

## Discipline & Climate for Learning

Circle View Elementary School has a high standard for student behavior. Students are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Behavioral expectations are clearly explained and consistently enforced. Parents and students are informed of discipline policies through an Opening Packet given out at the beginning of the year that includes the Student Handbook, through classroom postings, monthly assemblies, Back-to-School Night, parent conferences, Open House, and newsletters.

Discipline at Circle View Elementary centers around standards and rules that emphasize appropriate conduct and consequences without the loss of the student's dignity or self-esteem. Students are expected to respect themselves, others, school philosophies, and school property. Good citizenship is highlighted with a focus on positive behavioral traits. Each month we emphasize a different character virtue including *cooperation, responsibility, self-discipline, friendship, patriotism, love, honesty, perseverance, and loyalty*. In addition, teachers establish their own rules and expectations and post them in the classroom.

Students demonstrating positive behavior are rewarded with citizenship awards in assemblies, recognition in newsletters, daily Wing Awards, and Wings Award drawings. Recognition for other achievements such as academics and attendance include: classroom rewards; monthly award assemblies; end of the year awards; math, science, social science, and English/language arts achievement awards; GATE contest winner awards; perfect attendance awards; Student of the Week; Principal's Bulletin

Board, Presidential Fitness Awards; Presidential Academic Awards; Fifth Grade Promotion Ceremony; and Kindergarten Promotion Ceremony.

Circle View Elementary School encourages its students to become actively involved in their school both inside and out of the classroom. The school offers many additional programs and services to help create well-rounded students and communities. Extracurricular activities include: field trips, music appreciation, book fairs, cross-age buddies, Jog-a-Thon, end of the year music program, talent shows, plays, Author's Day, Kid's Club Day Care, Imagination Machine, and PTO sponsored music lessons and performances.

Circle View Elementary School has not expelled any students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions and Expulsions						
	Circle View			OVSD		
	01	02	03	01	02	03
Suspensions (#)	6	9	6	454	412	444
Suspensions (%)	0.8	1.3	0.9	4.6	4.1	4.4
Expulsions (#)	0	0	0	2	2	2
Expulsions (%)	0.0	0.0	0.0	0.0	0.0	0.0

## Instructional Programs

All curriculum and instruction in the Ocean View School District is aligned to the California Academic Content Standards approved by the State Board of Education. Every child receives a comprehensive standards-aligned core program in English/language arts, mathematics, history/social science, science, physical education, and fine arts. It is our goal to ensure that all students are provided the support they need in order to experience academic success. We structure the educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Using standards-based adopted textbooks and materials, teachers are able to adapt classroom instruction to meet students' unique learning styles. When further assistance is needed for students to achieve grade level standards, several strategies are in place. At Circle View Elementary School, remediation for students who are falling below grade level or at risk of retention include differentiated instruction in the classroom, after-school tutoring, psychological services, and support and recommendations from the Student Study Team (SST).

Ocean View School District offers the Gifted and Talented Education (GATE) program to students in grades four through eight who have been recognized as capable of attaining high levels of achievement by their teachers and identified through testing programs. Circle View Elementary School houses the magnet GATE program for the entire District. Students enrolled in this extended day GATE program are placed in one of three GATE classrooms and receive instruction with increased depth and complexity by GATE-trained teachers.

For students whose primary language is not English and who have limited English proficiency, Ocean View School District offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. Students are identified as English Learners through the California English Language Development Test (CELDT). At

Circle View Elementary School, students learning English receive differentiated instruction in the classroom based on Specially Designed Academic Instruction in English (SDAIE) techniques and are placed with teachers who have supplemental credentials to provide instruction to English Learners. Bilingual Aides assist teachers and students with translation and instruction using English Language Development (ELD) instructional materials.

Circle View Elementary School provides instruction to all students in the least restrictive environment possible. Students with disabilities are accommodated with a variety of options. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include services from a Speech and Language Specialist, Resource Specialist, Adaptive Physical Education Specialist, or placement in a Special Day Class. Circle View Elementary School's Resource Specialist Program (RSP) offers pull out program support, small group instruction, one-on-one assistance, and regular classroom instruction supplemented with in-class support from push in Instructional Assistants.

### Training & Curriculum Improvement

The writing and implementation of Ocean View School District's curriculum is an ongoing process, designed to address continual instructional improvement and the implementation of state standards and associated adopted instructional materials. Under the leadership of the Assistant Superintendent of Curriculum and Instruction, the Instructional Advisory Council establishes the District's long-range objectives and vision as well as oversees eight subject area curriculum committees. Curriculum committee members, comprised of teacher representatives and parents, analyze testing data to determine students' progress in learning the standards, assess the effectiveness of District programs in meeting students' learning needs, evaluate and recommend new programs for implementation, articulate curriculum among grade levels, and develop District assessments.

As part of the growth process, opportunities for training and staff development are provided at both the District and individual school sites to administrators, teachers, and classified staff. The District offers two staff development "buy-back" days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development topics are developed through needs identified by the adoption of new programs and results of student assessment. Staff members are encouraged to attend conferences and workshops offered through professional organizations such as the University of California Irvine campus, the Orange County Department of Education, and the West Orange County Professional Development Center. Technology training is available through the New Horizons center in addition to District technology trainers.

In the 2002-03 school year the District focus for staff training was on curriculum calibration and implementing new standards-based instructional materials in language arts (grades K-8) and mathematics (grades 6-8). Expert consultants from the Orange County Department of Education and DataWorks Educational Research met with teachers to align curriculum with state standards and to develop teaching pacing guides. Circle View Elementary School provided additional staff planning and professional development opportunities throughout the school year. We focused on refining language arts teaching strategies, meeting California State Standards, and meeting special needs of at-risk students.

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development through the Beginning Teacher Support and Assessment (BTSA) program and the Peer Assistance and Review (PAR) program. Both programs utilize the District's most effective veteran and knowledgeable teachers who assist with staff development and participate in such exercises as classroom visits, one-on-one meetings, and student work reviews.

### Textbooks & Instructional Materials

Ocean View School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support each school's instructional program, and provides students with their own textbooks. All textbooks and instructional materials used within the District are aligned with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The District follows the State Board of Education's six-year adoption cycle for core content materials.

Textbooks*			
Subject/ Adoption Year	Publisher and Series		Grade Levels
<b>Language Arts</b>			
June 2002	Houghton Mifflin: <i>Houghton Mifflin Reading: A Legacy of Literacy</i>		K-5th
<b>Mathematics</b>			
Dec. 2001	Scott Foresman: <i>California Mathematics</i>		K-5th
<b>Science</b>			
June 2003	Harcourt Brace: <i>Harcourt Science</i>		K-5th
<b>History/Social Science</b>			
June 2000	McGraw-Hill: <i>Adventures in Time and Place</i>		K-6th

\*Only core textbooks are required to be reported. A list of textbooks used for interventions, GATE, music, and Spanish may be obtained from the District Instructional Services Office.

Circle View Elementary School's library, staffed by a Library Specialist and volunteers, is open to students 17 hours each week, Tuesday through Friday. Students visit the library each week with their class to check out books and use library resources. The library uses an automated tracking system and contains other materials such as Spanish titles, computers, videos, and periodicals. Individual classroom libraries also contain an extensive collection of books and resources for students and teachers.

The District is committed to providing state-of-the-art technology to all students. Teachers integrate technology into classroom curriculum, following the OVSD Student Technology Standards which are aligned to the National Educational Technology Standards. At Circle View Elementary School, third through fifth grade classrooms each contain six computers, second grade classrooms contain three, and kindergarten through first grade classrooms contain at least one. Most computers on campus are connected to the Internet so students may conduct research online. Students in upper grades use computers extensively for developing reading and math skills, word processing, research, and keyboarding practice. Other technological resources available at Circle View Elementary School include overhead projectors, digital cameras, TV/VCRs, video cameras, and a large projector in the multi-purpose room.

## Measures of Student Achievement

To obtain accurate and valid measures of educational progress, Ocean View School District offers students multiple opportunities to demonstrate mastery of state and District grade-level standards. Multiple measures of assessment monitor the progress of students and measure the effectiveness of the instructional program and include District assessments, state standardized tests, classroom observation, and report card grades.

In the Ocean View School District, students take a battery of District assessments four times a year -- at the start of the school year and at the end of each trimester. Assessments measure student ability in reading, writing, and math. Results are compiled into an individual Student Assessment Profile/Rubric for each child. Teachers use this information to modify instruction according to a child's needs, recommend interventions to increase the level of achievement, and monitor possible retention candidates.

In addition to District-established performance objectives, the state and federal governments have set standards for student achievement. A school's progress in meeting or exceeding those standards is measured through the results of testing and other criteria. The following sections provide an overview of tests and associated data showing the progress of students at Circle View Elementary School and the Ocean View School District, and a comparison of that progress to students throughout the state.

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind (NCLB) Act requires that all students perform at or above the proficient level on their state's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP) by steadily increasing the percentage of students who achieve state standards of academic proficiency from year to year. Schools and districts must meet progressive Annual Measurable Objectives (AMOs) each year in order to meet the objective of a 100% at-or-above proficiency rate by the year 2014. Beginning with spring 2003 test results, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English/language arts and 16.0% for mathematics on the California Standards Tests (CST). Additional AMOs contributing to whether or not an elementary or middle school demonstrates AYP include: a 95% or above participation rate on the CST (grades 2-8) and an Academic Performance Index (API) of 560 or one point of API growth each year. Schools meeting AYP for three consecutive years may be eligible to apply for the Title I Achieving School Award.

Circle View Elementary School exceeded all requirements for Adequate Yearly Progress in 2003. Ocean View School District met all AYP requirements in 2003.

Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP in the same AMO area (i.e. mathematics) for two consecutive years will be identified for Program Improvement. Circle View Elementary School does not receive Title I funding and is not subject to Program Improvement mandates. More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/iasa/titleone/> and the U.S. Department of Education's website <http://www.nclb.gov>.

#### Federal Awards and Intervention Programs

	01	02	03
Recognition for Achievement (Title I)	No	No	No
Identified for Program Improvement	No	No	No
Exited Title I Program Improvement	<i>Not applicable</i>		
Number of Years in Program Improvement	<i>Not applicable</i>		
Schools in the District Identified for Program Improvement			
Number of Schools	0	0	0
Percent of Schools	0%	0%	0%

Adequate Yearly Progress 2003									
California Standards Test (CST)									
	English/Language Arts				Mathematics				
	Circle View		OVSD		Circle View		OVSD		
	Participation Rate	% Prof. & Adv.	Participation Rate	% Prof. & Adv.	Participation Rate	% Prof. & Adv.	Participation Rate	% Prof. & Adv.	
<b>Target</b>	95%	13.6%	95%	13.6%	95%	16.0%	95%	16.0%	
	<b>Met %</b>	<b>Met %</b>	<b>Met %</b>	<b>Met %</b>	<b>Met %</b>	<b>Met %</b>	<b>Met %</b>	<b>Met %</b>	
<b>All Students</b>	Yes 99.1	Yes 72.1	Yes 99.4	Yes 49.7	Yes 99.1	Yes 78.0	Yes 99.1	Yes 57.1	
<b>Subgroups*</b>									
English Learners			Yes 99.5	Yes 22.6			Yes 99.4	Yes 35.7	
SED <sup>^</sup>			Yes 99.4	Yes 26.4			Yes 98.9	Yes 36.7	
Special Education			Yes 96.9	Yes 17.5			No 94.6	Yes 25.1	
African American			Yes 100.0	Yes 45.6			Yes 100.0	Yes 44.0	
Asian			Yes 99.6	Yes 64.1			Yes 99.5	Yes 77.9	
Caucasian	Yes 98.8	Yes 74.4	Yes 99.4	Yes 59.4	Yes 98.8	Yes 79.4	Yes 98.9	Yes 64.6	
Hispanic			Yes 99.4	Yes 24.1			Yes 99.2	Yes 33.5	
Academic Performance Index (API)									
	Circle View			OVSD					
	Minimum score of 560 or 1 point increase								
	Met	Score	Increase/Decrease	Met	Score	Increase/Decrease			
<b>School or District</b>	Yes	883	12	Yes	790	21			

<sup>^</sup>SED = Socioeconomically Disadvantaged

\*Only numerically significant subgroups are required to be reported

## Standardized State Assessments

Ocean View School District participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test Survey (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). SABE is administered to limited English proficient Spanish-speaking students who have been enrolled in California public schools for less than 12 months. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit the STAR website at: <http://star.cde.ca.gov>.

### California Standards Tests (CST)

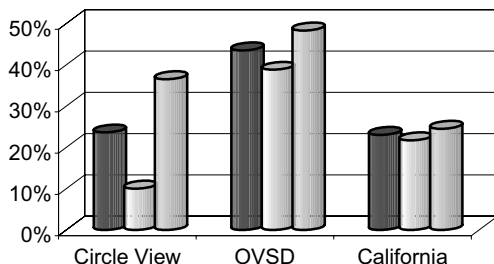
California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. All school districts in the state of California are required to report their CST results in comparison to the state. In this report card, the percentage of students achieving Advanced and Proficient levels is reported.

### Physical Fitness

In the spring of each year, Circle View Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

**% of Students in Healthy Fitness Zone 2002-03**

- 5th Grade Total
- 5th Grade Boys
- ▨ 5th Grade Girls



California Standards Test (CST)																				
2001, 2002, 2003																				
Combined % of Students Scoring at Advanced & Proficient Levels																				
Grade Level	English/Language Arts					Mathematics														
	2	3	4	5		2	3	4	5											
Year Ending	01	02	03	01	02	03	01	02	03	02	03	02	03	02	03					
<b>All Students</b>																				
Circle View	59	69	81	65	56	67	67	70	72	65	69	69	85	93	67	72	66	76	78	74
OVSD	41	43	48	43	44	47	45	47	52	43	47	51	60	70	46	54	46	59	46	48
California	32	32	36	30	34	33	33	36	39	28	31	36	43	53	38	46	37	45	29	35
<b>Male</b>																				
Circle View	56	67	78	49	47	57	65	60	63	63	63	59	81	92	72	66	60	74	79	67
OVSD	40	42	44	40	42	45	42	43	47	39	42	44	65	69	48	58	47	57	47	46
California	29	29	30	28	31	29	30	33	37	26	28	36	45	54	39	47	38	46	30	35
<b>Female</b>																				
Circle View	61	72	85	77	65	77	69	80	81	68	75	78	88	95	63	77	71	78	78	81
OVSD	44	44	53	46	46	50	49	53	55	47	51	57	54	70	44	51	45	60	45	51
California	34	35	40	33	36	37	35	40	43	31	33	39	41	51	36	43	37	46	28	35
<b>English Learners (EL)</b>																				
Circle View																				
OVSD	12	12	26	10	14	18	7	9	15	6	8	11	32	51	15	29	20	35	18	18
California	12	14	19	9	12	13	7	10	15	4	6	9	27	37	22	30	18	29	10	15
<b>Non EL</b>																				
Circle View	62	73	84	66	58	68	68	72	75	69	69	71	85	95	69	73	68	76	78	76
OVSD	53	52	56	52	53	56	53	57	62	50	55	60	68	77	55	63	53	67	52	55
California	42	41	45	40	44	42	43	46	49	37	39	44	52	61	46	53	46	53	37	42
<b>SED^</b>																				
Circle View		63	63	17	25		46	13		38	31	50	81	41	20		46	44		
OVSD	16	19	29	17	17	24	19	22	25	21	22	28	38	55	19	33	28	39	26	27
California	17	18	23	14	18	20	16	19	24	13	14	20	30	41	25	34	24	33	16	22
<b>Non SED</b>																				
Circle View	61	71	85	70	62	68	69	78	75	69	72	72	85	96	72	72	72	79	82	78
OVSD	56	57	60	56	59	60	56	62	67	52	57	65	72	79	61	67	55	70	56	60
California	51	51	55	50	54	52	53	56	59	46	49	54	61	69	55	62	54	62	45	50
<b>Special Education</b>																				
Circle View	53			43			62						57			77				
OVSD	27	34	24	20	36	27	19	30	26	26	18	22	43	45	39	46	25	38	25	19
California	17	16	17	15	17	15	14	15	15	9	11	12	27	31	21	24	18	20	12	12
<b>African American</b>																				
Circle View																				
OVSD		63		28			30	63		63			63	14	35		59			
California	28			23			27	23		37			29	29	19					
<b>Asian</b>																				
Circle View							75	84							94		89			
OVSD		62		63			66	71	81	78			78		81		81			
California		62		56			62	56	75	73			74		64		64			
<b>Caucasian</b>																				
Circle View		88		70			75	67	98	74			77		73					
OVSD		58		59			64	60	79	63			67		55					
California		54		52			59	54	71	61			61		49					
<b>Filipino</b>																				
Circle View																				
OVSD		75		56						83			88							
California		56		50			58	50	67	64			63		51					
<b>Hispanic</b>																				
Circle View		42		41			69	57	75	47			62		57					
OVSD		24		21			27	25	51	31			40		23					
California		23		19			14	20	40	33			33		22					

^SED - Socioeconomically Disadvantaged

Due to the moderate number of students tested scores are not disclosed.

2001 & 2002 testing data unavailable from the California Department of Education.

## California Achievement Test Survey (CAT/6)

The CAT/6 is a norm referenced survey test that assesses student ability in the areas of reading/language arts, spelling, and mathematics. CAT/6 scores compare students' results with scores in the same grade from a national sample. Percentile rankings range from 1 to 99, with 50 being average. **Please Note: Prior to 2003, the STAR included the SAT-9 norm referenced test, which has been replaced by CAT/6. These are two different exams, developed five years apart; results from CAT/6 should not be directly compared to those from the SAT-9.**

CAT/6 Norm Referenced Test 2003 % At or Above 50th Percentile								
	Reading				Math			
	2	3	4	5	2	3	4	5
<b>All Students</b>								
Circle View	81	61	65	72	93	77	81	83
OVSD	56	46	45	55	73	62	58	62
California	46	34	35	40	57	52	48	49
<b>Subgroups</b>								
Male	78	60	50	67	94	78	74	82
Female	85	61	81	77	93	77	88	83
Non EL	86	63	67	74	95	79	81	84
SED^	56			56	75			63
Non SED	86	61	69	74	97	78	85	85
Asian			69	79			88	95
Caucasian	89	61	69	74	95	79	86	82
Hispanic	25	41	54	50	83	59	54	71

^SED - Socioeconomically Disadvantaged  
**Due to the moderate number of students tested scores are not disclosed.**

SAT-9 Norm Referenced Test 2001 & 2002 % At or Above 50th Percentile										
	Reading				Math					
	2	3	4	5	2	3	4	5		
<b>All Students</b>	<b>01</b>	<b>02</b>	<b>01</b>	<b>02</b>	<b>01</b>	<b>02</b>	<b>01</b>	<b>02</b>	<b>01</b>	<b>02</b>
Circle View	84	88	83	78	82	89	87	81	89	93
OVSD	62	66	62	62	62	62	64	62	77	79
California	51	53	46	47	47	49	45	46	58	62
<b>Subgroups*</b>										
Male	79	86	72	74	79	85	88	78	92	88
Female	88	90	91	82	85	92	86	84	86	98
Non EL	85	90	84	80	83	92	88	81	90	94
SED^			42		54	53	88	46	67	
Non SED	88	89	87	82	84	94	87	84	90	93

\*Ethnicity and Migrant data unavailable from the California Department of Education.  
 ^SED - Socioeconomically Disadvantaged  
**Due to the moderate number of students tested scores are not disclosed.**

## Academic Performance Index (API)

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on state testing results. The statewide API performance target is 800. A school's Base API score summarizes a school's performance on STAR testing for that year. A Growth Target is established annually by taking five percent of the difference between the Base score and the statewide target. A school's Growth score is calculated in the same manner as the Base score, but uses the following year's state testing results. The comparison between Base and Growth scores summarizes a school's progress over time.

The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program (currently unfunded) are the two remaining components of the PSAA. API results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. Circle View Elementary School was eligible for the Governor's Performance Award for the past three consecutive years.

API School Results						
	Base			Growth		
	2000	2001	2002	00-01	01-02	02-03
<b>All Students</b>						
Percent Tested	100	100	99	Percent Tested	100	99
API Score	874	872	871	API Growth Score	884	883
Growth Target	*	*	*	Actual Growth	10	11
Statewide Rank	10	10	10			
Similar Schools Rank	9	8	8			
<b>Subgroups</b>						
<b>Caucasian</b>						
Base API Score	882	874	872	API Growth Score	888	885
Growth Target	*	*	*	Actual Growth	6	11

**\*Schools with scores 800 and above are expected to maintain that level of achievement. Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.**

California Awards and Intervention Programs			
	01	02	03
Eligible for Governor's Performance Award	Yes	Yes	Yes
Eligible for II/USP	No	*	*
Applied for II/USP \$	No	*	*
Received II/USP \$	No	*	*

\*II/USP not funded in 2002 and 2003

## Teacher Assignment

We take great pride in our caring and dedicated teachers. For the 2002-03 school year, Circle View Elementary School had 34 fully credentialed teachers in accordance with State of California guidelines. During the 2002-03 school year, certificated staff consisted of 36 employees: 27.8 percent with 30+ additional units beyond their bachelor's degree and 69.5 percent holding advanced graduate degrees, such as a master's or doctoral degree.

Teacher Credential Status			
	01	02	03
Fully Credentialed	33	33	34
Emergency Credentials	3	2	0
Interns	0	0	0
Waivers	0	0	0
<b>Total Teachers</b>	<b>35</b>	<b>35</b>	<b>34</b>
Working Outside Subject	0	0	0
Average Years Teaching	16.3	16.3	17.7
Average Years in District	14.9	15.0	16.4

*Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.*

## Teacher Evaluation

A constructive evaluation process is a fundamental element in a sound educational program. Non-tenured teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are performed by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are modeled after the Stull guidelines for teacher evaluations and include: maintenance of a suitable learning environment, attainment of standards of expected student progress, working staff relationships, professional qualities, instructional techniques and strategies, adherence to curricular objectives, and other duties relevant to the position.

## Substitute Teachers

Ocean View School District employs more than 230 qualified substitute teachers, including part-time teachers, retired teachers, and aspiring full-time teachers. Many District substitutes are fully credentialed; all have a minimum of a bachelor's degree and have passed the California Basic Education Skills Test. On the rare occasion when a substitute is not available, students receive instruction from a certificated teacher or a school administrator teaches the class.

## Instructional Time

During the 2002-03 school year, all instructional minutes offered at Circle View Elementary School met or exceeded state requirements. For the 2002-03 school year, Circle View Elementary School offered 180 days of instruction comprised of 134 regular days, 35 modified Wednesdays, and 11 minimum days. Minimum days are used for parent/teacher conferences and the last day of school. Students are released early on Wednesdays so that we may use the time for staff development, teacher planning, and faculty meetings.

Instructional Minutes by Grade Level		
	Minutes Required	Actual Minutes
K	36,000	36,000
1st-3rd	50,400	50,400
4th-8th	54,000	58,410

## Class Size

Small class sizes allow us to focus more attention on the individual needs of each student. We provide instruction for grades kindergarten through five in a self-contained classroom environment.

## Class Size Distribution

	Average Class Size			Classrooms containing:								
				1-20 Students			21-32 Students			33+ Students		
	01	02	03	01	02	03	01	02	03	01	02	03
K	19	19	18	6	6	6	0	0	0	0	0	0
1st	19	19	20	5	5	5	0	0	0	0	0	0
2nd	19	18	19	6	6	5	0	0	0	0	0	0
3rd	20	20	19	6	5	6	0	0	0	0	0	0
4th	30	26	28	0	0	0	4	5	4	0	0	0
5th	31	28	27	0	0	0	4	4	5	0	0	0
Combo 4th-8th	28	26	13	0	0	2	2	2	0	0	0	0

In 1996, the state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. During the 2002-03 school year, 100% of our K-3 classrooms participated in the CSR program.

## Student Support Services

We make every effort to meet the academic, emotional, and physical needs of our students. The school and District employ qualified personnel to provide support services. An active Student Study Team (SST) meets weekly to address issues that affect the ability of a student to perform at his or her best in school. Using a collaborative approach, members of the SST evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student. For students at-risk of retention, a Monitor and Assistance Plan (MAP) is created in collaboration with the parent, student, and teacher. The plan outlines intervention strategies and the roles and responsibilities of each participant.

## Counseling & Support Services Staff

	Number of Staff	Days Available Per Week	Full Time Equivalent
Adaptive PE Specialist	1	As needed	-
Counselors	2	2	0.4
Health Technician	1	5	0.5
Nurse	1	1	0.2
Community Resource Coordinator	1	4	0.8
Psychologist	1	1.5	0.3
Resource Specialist	1	3	0.4
Special Day Class Teacher	1	5	1.0
Speech/Language Specialist	1	3	0.4
Noon Duty Aides	5	5	2.5
RSP Aide	1	5	2.5
Special Education Aides	3	5	1.5

## School Facilities & Safety

Circle View Elementary School provides a safe, clean environment for students, staff, and volunteers. School facilities are well-maintained and provide adequate space for students and staff. Facilities include 30 classrooms, a multi-purpose room, teacher's lounge, main office, principal's office, nurse's office, food services area, parent work room, library, and custodial area.

A team of custodians ensures classrooms, restrooms, and campus grounds are cleaned daily. The District's maintenance and operations department continually monitors all school sites to ensure that classrooms and facilities are well-maintained and provide a suitable learning environment. The Board of Trustees oversees a District Master Plan to ensure our schools are safe and up-to-date.

Circle View Elementary School is a closed campus. Signs posted throughout campus entry points direct visitors to check in with the front office. All visitors are required to register and to wear visitor badges during their stay. While we welcome visits by parents and community members, anyone wishing to be on campus during school hours should notify staff ahead of time. During lunch, breaks, and before and after school, noon duty aides, the principal, and teachers supervise students and monitor the campus.

The comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a schoolwide dress code; safe ingress and egress of pupils, parents, and school employees to and from school; safe and orderly school environment; and school rules and procedures. The school evaluates the plan annually and updates it as needed. The plan was last updated in Fall 2003. Safety procedures, including elements of the Safe School Plan, are reviewed with school staff at the beginning of each school year.

### School Attendance

Regular attendance at Circle View Elementary School is a necessary part of the learning process and is critical to academic success. For each day a student is absent, \$25 is taken from the District's budget. Attendance, tardiness, and truancy policies are clearly stated and consistently enforced. The principal monitors attendance daily and communicates excessive absences to parents through letters sent home. In addition, students may be referred to the Student Study Team (SST) and/or the School Attendance and Review Board (SARB) for further intervention. The actual attendance rate for Circle View Elementary School in the 2002-03 school year was 96.25 percent.

### Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2001-02 school year. In 2001-02, Ocean View School District spent an average of \$6,435 to educate each student (based on 2001-02 audited financial statements).

Current Expense of Education Per Student* 2001-02		
Statewide Average		
OVSD	All Elementary School Districts	All Districts
\$6,435	\$6,444	\$6,719

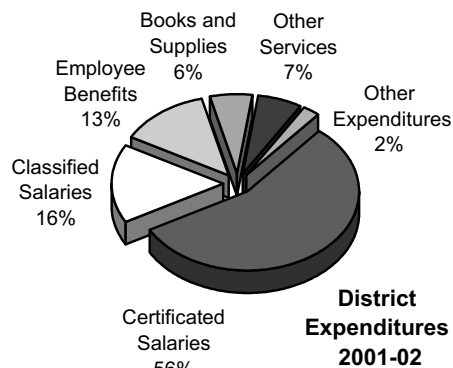
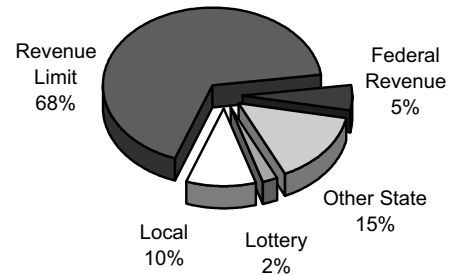
\*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.

Ocean View School District receives federal and state categorical funding for special programs. For the 2001-02 school year, the District received approximately \$1,305 per student in federal and state aid for categorical, special education, and other support programs including:

- Class Size Reduction
- Drug/Alcohol/Tobacco Education Funds
- Economic Impact Aid (EIA-LEP)
- Educational Technology Assistance
- Eisenhower Math and Science
- Gifted and Talented Education (GATE)

- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review
- School Improvement Program
- Special Education
- Title I

**District Revenue Sources  
2001-02**



### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2001-02 school year. For comparison purposes, the State Department of Education has provided average salary data from elementary school districts having over 5,000 average daily attendance throughout the state.

Average Salary Information Teachers - Principals - Superintendent 2001-02		
	OVSD	State Average
Beginning Teachers	\$34,000	\$37,036
Mid-Range Teachers	\$61,868	\$60,113
Highest Teachers	\$80,480	\$74,006
Elementary Principals	\$96,563	\$92,289
Middle School Principals	\$101,295	\$92,289
Superintendent	\$144,561	\$138,150
Salaries as a Percentage of Total Budget		
Teacher Salaries	49.8%	45.7%
Administrative Salaries	5.8%	5.6%