

OCEAN VIEW SCHOOL DISTRICT

College View Elementary School

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Susan Kemp, Principal



A California Distinguished School

2002-2003 School Accountability Report Card



Ocean View School District

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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.

Principal's Message

Welcome to our School Accountability Report Card for College View Elementary School. This report card reviews the successes of the 2002-03 school year and other interesting information about our school such as student achievement data from the state's STAR testing, our Academic Performance Index score, staff training focus areas, parent involvement opportunities, as well as new information required by the federal No Child Left Behind Act.

At College View, our goal continues to focus on increasing student achievement through a standards and assessment driven instructional program. We are committed to monitoring your child and providing instruction that will meet his/her needs. A home school partnership is integral to the success of our students at College View. Parent involvement is essential to making your student successful. We highly encourage you to assist your child, monitor his/her progress, and become involved in his/her education. With your involvement and support, each school year will be a tremendous success. We look forward to working with you and our community.

-- Susan Kemp, Principal

School Mission Statement

The mission of College View School and of the Ocean View School District is to provide all students with a high quality educational program which: meets their individual, social, emotional, and physical health needs; creates a school environment that will best promote the learning necessary for each student to acquire maximum knowledge and experience; and fosters in each student a feeling of personal worth and philosophy that encompasses worthy moral and ethical values, and sustains a growing awareness of our interdependence with society and the environment.

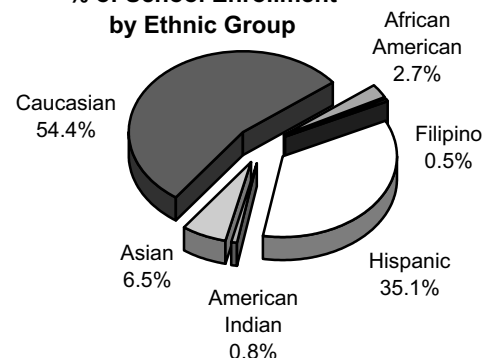


District & School Profile

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."

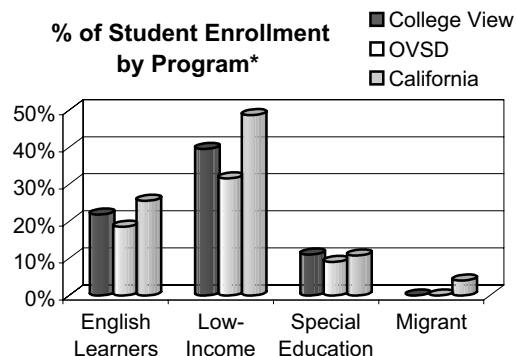
College View Elementary School, a California Distinguished School, serves over 600 students on a traditional school calendar year. Our goal is to nurture the whole child by creating a community of learners supported by strong parental involvement, a safe and positive school climate, and where all activities promote academic achievement, personal growth, and high self-esteem.

% of School Enrollment by Ethnic Group



No Child Left Behind

Title I funding plays a critical role in the landmark education act popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving students and other designated students with special needs. College View Elementary School meets specific criteria for federal Title I targeted assistance eligibility and uses Title I funds to assist students at risk of failing to meet the State Board of Education standards. NCLB 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. The enrollment of significant ethnic subgroups is located on page one.



*Source: STAR testing enrollment.

School Leadership

Leadership at College 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 representative teachers. This team meets monthly to address issues such as staff development needs, student achievement, and maintaining a positive school climate. 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: School Site Council (SSC), English Learners Advisory Committee (ELAC), and the Parent Teacher Association (PTA). 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 College View Elementary School. Our PTA 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, including organizations such as Quiksilver, California State University Long Beach, WalMart, and Washington Mutual.

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 Family Math Night, Book Fair, Annual Title I Parent Meeting, Back-to-School Night, Reading Carnival, Open House, awards assemblies, and various student performances. Parents are kept informed of school activities through regular teacher newsletters, a monthly principal's newsletter, and the school's website.

Discipline & Climate for Learning

College 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 classroom orientation, school rules assemblies, and the Parent/Student Handbook.

To create a compassionate learning environment and encourage positive behavior, we have implemented a character education program "Wildcat ROARS." Through the program students learn about the character traits *Responsibility, Obligation to Cooperate, Attitude of Caring, Respect, and Sense of Pride*. Every two months, classroom and school activities promote understanding of a character trait. We recognize outstanding students who have practiced the character traits through Super-You certificates, the Principal's Proud Board, and special recognition at assemblies.

We further celebrate the good citizenship and achievements of our students through daily positive reinforcement in the classroom and at trimester awards assemblies. Students redeem their Super-You certificates for weekly treats and an opportunity for a monthly lunch with the principal. Trimester awards include citizenship, most improved, subject-area achievement, perfect attendance, creative writing, teacher's choice, and the principal's award.

Students in grades 4-5 may volunteer to be part of the school's peer mediation program and assist their peers and younger students in resolving conflicts in a constructive, non-violent manner. These conflict managers receive training from a teacher and monitor the school campus during recess and lunch periods to help identify and mediate conflicts as well as reinforce playground rules. Through the implementation of this program we have experienced a more safe and peaceful campus.

College 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					
	College View			OVSD		
	01	02	03	01	02	03
Suspensions (#)	18	23	15	454	412	444
Suspensions (%)	3.0	3.8	2.5	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 College View Elementary School, students are placed in a differentiated core reading program where they receive instruction according to their reading level. Students well below grade level participate in the Title I Intervention Program (grades K-3) and

Language! (grades 4-5). Support is also offered in extended instruction after school using the Soar to Success program (grades 1-5) four days a week. In the subject of mathematics we utilize small group instruction, individual tutoring, and standards-based software to help bring students to grade level. Fifth grade students may participate in an After School Math Club.

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. At College View Elementary School, students in the GATE program are clustered to receive instruction with increased depth and complexity by GATE-trained teachers. Students in the GATE program also have the option of attending the magnet program at Circle View Elementary School.

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 College View Elementary School, students learning English receive 30 minutes of English Language Development daily and are placed with teachers who have supplemental credentials to provide instruction to English Learners. An English language coordinator provides small group instruction based on student needs, and two bilingual aides work in the classroom to assist students in accessing the core curriculum.

College 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, Occupational Therapist, Resource Specialist, Adaptive Physical Education Specialist, or placement in a Special Day Class. College View Elementary School offers a Resource Specialist Program and Speech and Language Therapy for all grade levels.

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. College View Elementary School provided additional staff planning and professional development opportunities throughout the school year. We focused on additional curriculum calibration and planning, fostering leadership skills, and differentiating instruction to meet the unique learning needs of our 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
Language Arts		
June 2002	Houghton Mifflin: <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	K-5th
Mathematics		
Dec. 2001	Scott Foresman: <i>California Mathematics</i>	K-5th
Science		
June 2003	Harcourt Brace: <i>Harcourt Science</i>	K-5th
History/Social Science		
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.

College View Elementary School maintains a high quality Library Media Center (LMC). All students visit the LMC on a weekly basis and have access to 10,000 books and periodicals as well as several Internet-connected computers.

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 College View Elementary School, each classroom in grades 3-5 has six fully-networked computers. The school uses standards-aligned software such as CornerStone Language, A+, and Tenth Planet to enhance and extend student learning. Additional technology tools available to teachers for classroom instruction include digital cameras, laptop computers, LCD projectors, and video cameras.

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 College 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.

College View Elementary School exceeded all requirements for Adequate Yearly Progress in 2003. Ocean View School District also met all requirements for AYP 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. College View Elementary School has not been identified for Program Improvement in the last three years. 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					
College View		OVSD			College View		OVSD			
Participation Rate	% Prof. & Adv.	Participation Rate	% Prof. & Adv.	Participation Rate	% Prof. & Adv.	Participation Rate	% Prof. & Adv.	Participation Rate	% Prof. & Adv.	
Target		95%	13.6%	95%	13.6%	95%	16.0%	95%	16.0%	
Met	%	Met	%	Met	%	Met	%	Met	%	
All Students	Yes 99.4	Yes 47.2	Yes 99.4	Yes 49.7	Yes 99.4	Yes 55.8	Yes 99.1	Yes 57.1		
Subgroups*										
English Learners	Yes 98.9	Yes 22.3	Yes 99.5	Yes 22.6	Yes 98.9	Yes 36.4	Yes 99.4	Yes 35.7		
SED [^]	Yes 99.3	Yes 27.3	Yes 99.4	Yes 26.4	Yes 99.3	Yes 43.8	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 99.5	Yes 55.1	Yes 99.4	Yes 59.4	Yes 99.5	Yes 60.2	Yes 98.9	Yes 64.6		
Hispanic	Yes 99.2	Yes 28.8	Yes 99.4	Yes 24.1	Yes 99.2	Yes 43.2	Yes 99.2	Yes 33.5		
Academic Performance Index (API)										
College View					OVSD					
Target										
Minimum score of 560 or 1 point increase										
Met	Score	Increase/Decrease			Met	Score	Increase/Decrease			
School or District	Yes	785	21			Yes	790	21		

[^]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)

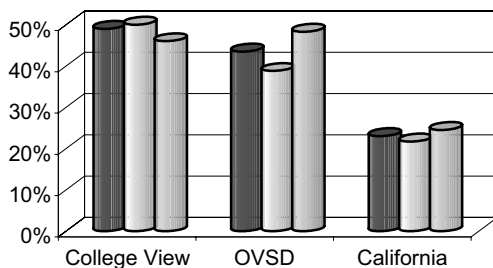
California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), 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, College 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	01	02	03	02	03	02	03	02	03	02	03
All Students																				
College View	45	45	57	43	47	42	41	42	44	27	33	45	62	79	41	49	42	48	38	48
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
Male																				
College View	42	36	59	50	50	36	34	40	42	23	24	41	68	69	47	50	50	57	36	49
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
Female																				
College View	47	54	55	35	44	48	50	43	45	32	44	48	55	85	36	48	33	42	41	46
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
English Learners (EL)																				
College View	22	14	20	12	17	26	22	13	10	5	6	0	48	55	17	33	25	14	37	25
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
Non EL																				
College View	52	61	69	50	54	48	45	48	52	32	39	53	66	85	48	55	44	57	38	52
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
SED^A																				
College View	24	28	41	17	15	35	15	17	16	14	19	14	51	70	10	35	35	26	30	37
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
Non SED																				
College View	58	59	71	53	63	47	52	56	59	34	38	61	68	83	57	60	45	61	42	53
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
Special Education																				
College View	27			14			42							29		58				
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
African American																				
College View																				
OVSD		63		28		30		63		63		63		63		14		35		59
California		28		23		27		23		37		29		29		29		29		19
Asian																				
College View				64											82					
OVSD		62		63		66		71		81		78		78		81		81		81
California		62		56		62		56		75		73		74		74		64		64
Caucasian																				
College View	66		44		54		57		83		52		57		52		57		52	
OVSD	58		59		64		60		79		63		67		63		67		55	
California	54		52		59		54		71		61		61		61		61		49	
Filipino																				
College View																				
OVSD		75		56					83		88									
California		56		50		58		50		67		64		63		63		51		51
Hispanic																				
College View	37		30		19		25		67		37		26		37		26		38	
OVSD	24		21		27		25		51		31		40		31		40		23	
California	23		19		14		20		40		33		33		33		33		22	

^ASED - 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	
All Students									
College View	59	47	39	51	78	53	44	58	
OVSD	56	46	45	55	73	62	58	62	
California	46	34	35	41	57	52	48	49	
Subgroups									
Male	54	42	31	45	72	52	53	59	
Female	65	52	45	58	85	54	37	58	
English Learners (EL)	35	19	9	6	60	33	14	31	
Non EL	68	58	46	60	85	61	51	64	
SED [^]	43	33	18	29	70	42	13	49	
Non SED	74	58	50	64	86	62	61	64	
Asian		64			82				
Caucasian	68	50	49	66	85	58	50	60	
Hispanic	44	33	18	31	63	33	24	50	

[^]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		
All Students	01	02	01	02	01	02	01	02	01	02
College View	71	63	70	68	53	58	60	55	83	83
OVSD	62	66	62	62	62	62	64	62	77	79
California	51	53	46	47	47	49	45	46	58	62
Subgroups*										
Male	67	56	77	74	46	59	64	59	87	83
Female	75	69	63	64	62	57	56	50	81	82
English Learners (EL)	43	27	19	23	24	8	11	20	62	80
Non EL	79	80	80	80	60	66	72	63	89	84
SED [^]	51	34	32	26	16	28	35	33	65	84
Non SED	84	85	86	90	68	74	73	64	95	82

*Ethnicity and Migrant data unavailable from the California Department of Education.
[^]SED - Socioeconomically Disadvantaged

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. College 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
All Students						
Percent Tested	100	100	100	Percent Tested	100	100
API Score	719	759	764	API Growth Score	768	778
Growth Target	4	2	2	Actual Growth	49	19
Statewide Rank	7	7	8			
Similar Schools Rank	5	6	5			
Subgroups						
Socioeconomically Disadvantaged						
Base API Score	577	650	665	API Growth Score	644	671
Growth Target	3	2	2	Actual Growth	67	21
Caucasian						
Base API Score	773	789	800	API Growth Score	797	818
Growth Target	3	2	*	Actual Growth	24	29
Hispanic						
Base API Score	519	662	678	API Growth Score	661	689
Growth Target	3	2	2	Actual Growth	142	27

***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

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, College View Elementary School had 31 fully credentialed teachers in accordance with State of California guidelines. During the 2002-03 school year, certificated staff consisted of 33 employees: 24.2 percent with 30+ additional units beyond their bachelor's degree and 72.7 percent holding advanced graduate degrees, such as a master's or doctoral degree.

Teacher Credential Status			
	01	02	03
Fully Credentialed	28	29	31
Emergency Credentials	0	0	0
Interns	0	0	0
Waivers	0	0	0
Total Teachers	28	29	31
Working Outside Subject	0	0	0
Average Years Teaching	15.0	12.1	11.0
Average Years in District	13.1	10.8	9.9

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.

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 frequently 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.

College View Elementary School has an active School Wide Assessment Team (SWAT) in place to address students who may experience issues in maintaining appropriate behavior. The team looks at how best to address a child's social and emotional difficulties and the support that may be offered in the classroom or through counseling sessions with a psychologist or counseling intern.

Counseling & Support Services Staff

	Number of Staff	Days Available Per Week	Full Time Equivalent
Adaptive PE Specialist	1	As needed	-
Community Liaison	1	5	1.0
Counselor Intern	1	4	0.8
Health Clerk	1	5	0.5
Nurse	1	1	0.2
Psychologist	1	2	0.4
Speech/Language Specialist	1	4	0.8

School Facilities & Safety

College 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 27 classrooms, a multi-purpose room, library, learning center, teachers' center, administrative offices, and grassy field and blacktop play areas.

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.

College 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 school-wide 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 August 2002. Safety procedures, including elements of the Safe School Plan, are reviewed with school staff at the beginning of the school year.

School Attendance

Regular attendance at College 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, tardy, and truancy policies are clearly stated and consistently enforced. Our teachers and office manager proactively address attendance issues before they develop into further problems. In the case of chronic truancy, we contact the home with letters and telephone calls. In addition, students may be referred to the School Attendance and Review Board (SARB) for further intervention. The actual attendance rate for College View Elementary School in the 2002-03 school year was 95.3 percent.

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:								
	01	02	03	1-20 Students		21-32 Students		33+ Students				
K	20	20	19	4	5	5	0	0	0	0	0	0
1st	20	20	20	5	4	5	0	0	0	0	0	0
2nd	18	20	19	6	4	4	0	0	0	0	0	0
3rd	20	20	19	4	6	5	0	0	0	0	0	0
4th	30	30	19	0	0	0	3	3	4	0	0	0
5th	29	26	26	0	0	0	3	3	4	0	0	0
Combo K-3rd	20	18	20	1	2	1	0	0	0	0	0	0
Combo 4th-5th	25	24	0	0	0	0	1	1	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.

Instructional Time

During the 2002-03 school year, all instructional minutes offered at College View Elementary School met or exceeded state requirements. For the 2002-03 school year, College 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-5th	54,000	58,410

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		
All Elementary		
OVSD	School Districts	All Districts
\$6,435	\$6,444	\$6,719

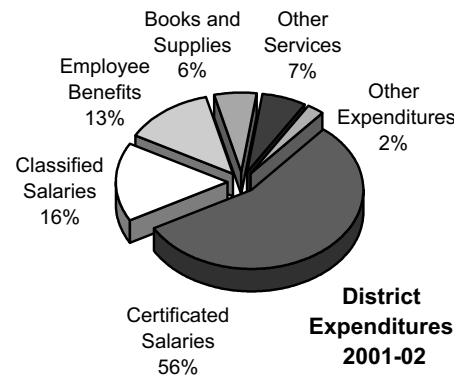
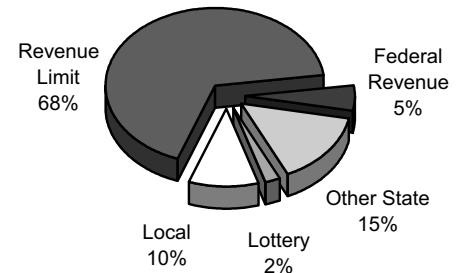
*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.

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%

Contact Information

Parents who wish to volunteer or participate in College View Elementary School's leadership teams, school committees, and school activities may call the school's office at (714) 847-3505.