

# College View Elementary School

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## 2009-10 School Accountability Report Card

Published January 2011

### Principal's Message

Welcome to our School Accountability Report Card for College View School. This report card reviews the successes of the 2009-10 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.

A home school partnership is integral to the success of our students at College View. Parent involvement is essential for students' educational success. We highly encourage parents to assist their children. With parent and community involvement and support, each school year will be a tremendous success.

### School Mission

College View School will accomplish this vision through our commitment to:

- A learning environment where people feel safe, supported, and respect is evident; a facility that is conducive to learning.
- A clear and shared focus on student learning.
- High levels of collaboration and communication with our staff.
- A standards-based curriculum and tailored teaching environments and practices that create appropriately varied learning experiences for different students.
- Utilizing standards-based assessment data to determine student learning and to guide instruction.
- High levels of community and family involvement, working to improve students' academic and personal growth.
- A learning environment that honors different learning and teaching styles, and displays respect for diversity.

### School Vision

Our vision at College View is to inspire learning in a safe, nurturing, and welcoming environment, where the staff holds high expectations for all students. Through the collaborative efforts of staff, parents, and community, we will ensure all students are provided with support for learning and opportunities for success. We will provide academic and social experiences that promote leadership, creativity, and individual responsibility.

### District & School Profile

The Ocean View School District is located in western Orange County and served over 9,750 students from kindergarten through eighth grade in the 2009-10 school year. The District serves students in northern Huntington Beach as well as portions of the cities of Westminster, Fountain Valley, and Midway City. Ocean View School District is dedicated to educational excellence and the continuous academic growth of all students which supports its motto: "Charting the Course -- Success for All."

College View Elementary School is located in the western region of Huntington Beach and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2009-10 school year, 465 students were enrolled,



## Ocean View School District

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[www.ovsd.org](http://www.ovsd.org)

### Board of Trustees

Debbie Cotton, President  
Tracy Pellman, Clerk  
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### District Administration

Alan G. Rasmussen, Ed.D.  
Superintendent

Beverly M. Hempstead  
Deputy Superintendent

William V. Loose, Ed.D.  
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Administrative Services

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including 8% in special education, 25% qualifying for English Language Learner support, and 44% qualifying for free or reduced price lunch. College View Elementary School achieved a 2010 Academic Performance Index (API) score of 869.

Percentage of Students by Ethnicity/Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-American	1.5%	Kindergarten	92
Amer. Indian or Alaskan Native	0.2%	Grade 1	88
Caucasian	43.8%	Grade 2	74
Asian	6.1%	Grade 3	72
Filipino	0.9%	Grade 4	66
Hispanic or Latino	41.0%	Grade 5	73
Pacific Islander	1.1%	Grade 6	
Two or More Races	6.3%		
Total Enrollment			465

## Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, letters, newsletters, parent conferences, the school marquee, the school website, Tuesday packets home, and the NTI automated telephone messaging system. Contact any school office staff member, teacher, or the PTA President at (714) 847-3505 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

- Chaperone Field Trips
- Classroom Helper
- Library Helper
- Office Helper
- Computer Lab Helper

### Committees

- English Learner Advisory Council
- Parent Teacher Association
- School Site Council

### School Activities

- Back to School Night
- Open House
- Student Performances
- Guest Reader Day
- Book Fair
- Annual Title I Parent Meeting
- Awards Assemblies

## Student Achievement Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English/language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at [www.cde.ca.gov/ta/tg/sr/resources.asp](http://www.cde.ca.gov/ta/tg/sr/resources.asp).

## 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 grade five. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's Website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	4.2%	23.6%	48.6%

## Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2009-10 AYP cycle, elementary and middle schools must achieve a 56.8% or higher proficiency rate in English/language arts and 58% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 680 or increasing the API growth by 1 point.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2009-10		
Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?		
AYP Indicator	College View	OVSD
Overall School Results	Yes	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	Yes	No
Math	Yes	No
Academic Performance Index	Yes	Yes

More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

## Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

STAR Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	College View			OVSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	49	59	61	63	64	67	46	50	52
Math	62	61	63	69	69	72	43	46	48
Science	47	63	64	68	64	72	46	50	54
History				54	55	63	36	41	44

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2009-10									
	College View								
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races	
English-Language Arts	*	*	*	*	39	*	56	*	
Math	*	*	*	*	46	*	70	*	
Science	*	*	*		58	*	65	*	
History									

When 10 students or less are tested, to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.

STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2009-10							
	College View						
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education	
English-Language Arts	56	67	25	45	*		
Math	62	63	44	50	*		
Science	59	70	29	55	*		
History							

Academic Performance Index (API) Three-Year Performance Comparison						
	API Rank			School Growth	District Growth	State Growth
	2007	2008	2009			
Statewide Rank	6	7	7			
Similar Schools Rank	4	5	5			
Results	School Increase/Decrease in API			2010	2010	2010
	2007-08	2008-09	2009-10			
Schoolwide - All Students	28	7	49	869	857	767
Ethnic Subgroups						
Asian				810	927	889
Hispanic or Latino	56	7	57	810	779	715
Caucasian	12	13	32	896	891	838
Other Subgroups						
Economically Disadvantaged	54	1	66	810	772	712
English Learners	32	16	68	806	775	691

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well.

Schools/subgroups that have achieved an API of 800 or above must maintain their scores. Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

**No Child Left Behind (NCLB)**

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2009-10, College View Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

Title I Program Improvement (PI) Status		
	College View	OVSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2009-10
Year in PI	N/A	Year 2
No. of Schools Currently in PI		
Percent of Schools Currently Identified for PI		
		20.0

The statistical information in this table reflects the PI status during the 2010-11 school year.

## Facilities & Safety

The District takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. College View Elementary School's original facilities were built in 1965; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and District staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the school fields were refurbished.

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to College View Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- General grounds maintenance
- Restroom cleaning
- Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with the custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1965
Acreage	13.7
Bldg. Square Footage	49,259
	<b>Qty.</b>
# of Permanent Classrooms	26
# of Portable Classrooms	3
# of Restrooms (student use)	2 sets
Learning Center	1
Library	1
Multipurpose Room w/Stage	1
Speech/Language Room	1
Staff Lounge	1

## Deferred Maintenance

College View Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, College View Elementary School received \$15,000 for campus improvements related to wood replacement in the library courtyard.

## Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the teachers on duty are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, teachers on duty supervise playground activity. Noon duty supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers on duty monitor student behavior to ensure a safe and orderly departure.

College View Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

## School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for College View Elementary School in collaboration with local agencies and the District office to fulfill Senate Bill 187 requirements.

Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in September 2010.

## Facilities Inspections

The District's maintenance department inspects College View Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). College View Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, September 07, 2010. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2009-10, all restrooms were fully functional and available for student use.

## Classroom Environment

### Discipline & Climate for Learning

College View Elementary School's discipline policies are based upon a schoolwide discipline plan, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. College View Elementary School employs a progressive approach in managing

School Facility Good Repair Status				
Item Inspected	Repair Status			
Most Recent Inspection: September 7, 2010	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			<b>No deficiencies were found during the inspection.</b>
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	
Overall Summary	Good: The school is maintained in good repair with a number of non-critical deficiencies noted.			

students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Suspensions & Expulsions			
	College View		
	07-08	08-09	09-10
Suspensions (#)	9	5	12
Suspensions (%)	2.0%	1.1%	2.6%
Expulsions (#)	0	0	0
Expulsions (%)	0.0%	0.0%	0.0%
OVSD			
	All K-8 Schools		
	07-08	08-09	09-10
Suspensions (#)	470	463	409
Suspensions (%)	5.0%	4.9%	4.4%
Expulsions (#)	0	5	6
Expulsions (%)	0.0%	0.1%	0.1%

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.*

## Instructional Time

All instructional time offered at College View Elementary School either meets or exceeds California's Education Code requirements. For the 2009-10 school year, College View Elementary School offered 180 days of instruction comprised of 132 regular days, 12 minimum days, and 36 modified days. Minimum days were used for parent conferences. Modified days were used for staff meetings, teacher planning, and the last day of school.

The table below is a comparison of the instructional minutes offered and the state's instructional time requirements.

Instructional Minutes		
2009-10		
Grade Level	Actual Minutes Offered	State Requirement
K	36,000	36,000
1-3	50,412	50,400
4-6	58,020	57,967

## Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes				
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.5	4		
1	19.7	3		
2	19.0	3		
3	17.8	4		
4	31.0		2	
5	26.7	1	1	1
Combo K-3	17.0	2		
Combo 3-4	19.0	1		
2008-09				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.5	4		
1	19.3	6		
2	18.3	3		
3	18.5	4		
4	28.0		2	
5	29.0		2	
Combo 4-6	26.0		1	
2009-10				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	24.0	4		
1	24.0	4		
2	24.0	3		
3	24.0	2		
4	29.0	3		
5	33.0	1		1

## Curriculum & Instruction

### Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 4 through 5 who have been identified as academically gifted through district-administered assessments, teacher recommendation and testing programs. Students receive differentiated instruction from the classroom teacher. Instruction is provided by teachers who are GATE trained.

For students whose primary language is not English and who have limited English proficiency, College View Elementary School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners receive small group and/or individualized instructional support in the classroom from bilingual aides who collaborate with the student's teacher to provide support in areas of need. Some students may receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided in the classroom by the homeroom teacher with bilingual aide support. Students are monitored through the CELDT exam given throughout the year; results are used to evaluate student progress, intervention programs, teaching strategies, and to adjust individualized learning strategies.

College View Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using STAR test results, District benchmark assessments, and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Title I Intervention Program
- Language!
- Soar to Success
- After-School Math Club

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on District benchmark assessments, daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

### Staff Development

All training and curriculum development activities at College View Elementary School revolve around the California State Content Standards and Frameworks. Decisions concerning the selection of staff development activities are based on student needs and topics focused on areas in which additional teacher training may enhance classroom

instruction and increase student achievement levels.

In 2009-10, school staff participated in District-sponsored staff development which focused on RtI (Response to Intervention) efforts to meet the needs of all students, and site staff development focused on:

- Active Student Involvement
- Instructional Strategies
- Math
- Vocabulary Development

Throughout the year, teaching staff are provided the opportunity to participate in District-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

College View Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and District representatives.

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
6	6	2

### Instructional Materials

All textbooks used in the core curriculum at College View Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, October 19, 2010, the Ocean View School District held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 14:1011 which certifies as required by Education Code §60119 (1) that

District Adopted Textbooks		
Subject & Year Adopted	Publisher / Series	Grades
<b>History-Social Science</b>		
2007	Harcourt School Publishers <i>Reflections: California Series</i>	K-5
<b>Mathematics</b>		
2010	Houghton Mifflin <i>Houghton Mifflin California Math</i>	K-5
<b>Reading Language Arts/ELD</b>		
2003	Houghton Mifflin <i>Houghton Mifflin Reading</i>	K-5
2010	Sopris West <i>Language! 4th Edition</i>	4-8
<b>Science</b>		
2009	McGraw-Hill School Division <i>Macmillan/McGraw-Hill California Science</i>	K-5

*The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.*

textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

	Teacher Education Levels 2009-10	
	College View %	OVSD %
Doctorate	0.0	0.2
Master's Degree plus 30 or more semester hours	31.6	33.5
Master's Degree	57.9	45.0
Bachelor's Degree plus 30 or more semester hours	10.5	20.2
Bachelor's Degree	0.0	1.1
Less than a Bachelor's Degree	0.0	0.0

	Teacher Credentials & Assignments							
	College View				OVSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	22	22	19		438	444	436	
Teachers with Full Credential	22	22	19		432	440	436	
Teachers without Full Credential	0	0	0		6	4	0	
Teachers in Alternative Routes to Certification	0	0	0		0	0	0	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	0	0		0	0	0	
Teachers with Waivers	0	0	0		0	0	0	
Teachers Teaching Outside Subject Area	0	0	0		0	0	0	
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	0	0	0
Teacher Misassignments - Total	0	0	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0	0	0

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2009-10 school year, Ocean View School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

## Professional Staff

### Teacher Assignment

During the 2009-10 school year, College View Elementary School had 19 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

In the table below, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

	Percentage of Core Classes:	
	Taught by NCLB- Compliant Teachers	Not Taught by NCLB- Compliant Teachers
	2009-10	
College View	100.0	0.0
District Totals		
All Schools	100.0	0.0
High-Poverty Sch.	100.0	0.0
Low-Poverty Sch.	100.0	0.0

## Substitute Teachers

College View Elementary School does not experience any difficulties finding substitute teachers to fill vacancies. A pool of substitutes is available through the District pool and is comprised primarily of aspiring teachers, retirees, and part-time teachers. Substitutes must have (1) a bachelor's degree; (2) passed the CBEST (California Basic Education Skills Test); and (3) a 30-day substitute permit.

## Teacher Evaluations

Evaluation procedures and criteria for College View Elementary School's teachers are defined in the District's collective bargaining agreement. Evaluation criteria are based on the Stull Evaluation Criteria:

- Planning and Designing Instruction
- Classroom Performance
- Developing as a Professional Educator
- Punctuality, Attendance, and Record-keeping

Temporary and probationary teachers are evaluated once annually; permanent/tenured teachers are evaluated once every five years. Tenured teachers whose previous evaluations either met or exceeded standards may be evaluated at least every five years if agreed upon by the teacher and school principal. Evaluations are conducted by the principal, who has been trained and certified to perform teacher evaluations.

New teachers and teachers who are not yet fully credentialed are supported by peer coaching and extensive staff development through the Beginning Teacher Support and Assessment (BTSA) program. This program utilizes 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.

## Counseling & Support Staff

College View Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to College View Elementary School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

### Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10

	No. of Staff	FTE
Academic Counselor	1	*
Counselor	1	0.4
Health Clerk	1	0.6
Librarian	1	0.8
Psychologist	1	0.4
School Nurse	1	0.2
Speech Therapist	1	0.8

FTE = Full-Time Equivalent

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

### Salary Comparison 2008-09

	OVSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$38,044	\$41,988
Mid-Range Teacher Salary	\$75,222	\$68,649
Highest Teacher Salary	\$93,741	\$87,156
Average Principal Salaries:		
Elementary School	\$113,918	\$109,026
Middle School	\$120,543	\$112,489
Superintendent Salary	\$200,110	\$181,890
Percentage of General Fund Expenditures For:		
Teacher Salaries	46.40 %	42.50 %
Administrative Salaries	5.40 %	5.50 %

### Expenditures Per Student

For the 2008-09 school year, Ocean View School District spent an average of \$8,119 of total general funds to educate each student (based on 2008-09 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

### Current Expense of Education per Pupil 2008-09

Expenditures Per Pupil	Dollars Spent per Student				
	College View	OVSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,514	\$4,544	121.3%	N/A	N/A
Restricted (Supplemental)	\$303	\$190	159.1%	N/A	N/A
Unrestricted (Basic)	\$5,211	\$4,354	119.7%	\$5,681	91.7%
Average Teacher Salary	\$69,082	\$71,824	96.2%	\$68,212	101.3%

In addition to general fund state funding, Ocean View School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the District received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- After School Learning & Safe Neighborhood Partnerships
- Arts & Music Block Grant
- CA Instructional School Garden

- CA Peer Assistance and Review Program for Teacher (CPARP)
- CA School Information Service (CSIS)
- Community Based Tutoring Grants
- Economic Impact Aid (EIA)
- Education Technology
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Fiscal Solvency Plans
- Indian Education
- Instructional Materials
- Lottery: Instructional Materials
- Professional Development Block Grant
- School & Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- State Lottery
- Supplemental School Counseling Program
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education

## SARC Data & Internet Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about College View Elementary School and comparisons of the school to the District, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

### Public Internet Access Location

Parents may access College View Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to College View Elementary School is Huntington Beach Central Library.

Huntington Beach Central Library  
 7111 Talbert Avenue, Huntington Beach  
 Phone Number: (714) 842-4481  
 WebSite: <http://www.hbpl.org>  
 Hours: Mon, 1pm-9pm; Tu-Th, 9am-9pm; Fr-Sat, 9am-5pm; Sun, Closed  
 Number of Computers Available: 23

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ocean View School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in November 2010.