

OCEAN VIEW SCHOOL DISTRICT

Circle View Elementary School

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Dr. Pauline Tressler, Principal



A National NCLB Blue Ribbon School
 A California Distinguished School

2004-2005 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.

School Mission Statement

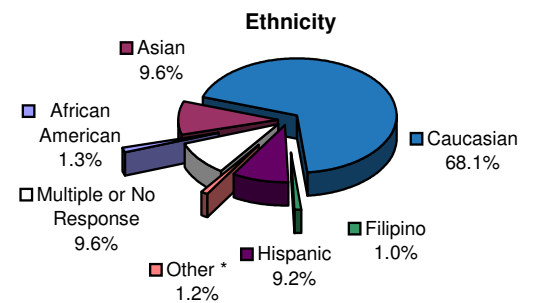
At Circle View School, we believe in meeting the needs of children through an assessment-based, standards-driven approach to instruction. Our teachers use the most effective teaching strategies to help every child achieve to their greatest potential. Our parents are highly involved in their children's 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 more than 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 National Blue Ribbon School, serves 687 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 in fourth and fifth grades throughout the District. The school is proud of its California Distinguished School and National Blue Ribbon School status. Student demographics are illustrated at right.



* Other includes American Indian (0.9%) and Pacific Islander (0.3%).

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, which includes the Student Handbook. Policies are reinforced 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*. Teachers establish their own rules and expectations and post them in the classroom.

The Suspensions and Expulsions table at right displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

| | Suspensions & Expulsions | | | | | |
|-----------------|--------------------------|-------|-------|-------|--------|--------|
| | Circle View | | | OVSD | | |
| | 02-03 | 03-04 | 04-05 | 02-03 | 03-04 | 04-05 |
| Suspensions | 6 | 7 | 4 | 444 | 574 | 372 |
| Suspension Rate | 0.9% | 1.1% | 0.6% | 4.4% | 5.6% | 3.7% |
| Expulsions | 0 | 0 | 0 | 2 | 1 | 1 |
| Expulsion Rate | 0.0% | 0.0% | 0.0% | 0.02% | 0.009% | 0.009% |

Student Recognition & Extracurricular Activities

Students demonstrating positive behavior are rewarded with citizenship awards in assemblies, recognition in newsletters, daily Wing Awards, and Wing 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, and Imagination Machine.

Class Size

Circle View Elementary School maintained a schoolwide average class size of 21.7 students in the 2004-05 school year. The Class Size Distribution table shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

| Class Size Distribution | | | | | | | | | | | | |
|-------------------------|------------------------|-----|----|-------|----|----|-----|----|----|----|----|----|
| Average Class Size | Classrooms Containing: | | | | | | | | | | | |
| | 1-20 | | | 21-32 | | | 33+ | | | | | |
| | 03 | 04 | 05 | 03 | 04 | 05 | 03 | 04 | 05 | 03 | 04 | 05 |
| K | 18 | 18 | 19 | 6 | 6 | 6 | | | | | | |
| 1st | 20 | 20 | 19 | 5 | 4 | 5 | | | | | | |
| 2nd | 19 | 20 | 20 | 5 | 5 | 5 | | | | | | |
| 3rd | 19 | 20 | 19 | 6 | 5 | 6 | | | | | | |
| 4th | 28 | 26 | 29 | | | | 4 | 5 | 4 | | | |
| 5th | 27 | 28 | 27 | | | | 5 | 4 | 5 | | | |
| 4th-5th | 13 | n/a | 26 | 2 | | | | | | | | |

The California Class Size Reduction (CSR) program provides funding to reduce kindergarten through third grade classes to 20 students or less. The chart at right illustrates the number of classrooms participating in CSR.

| Class Size Reduction | | | |
|----------------------|-------|-------|-------|
| | 02-03 | 03-04 | 04-05 |
| K | 100% | 100% | 100% |
| 1st | 100% | 100% | 100% |
| 2nd | 100% | 100% | 100% |
| 3rd | 100% | 100% | 100% |

School Attendance

Regular attendance at Circle View Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated and consistently enforced. Our teachers, principal, and office staff 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.

For each day a student is absent, \$25 is taken from the District's budget by the state. In the 2004-05 school year, Ocean View School District implemented a districtwide attendance incentive program to increase student attendance. If a school achieved an increase in its annual attendance rate, it received a monetary award -- corresponding to the appropriate increase in funding from the state.

School Leadership

Leadership at Circle View Elementary School is a responsibility shared among District administration, the principal, instructional staff, students, and parents. For the past three years, Dr. Pauline Tresssker has been principal of Circle View Elementary School.

Her previous experience includes positions as a principal, administrator, and teacher. 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 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 Instructional Advisory Council, the President's Roundtable, 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. The PTO has made generous contributions of time and money to numerous programs and activities. The PTO recently purchased playground equipment for the Kindergarten Playground and put in a garden. They are currently installing a Reading Garden for the whole school. Circle View School is grateful for the many hours contributed by parent volunteers. School programs are further enriched by strong community partnerships with local vendors, businesses, and service organizations. The Boeing Company sponsors an "Engineering Day," an event where students are exposed to the world of aerospace engineering.

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, Author's Day, and parent conferences. Parents are kept informed of school activities through the monthly "Circle View News" newsletter, teacher newsletters, PTO meetings, school website, and District meetings.

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. Ocean View School District held a Public Hearing on October 10, 2005, and determined that each school within the District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are provided their own textbooks, instructional materials, or both, in core subjects for use in the classroom and to take home to complete required homework assignments. 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 eight-year adoption cycle for core content materials.

District-Adopted Textbooks

| Subject | Publisher | Grade Level | Adoption Year | Quality & Availability of |
|----------------|------------------|-------------|---------------|-----------------------------|
| | | | | Standards Aligned Textbooks |
| Language Arts | Houghton Mifflin | K-5 | 2002 | Sufficient |
| Math | Scott Foresman | K-5 | 2001 | |
| Social Science | McGraw-Hill | K-5 | 2000 | |
| Science | Harcourt Brace | K-5 | 2003 | |

Circle View Elementary School's library, staffed by a Library Specialist and volunteers, is open to students 17 hours each week, Monday 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 with the National Educational Technology Standards. At Circle View Elementary School, fourth and fifth grade classrooms each contain six computers, third grade classrooms contain three, and kindergarten through second 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, Smartboards in the GATE classrooms, and a large projector in the multi-purpose room.

| Computer Resources | | | |
|----------------------------------|------|------|------|
| | 2003 | 2004 | 2005 |
| Computers | 107 | 115 | 120 |
| Students per computer | 6.3 | 5.8 | 5.30 |
| Classrooms connected to Internet | 17 | 29 | 31 |

School Facilities & Safety

Circle View Elementary School provides a safe, clean environment for students, staff, and volunteers. School grounds encompass approximately 13.5 acres. Facilities include 31 permanent classrooms, 4 portable classrooms, a multi-purpose room, teacher's lounge, main office, principal's office, nurse's office, food services area, parent work room, library, custodial area, and two playgrounds. The facility strongly supports teaching and learning through its ample classroom and playground space. The following chart displays the results of the most current facilities inspection.

| School Facility Conditions | | | |
|---|-------------------------|----|--|
| Date of Last Inspection: September, 2005 | | | |
| Interim Evaluation Instrument Part | Facility in Good Repair | | Deficiency & Remedial Actions Taken or Planned |
| | Yes | No | |
| Gas Leaks | X | | |
| Mechanical Systems | X | | |
| Windows/Doors/Gates (interior/exterior) | X | | |
| Interior Surfaces (walls, floors, & ceilings) | X | | |
| Hazardous Materials (interior/exterior) | X | | |
| Structural Damage | X | | |
| Fire Safety | X | | |
| Electrical (interior/exterior) | X | | |
| Pest/Vermin Infestation | X | | |
| Drinking Fountains (inside/outside) | X | | |
| Restrooms | X | | |
| Sewer | X | | |
| Playground/School Grounds | X | | |
| Other | X | | |

Safety

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 visits by parents and community members are welcomed, 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 to ensure a safe and orderly environment.

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 Spring 2005. Safety procedures, including elements of the Safe School Plan, are reviewed with school staff at the beginning of each school year.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule

The District governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the District office. The site administration team works daily with the custodial staff of three (one head custodian and two night custodians) to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2004-05 school year, the District budgeted \$704,300 for the deferred maintenance program. This represents 1.01% of the District's general fund budget.

Deferred Maintenance Projects

For the 2004-05 school year, the District's governing board approved deferred maintenance projects for this school that will result in new drinking fountains and new flooring. The District's complete deferred maintenance plan is available at the District office.

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 administrators, 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.

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. 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.

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.

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. These measures 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, as well as a comparison of that progress to students throughout the state.

California Standards Tests (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and fifth grade Science, for the most recent three-year period, is shown below.

| California Standards Test (CST) | | | | | | | | | | | | |
|--|----|----|----|----|----|-----|----|----|----|----|----|-----|
| Combined % of Students Scoring at Proficient and Advanced Levels | | | | | | | | | | | | |
| Language Arts | | | | | | | | | | | | |
| | 2 | | | 3 | | | 4 | | | 5 | | |
| | 03 | 04 | 05 | 03 | 04 | 05 | 03 | 04 | 05 | 03 | 04 | 05 |
| All Students | | | | | | | | | | | | |
| Circle View | 81 | 66 | 81 | 67 | 64 | 68 | 72 | 76 | 90 | 69 | 64 | 83 |
| OVSD | 48 | 49 | 59 | 47 | 41 | 47 | 52 | 55 | 63 | 51 | 56 | 59 |
| California | 36 | 36 | 42 | 33 | 30 | 31 | 39 | 40 | 47 | 36 | 40 | 43 |
| Females | | | | | | | | | | | | |
| Circle View | 85 | 69 | 83 | 77 | 65 | 68 | 81 | 84 | 88 | 78 | 75 | 88 |
| OVSD | 53 | 51 | 60 | 50 | 45 | 51 | 55 | 61 | 66 | 57 | 63 | 61 |
| California | 40 | 39 | 45 | 37 | 33 | 35 | 43 | 43 | 52 | 39 | 44 | 46 |
| Males | | | | | | | | | | | | |
| Circle View | 78 | 62 | 79 | 57 | 64 | 69 | 63 | 69 | 91 | 59 | 54 | 80 |
| OVSD | 44 | 47 | 58 | 45 | 38 | 44 | 47 | 49 | 61 | 44 | 49 | 58 |
| California | 33 | 32 | 39 | 30 | 28 | 29 | 35 | 36 | 44 | 31 | 36 | 39 |
| Socioeconomically Disadvantaged | | | | | | | | | | | | |
| Circle View | 63 | * | 54 | * | 47 | * | * | 55 | 78 | 50 | * | * |
| OVSD | 29 | 28 | 41 | 24 | 26 | 23 | 25 | 33 | 43 | 28 | 33 | 36 |
| California | 23 | 22 | 28 | 20 | 17 | 17 | 24 | 25 | 32 | 20 | 24 | 28 |
| Asian | | | | | | | | | | | | |
| Circle View | * | 85 | * | * | * | 100 | 75 | 81 | 94 | 84 | 78 | 100 |
| OVSD | 62 | 55 | 70 | 63 | 50 | 60 | 66 | 71 | 78 | 71 | 71 | 75 |
| California | 61 | 60 | 66 | 56 | 54 | 54 | 61 | 64 | 71 | 56 | 63 | 67 |
| Caucasian | | | | | | | | | | | | |
| Circle View | 88 | 67 | 83 | 70 | 68 | 64 | 75 | 78 | 94 | 67 | 65 | 82 |
| OVSD | 58 | 60 | 69 | 59 | 51 | 58 | 64 | 65 | 75 | 60 | 67 | 69 |
| California | 54 | 53 | 61 | 52 | 48 | 51 | 59 | 59 | 68 | 54 | 60 | 63 |
| Hispanic | | | | | | | | | | | | |
| Circle View | 42 | * | 73 | 41 | 29 | * | 69 | 58 | 63 | 57 | 50 | 63 |
| OVSD | 24 | 27 | 39 | 21 | 20 | 19 | 27 | 29 | 37 | 25 | 32 | 35 |
| California | 23 | 22 | 28 | 19 | 17 | 17 | 24 | 25 | 32 | 20 | 25 | 27 |

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

| California Standards Test (CST) | | | | | | | | | | | | |
|--|----|-----|----|----|----|-----|----|----|----|----|-----|-----|
| Combined % of Students Scoring at Proficient and Advanced Levels | | | | | | | | | | | | |
| Math | | | | | | | | | | | | |
| | 2 | | | 3 | | | 4 | | | 5 | | |
| | 03 | 04 | 05 | 03 | 04 | 05 | 03 | 04 | 05 | 03 | 04 | 05 |
| All Students | | | | | | | | | | | | |
| Circle View | 93 | 82 | 94 | 72 | 84 | 82 | 76 | 81 | 86 | 74 | 82 | 90 |
| OVSD | 70 | 72 | 75 | 54 | 61 | 70 | 59 | 60 | 67 | 48 | 52 | 63 |
| California | 53 | 51 | 56 | 46 | 48 | 54 | 45 | 45 | 50 | 35 | 38 | 44 |
| Females | | | | | | | | | | | | |
| Circle View | 95 | 84 | 93 | 77 | 86 | 79 | 78 | 85 | 85 | 81 | 88 | 94 |
| OVSD | 70 | 71 | 72 | 51 | 60 | 68 | 60 | 61 | 67 | 51 | 56 | 64 |
| California | 51 | 50 | 55 | 43 | 47 | 54 | 46 | 45 | 51 | 35 | 38 | 45 |
| Males | | | | | | | | | | | | |
| Circle View | 92 | 81 | 95 | 66 | 82 | 85 | 74 | 77 | 88 | 67 | 75 | 87 |
| OVSD | 69 | 73 | 77 | 58 | 61 | 72 | 57 | 59 | 68 | 46 | 48 | 62 |
| California | 54 | 52 | 58 | 47 | 50 | 56 | 46 | 45 | 50 | 35 | 36 | 43 |
| Socioeconomically Disadvantaged | | | | | | | | | | | | |
| Circle View | 81 | * | 69 | * | 73 | * | * | 64 | 78 | 44 | * | * |
| OVSD | 55 | 56 | 60 | 33 | 46 | 49 | 39 | 45 | 57 | 27 | 28 | 38 |
| California | 41 | 40 | 45 | 34 | 36 | 44 | 33 | 32 | 38 | 22 | 25 | 32 |
| Asian | | | | | | | | | | | | |
| Circle View | * | 100 | * | * | * | 100 | 94 | 90 | 94 | 89 | 100 | 100 |
| OVSD | 81 | 86 | 85 | 78 | 77 | 87 | 78 | 77 | 85 | 81 | 75 | 85 |
| California | 74 | 77 | 79 | 72 | 75 | 81 | 74 | 74 | 79 | 63 | 67 | 74 |
| Caucasian | | | | | | | | | | | | |
| Circle View | 98 | 81 | 95 | 74 | 89 | 80 | 77 | 82 | 93 | 73 | 80 | 90 |
| OVSD | 79 | 80 | 82 | 63 | 70 | 79 | 67 | 66 | 74 | 55 | 60 | 72 |
| California | 71 | 67 | 73 | 61 | 64 | 70 | 61 | 61 | 65 | 49 | 51 | 58 |
| Hispanic | | | | | | | | | | | | |
| Circle View | 75 | * | 82 | 47 | 50 | * | 62 | 63 | 47 | 57 | 71 | 74 |
| OVSD | 51 | 51 | 58 | 31 | 38 | 45 | 40 | 40 | 49 | 23 | 27 | 36 |
| California | 40 | 39 | 44 | 33 | 36 | 43 | 33 | 33 | 38 | 22 | 25 | 33 |

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

California Achievement Test Survey (CAT/6)

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The chart below reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

| API School Results | | | | | | | |
|----------------------|------|------|------|---|--------|------|------|
| All Students | Base | | | Percent Tested | Growth | | |
| | 2002 | 2003 | 2004 | | 2003 | 2004 | 2005 |
| Percent Tested | 99 | 99 | 100 | Percent Tested | 100 | 99 | 100 |
| API Score | 871 | 892 | 889 | API Growth Score | 883 | 898 | 925 |
| Growth Target | A | A | A | Actual Growth | 12 | 6 | 36 |
| Statewide Rank | 10 | 10 | 10 | State Awards & Intervention Programs are no longer funded. | | | |
| Similar Schools Rank | 8 | 9 | 9 | | | | |
| Subgroups | | | | | | | |
| Caucasian | | | | | | | |
| Base API Score | 872 | 900 | 891 | API Growth Score | 891 | 899 | 928 |
| Growth Target | A | A | A | Actual Growth | 19 | -1 | 37 |

A - Schools and subgroups with scores 800 and above have met the statewide target and 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.

| CAT/6 Norm Referenced Test | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------|---------|----|----|----|----|----|----|----|----|----|----|----|------|-----|----|----|----|----|----|----|----|----|----|
| % At or Above 50th Percentile | | | | | | | | | | | | | | | | | | | | | | | |
| | Reading | | | | | | | | | | | | Math | | | | | | | | | | |
| | 2 | | | 3 | | | 4 | | | 5 | | | 2 | | 3 | | 4 | | 5 | | | | |
| | 03 | 04 | 05 | 03 | 04 | 05 | 03 | 04 | 05 | 03 | 04 | 05 | 03 | 04 | 05 | 03 | 04 | 05 | 03 | 04 | 05 | | |
| Circle View | 81 | 83 | | 61 | 70 | 74 | 65 | 68 | | 72 | 66 | | 93 | 93 | | 77 | 90 | 83 | 81 | 85 | | 83 | 81 |
| OVSD | 56 | 65 | | 46 | 46 | 50 | 45 | 47 | | 55 | 53 | | 73 | 77 | | 62 | 65 | 70 | 58 | 62 | | 62 | 62 |
| California | 46 | 47 | | 34 | 35 | 36 | 35 | 36 | | 40 | 41 | | 57 | 59 | | 52 | 54 | 55 | 48 | 49 | | 49 | 50 |
| Subgroups | | | | | | | | | | | | | | | | | | | | | | | |
| Females | 85 | 86 | | 61 | 74 | 78 | 81 | 74 | | 77 | 78 | | 93 | 93 | | 77 | 81 | 81 | 88 | 87 | | 83 | 88 |
| Males | 78 | 79 | | 60 | 66 | 69 | 50 | 64 | | 67 | 54 | | 94 | 92 | | 78 | 96 | 85 | 74 | 83 | | 82 | 74 |
| Socioeconomically Disadvantaged | 56 | * | | * | 60 | * | * | 45 | | 56 | * | | 75 | * | | * | 80 | * | * | 73 | | 63 | * |
| Asian | * | 77 | | * | * | 93 | 69 | 81 | | 79 | 83 | | * | 100 | | * | * | 93 | 88 | 95 | | 95 | 94 |
| Caucasian | 89 | 83 | | 61 | 73 | 71 | 69 | 67 | | 74 | 64 | | 95 | 90 | | 79 | 93 | 82 | 86 | 85 | | 82 | 84 |
| Hispanic | 25 | * | | 41 | 36 | * | 54 | 53 | | 50 | 64 | | 83 | * | | 59 | 64 | * | 54 | 74 | | 71 | 50 |

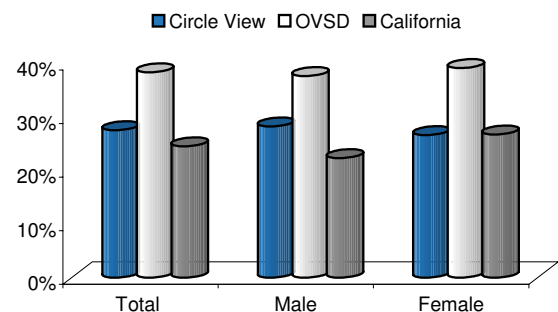
Beginning in 2005, the CAT/6 will test reading/language arts & math in grades three and seven and no longer test science in any grade.

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

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).

Healthy Fitness Zone Grade 5



No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform to a proficiency level; 24.4 % of elementary and middle school students must be proficient in English and 26.5% must be proficient in Math.
- At least 95% of students must take state standards tests.
- Schools must show improvement in the Academic Performance Index (API).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that meet their AYPs, and the former school would be required to provide the transportation to the new site. After two consecutive years of failure in a particular subgroup, the school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years; however, a school may exit from this status after two consecutive years of success in the affected subgroup(s).

| Federal Intervention Programs | | | | | | |
|-------------------------------|------------------------|--------------------|----------------|-------------------------|------------------------------|--------------------------------|
| | Year Identified for PI | Current Year in PI | Year Exited PI | Type of Title I Program | # of Schools Currently in PI | % of Schools Identified for PI |
| Circle View | - | - | - | - | - | - |
| OVSD | - | - | - | - | 0 | 0.0% |

A "Yes" in the chart below means the school or subgroup was at or above the 2005 targets for the 95% participation rate or percent proficient. "No" means the school or subgroup was below the 95% participation rate or percent proficient. Circle View Elementary School met the 2005 AYP criteria.

| Adequate Yearly Progress 2005 | | | | | | | | | | | | | | | | |
|---------------------------------------|-----------------------|------|------|------|-------------|------|------|------|--------------------------|-------|------|-------------|-----|-------|-----|-------|
| | % Participation Rate | | | | | | | | % Proficient or Advanced | | | | | | | |
| | English/Language Arts | | | | Math | | | | English/Language Arts | | | Math | | | | |
| | Circle View | | OVSD | | Circle View | | OVSD | | Circle View | | OVSD | Circle View | | OVSD | | |
| | Met | % | Met | % | Met | % | Met | % | Met | % | Met | % | Met | % | | |
| All Students | Yes | 100% | Yes | 100% | Yes | 100% | Yes | 100% | Yes | 81.3% | Yes | 57.2% | Yes | 88.1% | Yes | 63.5% |
| Subgroups | | | | | | | | | | | | | | | | |
| African American | * | 100% | Yes | 100% | * | 100% | Yes | 99% | * | ** | Yes | 52.9% | * | ** | Yes | 61.2% |
| Asian | * | 100% | Yes | 100% | * | 100% | Yes | 100% | * | 93.3% | Yes | 71.3% | * | 98.3% | Yes | 84.6% |
| Hispanic | * | 100% | Yes | 100% | * | 100% | Yes | 100% | * | 63.2% | Yes | 32.2% | * | 64.9% | Yes | 41.1% |
| Caucasian | Yes | 100% | Yes | 100% | Yes | 100% | Yes | 100% | Yes | 81.6% | Yes | 67.1% | Yes | 89.9% | Yes | 70.2% |
| English Learners | * | 100% | Yes | 100% | * | 100% | Yes | 100% | * | 53.1% | Yes | 27.3% | * | 65.6% | Yes | 42.5% |
| Students w/Disabilities | * | 100% | Yes | 99% | * | 100% | Yes | 99% | * | 58.6% | Yes | 21.8% | * | 65.5% | Yes | 29.2% |
| Socioeconomically Disadvantaged (SED) | * | 100% | Yes | 100% | * | 100% | Yes | 100% | * | 67.3% | Yes | 34.8% | * | 71.4% | Yes | 45.7% |

* The subgroup is not numerically significant for this school.

** Due to the moderate number of students tested, data is not disclosed.

Student Support Services & Instructional Programs

Circle View Elementary School makes 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. The following chart lists the support personnel available to students.

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 includes differentiated instruction in the classroom, after-school tutoring, psychological services, and support and recommendations from the Care Team.

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 magnet GATE program are placed in one of four 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).

| Counseling & Support Services Staff | | |
|-------------------------------------|-----------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| Adaptive PE Specialist | 1 | * |
| Counselors | 2 | 0.6 |
| Health Technician | 1 | 0.5 |
| Nurse | 1 | 0.2 |
| Community Resource Coordinator | 1 | 0.8 |
| Psychologist | 1 | 0.3 |
| Resource Specialist | 1 | 0.4 |
| Special Day Class Teacher | 1 | 1.0 |
| Specialist | 1 | 0.4 |
| Noon Duty Aides | 4 | 2.5 |
| RSP Aide | 1 | 2.5 |
| Special Education Aides | 3 | 1.5 |

* Services are provided on an as-needed basis.

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. A Bilingual Aide assists 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 in-class assistance with support from Instructional Assistants, or supplemental instruction outside the regular classroom in a small group or individually, based upon the needs of the students. Students offer assistance in the "Buddy Program," where older students work with younger students in Special Education classes.

Teacher Evaluation & Professional Development

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.

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. District technology trainers and a consultant from the county office offer supplemental training in technology.

In the 2004-05 school year, the District focus for staff training was on continuing to provide a balanced language arts, math, and science program, while piloting grade level assessments to support the standards-based report card; and refining and strengthening current instructional intervention strategies for at-risk, special needs, English learners, and GATE students. Consultants from DataWorks Educational Research and Orange County Department of Education continued to work with staff to implement curriculum calibration in the classroom. In addition, staff expanded upon the expertise and resources provided by education consultant Clay Roberts in building strong student developmental assets leading to a positive educational experience.

Teacher Assignment

For the 2004-05 school year, Circle View Elementary School had 34 fully credentialed teachers in accordance with State of California guidelines.

| Teacher Credential Status | Teacher Credential Status | | |
|---------------------------|---------------------------|----|----|
| | 03 | 04 | 05 |
| Fully Credentialed | 34 | 33 | 34 |
| Emergency Credentials | 0 | 0 | 0 |
| Interns | 0 | 0 | 0 |
| Waivers | 0 | 0 | 0 |

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester (for middle and high schools) or for an entire year (for elementary schools).

| | Misassignments/Vacancies | | |
|--|--------------------------|-------|-------|
| | 03-04 | 04-05 | 05-06 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

| | Highly Qualified Teachers 2005-2006 | |
|----------------------------------|--|--|
| | % of Courses Taught By Highly Qualified Teachers | |
| Circle View | 100.0% | |
| All District Schools | 100.0% | |
| High-Poverty Schools in District | 100.0% | |
| Low-Poverty Schools in District | 100.0% | |

| | Teacher Education Levels 2004-05 | |
|------------------------|-------------------------------------|-------|
| | Circle View | OVSD |
| Doctorate | 0.0% | 0.6% |
| Master's Degree +30* | 47.1% | 25.2% |
| Master's Degree | 32.4% | 40.4% |
| Bachelor's Degree +30* | 17.7% | 23.7% |
| Bachelor's Degree | 2.9% | 10.1% |

*Indicates additional hours above and beyond degree.

Substitute Teachers

Ocean View School District employs more than 230 qualified substitute teachers, including part-time teachers, retired teachers, and aspiring full-time teachers. About 35-40 percent of District substitutes are fully credentialed; all have a minimum of a bachelor's degree, have passed the California Basic Education Skills Test, and have a 30-day substitute permit. On the rare occasion when a substitute is not available, students receive instruction from a certificated teacher or school administrator.

Instructional Time

During the 2004-05 school year, all instructional minutes offered at Circle View Elementary School met or exceeded state requirements. For the 2004-05 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-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 2003-04 school year. Ocean View School District spent an average of \$6,652 to educate each student.

Current Expense of Education Per Student* 2003-04

| Ocean View School District | Statewide Average | |
|-------------------------------|------------------------------------|---------------|
| | All Elementary School Districts | All Districts |
| \$6,652 | \$6,643 | \$6,919 |

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

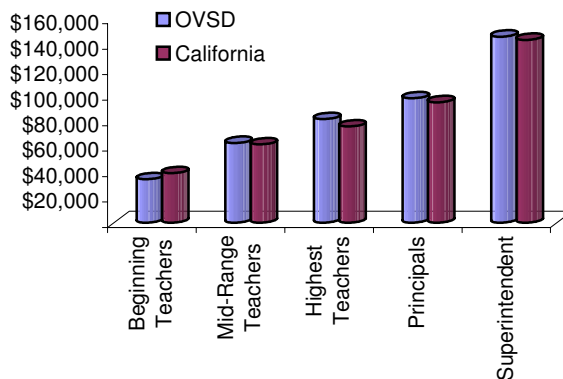
Ocean View School District receives federal and state categorical funding for special programs. For the 2003-04 school year, the District received approximately \$1,394 per student in federal and state aid for categorical, special education, and other support programs including:

- Class Size Reduction
- Drug/Alcohol/Tobacco Education Funds
- Economic Impact Aid
- Educational Technology Assistance
- Federal, ECIA/ESEA/IASA
- Gifted and Talented Education (GATE)
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review
- School Improvement Program
- Special Education Transportation
- Federal, Special Education, Discretionary Grants
- Federal, Special Education Entitlement per UDC

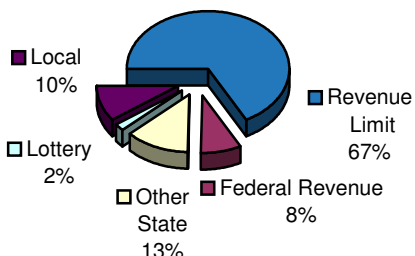
Salary & Budget Comparison

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 2003-04 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.

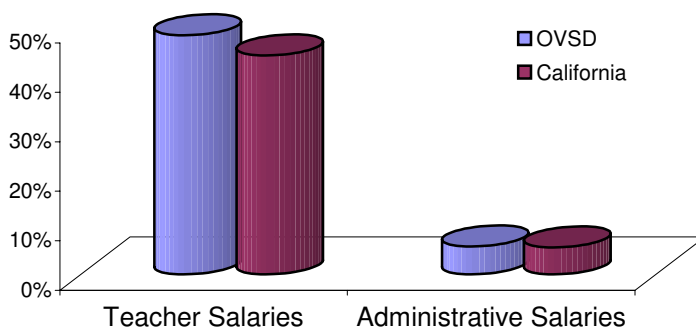
Average Salary Information Teachers-Principals-Superintendent



District Revenue 2003-04



Teacher & Administrative Salaries as a Percentage of Total Budget



District Expenditures 2003-04

