



A National NCLB Blue Ribbon School
A California Distinguished School

Ocean View School District

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2009-2010 LEADERSHIP

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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.

Ocean View School District

Circle View Elementary School

6261 Hooker Street, Huntington Beach, CA 92647

Phone: (714) 893-5035 FAX: (714) 898-6495

Kathleen Jaquin, Principal

2008-2009 School Accountability Report Card

Published in 2009-2010



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."

School Profile

Located in western Orange County, minutes from the scenic California coastline, the Ocean View School District educates 9,503 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."

During the 2008-09 school year, Circle View Elementary School had 729 students enrolled 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. The school was also awarded the Business Round Table award this year. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

| 2008-09 | |
|-------------------------|------------|
| | Percentage |
| African American | 0.5% |
| American Indian | 0.3% |
| Asian | 12.6% |
| Caucasian | 60.9% |
| Filipino | 1.8% |
| Hispanic or Latino | 7.7% |
| Pacific Islander | 0.0% |
| Multiple or No Response | 16.2% |

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 displays the percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times.

| | Suspensions & Expulsions | | | | | |
|-----------------|--------------------------|-------|-------|----------|-------|-------|
| | School | | | District | | |
| | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 |
| Suspension Rate | 0.0% | 0.1% | 0.0% | 3.3% | 5.0% | 4.9% |
| Expulsion Rate | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% |

Student Recognition & Extracurricular Activities

Students demonstrating positive behavior are rewarded with citizenship awards in assemblies, recognition in newsletters, daily Wings Awards, and Wings Award drawings. Recognition for other achievements, such as academics and attendance, include: classroom rewards; monthly award assemblies; end-of-the-year awards; math, science, social science, and English/Language Arts achievement awards; GATE contest winner awards; perfect attendance awards; Student of the Week; Principal's Bulletin Board; Presidential Fitness Awards; Presidential Academic Awards; Fifth Grade Promotion Ceremony; and Kindergarten Promotion Ceremony.

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

Class Size

Circle View Elementary School maintained a schoolwide average class size of 22.4 students and a pupil-to-teacher ratio of 22.8:1 in the 2008-09 school year. The chart illustrates average class size by grade level, as well as the number of classes offered in reference to their enrollment.

| Class Size Distribution | | | | | | | | | | | | |
|-------------------------|----|---------------|----|----|----------------|----|----|--------------|----|----|----|---|
| Classrooms Containing: | | | | | | | | | | | | |
| Average Class Size | | 1-20 Students | | | 21-32 Students | | | 33+ Students | | | | |
| 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 | |
| K | 19 | 19 | 20 | 7 | 7 | 7 | - | - | - | - | - | - |
| 1 | 19 | 18 | 20 | 4 | 4 | 5 | - | - | - | - | - | - |
| 2 | 20 | 19 | 20 | 6 | 5 | 4 | - | - | - | - | - | - |
| 3 | 20 | 20 | 17 | 5 | 5 | 5 | - | - | - | - | - | - |
| 4 | 29 | 31 | 30 | - | - | - | 4 | 5 | 2 | 1 | - | 2 |
| 5 | 31 | 32 | 34 | - | - | - | 5 | 3 | - | - | - | 4 |
| K-3 | - | 18 | 19 | - | 1 | 2 | - | - | - | - | - | - |
| 4-8 | 16 | 31 | 32 | 1 | - | - | - | 2 | 1 | - | - | - |

School Attendance & Enrollment

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, \$30 is taken from the District's budget by the state.

This chart illustrates the enrollment trend by grade level for the past three school years.

| Enrollment Trend by Grade Level | | | |
|---------------------------------|---------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 |
| K | 117 | 126 | 139 |
| 1st | 96 | 84 | 105 |
| 2nd | 102 | 100 | 96 |
| 3rd | 100 | 100 | 103 |
| 4th | 136 | 137 | 137 |
| 5th | 155 | 145 | 149 |

Curriculum Development

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 Deputy Superintendent of Curriculum and Instruction, the Instructional Advisory Network establishes the district's long-range objectives and vision as well as oversees ten 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.

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, four 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 table shows the results of the most recent school facilities inspection.

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|---|
| Date of Last Inspection: 10/27/2009 | | | | |
| Overall Summary of School Facility Conditions: Good | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/HVAC, Sewer) | X | | | |
| Interior | X | | | |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | | X | | Pod 4, 5 & Rms 14-25 - Light fixtures missing defusers. |
| Restrooms/Fountains | X | | | |
| Safety (Fire Safety, Hazardous Materials) | X | | | |
| Structural (Structural Damage, Roofs) | X | | | |
| External (Grounds, Windows, Doors, Gates, Fences) | 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 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 September 2009. 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 two (one head custodian and one night custodian) 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 2009-10 school year, the district budgeted \$389,000 for the deferred maintenance program. This represents 0.51% of the district's general fund budget.

Deferred Maintenance Projects

For the 2009-10 school year, the district's governing board approved project to replace carpets and restroom stall doors, and repair the asphalt. The district's complete deferred maintenance plan is available at the district office.

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.

Counseling & Support Staff

Circle View Elementary School makes every effort to meet the academic, emotional, and physical needs of students. The school and district employ qualified personnel to provide support services. An active Care Team 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 Care Team 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. In addition, there is a Leveled Response to Intervention Program to provide intervention to all 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, Level II cross grade level intervention, Level III RSP, Response to Intervention support, after-school tutoring in some grades, psychological services, and support and recommendations from the Care Team.

For the 2008-09 school year the counselor to pupil ratio is 1:729. The chart lists the support personnel available to students.

| Counseling & Support Services Staff | | |
|---|-----------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| Adaptive PE Specialist | 1 | As Needed |
| Community Resource Coordinator | 1 | 0.8 |
| Counselor | 1 | 0.4 |
| Health Technician | 1 | 0.5 |
| Noon Duty Aides | 5 | 2.5 |
| Nurse | 1 | 0.2 |
| Psychologist | 1 | 0.3 |
| Resource Specialist Program (RSP) Teacher | 1 | 0.4 |
| RSP Aide | 1 | 0.4 |
| Special Day Class (SDC) Teacher | 1 | 1.0 |
| Special Education Aides | 5 | 2.5 |
| Speech and Language Specialist | 1 | 0.4 |

Individualized Instruction

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.

English Language Learners

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

At Circle View Elementary School, students learning English receive differentiated instruction in the classroom and across grade levels 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.

Gifted and Talented Education

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 elementary students in the district. Students enrolled in this magnet GATE program are placed in one of four GATE classrooms and receive instruction with increased depth, complexity, novelty, and acceleration by GATE-trained teachers.

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 three times a year. 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 the school and district level, as well as a comparison of that progress to students throughout the state.

California Standards Test

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, Social Science, and Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

| California Standards Test (CST) | | | | | | | | | |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 |
| English/Language Arts | 81 | 83 | 81 | 60 | 63 | 64 | 43 | 46 | 50 |
| Mathematics | 90 | 87 | 85 | 67 | 69 | 69 | 40 | 43 | 46 |
| Science | 81 | 87 | 89 | 58 | 68 | 64 | 38 | 46 | 50 |
| History/Social Science | * | * | * | 43 | 54 | 55 | 33 | 36 | 41 |

*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). In the 2008-09 school year, 50% of fifth grade students at Circle View Elementary School met the standards in all six fitness areas.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

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 Standards Test (CST) | | | | |
|------------------------------------|------------------------------|-------------|---------|-------------------------------|
| Subject | Subgroups | | | |
| | English/ Language Arts | Mathematics | Science | History/ Social Science |
| African American | * | * | * | * |
| American Indian | * | * | * | * |
| Asian | 95 | 98 | 100 | * |
| Filipino | 75 | 83 | * | * |
| Hispanic or Latino | 72 | 83 | * | * |
| Pacific Islander | * | * | * | * |
| Caucasian | 80 | 83 | 89 | * |
| Males | 78 | 85 | 91 | * |
| Females | 84 | 84 | 87 | * |
| Socioeconomically Disadvantaged | 81 | 78 | 73 | * |
| English Learners | 60 | 70 | * | * |
| Students with Disabilities | 56 | 53 | * | * |
| Migrant Education | * | * | * | * |

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

| API School Results | | | | |
|----------------------|-------|-------|-------|--------------------------|
| | 06-07 | 07-08 | 08-09 | 2009 API Growth Score |
| Statewide Rank | 10 | 10 | 10 | |
| Similar Schools Rank | 9 | 8 | 6 | |
| All Students | | | | |
| Actual Growth | -5 | -1 | 3 | 925 |
| Asian | | | | |
| Actual Growth | - | 1 | 13 | 987 |
| Caucasian | | | | |
| Actual Growth | -7 | 0 | -3 | 914 |

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Adequate Yearly Progress

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. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

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 have met their AYP standards, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in Mathematics, Reading, Science, Writing, the Arts, Civics, Economics, Geography, and U.S. History. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

Federal Intervention Programs

| | School | District |
|---------------------------------|-----------|-----------|
| Program Improvement (PI) Status | Not in PI | In PI |
| First Year in PI | - | 2009-2010 |
| Year in PI (2009-10) | - | Year 1 |
| # of Schools Currently in PI | - | 0 |
| % of Schools Identified for PI | - | 0.00% |

Adequate Yearly Progress (AYP)

| Made AYP Overall | School | | District | |
|--------------------|-------------------------|-------------|-------------------------|-------------|
| | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Met AYP Criteria | Yes | Yes | No | No |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | Yes | Yes | No | No |
| API School Results | Yes | | Yes | |
| Graduation Rate | N/A | | N/A | |

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students

| | Average Scale Score | | % at Each Achievement Level | | |
|----------------------|---------------------|----------|-----------------------------|------------|----------|
| | State | National | Basic | Proficient | Advanced |
| Reading 2007 Grade 4 | 209 | 220 | 30 | 18 | 5 |
| Reading 2007 Grade 8 | 251 | 261 | 41 | 20 | 2 |
| Math 2009 Grade 4 | 232 | 239 | 41 | 25 | 5 |
| Math 2009 Grade 8 | 270 | 282 | 36 | 18 | 5 |

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students

| | Participation Rate | | | |
|----------------------|--------------------|-----|----------|-----|
| | State | | National | |
| | SD | ELL | SD | ELL |
| Reading 2007 Grade 4 | 74 | 93 | 65 | 80 |
| Reading 2007 Grade 8 | 78 | 92 | 66 | 77 |
| Math 2009 Grade 4 | 79 | 96 | 84 | 94 |
| Math 2009 Grade 8 | 85 | 96 | 78 | 92 |

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 6, 2009, 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 six-year adoption cycle for core content materials. The table lists the textbooks currently (as of September 2009) in use.

| District-Adopted Textbooks | | | | | |
|----------------------------|------------------------------|----------------------------|---------------|------------|-----------|
| Grade Levels | Subject | Publisher | Adoption Year | Sufficient | % Lacking |
| 4th-5th | English Language Development | Hampton Brown | 2003 | Yes | 0.0% |
| 4th-5th | English Language Development | Sopris West | 2008 | Yes | 0.0% |
| K-5 | Mathematics | Houghton Mifflin | 2009 | Yes | 0.0% |
| 4th-5th | Mathematics | Houghton Mifflin | 2009 | Yes | 0.0% |
| K-5 | Reading/ Language Arts | Houghton Mifflin | 2003 | Yes | 0.0% |
| K-5 | Science | McGraw-Hill | 2009 | Yes | 0.0% |
| K-5 | Social Science | Harcourt School Publishers | 2007 | Yes | 0.0% |

Library Information

Circle View Elementary School's library, staffed by a library specialist and volunteers, is open to students 20 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, computers, videos, Spanish titles, and periodicals. Individual classroom libraries also contain an extensive collection of books and resources for students and teachers.

Computer Resources

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. Every classroom also has a laptop. 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 two of the third grade classrooms and in all of the fourth and fifth grade classrooms. The school also has a projection system in the multi-purpose room.

| Computer Resources | | | |
|----------------------------------|-------|-------|-------|
| | 06-07 | 07-08 | 08-09 |
| Computers | 123 | 116 | 114 |
| Students per computer | 5.7 | 6.0 | 6.4 |
| Classrooms connected to Internet | 29 | 31 | 31 |

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Orange County, which contain numerous computer workstations. For more information on hours and locations, please visit: <http://www.ocpl.org/>.

Teacher Assignment

For the 2008-09 school year, Circle View Elementary School had 33 fully credentialed teachers in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

| | Teacher Credential Status | | | |
|--------------------------|---------------------------|-------|-------|----------|
| | School | | | District |
| | 06-07 | 07-08 | 08-09 | 08-09 |
| Fully Credentialed | 34 | 33 | 33 | 440 |
| Without Full Credentials | 1 | 0 | 0 | 3 |
| Working Outside Subject | 0 | 0 | 0 | 0 |

| Misassignments/Vacancies | | | |
|--|----------|----------|----------|
| | 07-08 | 08-09 | 09-10 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Misassignments of Teachers (other) | 0 | 0 | 0 |
| Total Misassignments of Teachers | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |



Highly Qualified Teachers

The table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all school in the district, at high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE website at <http://www.cde.ca.gov/nclb/sr/tq/>.

| NCLB Compliant Teachers | | |
|----------------------------------|--|--|
| | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School | 100.0% | 0.0% |
| District | 100.0% | 0.0% |
| High-Poverty Schools in District | 100.0% | 0.0% |
| Low-Poverty Schools in District | 100.0% | 0.0% |

Staff Development

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 six staff development days to accommodate professional growth opportunities in curriculum, teaching strategies, and methodologies.

Parent & 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 pays for a variety of programs including, a primary grade music teacher, Art Muses Program, assemblies, and field trips.

Circle View Elementary 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.

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, NTI phone system, and district meetings.

Substitute Teachers

Ocean View School District employs 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.

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 five years. 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.

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.

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from school districts throughout the state having over 5,000 Average Daily Attendance (ADA).

| Average Teacher Salaries | |
|---------------------------------|----------|
| School & District | |
| School | \$77,479 |
| District | \$71,616 |
| Percentage of Variation | 8.18% |
| School & State | |
| All Elementary School Districts | \$67,082 |
| Percentage of Variation | 15.49% |

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

| Average Salary Information | | |
|--|-----------|-----------|
| Teachers - Principal - Superintendent | | |
| 2007-08 | | |
| | District | State |
| Beginning Teachers | \$38,044 | \$41,866 |
| Mid-Range Teachers | \$75,222 | \$68,220 |
| Highest Teachers | \$93,741 | \$86,536 |
| Elementary School Principals | \$112,059 | \$107,858 |
| Middle School Principals | \$117,707 | \$111,405 |
| High School Principals | - | \$112,732 |
| Superintendent | \$200,000 | \$178,938 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 46.0% | 42.0% |
| Administrative Salaries | 5.0% | 6.0% |

Expenditures and Services Funded

Ocean View School District spent an average of \$8,185 to educate each student (based on 2007-08 audited financial statements). The chart provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

| Expenditures per Pupil | |
|---|---------|
| School | |
| Total Expenditures Per Pupil | \$4,891 |
| From Restricted Sources | \$128 |
| From Unrestricted Sources | \$4,763 |
| District | |
| From Unrestricted Sources | \$4,457 |
| Percentage of Variation between School & District | 6.86% |
| State | |
| From Unrestricted Sources | \$5,512 |
| Percentage of Variation between School & State | 13.59% |

In addition to general state funding, Ocean View School District receives state and federal funding for the following categorical, special education, and support programs:

- 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

Data Sources

Data within the SARC was provided by Ocean View School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community members may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.