

OCEAN VIEW SCHOOL DISTRICT

College View Elementary School

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Susan Kemp, Principal



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.

Principal's Message

Welcome to our School Accountability Report Card for College View Elementary School. This report card reviews the successes of the 2004-05 school year and other interesting information about our school such as student achievement data from the state's STAR testing, our Academic Performance Index score, staff training focus areas, parent involvement opportunities, as well as new information required by the federal No Child Left Behind Act.

A home school partnership is integral to the success of our students at College View. Parent involvement is essential to making your student successful. We highly encourage you to assist your child, monitor his/her progress, and become involved in his/her education. With your involvement and support, each school year will be a tremendous success. We look forward to working with you and our community.

School Mission Statement

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



District & School Profile

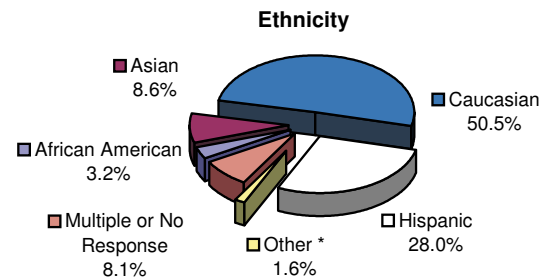
Located in western Orange County, minutes from the scenic California coastline, the Ocean View School District educates more than 10,000 pre-kindergarten through eighth grade students in the northern half of Huntington Beach and portions of Westminster, Fountain Valley, and Midway City. Founded in 1874, 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."

College View Elementary School, a California Distinguished School, serves 532 students on a traditional school calendar year. College View's goal is to nurture the whole child by creating a community of learners supported by strong parental involvement, a safe and positive school climate, and activities that promote academic achievement, personal growth, and high self-esteem.

Discipline & Climate for Learning

College View Elementary School has a high standard for student behavior. Students are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Behavioral expectations are clearly explained and consistently enforced. Parents and students are informed of discipline policies through classroom orientation, school rules assemblies, and the Parent/Student Handbook.

To create a compassionate learning environment and encourage positive behavior, College View Elementary School has implemented a character education program, "Wildcat ROARS."



* Other includes: American Indian (0.8%), Filipino (0.2%), and Pacific Islander (0.6%).

Through the program students learn about the character traits *Responsibility, Obligation to Cooperate, Attitude of Caring, Respect, and Sense of Pride*. Every two months, classroom and school activities promote understanding of a character trait. Outstanding students who have practiced the character traits are recognized through Super-You certificates, the Principal's Proud Board, and special recognition at assemblies. College View Elementary School implemented the "Kids for Character" program for fourth graders, and the "Pyramid of Success" for both fourth and fifth graders to enhance the students' understanding of good character traits.

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

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

The Suspensions and Expulsions table below 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.

	College View			OVSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Suspensions	15	19	9	444	574	372
Suspension Rate	2.5%	3.2%	1.7%	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%

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.

School Attendance

Regular attendance at College 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 and office manager proactively address attendance issues before they develop into further problems. In the case of chronic truancy, we contact the home with letters and telephone calls. In addition, students may be referred to the School Attendance and Review Board (SARB) for further intervention.

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. The actual attendance rate for College View Elementary School in the 2004-05 school year was 95.72%.

Class Size

College View Elementary School maintained a schoolwide average class size of 20.4 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:					
	03	04	05	1-20 Students		21-32 Students		33+ Students	
K	19	19	18	5	5	5			
1st	20	18	17	5	6	5			
2nd	19	18	18	4	5	5			
3rd	19	20	20	5	4	4			
4th	29	30	26				4	3	3
5th	26	30	27			1	4	3	3
4th-5th	n/a	26	n/a					1	

The California Class Size Reduction (CSR) program provides funding to reduce kindergarten through third grade classes to 20 students or less. For the past three years, 100% of K-3 classrooms at College View Elementary participated 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%

Instructional Time

During the 2004-05 school year, all instructional minutes offered at College View Elementary School met or exceeded state requirements. For the 2004-05 school year, College View Elementary School offered 180 days of instruction comprised of 134 regular days, 35 modified Wednesdays, and 11 minimum days. Minimum days are used for parent/teacher conferences and the last day of school. Students are released early on Wednesdays; the time is used 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

Contact Information

Parents who wish to volunteer or participate in College View Elementary School's leadership teams, school committees, and school activities may contact Principal Susan Kemp at (714) 847-3505 or through e-mail at skemp@ovsd.org.

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	

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

The District is committed to providing state-of-the-art technology to all students. Teachers integrate technology into classroom curriculum, following the OVSD Student Technology Standards, which are aligned to the National Educational Technology Standards. At College View Elementary School, each classroom in grades four and five have between four and five fully-networked computers. Third grade classrooms have three new computers with Internet connection. The school uses standards-aligned software such as CornerStone Language, A+, and Tenth Planet to enhance and extend student learning. Additional technology tools available to teachers for classroom instruction include digital cameras, laptop computers, LCD projectors, and video cameras.

Computer Resources

	2003	2004	2005
Computers	79	76	104
Students per computer	7.6	7.7	5
Classrooms connected to Internet	23	13	21

Counseling and Support Services

College 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 frequently to address issues that affect the ability of a student to perform at his or her best in school. Using a collaborative approach, members of the SST evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student. For students at risk of retention, a Monitor and Assistance Plan (MAP) is created in collaboration with the parent, student, and teacher. The plan outlines intervention strategies and the roles and responsibilities of each participant.

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

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	*
Counselor Intern	1	0.8
Health Clerk	1	0.5
Nurse	1	0.4
Community Liaison	1	0.8
Psychologist	1	0.2
Speech & Language Specialist	1	1.0

* Services are provided on an as-needed basis.

Using standards-based adopted textbooks and materials, teachers are able to adapt classroom instruction to meet students' unique learning styles. When further assistance is needed for students to achieve grade level standards, several strategies are in place. At College View Elementary School, students are placed in a differentiated core reading program where they receive instruction according to their reading level. Kids in grades K-2 receive assistance from an Early Reading Intervention Specialist. Students well below grade level participate in the Title I Intervention Program (grades K-3) and Language! (grades 4-5). Support is also offered in extended instruction after school using the Soar to Success program (grades 1-5) four days a week. In the subject of mathematics we utilize small group instruction, individual tutoring, and standards-based software to help bring students to grade level. Fourth and fifth grade students may participate in an After School Math Club.

Ocean View School District offers the Gifted and Talented Education (GATE) program to students in grades four through eight who have been recognized as capable of attaining high levels of achievement by their teachers and identified through testing programs. At College View Elementary School, students in the GATE program receive instruction with increased depth and complexity by GATE-trained teachers. Students in the GATE program also have the option of attending the magnet program at Circle View Elementary School.

For students whose primary language is not English and who have limited English proficiency, Ocean View School District offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. Students are identified as English Learners through the California English Language Development Test (CELDT). At College View Elementary School, students learning English receive 30 minutes of English Language Development daily and are placed with teachers who have supplemental credentials to provide instruction to English Learners. An English as a Second Language assistant provides small group instruction based on student needs, and two bilingual aides work in the classroom to assist students in accessing the core curriculum.

College View Elementary School provides instruction to all students in the least restrictive environment possible. Students with disabilities are accommodated with a variety of options. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include services from a Speech and Language Specialist, Occupational Therapist, Resource Specialist, Adaptive Physical Education Specialist, or placement in a Special Day Class. College View Elementary School offers a Resource Specialist Program and Speech and Language Therapy for all grade levels.

School Leadership

Leadership at College View Elementary School is a responsibility shared among District administration, the principal, instructional staff, students, and parents. For the past five years, Ms. Susan Kemp has been the principal of College View Elementary School. Ms. Kemp has 12 years of experience in education. Assisting the principal is the Principal's Advisory Council, comprised of grade level representative teachers. This team meets monthly to address issues such as staff development needs, student achievement, and school climate. The team members act as communication liaisons whereby they bring ideas and issues from their colleagues to be discussed in an open forum.

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

Measures of Student Achievement

To obtain accurate and valid measures of educational progress, Ocean View School District offers students numerous opportunities to demonstrate mastery of state and District grade-level standards.

Multiple measures of assessment monitor the progress of students and measure the effectiveness of the instructional program and include District assessments, state standardized tests, classroom observation, and report card grades.

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

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

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												
College View	57	41	64	42	40	39	44	46	65	45	47	54
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												
College View	55	37	62	48	45	41	45	50	68	48	52	58
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												
College View	59	44	67	36	35	38	42	43	61	41	41	52
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
English Learners												
College View	20	30	33	26	21	13	10	28	27	0	0	38
OVSD	26	27	35	18	19	20	15	20	27	11	20	18
California	19	18	23	13	11	12	15	15	19	9	12	13
Socioeconomically Disadvantaged												
College View	41	28	47	35	25	21	16	36	59	14	26	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												
College View	*	27	*	64	*	42	*	64	*	*	*	50
OVSD	62	55	70	63	50	60	66	71	78	71	71	78
California	61	60	66	56	54	54	61	64	71	56	63	67
Caucasian												
College View	66	53	78	44	46	58	54	51	67	57	56	58
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												
College View	37	22	42	30	30	7	19	38	55	25	30	50
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												
College View	78	75	77	49	51	67	48	45	60	48	44	58
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												
College View	85	75	79	48	48	61	42	52	60	46	45	65
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												
College View	69	76	76	50	55	74	57	38	58	49	41	52
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
English Learners												
College View	55	70	43	33	21	58	14	33	45	25	13	48
OVSD	51	54	57	29	41	50	35	36	51	18	18	26
California	37	38	43	30	32	40	29	26	32	15	17	22
Socioeconomically Disadvantaged												
College View	70	67	70	35	38	52	26	33	53	37	26	50
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												
College View	*	82	*	82	*	92	*	64	*	*	*	92
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												
College View	83	82	89	52	56	79	57	51	69	52	47	58
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												
College View	67	59	61	37	30	40	26	29	35	38	33	42
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.

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 at right 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.

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.

Physical Fitness

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

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.

CAT/6 Norm Referenced Test																							
% At or Above 50th Percentile																							
	Reading						Math																
	2		3		4		2		3		4		5										
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05								
College View	59	61		47	46	44	39	37		51	56		78	77		53	53	59	44	52		58	55
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	65	65		52	45	45	45	41		58	52		85	76		54	53	53	37	54		58	50
Males	54	58		42	48	44	31	32		45	61		72	78		52	53	64	53	49		59	61
Socioeconomically Disadvantaged	43	51		33	38	27	18	21		29	37		70	69		42	41	44	13	40		49	29
English Learners	35	56		19	21	16	9	11		6	13		60	74		33	32	45	14	33		31	6
Asian	*	45		64	*	33	*	45		*	*		*	73		82	*	92	*	73		*	*
Caucasian	68	67		50	54	63	49	41		66	63		85	84		58	62	69	50	59		60	69
Hispanic	44	56		33	35	20	18	25		31	45		63	67		33	27	27	24	33		50	27

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

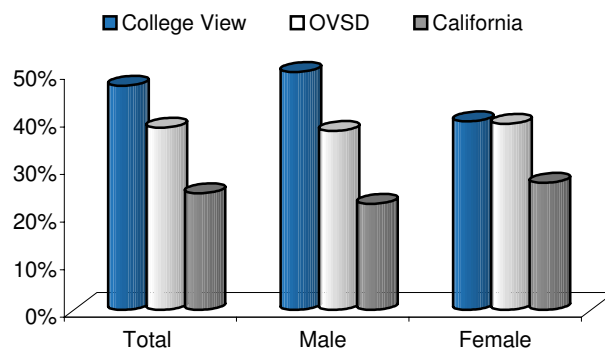
* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

API School Results						
	Base			Growth		
	2002	2003	2004	2003	2004	2005
Percent Tested	100	99	100	Percent Tested	99	100
API Score	764	780	777	API Growth Score	785	779
Growth Target	2	1	1	Actual Growth	21	-1
Statewide Rank	8	7	7	State Awards & Intervention Programs are no longer funded.		
Similar Schools Rank	5	7	5			
Subgroups						
<u>Socioeconomically Disadvantaged</u>						
Base API Score	665	706	718	API Growth Score	716	720
Growth Target	2	1	1	Actual Growth	51	14
<u>Caucasian</u>						
Base API Score	800	810	810	API Growth Score	816	811
Growth Target	A	A	A	Actual Growth	16	1
<u>Hispanic</u>						
Base API Score	678	703	698	API Growth Score	709	700
Growth Target	2	1	1	Actual Growth	31	-3

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.

Healthy Fitness Zone Grade 5



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
College View	-	-	-	TAS	-	-
OVSD	-	-	-	-	0	0.0%

TAS - Targeted Assistance School

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. College 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						
	College View	OVSD		College View	OVSD		College View	OVSD		College View	OVSD					
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%				
All Students	Yes	100%	Yes	100%	Yes	100%	Yes	100%	Yes	57.5%	Yes	57.2%	Yes	67.2%	Yes	63.5%
Subgroups																
African American	*	100%	Yes	100%	*	100%	Yes	99%	*	53.8%	Yes	52.9%	*	61.5%	Yes	61.2%
Asian	*	100%	Yes	100%	*	100%	Yes	100%	*	69.0%	Yes	71.3%	*	89.7%	Yes	84.6%
Hispanic	Yes	100%	Yes	100%	Yes	100%	Yes	100%	Yes	38.9%	Yes	32.2%	Yes	46.3%	Yes	41.1%
Caucasian	Yes	100%	Yes	100%	Yes	100%	Yes	100%	Yes	65.7%	Yes	67.1%	Yes	75.4%	Yes	70.2%
English Learners	Yes	100%	Yes	100%	Yes	100%	Yes	100%	Yes	37.0%	Yes	27.3%	Yes	54.3%	Yes	42.5%
Students w/Disabilities	*	100%	Yes	99%	*	100%	Yes	99%	*	37.9%	Yes	21.8%	*	51.7%	Yes	29.2%
Socioeconomically Disadvantaged (SED)	Yes	100%	Yes	100%	Yes	100%	Yes	100%	Yes	44.5%	Yes	34.8%	Yes	58.4%	Yes	45.7%

* The subgroup is not numerically significant for this school.

Community Involvement

Parents and the community are very supportive of the educational program at College View Elementary School. The PTA has made generous contributions of time and money to numerous programs and activities. College View Elementary School is grateful for the many hours contributed by our parent volunteers. The school programs are further enriched by strong community partnerships, including organizations such as California State University Long Beach, student observers from California State University Fullerton, and Washington Mutual.

Parents are encouraged to be involved in their child's education through volunteering in the classroom, participating on organized committees, and attending schoolwide events such as Guest Reader Day, Book Fair, Annual Title I Parent Meeting, Back-to-School Night, Open House, awards assemblies, and various student performances. Parents are kept informed of school activities through regular teacher newsletters, a monthly principal's newsletter, and the school's website.

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.

Teacher Assignment

For the 2004-05 school year, College View Elementary School had 27 fully credentialed teachers in accordance with State of California guidelines.

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).

	Teacher Credential Status		
	03	04	05
Fully Credentialed	31	29	27
Emergency Credentials	0	0	1
Interns	0	0	0
Waivers	0	0	0
Working Outside of Subject Area	0	0	0

	Misassignments/Vacancies		
	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	0	4
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
College 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

	College View	OVSD
Doctorate	0.0%	0.6%
Master's Degree +30*	25.0%	25.2%
Master's Degree	53.6%	40.4%
Bachelor's Degree +30*	14.3%	23.7%
Bachelor's Degree	7.1%	10.1%

*Indicates additional hours above and beyond degree.

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.

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 Facilities & Safety

College View Elementary School provides a safe, clean environment for students, staff, and volunteers. Campus grounds encompass approximately 13.7 acres. Facilities include 26 permanent classrooms, 3 portable classrooms, a multi-purpose room, library, learning center, teachers' center, administrative offices, and grassy field and blacktop play areas. All the school's exterior walls were recently repainted. All classrooms now have computer network connections, and several classrooms are equipped with white boards. Facility information in this report was current as of November 30, 2005. The following chart illustrates the finding of the most recent 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

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

The comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees to and from school; safe and orderly school environment; and school rules and procedures. The school evaluates the plan annually and updates it as needed. The plan was last updated in October 2005. Safety procedures, including elements of the Safe School Plan, are reviewed with school staff at the beginning of the 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 to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

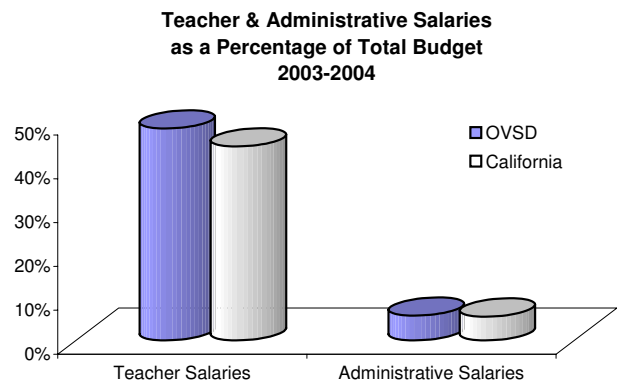
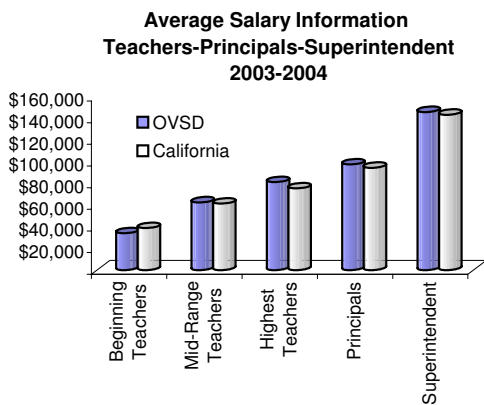
The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, 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 carpeting, tile, and white boards. The District's complete deferred maintenance plan is available at the District office.

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.



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.

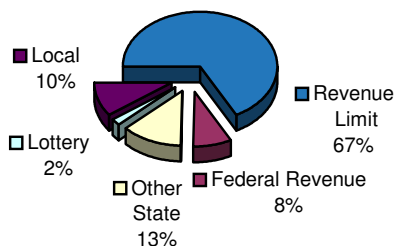
Ocean View School District receives federal and state categorical funding for special programs. For the 2003-04 school year, the District received approximately \$1,394 per student in federal and state aid for categorical, special education, and other support programs including:

- 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

Current Expense of Education Per Student* 2003-04		
	Statewide Average	
Ocean View School District	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.

District Revenue 2003-04



District Expenditures 2003-04

