



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**

**College View Elementary School**

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Phone: (714) 847-3505 FAX: (714) 547-8615

Kristine White, Ed. D., Principal

**2007-2008 School Accountability Report Card**

Published in 2008-2009

**Principal's Message**

Welcome to our School Accountability Report Card for College View Elementary School. This report card reviews the successes of the 2008-09 school year and other interesting information about our school such as student achievement data from the state's STAR testing, our Academic Performance Index score, staff training focus areas, parent involvement opportunities, as well as new information required by the Federal No Child Left Behind Act.

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



**Vision Statement**

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

**Mission Statement**

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

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

**District & 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, College View had 441 students enrolled 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. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	0.5%
American Indian	0.5%
Asian	3.6%
Caucasian	42.4%
Filipino	0.9%
Hispanic or Latino	33.8%
Pacific Islander	1.8%
Multiple or No Response	16.6%

## 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" (Ready to learn, On-time, Always kind, Respectful, Safe). Through the program, students learn about the character traits. 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 Book, and special recognition at assemblies. College View Elementary School implemented the "Kids for Character" program for fourth 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 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. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspension Rate	1.5%	2.0%	1.1%	3.3%	5.0%	4.9%
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

## Class Size

College View Elementary School maintained a schoolwide average class size of 21.0 students and a pupil-to-teacher ratio of 21.0:1 in the 2008-09 school year. The following chart illustrates average class size by grade level, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
K	18	20	20	6	4	4	-	-	-	-	-	-
1	17	20	19	4	3	6	-	-	-	-	-	-
2	18	19	18	4	3	3	-	-	-	-	-	-
3	19	18	19	4	4	4	-	-	-	-	-	-
4	32	31	28	-	-	-	2	2	2	-	-	-
5	30	27	29	-	1	-	3	1	2	-	1	-
K-3	-	17	-	-	2	-	-	-	-	-	-	-
3-4	-	19	-	-	1	-	-	-	-	-	-	-
4-8	-	-	26	-	-	-	-	-	1	-	-	-

## School Attendance & Enrollment

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, \$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	87	107	98
1st	68	68	76
2nd	70	68	65
3rd	76	68	64
4th	64	73	65
5th	90	69	73

## 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, three portable classrooms, a multi-purpose room, library, learning center, teachers' center, administrative offices, and grassy field and blacktop play areas. Facility information in this report was current as of November 2009.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 10/27/2009				
Overall Summary of School Facility Conditions: Exemplary				
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			
Restrooms/ Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			MPR, Library - Center atrium beams- termite damage.
External (Grounds, Windows, Doors, Gates, Fences)	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 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.

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 Fall 2009. 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 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 did not approve any projects for this school. The district's complete deferred maintenance plan is available at the district office.

## **Contact Information**

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

## **Counseling & Support Staff**

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 Positive Behavioral Intervention Support (PBIS) Team 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 counselor to pupil ratio is 1:441.

The chart lists support personnel available to students.

<b>Counseling &amp; Support Services Staff</b>		
	<b>Number of Staff</b>	<b>Full Time Equivalent</b>
Adaptive PE Specialist	2	1.0
Assistive Behavioral Assistant	1	1.0
Community Liaison	1	0.8
Counselor Intern	1	0.8
Health Clerk	1	0.5
Library Specialist	1	0.5
Nurse	1	0.4
Psychologist	1	0.2
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	0.6
Speech and Language Specialist	2	1.0

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.

## **Individualized Instruction**

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.

## **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 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.

## **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.

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.

## 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	47	49	59	60	63	64	43	46	50
Mathematics	57	62	61	67	69	69	40	43	46
Science	28	47	63	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, College View Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

In 2008-09, 28.9 of fifth grade students at College View Elementary School met the standards in all six fitness areas.

## 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.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	80	93	*	*
Filipino	*	*	*	*
Hispanic or Latino	37	42	56	*
Pacific Islander	*	*	*	*
Caucasian	72	69	65	*
Males	56	61	60	*
Females	63	60	66	*
Socioeconomically Disadvantaged	43	46	52	*
English Learners	24	39	29	*
Students with Disabilities	32	36	*	*
Migrant Education	*	*	*	*

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

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

## 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.

## 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.

## 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.

## 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.

## 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%

## API School Results

	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	7	6	7	
Similar Schools Rank	5	4	5	
<b>All Students</b>				
Actual Growth	-11	28	7	820
<b>Socioeconomically Disadvantaged</b>				
Actual Growth	-61	54	1	744
<b>Hispanic or Latino</b>				
Actual Growth	-6	56	7	741
<b>Caucasian</b>				
Actual Growth	-6	12	13	864
<b>English Learners</b>				
Actual Growth	-14	32	16	738

## 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	Language Arts	Houghton Mifflin	2003	Yes	0.0%
4th-5th	Mathematics	Houghton Mifflin	2009	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2009	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

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.

## 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 to the National Educational Technology Standards. At College View Elementary School, each classroom in grades four and five are equipped with a Smartboard. Third grade classrooms have three 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			
	06-07	07-08	08-09
Computers	97	116	70
Students per computer	4.7	3.9	6.3
Classrooms connected to Internet	25	23	23

## 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, College View Elementary School had 22 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	23	22	22	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
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
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 annually to accommodate professional growth opportunities in curriculum, teaching strategies, and methodologies.

## 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, the school's website, and by attending the Principal's Coffee Talk.

## 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	\$73,464
District	\$71,616
Percentage of Variation	2.58%
School & State	
All Elementary School Districts	\$67,082
Percentage of Variation	9.51%

## 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	\$5,826
From Restricted Sources	\$394
From Unrestricted Sources	\$5,432
District	
From Unrestricted Sources	\$4,457
Percentage of Variation between School & District	21.88%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	1.45%

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