



A California Distinguished School

Ocean View School District

17200 Pinehurst Lane
Huntington Beach, CA 92647
(714) 847-2551
(714) 847-1430 FAX
www.ovsd.org

2009-2010 LEADERSHIP

Board of Trustees

- Norm Westwell - President
- Tracy Pellman - Clerk
- John Briscoe - Trustee
- George Clemens - Trustee
- Debbie Cotton - Trustee

District Administration

Alan G. Rasmussen, Ed.D.
Superintendent

Beverly M. Hempstead
Deputy Superintendent

William V. Loose, Ed.D
*Assistant Superintendent,
Administrative Services*



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

Village View Elementary School

5361 Sisson Drive, Huntington Beach, CA 92649

Phone: (714) 846-2801 FAX: (714) 846-1631

Aaron Jetzer, Principal

2008-2009 School Accountability Report Card

Published in 2009-2010

Principal's Message

Village View School's vision, "Educational Excellence Today for a Changing Tomorrow," is at the heart of everything we do. We believe that through the concerted efforts of school, home, and community, our children will be successful, not only in the classroom, but in life.

Village View is a school with high expectations and the site and community to help meet them. Through the collaborative efforts of teachers, principal, support staff, parents, and community members, Village View students are inspired to work diligently and challenged to achieve to their full potential. We are a village dedicated to the academic, physical, and emotional growth of its children.



School Mission Statement

Village View's mission is...

to prepare students, through the collaboration of school and community, to achieve mastery of state standards and the highest level of citizenship. We believe in providing an equitable and comprehensive education in all curricular areas for all students. Our goal is to foster the love and passion of learning for all students.

District and 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, Village View Elementary School, a California Distinguished School, had 602 students enrolled in grades kindergarten through five, on a traditional school calendar year. Student demographics are illustrated in the chart. The school is proud of its program designed for severely handicapped students. As a part of this program, Village View Elementary School sponsors Special Olympics activities throughout the district.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	2.2%
American Indian	0.5%
Asian	7.5%
Caucasian	62.1%
Filipino	1.7%
Hispanic or Latino	8.5%
Pacific Islander	0.0%
Multiple or No Response	17.6%

Discipline & Climate for Learning

Village View Elementary School has a high standard for student behavior. All students, parents, and school staff adhere to the simple philosophy; Be Kind, Be Safe, Be Responsible. This ideology is paired with our focus on manners of the month. Behavioral expectations are clearly explained and consistently enforced. Parents and students are informed of discipline policies through the Student/Parent Handbook, assemblies during the year, Back-to-School Night, parent conferences, and classroom orientation.

Students are encouraged to approach all problems with the eight conflict strategies described in the Handbook. With this plan we hope students will become more effective communicators and learn skills that will help them throughout life by developing a sense of responsibility for their behavior.

Teachers establish their own rules and expectations in alignment with our schoolwide behavior policies and using a posted Classroom Constitution. The school's Conflict Managers Peer Mediation Program trains fifth grade students to help resolve problems among their peers, particularly during recess time on the playground.

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	0.3%	1.1%	2.8%	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 at Village View Elementary School are regularly rewarded and encouraged for demonstrating positive behavior. During Friday morning flag ceremonies, students are recognized for outstanding citizenship. Students may also earn daily RASKER (Random Acts of Simple Kindness) from teachers and noon duty staff by helping in the classroom, on the playground, or performing any other good deed. Each week a RASKER from each classroom is randomly selected and these students receive special rewards. Village View also hosts a monthly awards assembly in which students in each classroom are recognized for behavioral and academic achievement. These awards include:

- Citizenship -- presented to all-around great students who display the characteristics of the manner of the month.
- On-A-Roll -- presented to students who consistently demonstrate academic excellence or show great improvement in a particular area.
- Academic Excellence -- presented to students who consistently demonstrate dedication to learning through their outstanding achievement on class work, homework, and tests.

Students are encouraged 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: Read at Home (RAH), Child Care/Kid's Club, music and movement activities, cross-age tutors, Student Council, safety patrol, and student library assistant.

Class Size

Village View Elementary School maintained a schoolwide average class size of 20.7 students and a pupil-to-teacher ratio of 20.1:1 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	20	19	20	5	5	6	-	-	1	-	-	-
1	18	17	20	6	5	4	-	-	-	-	-	-
2	19	20	20	5	4	3	-	-	-	-	-	-
3	20	21	19	5	2	5	-	2	-	-	-	-
4	25	32	30	-	-	-	3	2	3	-	-	-
5	32	31	27	-	-	-	3	2	3	-	-	-
K-3	-	23	19	-	2	3	-	1	-	-	-	-

School Attendance & Enrollment

Regular attendance at Village 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. The 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	98	109	136
1st	110	81	95
2nd	95	110	84
3rd	99	94	108
4th	76	85	91
5th	98	75	83

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

Village View Elementary School provides a safe, clean environment for students, staff, and volunteers. Campus grounds encompass approximately 13 acres. Facilities include 23 permanent classrooms, six portable classrooms, a multi-purpose room, teacher's lounge, school office, lunch area, library, childcare center and storage area. The school recently added new playground equipment for the upper grades. The table shows the results of the most recent school facilities inspection.

School Facility Conditions				
Date of Last Inspection: 10/20/2009				
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			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Safety

Village 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 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 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 October 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 that emergency repairs are given the highest priority. 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 approved deferred maintenance projects for this school that will result in asphalt repair and carpet replacement. The district's complete deferred maintenance plan is available at the district office.

Contact Information

Parents who wish to volunteer or participate in Village View Elementary School's leadership teams, school committees, and school activities may call the school's office at (714) 846-2801.

Counseling & Support Staff

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.

The chart lists support services offered to students.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	0.4
Health Clerk	3	3.0
Library Technician	1	0.5
Nurse	1	0.2
Preschool Special Day Class (SDC) Aide	6	3.0
Preschool Special Day Class (SDC) Teacher	2	2.0
Psychologist	2	0.4
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	1.0
SDC Aide	7	3.5
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	1	0.5

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 Village View Elementary School, students who are falling below grade level or are at risk of retention meet with the school's Resource Specialist for special pull-out remediation sessions and/or may meet with school counseling staff members. The Student Success Team (SST), composed of the principal, Speech/Language Specialist, Resource Specialist, Psychologist, and regular classroom teacher, also assists individual students with academic and/or behavioral issues through a referral process.

Individualized Instruction

Village 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/Language Specialist, Resource Specialist, Adaptive Physical Education Specialist, or placement in a Special Day Class.

Village View Elementary School also offers self-contained instruction for students ages three to thirteen with severe disabilities.

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 Village View Elementary School, students learning English are placed with teachers who have supplemental credentials to provide instruction to English Learners and receive 30 minutes of English Language Development (ELD) instruction throughout the school day.

GATE

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 Village View Elementary School, students in the GATE program receive instruction with increased depth and complexity by through differentiated instruction. 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	71	69	69	60	63	64	43	46	50
Mathematics	76	81	74	67	69	69	40	43	46
Science	67	81	68	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.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	72	84	*	*
Filipino	*	*	*	*
Hispanic or Latino	53	62	*	*
Pacific Islander	*	*	*	*
Caucasian	72	75	72	*
Males	68	74	74	*
Females	72	74	58	*
Socioeconomically Disadvantaged	38	44	*	*
English Learners	27	55	*	*
Students with Disabilities	52	64	57	*
Migrant Education	*	*	*	*

*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, Village 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, 51.9% of fifth grade students at Village View Elementary School met the standards in all six 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.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	9	9	
Similar Schools Rank	9	6	4	
All Students				
Actual Growth	-19	7	-1	875
Caucasian				
Actual Growth	-19	6	-7	875

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

Village View Elementary School's library, staffed by a Library Specialist, is open daily for student and staff use. Students visit the library weekly with their class to check out books and use library resources. The library is on an automated system and contains many additional materials such as Spanish titles, computers, videos, audiotapes, and periodicals. For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city of Huntington Beach and surrounding areas, which contain numerous computer workstations.

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. All computers are connected to the Internet so that students may conduct research online. Other technological resources include LCD projectors, wireless technology, digital cameras, and TV/DVDs. All first through fifth grade classrooms have SmartBoards.

Computer Resources

	06-07	07-08	08-09
Computers	107	117	116
Students per computer	5.4	4.8	5.2
Classrooms connected to Internet	14	27	27

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, Village View Elementary School had 29 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	30	27	29	440
Without Full Credentials	0	0	2	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

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%

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 schools 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/>.

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 Village View Elementary School. The PTA has made generous contributions of time and money to numerous programs and activities. Village View Elementary School is grateful for the many hours contributed by our parent volunteers. School programs are further enriched by strong community partnerships.

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 Special Olympics, Grandparents/Special Friends Day, Jog-a-Thon, Literacy Picnic, Back to School Night, Open House, and classroom performances. Parents are kept informed of school activities through the school and district websites, automated phone messages, monthly newsletters, and flyers.

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	\$69,421
District	\$71,616
Percentage of Variation	3.07%
School & State	
All Elementary School Districts	\$67,082
Percentage of Variation	3.48%

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.

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	\$4,918
From Restricted Sources	\$185
From Unrestricted Sources	\$4,732
District	
From Unrestricted Sources	\$4,457
Percentage of Variation between School & District	6.18%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	14.14%

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

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