

College View Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	College View Elementary School
Street	6582 Lennox Drive
City, State, Zip	Huntington Beach, CA 92647
Phone Number	(714) 847-3505
Principal	Elaine C. Burney
E-mail Address	eburney@ovsd.org
Web Site	www.ovsd.org/college
CDS Code	30-66613-6029557

District Contact Information	
District Name	Ocean View School District
Phone Number	(714) 847-2551
Superintendent	Dr. Carol Hansen
E-mail Address	chansen@ovsd.org
Web Site	www.ovsd.org

School Description and Mission Statement (School Year 2018-19)

College View Elementary School is located in the western region of Huntington Beach and serves students in Transitional Kindergarten through fifth grade, and has a long history of demonstrating high levels of student academic achievement and reducing the achievement gap. We maintain a consistent focus on improving student achievement through our collaborative goal setting and strong Professional Learning Communities and our commitment to on-going Professional Development. Our highly qualified staff, which includes three Ocean View School District Elementary Teachers of the Year, provide effective standards-based instruction and a positive learning environment for all students. We are very proud that College View houses the district DHH (Deaf and Hard of Hearing) Program, and we offer students, at all grade levels, classes in American Sign Language.

Our commitment to utilize current researched-based programs and teaching strategies allows our staff to provide state of the art instruction and project-based learning opportunities. Our leveled and differentiated English Language Arts instruction is enhanced by our school-wide reading program, Accelerated Reader. Our Mathematics instruction is augmented by our ST Math Program, and students visit one of our two computer labs weekly. All classrooms have computers and access to Chrome books. As a legacy school, we have partnered with the Los Alamitos Army Base to annually provide our 5th grade students with a one week, free, (S.T.E.M.) Science, Technology, Engineering and Math experience.

Our Positive Behavior, Intervention, and Support Program (P.B.I.S.) is practiced school-wide and encourages our students to make positive choices and meaningful contributions while providing a framework for a structured progressive discipline program. Our staff believes in "Catching Students Being Good," so we have developed programs to celebrate this. Children can earn "Super You's" and these tickets can be redeemed at the student store which is run by our 4th and 5th Grade Student Council, or they may earn a Proud Board Ticket for lunch with the principal. Students focus on monthly character traits which promote being respectful, kind, responsible, having compassion, integrity, and perseverance. Our diverse population of 400 Transitional Kindergarten through fifth grade students are embraced by our staff, and cultural differences are acknowledged and celebrated. Our community partnerships with the Huntington Beach Kiwanis Club and the Huntington Beach Optimist Clubs bring enrichment opportunities to our students. Children are also encouraged to participate in community outreach programs such as Bunny's Kids to help families in need.

Our entire staff takes great pride in our school. Our commitment to excellence is prevalent in every aspect of our day, and our community members echo this sentiment. Our school facility is well maintained, clean, and safe. As a matter of fact, our Head Custodian was recently named the 2016 Custodian of the Year for the State of California. We have Wildcat "Pride" and it shows! College View has a welcoming family atmosphere. All of our children receive an exemplary education while feeling supported socially and emotionally by our compassionate and caring staff. College View Elementary School has an emphasis of College and Career Readiness and focuses on preparing all students to become independent learners with the skills and abilities necessary for a successful and productive future. Our high standard of education is facilitated in a safe and enriching learning environment, which is student-centered and directed by teachers who encourage support from home and the community.

The Ocean View School District is located in western Orange County and serves over 8,000 students from Pre-kindergarten through eighth grade. Ocean View School District is dedicated to educational excellence and the continuous academic growth of all students, which supports its motto: "Encouraging a Deliberate and Global Education."

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	106
Grade 1	54
Grade 2	50
Grade 3	76
Grade 4	64
Grade 5	63
Total Enrollment	413

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	0.0
Asian	7.5
Filipino	1.0
Hispanic or Latino	49.9
Native Hawaiian or Pacific Islander	0.2
White	31.7
Socioeconomically Disadvantaged	57.4
English Learners	28.1
Students with Disabilities	7.7
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	18	17	16	317.9
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 10/2018

All textbooks used in the core curriculum are aligned with the California Content Standards and Frameworks per the adoption process outlined by the state. Once the State Board of Education adopts standards-based instructional materials, the District field tests materials and then adopts according to Board Policy. There are sufficient materials at each school that are used to support core instruction. The adoption cycle has been adhered to and newly adopted materials are readily accessible to all students. All schools use adopted materials and site-specific supplemental resources.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders Adoption Year 2017	Yes	0
Mathematics	McGraw-Hill My Math Adoption Year 2015	Yes	0
Science	McGraw-Hill School Division Macmillan/McGraw-Hill California Science Adoption Year 2008	Yes	0
History-Social Science	Harcourt School Publishers Reflections: California Series Adoption Year 2006	Yes	0
Visual and Performing Arts			0

School Facility Conditions and Planned Improvements (Most Recent Year)

In November of 2016, the Ocean View School District (OVSD) passed Measure R, a general obligation bond, in the amount of 169 million dollars. This is the first bond ever passed in the 143 year history of OVSD. The bond program is designed to transform the aging fleet of 1960/1970 era schools into modern, contemporary learning environments. Construction started in late June of 2018 and is anticipated to take approximately eight years to complete ending somewhere in the 2024/2025 school year.

The District currently embraces a systematic approach to maintaining the current facilities to ensure that all schools are clean, safe, and provide an inspirational educational environment for our students to learn, grow, and be challenged. District maintenance and site custodial staff work in a coordinated manner to ensure that the repairs and operational items necessary to keep the schools in good condition are completed in a timely manner. A comprehensive work order system is utilized by school and District staff to communicate both routine and non-routine maintenance requests. Emergency repairs are given the highest priority.

From an operational perspective, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One full-time day custodian and one or two part-time evening custodian(s) are assigned to each school site. The day custodian is responsible for:

- Lunch area setup/cleanup
- General grounds maintenance
- Grounds keeping
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principals are in continual communication with the Maintenance and Operations Supervisors and custodial staff concerning maintenance and school safety issues.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 1/10/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Admin.: D=HVAC System is beyond repair, replacement recommended. K1, K2, DHH:D= HVAC System is beyond repair, replacement is recommended. MPR, Library & Speech:D= HVAC System is beyond repair, replacement is recommended. Rooms 4 - 25: D=HVAC System is beyond repair, replacement is recommended.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/10/2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	52.0	56.0	61.0	64.0	48.0	50.0
Mathematics (grades 3-8 and 11)	55.0	51.0	57.0	57.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	202	201	99.50	55.72
Male	93	92	98.92	61.96
Female	109	109	100.00	50.46
Black or African American	--	--	--	--
Asian	16	16	100.00	81.25
Filipino	--	--	--	--
Hispanic or Latino	98	97	98.98	46.39
White	65	65	100.00	58.46
Two or More Races	18	18	100.00	83.33
Socioeconomically Disadvantaged	125	124	99.20	49.19
English Learners	70	69	98.57	42.03

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	16	16	100.00	6.25
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	202	201	99.5	51.24
Male	93	92	98.92	59.78
Female	109	109	100	44.04
Black or African American	--	--	--	--
Asian	16	16	100	75
Filipino	--	--	--	--
Hispanic or Latino	98	98	100	35.71
White	65	65	100	61.54
Two or More Races	18	18	100	72.22
Socioeconomically Disadvantaged	125	124	99.2	44.35
English Learners	70	70	100	42.86
Students with Disabilities	16	16	100	6.25
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.4	13.1	49.2

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parent involvement is encouraged and College View offers many opportunities for families to get involved. We have an active, results-orientated and supportive PTA along with a School Site and English Language Advisory Council that allows all community members to offer input and monitor the school goals and expenditures to achieve our growth targets. Clear and precise stakeholder communication and participation is achieved through a myriad of avenues; district, school and teacher websites, a Monthly Community Bulletin, phone calls, emails and texts sent through our Aeries Communication system automated message system, Take Home Tuesday Folders, and Peachjar for flyer distribution. Parents are encouraged to be and stay involved in their child’s learning experience by volunteering in the classroom, participating in decision-making processes, and attending school events. Contact any school office staff member, teacher, or the PTA President at (714) 847-3505 for more information on how to become involved.

Opportunities to Volunteer:

- Chaperone Field Trips
- Classroom Helper
- Library Helper
- Computer Lab Helper
- Accelerated Reader Facilitator

Committees:

- English Learner Advisory (ELAC) and School Site Councils (SSC)
- Parent Teacher Association (PTA)

School Activities:

- Back to School Night
- Open House
- Student Plays and Primary and Upper Grade Music Performances
- Book Fair, Literacy Night
- Annual Title I Parent Meeting
- Awards Assemblies
- Flag Assemblies
- Talent Show
- Family Nights
- Kite Day
- Reading in the Park
- Red Ribbon Week Activities
- Spirit Days
- Anti-Bullying/Character Education Assemblies
- Book Fairs
- Imagination Machine
- Walk Through California and Walk Through Revolution
- Movie Night
- Trunk or Treat

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.4	1.1	1.4	2.5	2.4	1.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Comprehensive School Site Safety Plan was developed for College View Elementary School in collaboration with College View's staff, School Site Council, English Language Advisory Council, local agencies, and the District Office, to fulfill the requirements of Senate Bill 187. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response, procedures for safe arrival and departure from school, sexual harassment, bullying, and dress code policies. The school's most recent school safety plan was reviewed, updated, and discussed with school staff, our PTA members, and our School Site and English Language Advisory Councils on September 25, 2018 and adopted by the District Board of Education on October 2, 2018.

The Comprehensive School Safety Plan is designed to maintain an orderly and purposeful place where students and staff are free to learn and teach without the threat of physical and psychological harm. Annually the plan is reviewed with all stakeholders and edited and revised to reflect the most accurate teacher, student, and community data and information. A school emergency checklist is required each year to assure that all aspects of the plan are updated. Annually we calendar and carry out emergency/disaster drills which include Lockdown and Shelter in Place. We also update the inventory of supplies in the emergency bin; and purchase or replace supplies as needed. Revision of our campus maps is imperative to identify the most efficient emergency routes, alternative emergency routes, and emergency utility shut-offs. Emergency team staff assignments such as: Incident Command, Search and Rescue, Damage Assessment, First Aide Team, Student Release, and Student Supervision are assigned and procedures are rehearsed at our annual Great American Shakeout that occurs in October. We also revise our buddy teacher and buddy student supervision lists. A staff and community resource survey is conducted in September to identify staff and community members with specific skills such as: First Aid, CPR, survival techniques, and individuals who are rescue certified who can be called into action in case of a disaster or earthquake. Stakeholder input is given and reviewed after every emergency drill, and changes are made to improve our emergency response. In addition, our School Safety Plan outlines specific procedures to address bullying that adhere to our District policies and dovetails with our P.B.I.S. (Positive Behavior Intervention and Support) Program.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	1	2		21	1	3		21	1	4	
1	27		3		26		2		26		2	
2	26		3		26		3		25		2	
3	26		2		24		3		25		3	
4	30		3		31		2		32		2	
5	31		2		31		3		31		2	
Other	3	1			3	1			4	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.625	N/A
Psychologist	0.4	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.48	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,717.02	\$401.92	\$5,315.10	\$89,356
District	N/A	N/A	\$7,392	\$86,821
Percent Difference: School Site and District	N/A	N/A	-32.7	2.9
State	N/A	N/A	\$7,125	\$80,910
Percent Difference: School Site and State	N/A	N/A	-29.1	9.9

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

In addition to general fund state funding, Ocean View School District receives state and federal categorical funding for special programs. For the 2017-2018 school year, the District received categorical, special education, and support programs funds for:

Unrestricted Programs

State Lottery

Federal Programs

Medi-Cal Billing

Title Funding

Special Education Funding

Educator Effectiveness

State Programs

Lottery: Instructional Materials

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,959	\$50,084
Mid-Range Teacher Salary	\$82,964	\$80,256
Highest Teacher Salary	\$103,390	\$100,154
Average Principal Salary (Elementary)	\$127,525	\$125,899
Average Principal Salary (Middle)	\$131,349	\$130,255
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$220,000	\$222,447
Percent of Budget for Teacher Salaries	41.0	37.0
Percent of Budget for Administrative Salaries	6.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Ocean View School District has instructional priorities that are the focus for all professional development. Professional development is collaboratively planned with the Ocean View Teachers Association to ensure that it meets the needs of students and staff and that it aligns with the District and State priorities. There are two non-student professional development days each year. There are also five modified Wednesdays for elementary schools that focus on site-specific needs. The first District professional development focused on Depth-of-Knowledge (DOK) levels 3 and 4. Training is interactive and teachers worked collaboratively with colleagues to develop student demonstration lessons to implement throughout the school year. The second non-student training day focused on DOK. At the elementary level, DOK 4 was revisited through the lens of Next Generation Science Standards. OVSD is developing a Twilight Series of professional development that will be offered after school to sustain District initiatives such as Write From the Beginning, Thinking Maps, Depth and Complexity icons, the Writing Continuum, and mathematical practices. As a District, we have a structure that allows us to stay the course and provide ongoing sustainable training.

In 2017-18, College View staff participated in the following professional staff development activities:

- Write From the Beginning Narrative Trainer of Trainers (TK-5)
- Smarter Balanced Assessment Training (TK-5)
- Write From the Beginning Expository Trainer of Trainers (TK-5)
- Technology Teacher Training (TK-5)
- McGraw-Hill ELA/ELD Training (TK-5)

Throughout the year, teaching staff are provided the opportunity to participate in District-sponsored staff development workshops or training sessions as:

- 1) a supplement to site-based staff development,
- 2) for reinforcement of or follow-up on previous training,
- 3) follow-up training for newly implemented programs/curricula.

College View Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and District representatives.