College View Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2023-24 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	Allen Mendrin
Email Address	amendrin@ovsd.org
School Website	college.ovsd.org
County-District-School (CDS) Code	30-66613-6029557

2023-24 District Contact Information

District Name	Ocean View School District
Phone Number	(714) 847-2551
Superintendent	Dr. Michael Conroy
Email Address	mconroy@ovsd.org
District Website	www.ovsd.org

2023-24 School Description and Mission Statement

College View Elementary School is located in the western region of Huntington Beach serving students in Preschool through fifth grade. College View 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 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 proud College View houses the special education, State and Tuition-Based Preschool Programs in addition to serving students in Transitional Kindergarten through fifth grade.

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. We enthusiastically support our mathematics and English instruction with the iReady program. All classrooms have access to Chromebooks. As a legacy school, we have partnered with the Los Alamitos Army Base to annually provide our fifth-grade students with a one-week Science, Technology, Engineering, and Math (STEM) experience.

At College View, we intentionally build relationships with our students based on trust; respect for themselves, others, and school property; empathy; and a sense of belonging and community in and out of the classroom. We believe that all students can behave in a safe and appropriate manner. With this in mind, the staff works hard to take a unified approach to social/emotional learning, behavior, and school climate. We continue to implement our Positive Behavioral Interventions and Supports Program (PBIS), a research-based, school-wide plan designed to create a safe, secure, pleasant environment. This initiative is meant to reinforce the positive behaviors of students meeting specific expectations as well as support for students who need extra assistance to reach the school-wide expectations. We have proudly received PBIS Gold Level Award Status from the PBIS Coalition (2023). We also follow the tenants of Restorative Practices by resolving conflicts and making decisions with those most directly involved. It is important for students to understand how their words and actions affect others and what needs to happen to move forward so the incident does not happen in the future. A different character trait is focused on for the first five months, and then the last five months the traits again are reviewed. The five focus traits are: Be Responsible, Kind, Respectful, Have Perseverance and Integrity. Each trait is defined and taught in detail in both classroom and non-classroom settings, including the playground, lunch benches, bathroom, transition areas, and bus area. Students are recognized for their positive behavior daily, weekly, monthly, and at trimester award assemblies, including monthly visits to the College View Student Store.

2023-24 School Description and Mission Statement

The entire staff takes great pride in our beautifully modernized school. Our commitment to excellence is prevalent in every aspect of our day, and our community members echo this sentiment. Along with our head custodian, previously awarded the honor of Custodian of the Year for the State of California, our staff and students help keep our school facility well maintained, clean, and safe. 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 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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	48
Grade 2	36
Grade 3	39
Grade 4	40
Grade 5	54
Total Enrollment	303

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.1%
Male	46.9%
Asian	7.3%
Black or African American	1.3%
Filipino	1.3%
Hispanic or Latino	54.1%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	7.6%
White	26.1%
English Learners	21.1%
Foster Youth	1%
Homeless	4.3%
Socioeconomically Disadvantaged	68.6%
Students with Disabilities	12.2%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21	100	340.90	98.213	228366.10	83.12
Intern Credential Holders Properly Assigned	0	0	1	0.003	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	5.2	0.015	12115.80	4.41
Unknown	0	0	0	0	18854.30	6.86
Total Teaching Positions	21	100	347.10	100	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16	100	307.6	96.06	234405.20	84.00
Intern Credential Holders Properly Assigned	0	0	2	0.006	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	10.6	0.033	11953.10	4.28
Unknown	0	0	0	0	15831.90	5.67
Total Teaching Positions	16	100	320.20	100	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	0
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	10/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption?	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 California Inspire Science Adoption Year 2021	Yes	0
History-Social Science	Harcourt School Publishers Reflections: California Series Adoption Year 2006	Yes	0

School Facility Conditions and Planned Improvements

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 June of 2018 and anticipate completion in the 2024 school year. College View was modernized and reopened for students in September 2020.

The District uses a systematic approach to maintain facilities to ensure 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 used 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
- General grounds maintenance
- Grounds keeping
- Restroom cleaning

Restrooms are checked 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.

Year and month of the most recent FIT report	11/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X		
Interior: Interior Surfaces	X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		Portables: Kids Club 12 & 13, Music 14: Siding needs repair
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	45	53	58	58	47	46
Mathematics (grades 3-8 and 11)	43	47	49	51	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	133	130	97.74	2.26	53.08
Female	71	69	97.18	2.82	55.07
Male	62	61	98.39	1.61	50.82
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	77	75	97.40	2.60	42.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	90.91
White	30	29	96.67	3.33	58.62
English Learners	16	15	93.75	6.25	13.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	11	11	100.00	0.00	63.64
Socioeconomically Disadvantaged	87	85	97.70	2.30	49.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	12	85.71	14.29	16.67

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	133	131	98.50	1.50	47.33
Female	71	70	98.59	1.41	42.86
Male	62	61	98.39	1.61	52.46
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	77	76	98.70	1.30	36.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	72.73
White	30	29	96.67	3.33	62.07
English Learners	16	16	100.00	0.00	18.75
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	11	11	100.00	0.00	54.55
Socioeconomically Disadvantaged	87	86	98.85	1.15	40.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	12	85.71	14.29	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	42.31	35.09	41.88	43.94	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	58	57	98.28	1.72	35.09
Female	32	32	100.00	0.00	31.25
Male	26	25	96.15	3.85	40.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	33	33	100.00	0.00	27.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	50.00
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	42	41	97.62	2.38	29.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94.7%	94.7%	91.2%	93.0%	94.7%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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 School Site and English Language Advisory Councils that allow community members to offer input and monitor the school goals and expenditures to achieve our growth targets. Stakeholder communication and participation is achieved through a myriad of avenues; District, school, and teacher websites, phone calls, emails and texts sent through our communication automated message system, and Peachjar flyer distribution. Parents are encouraged to be 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

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

2023-24 Opportunities for Parental Involvement

- 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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	327	323	55	17.0
Female	173	171	26	15.2
Male	154	152	29	19.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	22	22	2	9.1
Black or African American	4	4	1	25.0
Filipino	4	4	0	0.0
Hispanic or Latino	176	173	37	21.4
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	23	23	2	8.7
White	89	88	12	13.6
English Learners	69	69	13	18.8
Foster Youth	4	4	4	100.0
Homeless	18	16	5	31.3
Socioeconomically Disadvantaged	232	229	49	21.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	49	47	8	17.0

C. Engagement	**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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.30	0.00	0.00	0.16	1.69	1.98	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

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, and our School Site and English Language Advisory Councils on September 21, 2023.

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 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 Positive Behavior Interventions and Supports (PBIS) Program.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	5	1	
1	11	3	1	
2	5	2		
3	16	2	2	
4	7	3		
5	12	3		
Other	18	2	2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	2	2	
1	14	3		
2	16	1	2	
3	12	3		
4	29		2	
5	17	1	2	
Other	5	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	0
1	24	0	2	0
2	18	2	0	0
3	25	0	1	0
4	15	1	1	0
5	27	0	2	0
6	0	0	0	0
Other	25	0	1	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	1:6,807

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.07
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.375
Psychologist	0.5
Social Worker	0.14
Nurse	0.22
Speech/Language/Hearing Specialist	2.6
Resource Specialist (non-teaching)	1.0
Other	0.44

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7548.39	549.84	6998.54	100401.71
District	N/A	N/A	5954.03	$96,004
Percent Difference - School Site and District	N/A	N/A	16.1	10.1
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	6.0	14.0

Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, Ocean View School District receives state and federal categorical funding for special programs, including:

Federal Programs
Title I, Title II, Title III, Title IV
Medi-Cal
Special Education Funding

State Programs:
Lottery
Educator Effectiveness
Learning Recovery Emergency Block Grant
Discretionary Block Grant

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$44,629	$54,215
Mid-Range Teacher Salary	$82,165	$86,843
Highest Teacher Salary	$110,496	$111,440
Average Principal Salary (Elementary)	$135,954	$140,851
Average Principal Salary (Middle)	$143,114	$147,065
Average Principal Salary (High)	$0	$142,189
Superintendent Salary	$260,916	$252,466
Percent of Budget for Teacher Salaries	37.35%	33.16%
Percent of Budget for Administrative Salaries	5.1%	5.15%

Professional Development

Early out Wednesdays are utilized to build teacher capacity. Additionally, two non-student days are built into the calendar. The 2023/24 school year will build upon the OVSD Multi-tiered System of Supports (MTSS) and include Universal Design for Learning (UDL), writing across the curriculum, English Language Development (ELD), phonics/decoding/morphology, and more.

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,and
3) follow-up training for newly implemented programs/curricula.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	1	3