

# Star 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

<b>School Name</b>	Star View Elementary School
<b>Street</b>	15679 Newland Street
<b>City, State, Zip</b>	Westminster, CA 92683
<b>Phone Number</b>	(714) 897-1009
<b>Principal</b>	Jeanne Bentley
<b>Email Address</b>	Jbentley@ovsd.org
<b>School Website</b>	star.ovsd.org
<b>County-District-School (CDS) Code</b>	30-66613-6029706

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

Star View Elementary School is a GATE Magnet school in the Ocean View School District. Star View is a dynamic and unique school among the ten elementary schools. Although much of the District is in Huntington Beach, Star View serves students from Westminster, Midway City, and Fountain Valley. Our current population reflects the ethnic diversity of our community and the exemplary reputation of how Star View School shines in our community. Star View is proud to be the recipient of the 2012, 2018, and 2020 California Distinguished School Award and 2016 Honor Roll Award. The signature practice at Star View is writing. You will see evidence of high-quality writing instruction and examples of excellent student writing in every classroom, from Transitional Kindergarten through fifth grade.

The epitome of a model school, our warm and caring atmosphere is balanced with the highest level of professionalism and commitment to student success. Star View Elementary teachers pride themselves in maintaining a high level of expertise based on current practices, often sharing their knowledge throughout the school and District. A variety of instructional strategies are implemented to meet diverse student needs, promote student achievement, foster independence, build character, and encourage life-long learning. Star View Elementary School's commitment to the success of all students results from an open partnership among parents, students, the community, and our staff. Together we work to meet the needs of each individual in an atmosphere of caring and respect.

The mission of Star View Elementary School and of the Ocean View School District is to provide all students with a high-quality educational program that meets their individual, social, emotional, and physical health needs; and creates a school environment that will best promote the learning necessary for each student to acquire maximum knowledge and experience; and fosters in each student a feeling of personal worth and philosophy that encompasses worthy moral and ethical values, and sustains a growing awareness of our interdependence with society and the environment. Our vision is to nurture our students in a safe and challenging environment where they can create and collaborate with academic exploration and problem-solving skills.

### District & School Profile

Star View Elementary School is located in Westminster and serves students in grades transitional kindergarten through fifth, following a traditional calendar. The Ocean View School District is located in western Orange County and serves over 7,000 students from prekindergarten through eighth grade. Ocean View School District is dedicated to educational excellence and the continuous academic growth of all students, which supports its mission that Ocean View School District ensures that all

## 2023-24 School Description and Mission Statement

students achieve academic success and are prepared to live and learn in a rapidly changing world by providing rigorous and relevant learning experiences and empowering families and staff to work together.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	58
Grade 2	62
Grade 3	59
Grade 4	71
Grade 5	63
Total Enrollment	388

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4%
Male	53.6%
American Indian or Alaska Native	0.5%
Asian	52.6%
Black or African American	0.8%
Filipino	2.1%
Hispanic or Latino	22.4%
Native Hawaiian or Pacific Islander	1.3%
Two or More Races	6.7%
White	12.6%
English Learners	23.7%
Foster Youth	0.5%
Homeless	6.2%
Socioeconomically Disadvantaged	62.6%
Students with Disabilities	13.4%

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13	100	340.90	98.213	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0	0	1	0.003	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0	0	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	5.2	0.015	12115.80	4.41
<b>Unknown</b>	0	0	0	0	18854.30	6.86
<b>Total Teaching Positions</b>	13	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18	100	307.6	96.06	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0	0	2	0.006	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0	0	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	10.6	0.033	11953.10	4.28
<b>Unknown</b>	0	0	0	0	15831.90	5.67
<b>Total Teaching Positions</b>	18	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
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0</b>	<b>0</b>

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
<b>Total Out-of-Field Teachers</b>	<b>0</b>	<b>0</b>

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (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.

<b>Year and month in which the data were collected</b>	10/2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill Reading Wonders Adoption Year 2017	Yes	0
<b>Mathematics</b>	McGraw-Hill My Math Adoption Year 2015	Yes	0
<b>Science</b>	McGraw-Hill California Inspire Science Adoption Year 2021	Yes	0
<b>History-Social Science</b>	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 2018 and anticipate completion in the 2024 school year. Star View completed its construction and transformation in 2023-2024. A new office building was added, a new outdoor amphitheater/lunch area was added, as well as a new playground. All other buildings received a complete overhaul. The school is now completely surrounded by iron fencing and many new gates for added safety.

The District uses a systematic approach to maintaining the current facilities to ensure that all schools are clean and 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 the 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 two part-time evening custodian(s) are assigned to our 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

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			:
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	58	59	58	58	47	46
<b>Mathematics</b> (grades 3-8 and 11)	56	68	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
<b>All Students</b>	191	191	100.00	0.00	59.16
<b>Female</b>	95	95	100.00	0.00	65.26
<b>Male</b>	96	96	100.00	0.00	53.13
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	107	107	100.00	0.00	57.01
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	43	43	100.00	0.00	53.49
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	25	25	100.00	0.00	76.00
<b>English Learners</b>	40	40	100.00	0.00	25.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	15	15	100.00	0.00	53.33
<b>Military</b>	19	19	100.00	0.00	42.11
<b>Socioeconomically Disadvantaged</b>	123	123	100.00	0.00	49.59
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	29	29	100.00	0.00	20.69

## 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
<b>All Students</b>	192	192	100.00	0.00	68.23
<b>Female</b>	96	96	100.00	0.00	67.71
<b>Male</b>	96	96	100.00	0.00	68.75
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	107	107	100.00	0.00	72.90
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	43	43	100.00	0.00	55.81
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	26	26	100.00	0.00	73.08
<b>English Learners</b>	40	40	100.00	0.00	45.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	15	15	100.00	0.00	66.67
<b>Military</b>	19	19	100.00	0.00	57.89
<b>Socioeconomically Disadvantaged</b>	124	124	100.00	0.00	61.29
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	30	30	100.00	0.00	50.00

## 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)	50.00	50.82	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	61	61	100.00	0.00	50.82
Female	28	28	100.00	0.00	64.29
Male	33	33	100.00	0.00	39.39
American Indian or Alaska Native	--	--	--	--	--
Asian	35	35	100.00	0.00	51.43
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	39	39	100.00	0.00	35.90
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	100%	100%	100%	100%	95.2%

## 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

Parents are encouraged to be involved in their child's learning experience. There are several avenues for involvement including volunteering in the classroom, chaperoning a field trip, working in our library, or attending one of the many school events. In addition, parents are encouraged to become involved in decision-making as part of our School Site Council, Parent Teacher Organization, Principal's Coffee, or our English Learner Advisory Council.

Parents stay informed of upcoming events and school activities through Parent Square notifications including text and email. Our school Instagram account also provides regularly updated information as well as photos of our daily activities. Star View also utilizes flyers, phone calls, newsletters, parent conferences, progress reports, school marquee, school and district websites, and the automated telephone messaging system. Please contact any school office staff member at (714) 897-1009 for more information on how to become involved.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	398	394	33	8.4
Female	184	181	13	7.2
Male	214	213	20	9.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	206	204	8	3.9
Black or African American	3	3	0	0.0
Filipino	8	8	0	0.0
Hispanic or Latino	93	92	17	18.5
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	27	27	1	3.7
White	50	49	5	10.2
English Learners	97	97	7	7.2
Foster Youth	3	2	0	0.0
Homeless	28	26	5	19.2
Socioeconomically Disadvantaged	256	253	27	10.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	59	58	10	17.2

### 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	0.00	0.49	1.01	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	1.01	0
Female	0	0
Male	1.87	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.97	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.15	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2.06	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.56	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.39	0

## 2023-24 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Star View Elementary School in collaboration with the School Site 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 approved in October 2023.

All staff is knowledgeable of the Comprehensive School Safety Plan and is aware of their individual responsibilities. All staff members have been divided into emergency teams which include Search and Rescue, First Aid, Student Supervision, Student Release, Security/Damage Assessment, and Control Center. We hold monthly drills in compliance with CA Ed Code and enter drill information into our emergency Management System in Raptor. Lockdown and shelter-in-place drills are conducted according to staff and student Run, Hide, and Fight training. Earthquake drills are held throughout the school year and in October as part of the Great ShakeOut. Star View's School Emergency Plan encompasses a wide range of possible emergency situations and is aligned with the SEMS procedures.

## 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	10	6	1	
1	14	3		
2	12	3	1	
3	8	5	1	
4	16	1		
5	9	5	1	
Other	17	5	3	

## 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	3	2	
1	16	1	2	
2	17	1	2	
3	28		2	
4	11	2	1	
5	21		2	
Other	17	3	2	

## 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	24	0	3	0
1	24	0	2	0
2	26	0	1	0
3	24	0	2	0
4	25	0	2	0
5	21	1	1	0
6	0	0	0	0
Other	21	2	2	1



## 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
<b>Pupils to Academic Counselor</b>	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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.07
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0.375
<b>Psychologist</b>	0.5
<b>Social Worker</b>	0.14
<b>Nurse</b>	0.22
<b>Speech/Language/Hearing Specialist</b>	1.0
<b>Resource Specialist (non-teaching)</b>	1.0
<b>Other</b>	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
<b>School Site</b>	5445.95	434.65	5011.30	100505.80
<b>District</b>	N/A	N/A	5954.03	\$96,004
<b>Percent Difference - School Site and District</b>	N/A	N/A	-17.2	10.2
<b>State</b>	N/A	N/A	\$7,607	\$89,574
<b>Percent Difference - School Site and State</b>	N/A	N/A	-27.3	14.1

## Fiscal Year 2022-23 Types of Services Funded

In addition to state Local Control Funding Formula (LCFF) funding, Ocean View School District receives state and federal 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
<b>Beginning Teacher Salary</b>	\$44,629	\$54,215
<b>Mid-Range Teacher Salary</b>	\$82,165	\$86,843
<b>Highest Teacher Salary</b>	\$110,496	\$111,440
<b>Average Principal Salary (Elementary)</b>	\$135,954	\$140,851
<b>Average Principal Salary (Middle)</b>	\$143,114	\$147,065
<b>Average Principal Salary (High)</b>	\$0	\$142,189
<b>Superintendent Salary</b>	\$260,916	\$252,466
<b>Percent of Budget for Teacher Salaries</b>	37.35%	33.16%
<b>Percent of Budget for Administrative Salaries</b>	5.1%	5.15%

## Professional Development

Elementary sites have modified Wednesdays. Students are released early to allow time for teachers to focus on professional learning, collaboration, and planning. Two Wednesdays a month are devoted to professional learning and collaboration and the other two Wednesdays are for collaboration and teacher planning. Other professional learning opportunities are made available for teachers who are representing their school and bringing back information and professional learning provided for school site administrators to bring back and share with staff.

Non-student days are utilized to build teacher capacity in Multi-Tiered Systems of Support with a focus on academics, school climate, attendance, and behavior.

Star View staff have participated in the following professional staff development activities:

Foundational Skills Toolkit Training  
 Smarter Balance Assessment Training  
 Math Talks TK-5  
 Depth and Complexity  
 Differentiated Instruction: Optimizing Gifted Student Learning

## Professional Development

Next Generation Science Standards  
Technology Teacher Training TK-8  
Thinking Maps Training  
Write From the Beginning K-5  
Spatial-Temporal Math Staff Development  
Cognitively Guided Instruction Training for TK-3 Grade Staff  
Social and Emotional training  
i-Ready Math and Reading/Language Arts assessment and instruction  
Universal Design Learning

Star View Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided with 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.

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

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