

Village 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	Village View Elementary School
Street	5361 Sisson Dr.
City, State, Zip	Huntington Beach, CA 92649
Phone Number	(714) 846-2801
Principal	Interim Principals
Email Address	jhoefer@ovsd.org
School Website	www.ovsd.org/village
County-District-School (CDS) Code	30-66613-6029722

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

Village View's Mission: Our goal is to foster the love and passion for learning. We believe in preparing students with the knowledge and skills needed to be college and career ready, while providing an equitable, comprehensive education for all.

District & School Profile

Village View Elementary School is located in the western region of Huntington Beach and serves students in grades transitional kindergarten through five 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 motto: "Connections Before Content."

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	52
Grade 2	59
Grade 3	53
Grade 4	61
Grade 5	53
Grade 7	2
Grade 8	2
Total Enrollment	361

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46%
Male	54%
American Indian or Alaska Native	0.6%
Asian	11.4%
Black or African American	1.7%
Filipino	0.6%
Hispanic or Latino	24.4%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	6.4%
White	52.1%
English Learners	7.2%
Foster Youth	0.3%
Homeless	5%
Socioeconomically Disadvantaged	44.3%
Students with Disabilities	23%

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)	19	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	19	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)	18	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	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
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 Reading 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 2018 and anticipate completion in the 2024 school year.

The District uses a systematic approach to maintain 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 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

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			Clsrms.: K1, K2, 3-23, Marine Science: STUCCO DETERIORATING, ASPHALT NEEDS TO BE REPLACED CAMPUS WIDE.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Clsrms.: K1, K2, 3-23, Marine Science: STUCCO DETERIORATING, ASPHALT NEEDS TO BE REPLACED CAMPUS WIDE.

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)	55	54	58	58	47	46
Mathematics (grades 3-8 and 11)	49	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	175	169	96.57	3.43	53.85
Female	78	76	97.44	2.56	59.21
Male	97	93	95.88	4.12	49.46
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	42	40	95.24	4.76	60.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	70.59
White	91	88	96.70	3.30	48.86
English Learners	17	16	94.12	5.88	12.50
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	18	17	94.44	5.56	29.41
Socioeconomically Disadvantaged	78	74	94.87	5.13	37.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	39	88.64	11.36	15.38

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	175	169	96.57	3.43	47.34
Female	78	76	97.44	2.56	48.68
Male	97	93	95.88	4.12	46.24
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	42	40	95.24	4.76	47.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	58.82
White	91	88	96.70	3.30	44.32
English Learners	17	16	94.12	5.88	12.50
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	18	17	94.44	5.56	17.65
Socioeconomically Disadvantaged	78	74	94.87	5.13	31.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	39	88.64	11.36	17.95

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)	46.67	56.86	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	56	55	98.21	1.79	54.55
Female	27	27	100.00	0.00	59.26
Male	29	28	96.55	3.45	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	15	15	100.00	0.00	60.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	23	95.83	4.17	56.52
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	26	26	100.00	0.00	46.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	25.00

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	92.6%	92.6%	92.6%	92.6%	92.6%
Grade 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

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.

Parents stay informed of upcoming events and school activities through weekly Aeries communication via phone, text and email, parent conferences, the school marquee, the school website, and Parent Square. Contact any school office staff member at (714) 846-2801 for more information on how to become involved.

Opportunities to Volunteer

- Classroom Helper outside the classroom
- Fundraising Activities
- Fall Festival
- Winter Fest
- Room Parent

Committees (via Zoom or in person)

- English Learner Advisory Council (ELAC)
- Parent Teacher Organization (PTO)
- School Site Council (SSC)
- School Safety Committee

School Activities

- Back to School Night
- Halloween Parade
- Fall Festival
- Open House

2023-24 Opportunities for Parental Involvement

- Student Recognition Assemblies during Friday Flag

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	376	370	60	16.2
Female	174	171	24	14.0
Male	202	199	36	18.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	44	42	5	11.9
Black or African American	6	6	1	16.7
Filipino	2	2	0	0.0
Hispanic or Latino	91	88	18	20.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	24	24	6	25.0
White	196	195	27	13.8
English Learners	30	27	8	29.6
Foster Youth	3	3	1	33.3
Homeless	19	19	9	47.4
Socioeconomically Disadvantaged	168	162	35	21.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	90	88	28	31.8

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	0.27	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 Village View Elementary School in collaboration with 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 discussed with school staff in October 2023.

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	9	6	2	
1	14	2	1	
2	11	2	1	
3	10	3	1	
4	14	2	1	
5	11	3	1	
Other	16	6	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	16	2	1	
1	20	1	1	
2	15	1	2	
3	17	1	2	
4	30		1	
5	28		2	
Other	9	9	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	20	1	3	0
1	22	0	2	0
2	26	0	2	0
3	24	0	2	0
4	28	0	2	0
5	25	0	2	0
6	0	0	0	0
Other	8	4	0	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	0.8
Social Worker	0.14
Nurse	0.22
Speech/Language/Hearing Specialist	2.0
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	6734.29	17.77	6716.52	82027.71
District	N/A	N/A	5954.03	\$96,004
Percent Difference - School Site and District	N/A	N/A	12.0	-10.1
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	1.8	-6.2

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
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

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.

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

Village View staff participated in the following professional staff development activities:

Social Emotional Learning
Next Generation Science Standards
i-Ready
SBA Training - Elementary
Write From the Beginning Reviews/Refreshers

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