

# College View Elementary School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	College View Elementary School
<b>Street</b>	6582 Lennox Drive
<b>City, State, Zip</b>	Huntington Beach, CA 92647
<b>Phone Number</b>	(714) 847-3505
<b>Principal</b>	Allen Mendrin
<b>Email Address</b>	amendrin@ovsd.org
<b>School Website</b>	college.ovsd.org
<b>Grade Span</b>	TK-5
<b>County-District-School (CDS) Code</b>	30-66613-6029557

### 2024-25 District Contact Information

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

### 2024-25 School Description and Mission Statement

Welcome to College View Elementary School, a legacy of academic excellence and community spirit, located in the heart of Huntington Beach. Serving students from Preschool through fifth grade, we take pride in our rich history of fostering high levels of academic achievement and reducing the achievement gap. Our mission is rooted in a collaborative approach to goal-setting and a steadfast commitment to ongoing professional development, ensuring our students receive the highest quality education.

Our highly skilled and dedicated staff—including three Ocean View School District Teachers of the Year—deliver standards-based instruction within a positive, nurturing learning environment. College View is also home to special education programs,

## 2024-25 School Description and Mission Statement

tuition-based preschool, and offers a comprehensive curriculum for Transitional Kindergarten through fifth grade.

At College View, we believe in preparing students for the future by integrating research-based teaching strategies with cutting-edge technology. Our classrooms are equipped with Chromebooks, and our students engage in project-based learning that brings core subjects like math and English to life, supported by the iReady program. In partnership with the Los Alamitos Army Base, we proudly offer our fifth-grade students a week-long immersive STEM experience, providing invaluable opportunities in science, technology, engineering, and math.

Building strong relationships is at the heart of our educational philosophy. We emphasize trust, respect, empathy, and a sense of belonging both in and out of the classroom. Our Positive Behavioral Interventions and Supports (PBIS) program reinforces positive behavior while offering extra support to students who need assistance in meeting school-wide expectations. We are honored to have achieved the PBIS Gold Level Award Status from the PBIS Coalition in 2023 and 2024, a testament to our commitment to creating a safe, secure, and inclusive learning environment. Our approach also incorporates Restorative Practices, teaching students the importance of accountability and the impact of their actions on others.

Our character education program focuses on five core traits: Responsibility, Kindness, Respect, Perseverance, and Integrity. These traits are taught in detail and reinforced throughout the school day in various settings, from the classroom to the playground. Students are regularly recognized for demonstrating these positive behaviors, whether through daily acknowledgments, weekly celebrations, or trimester awards. Our popular College View Student Store offers monthly rewards as part of this initiative.

The pride we have in our school extends beyond academics. Our beautifully modernized campus is meticulously maintained, with the help of our students, staff, and our award-winning head custodian, previously recognized as Custodian of the Year for California. College View's warm, welcoming family atmosphere is a source of pride for all of us.

At College View Elementary, we are committed to preparing students to become independent, lifelong learners equipped with the skills necessary for a successful and productive future. We believe in the power of a strong partnership between home and school, and we invite you to join us in fostering an enriching, supportive environment where every child can thrive both academically and emotionally.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	101
Grade 1	48
Grade 2	49
Grade 3	33
Grade 4	39
Grade 5	37
<b>Total Enrollment</b>	<b>307</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.1
Male	46.9
Asian	10.1
Black or African American	1.6
Filipino	2.3
Hispanic or Latino	49.8
Native Hawaiian or Pacific Islander	0.7
Two or More Races	6.2
White	28
English Learners	20.5
Foster Youth	1.3
Homeless	7.8
Socioeconomically Disadvantaged	70
Students with Disabilities	13

### 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>	14.70	93.64	268.50	83.10	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.31	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	6.36	5.50	1.70	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	16.70	5.18	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	31.30	9.70	18854.30	6.86
<b>Total Teaching Positions</b>	15.70	100.00	323.00	100.00	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>	15.30	99.35	285.90	87.86	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	12.10	3.74	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	0.65	2.00	0.61	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	25.30	7.78	15831.90	5.67
<b>Total Teaching Positions</b>	15.40	100.00	325.40	100.00	279044.80	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.

## 2022-23 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>	13.10	92.23	257.60	84.31	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.80	0.27	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	8.40	2.76	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.07	8.90	2.92	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.00	7.63	29.70	9.73	14303.80	5.15
<b>Total Teaching Positions</b>	14.20	100.00	305.60	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	1.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	1.00	0.00	0

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.10	0
<b>Total Out-of-Field Teachers</b>	0.00	0.10	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.20	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)	3.50	0	0

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

## 2024-25 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** 10/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw-Hill 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

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

## 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.

## School Facility Conditions and Planned Improvements

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**

10/16/2024

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			Portables: Kids Club 12 & 13, Music 14: 12.g. DRY ROT ON SIDING. PLANNED PORTABLE SIDING REPAIR IN SUMMER 2025.
<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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	53	62	58	57	46	47
<b>Mathematics</b> (grades 3-8 and 11)	47	53	51	51	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	111	105	94.59	5.41	62.86
<b>Female</b>	66	62	93.94	6.06	59.68
<b>Male</b>	45	43	95.56	4.44	67.44
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	64	61	95.31	4.69	62.30
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	27	25	92.59	7.41	60.00
<b>English Learners</b>	15	12	80.00	20.00	33.33
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	11	10	90.91	9.09	--
<b>Socioeconomically Disadvantaged</b>	80	75	93.75	6.25	60.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	12	92.31	7.69	33.33

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	111	108	97.30	2.70	52.78
<b>Female</b>	66	65	98.48	1.52	43.08
<b>Male</b>	45	43	95.56	4.44	67.44
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	64	61	95.31	4.69	44.26
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	27	27	100.00	0.00	62.96
<b>English Learners</b>	15	15	100.00	0.00	26.67
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	11	10	90.91	9.09	--
<b>Socioeconomically Disadvantaged</b>	80	78	97.50	2.50	47.44
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	12	92.31	7.69	33.33

## 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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	35.09	41.67	43.94	42.20	30.29	30.73

## 2023-24 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
<b>All Students</b>	37	36	97.30	2.70	41.67
<b>Female</b>	24	23	95.83	4.17	39.13
<b>Male</b>	13	13	100.00	0.00	46.15
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	23	22	95.65	4.35	22.73
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	25	25	100.00	0.00	36.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2023-24 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 requires only participation results 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%	97.2%	97.2%	91.7%	97.2%

## 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.

#### 2024-25 Opportunities for Parental Involvement

Parent involvement is highly encouraged at College View, and we offer a variety of opportunities for families to actively engage in the school community. Our results-driven and supportive Parent Teacher Association (PTA) works alongside the School Site Council (SSC) and the English Learner Advisory Committee (ELAC), allowing parents and community members to provide valuable input on school goals, programs, and spending decisions.

We ensure open communication with all stakeholders through multiple channels, including the district, school, and teacher websites, as well as phone calls, emails, texts via our automated messaging system, and digital flyers through Peachjar. Parents are also encouraged to participate in their child's education by volunteering in the classroom, engaging in decision-making processes, and attending school events.

For more information on how to get involved, feel free to contact any school office staff member, teacher, or the PTA President at (714) 847-3505.

Opportunities to Volunteer:  
Chaperone Field Trips  
Classroom Helper

Committees:  
English Learner Advisory Committee (ELAC)  
School Site Council (SSC)  
Parent Teacher Association (PTA)

School Activities:  
Back to School Night  
Open House  
Student Plays and Music Performances  
Book Fair, Literacy Night  
Annual Title I Parent Meeting  
Awards and Flag Assemblies

## 2024-25 Opportunities for Parental Involvement

Talent Show  
 Family Nights  
 Red Ribbon Week  
 Spirit Days  
 Anti-Bullying/Character Education Assemblies  
 Book Fairs  
 Imagination Machine  
 Walk Through California & Walk Through Revolution  
 Movie Night  
 Trunk or Treat

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	339	328	37	11.3
<b>Female</b>	172	167	10	6.0
<b>Male</b>	167	161	27	16.8
<b>Non-Binary</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	34	32	4	12.5
<b>Black or African American</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	167	162	22	13.6
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>Two or More Races</b>	21	21	2	9.5
<b>White</b>	94	91	4	4.4
<b>English Learners</b>	69	66	8	12.1
<b>Foster Youth</b>	--	--	--	--
<b>Homeless</b>	30	30	6	20.0
<b>Socioeconomically Disadvantaged</b>	240	232	36	15.5
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Students with Disabilities</b>	59	55	12	21.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0.29	1.69	1.98	1.32	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07



## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.29	0.00
Female	0.00	0.00
Male	0.60	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.60	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.42	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

The Comprehensive School Site Safety Plan for College View Elementary School was developed collaboratively with staff, the School Site Council, the English Language Advisory Council, local agencies, and the District Office, in compliance with Senate Bill 187. This plan encompasses essential components such as child abuse reporting procedures, protocols for notifying teachers of dangerous pupils, disaster response plans, and guidelines for safe arrival and departure from school, along with policies on sexual harassment, bullying, and dress code. The most recent update of the safety plan was reviewed and discussed with staff and the School Site and English Language Advisory Councils on September 26, 2024.

Our Comprehensive School Safety Plan aims to create a safe and orderly environment where students and staff can engage in teaching and learning without the threat of physical or psychological harm. Each year, we review and revise the plan in consultation with all stakeholders, ensuring it reflects the most accurate data and information from teachers, students, and the community. A school emergency checklist is updated annually to confirm that all aspects of the plan are current.

We conduct emergency and disaster drills, including Lockdown and Shelter in Place exercises, to ensure preparedness. The inventory of supplies in our emergency bin is regularly updated, and necessary items are purchased or replaced as needed. Revising campus maps is crucial for identifying efficient emergency routes, alternative paths, and emergency utility shut-offs. Specific emergency team staff assignments, including Incident Command, Search and Rescue, Damage Assessment, First Aid, Student Release, and Student Supervision, are established and practiced during our annual Great American Shakeout in October. Additionally, we update our buddy teacher and buddy student supervision lists.

In September, we conduct a staff and community resource survey to identify individuals with specialized skills, such as First Aid, CPR, survival techniques, and rescue certifications, who can be called upon during a disaster or earthquake. Feedback from stakeholders is gathered and reviewed after each emergency drill, allowing us to refine our emergency response

## 2024-25 School Safety Plan

protocols. Furthermore, our School Safety Plan outlines specific procedures for addressing bullying that align with District policies and integrate 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.

#### 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	
1	24		2	
2	18	2		
3	25		1	
4	15	1	1	
5	27		2	
Other	25		1	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	17	1	2	
1	24		2	
2	25		2	
3	27		1	
5	15	1	1	
Other	27		2	

## 2023-24 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	0

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.6
Resource Specialist (non-teaching)	
Other	3

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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>	7548.39	549.84	6998.54	100401.71
<b>District</b>	N/A	N/A	5954.03	\$107,054
<b>Percent Difference - School Site and District</b>	N/A	N/A	16.1	-6.4
<b>State</b>	N/A	N/A	\$10,771	\$96,325
<b>Percent Difference - School Site and State</b>	N/A	N/A	-42.5	4.1

## Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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>	\$49,092	\$58,553
<b>Mid-Range Teacher Salary</b>	\$90,382	\$93,924
<b>Highest Teacher Salary</b>	\$121,546	\$119,489
<b>Average Principal Salary (Elementary)</b>	\$139,733	\$149,898
<b>Average Principal Salary (Middle)</b>	\$157,426	\$157,111
<b>Average Principal Salary (High)</b>	\$0	\$151,698
<b>Superintendent Salary</b>	\$297,000	\$270,432
<b>Percent of Budget for Teacher Salaries</b>	35.14	31.93
<b>Percent of Budget for Administrative Salaries</b>	5.25	5.62

## Professional Development

To enhance teacher effectiveness and promote academic achievement at College View Elementary, we will implement several key district-wide professional development initiatives:

1. **UDL Strategies:** Teachers will participate in targeted professional development focused on Universal Design for Learning (UDL) principles. This will include planning time to design cognitive scaffolds and instructional strategies that create flexible learning environments, offering multiple means of engagement, representation, and expression to meet diverse learner needs. Continuous support will be provided through Coaching Tuesdays, small group instruction schedules, and administrator visits to ensure consistent UDL implementation.
2. **GATE Certification Training:** Selected teachers will undergo professional development for Gifted and Talented Education (GATE) certification, equipping them with strategies to meet the needs of advanced learners.
3. **Writing Coaching:** All K-5 teachers will engage in writing instruction training under the Momentum in Teaching framework. Transitional Kindergarten educators will specifically receive training in Writing Without Tears to support early learners in building strong writing foundations.
4. **i-Ready Training:** Ongoing professional development in i-Ready will enable teachers to personalize student assessments and instruction, fostering rigorous and engaging learning experiences tailored to individual student needs.
5. **Family Engagement:** Ron Mirr's professional development sessions will equip teachers with strategies to strengthen partnerships with families, enhancing their involvement in supporting student growth and well-being.
6. **Multi-Tiered System of Supports (MTSS):** We will implement MTSS to provide targeted interventions for students needing additional support, ensuring all learners have access to quality education.
7. **English Language Development (ELD):** Teachers will receive training in ELD strategies to better support our multilingual students, enhancing their language skills and academic success.

To monitor the effectiveness of these initiatives, we will conduct regular classroom observations, track student progress through data analysis and writing benchmarks, and gather feedback from parent surveys and event attendance. This comprehensive approach will ensure continuous improvement and alignment with student needs and instructional goals.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	1	3	2