Circle View Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	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 https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	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 https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Circle View Elementary School
Street	6261 Hooker Drive
City, State, Zip	Huntington Beach, CA 92647
Phone Number	(714) 893-5035
Principal	Julie Ernst
Email Address	jernst@ovsd.org
School Website	circle.ovsd.org
Grade Span	TK-5
County-District-School (CDS) Code	30-66613-6029540

2025-26 District Contact Information

District Name	Ocean View School District
Phone Number	(714) 847-2551
Superintendent	Dr. Julianne Hoefer
Email Address	jhoefer@ovsd.org
District Website	www.ovsd.org

2025-26 School Description and Mission Statement

At Circle View School, we believe in meeting the academic, social, and emotional needs of our students. Our teachers use the most effective teaching strategies to help every child achieve their greatest potential. Our parents are highly involved in their children's education. Together, we educate, nurture and inspire our students to soar to new heights!

At Circle View, each classroom is a warm and positive learning environment with a clear student-centered focus. Student work is showcased on bulletin boards that reflect California State Standards in all content areas. Teachers are knowledgeable about each child's skills relative to grade level standards and differentiate the instructional program according to the student's needs. A comprehensive literacy program, powerful mathematical experiences, and active engagement activities stimulate and solidify

2025-26 School Description and Mission Statement

high levels of learning. Circle View, along with Star View, houses the Gifted and Talented Education (GATE) Magnet program for 3rd, 4th, and 5th grades. Over 200 students in the Magnet program receive a differentiated curriculum, meeting advanced skills and needs, especially in the area of critical thinking, research, and by nurturing elements of depth, complexity, enrichment, and acceleration.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	116
Grade 1	82
Grade 2	80
Grade 3	89
Grade 4	91
Grade 5	124
Total Enrollment	582

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46
Male	54
American Indian or Alaska Native	0.2
Asian	21
Black or African American	1
Filipino	1.4
Hispanic or Latino	19.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	12.2
White	41.1
English Learners	10.1
Homeless	2.7
Socioeconomically Disadvantaged	37.5
Students with Disabilities	12.9

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.

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)	26.1	96.32	285.9	87.86	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	12.1	3.74	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2	0.61	11953.1	4.28
Unknown/Incomplete/NA	1	3.68	25.3	7.78	15831.9	5.67
Total Teaching Positions	27.1	100	325.4	100	279044.8	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.

2022-23 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)	23.3	95.89	257.6	84.31	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.8	0.27	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	8.4	2.76	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8.9	2.92	11746.9	4.23
Unknown/Incomplete/NA	1	4.11	29.7	9.73	14303.8	5.15
Total Teaching Positions	24.3	100	305.6	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	23.3	91.3	269.1	85.98	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	5.7	1.83	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6	1.94	12112.8	4.34
Unknown/Incomplete/NA	2.2	8.66	32	10.24	13705.8	4.91
Total Teaching Positions	25.5	100	313	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 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	10/2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders Adoption Year 2017	0
Mathematics	McGraw-Hill My Math Adoption Year 2015	0
Science	McGraw-Hill California Inspire Science Adoption Year 2021	0
History-Social Science	Harcourt School Publishers Reflections: California Series Adoption Year 2007	0

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

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

School Facility Conditions and Planned Improvements

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	10/22/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Classrooms K1, K2, 6-8: carpet replacement needed site wide
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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	72	77	57	56	47	48
Mathematics (grades 3-8 and 11)	74	71	51	50	35	37

2024-25 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
All Students	307	303	98.70	1.30	76.57
Female	153	152	99.35	0.65	78.95
Male	154	151	98.05	1.95	74.17
American Indian or Alaska Native	--	--	--	--	--
Asian	61	59	96.72	3.28	88.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	64	64	100.00	0.00	65.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	43	43	100.00	0.00	81.40
White	131	129	98.47	1.53	75.19
English Learners	26	23	88.46	11.54	39.13
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	15	15	100.00	0.00	66.67
Socioeconomically Disadvantaged	112	109	97.32	2.68	56.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	37	97.37	2.63	24.32

2024-25 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
All Students	307	303	98.70	1.30	70.63
Female	153	152	99.35	0.65	68.42
Male	154	151	98.05	1.95	72.85
American Indian or Alaska Native	--	--	--	--	--
Asian	61	60	98.36	1.64	83.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	64	63	98.44	1.56	55.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	43	43	100.00	0.00	65.12
White	131	129	98.47	1.53	74.42
English Learners	26	24	92.31	7.69	29.17
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	15	15	100.00	0.00	60.00
Socioeconomically Disadvantaged	112	109	97.32	2.68	54.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	37	97.37	2.63	27.03

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	61.48	57.48	42.2	46.86	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	127	99.22	0.78	57.48
Female	66	66	100.00	0.00	50.00
Male	62	61	98.39	1.61	65.57
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	83.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	29	100.00	0.00	34.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	21	100.00	0.00	38.10
White	51	50	98.04	1.96	68.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	53	53	100.00	0.00	49.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	0.00

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.

2024-25 California Physical Fitness Test Participation Rates

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%	94.5%	96.9%	87.5%	87.5%

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.

2025-26 Opportunities for Parental Involvement

Parents are encouraged to actively participate and stay 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 ParentSquare communication which includes phone calls, text messages and emails. In addition, the school website, Peachjar/eFlyers, social media (Instagram), newsletters, parent conferences, and various teacher communication systems are in place. Contact any school office staff member or teacher or may call for more information on how to become involved at (714) 893-5035.

Opportunities to Volunteer

- Chaperone Field Trips
- Classroom Helper
- Library Helper
- Volunteer workspace

Committees (via Zoom or in person)

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

School Activities

- Author's Day
- Back to School Night
- GATE Events
- PTO Family Nights
- Open House
- Parent Conferences
- Student Performances
- Student Recognition Assemblies

Parent Learning Opportunities

- Coffee with the Principal (Parent/Student Co-Learning Opportunities)

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	610	604	57	9.4
Female	287	283	23	8.1
Male	323	321	34	10.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	123	123	6	4.9
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	118	118	16	13.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	76	76	9	11.8
White	256	250	23	9.2
English Learners	62	62	11	17.7
Foster Youth	--	--	--	--
Homeless	21	21	6	28.6
Socioeconomically Disadvantaged	234	229	34	14.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	84	83	19	22.9

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.16	1.98	1.32	0.81	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.04	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.16	0.00
Female	0.00	0.00
Male	0.31	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.32	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	0.00	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.

2025-26 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Circle 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, emergency preparedness, procedures for safe arrival and departure from school, sexual harassment, bullying, and dress code policies. The school's most recent school safety plan was reviewed, updated, and discussed with school staff and School Site Council adopted it on November 13, 2025.

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.

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	25	0	3	0
1	28	0	2	0
2	28	0	3	0
3	27	0	4	0
4	30	0	3	0
5	32	0	2	1
Other	22	2	2	0

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	28	0	2	0
1	27	0	2	0
2	26	0	2	0
3	25	0	3	0
4	27	0	4	0
5	31	0	4	0
Other	22	2	3	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	25	0	2	0
1	27	0	2	0
2	27	0	2	0
3	26	0	2	0
4	31	0	1	0
5	27	0	4	0
Other	21	3	6	0

2024-25 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

2024-25 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)	0.5
Psychologist	0.7
Social Worker	
Nurse	0.25
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$6979	$83	$6895	$114,705
District	N/A	N/A	$6558	$110,837
Percent Difference - School Site and District	N/A	N/A	5.0	3.4
State	N/A	N/A	$11,146	$101,700
Percent Difference - School Site and State	N/A	N/A	-47.1	12.0

Fiscal Year 2024-25 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 Funding (Titles I-IV)
Medi-Cal
Special Education Funding

State Programs:
Lottery: Instructional Materials

Learning Recovery Emergency Block Grant
Discretionary Block Grant

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$51,066	$61,597
Mid-Range Teacher Salary	$94,014	$98,902
Highest Teacher Salary	$126,431	$126,340
Average Principal Salary (Elementary)	$158,133	$158,383
Average Principal Salary (Middle)	$163,751	$165,207
Average Principal Salary (High)		$162,237
Superintendent Salary	$318,201	$288,332
Percent of Budget for Teacher Salaries	33.86%	31.29%
Percent of Budget for Administrative Salaries	5.15%	5.38%

Professional Development

Early out Wednesdays/Thursdays are utilized to build teacher capacity. Additionally, two non-student days are built into the calendar. The Professional Development for the 2025/26 school year will focus on Positive Behavior Intervention and Supports (PBIS), Amira Reading Screener, Preschool and UPK Foundations, Universal Design for Learning (UDL), writing across the curriculum, family engagement, English Language Development (ELD), and data analysis to inform instruction.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	5	5