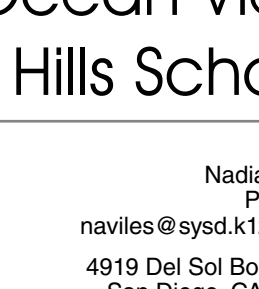
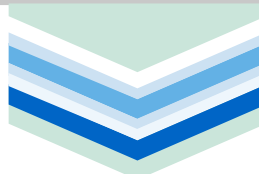


# SARC

2015-16  
School Accountability  
Report Card

Published in 2016-17



## Ocean View Hills School

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Grades: 4-8  
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CDS Code: 37-68379-6119341

Para español, visita:  
[www.sysdschools.org](http://www.sysdschools.org)

# San Ysidro SD



## Principal's Message

Welcome to Ocean View Hills School, home of Dolphin PRIDE. Ocean View Hills offers a comprehensive curriculum for all our students. We are a professional learning community dedicated to the academic success and character development of all our students. Our faculty collaborates, plans and implements research-based instructional practices designed to maximize student achievement.

Our top priorities are safety, attendance, academic growth and character education. In addition, we strive to increase the desire and passion for learning and to develop leadership. Ocean View Hills embraces the philosophy that fosters a safe learning environment characterized by Pride, Respect, Intellect, Determination and Enthusiasm.

We are proud to afford programs that enrich our students' academic and social development. We encourage our students to achieve, contribute and thrive in activities that promote communication, collaboration, creativity, critical thinking and community service. Our student leadership class offers our students experiences that promote character development and service learning. We are excited about being a part of the Compact for Success through San Diego State University. Students who have been enrolled with San Ysidro School District since seventh grade and eventually transfer to the Sweetwater Union High School District are guaranteed admission to San Diego State University by completing all compact requirements. Our students will have the opportunity to participate in our after-school visual and performing arts program and sports.

The culture of our school reflects a commitment to working together with students, parents and our community to ensure that all of our students meet their full academic and personal potential.

## School Mission Statement

Ocean View Hills provides students the opportunity to achieve, contribute and strive for excellence.

## School Vision Statement

The vision of Ocean View Hills is to ensure a safe, supportive environment so that all students can reach their full potential. We are committed to providing a rigorous, standards-based instructional program that engages students, and prepares them to be successful in the path for college and career readiness for the 21st century.

## School Safety

A Comprehensive School Safety Plan was developed by the district in order to comply with Senate Bill 187 of 1997. The plan provides students and staff means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include child-abuse reporting procedures, teacher notification of dangerous-pupils procedures, disaster-response procedures, procedures for safe entering to and exiting from school, sexual harassment policy, suspension and expulsion policies, dress code, and discipline policies.

The school safety plan was last reviewed, updated and discussed with the school faculty in February 2016, and will be reviewed again in February 2017. Ocean View Hills is focused on providing a positive, safe and secure learning environment for students, staff, parents and the community. Ocean View Hills has a Site Emergency Operation Plan (SEOP). The SEOP is accessible to all faculty and staff. The SEOP is updated every school year and is shared with the School Site Council and faculty. The following drills are conducted: a fire drill once a month, an earthquake drill twice a year, a lockdown drill once a year and a bus evacuation drill once a year. Ocean View Hills is committed to supporting a learning environment that allows staff to effectively teach and for students to actively learn. Ocean View Hills implements a research-based, character-education program called PeaceBuilders. In addition, our leadership class, along with our site administration, facilitates a character-development program, Dolphin PRIDE—Performance, Respect, Intellect, Dedication, Enthusiasm.

## Parental Involvement

Our students benefit from extensive support from our parents and community members. Ocean View Hills is proud of its many opportunities for parents to volunteer their time. These opportunities include project volunteers, field trip chaperones, English Learner Advisory Committee (ELAC), School Site Council (SSC), Parent Advisory Committee (PAC) and PTA.

For more information on how to become involved, please contact Gilda Arellano, PTA president at (619) 661-0457.



## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## District Mission Statement

The San Ysidro School District, in partnership with our teachers and community, is committed to providing a high-quality, multicultural learning environment that promotes academic excellence, social responsibility, and physical and emotional well-being for all students.

The mission of the San Ysidro School District:

*Quality education and opportunity for all students to succeed.*

## School Board

**Rosaleah Pallasigue**  
President

**Irene Lopez**  
Vice president

**Rodolfo Linares**  
Clerk

**Marcos A. Diaz**  
Member

**Antonio Martinez**  
Member

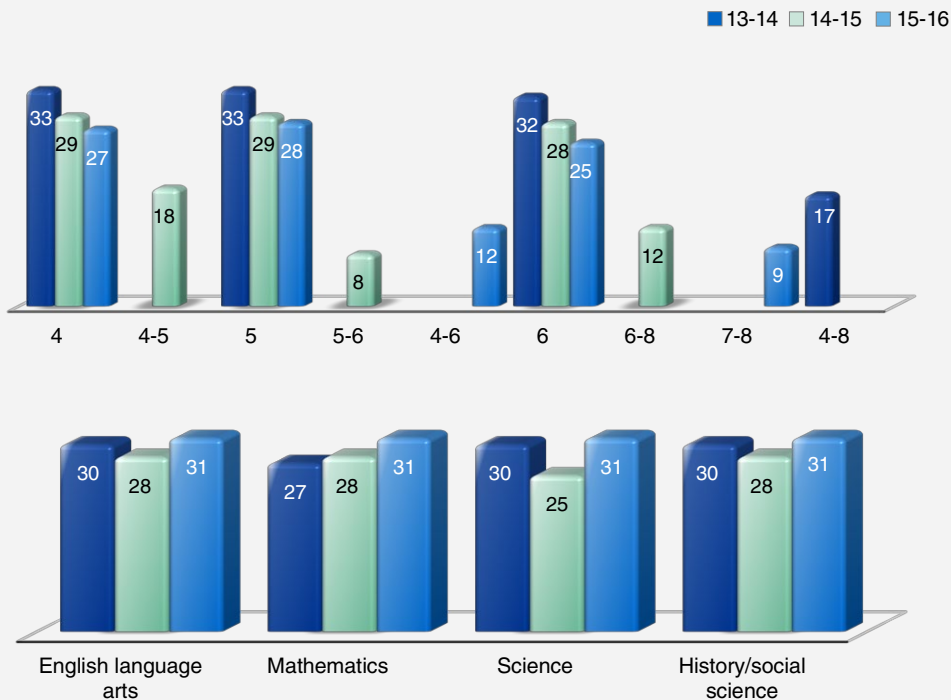


## Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size

#### Three-Year Data



## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

### Number of Classrooms by Size

#### Three-Year Data

	2013-14			2014-15			2015-16		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
4		2	2		4			5	
4-5					1	1			
5		3	1		4			5	
5-6				1					
4-6							1		
6		3			3			5	
6-8				2					
7-8							1		
4-8	2	1							
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	1	5	3	1	6	1	1	5	3
Mathematics	1	7	1	1	5	2	1	5	3
Science	1	4	4	2	6	1	1	4	4
History/social science	1	5	3		7	1	2	4	4

### Percentage of Students Meeting Fitness Standards

#### 2015-16 School Year

##### Grade 5

Four of six standards	15.8%
Five of six standards	29.5%
Six of six standards	28.1%

##### Grade 7

Four of six standards	2.9%
Five of six standards	29.9%
Six of six standards	62.0%



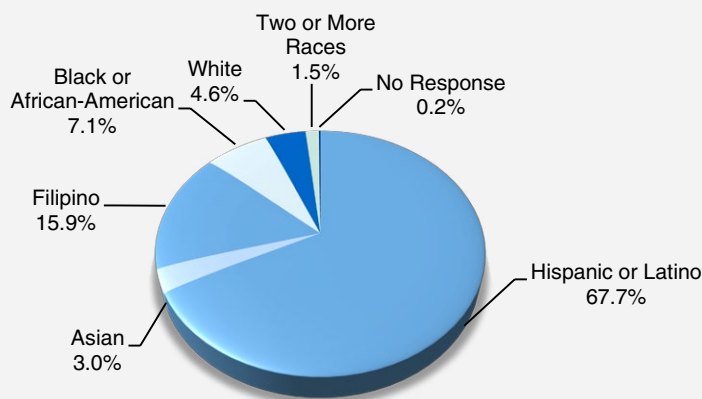
*"Mrs. Aviles is proud principal of Ocean View Hills, home of the dolphins!"*

## Enrollment by Student Group

The total enrollment at the school was 659 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

2015-16 School Year



Socioeconomically disadvantaged	99.5%	English learners	37.9%	Students with disabilities	10.3%	Foster youth	0.9%
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## Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

### Federal Intervention Program

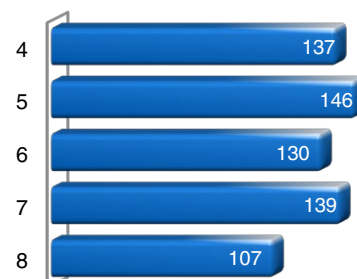
2016-17 School Year

	Ocean View Hills ES	San Ysidro SD
<b>Program Improvement status</b>	In PI	In PI
<b>First year of Program Improvement</b>	2012-2013	2004-2005
<b>Year in Program Improvement</b>	Year 2	Year 3
<b>Number of schools currently in Program Improvement</b>		4
<b>Percentage of schools currently in Program Improvement</b>		57.10%

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.

### 2015-16 Enrollment by Grade



## Types of Services Funded

San Ysidro School District received state and federal funding for the following categorical, special education and support programs:

### Federal funds

- Lottery: Unrestricted
- Education Protection Account
- No Child Left Behind (NCLB): Title I, Part A
- Special Ed: IDEA Basic Local Assistance Entitlement
- Special Ed: IDEA Preschool Grants, Part B, Sec 619
- Special Ed: IDEA Preschool Local Entitlement, Part B, Sec 611
- Special Ed: IDEA Mental Health Allocation Plan, Part B, Sec 611
- Special Ed: IDEA Preschool Staff Development, Part B, Sec 619
- NCLB: Title II, Part A, Teacher Quality
- NCLB: Title III, Immigrant Education Program
- NCLB: Title III, Limited English Proficiency (LEP) Student Program

### State funds

- Educator Effectiveness funds
- Lottery: Instructional Materials
- Special Education: Assembly Bill (AB) 602
- Special Ed: State Mental Health Services
- 21st Century Community Learning Centers (CCLC) and After School Education and Safety (ASES) programs





## CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Ocean View Hills ES			San Ysidro SD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	78%	69%	68%	59%	46%	45%	60%	56%	54%

## CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	261	252	96.55%	68.25%	
Male	130	124	95.38%	70.16%	
Female	131	128	97.71%	66.41%	
Black or African-American	16	16	100.00%	56.25%	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	11	11	100.00%	63.64%	
Filipino	40	40	100.00%	87.50%	
Hispanic or Latino	173	166	95.95%	63.86%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	14	13	92.86%	84.62%	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	249	246	98.80%	68.70%	
English learners	78	72	92.31%	41.67%	
Students with disabilities	24	23	95.83%	52.17%	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

## CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Ocean View Hills ES		San Ysidro SD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	50%	54%	33%	37%	44%	48%
Mathematics	38%	39%	22%	27%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

**California Alternate Assessment (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

**Smarter Balanced Assessments** include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).

## CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 4-8.

The "percentage 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 on the CAAs divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts and Mathematics - Grade 4

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
<b>English Language Arts: Grade 4</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	147	136	92.50%	35.60%
Male	65	60	92.30%	30.50%
Female	82	76	92.70%	39.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	21	20	95.20%	65.00%
Hispanic or Latino	104	97	93.30%	28.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	136	132	97.10%	35.90%
English learners	46	40	87.00%	7.70%
Students with disabilities	17	17	100.00%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
<b>Mathematics: Grade 4</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	147	140	95.20%	25.70%
Male	65	61	93.90%	31.20%
Female	82	79	96.30%	21.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	21	20	95.20%	60.00%
Hispanic or Latino	104	101	97.10%	15.80%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	136	134	98.50%	26.10%
English learners	46	44	95.70%	6.80%
Students with disabilities	17	16	94.10%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
<b>English Language Arts: Grade 5</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	149	138	92.60%	58.70%
Male	80	74	92.50%	50.00%
Female	69	64	92.80%	68.80%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	25	25	100.00%	76.00%
Hispanic or Latino	91	84	92.30%	53.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	11	9	81.80%	77.80%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	141	137	97.20%	58.40%
English learners	45	37	82.20%	27.00%
Students with disabilities	13	13	100.00%	23.10%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
<b>Mathematics: Grade 5</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	149	140	94.00%	45.00%
Male	80	74	92.50%	44.60%
Female	69	66	95.70%	45.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	25	25	100.00%	64.00%
Hispanic or Latino	91	85	93.40%	36.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	11	9	81.80%	88.90%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	141	138	97.90%	45.70%
English learners	45	39	86.70%	20.50%
Students with disabilities	13	13	100.00%	30.80%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
<b>English Language Arts: Grade 6</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	135	127	94.10%	51.97%
Male	72	68	94.40%	44.12%
Female	63	59	93.70%	61.02%
Black or African-American	15	13	86.70%	30.77%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	22	22	100.00%	86.36%
Hispanic or Latino	87	82	94.30%	43.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	125	123	98.40%	52.03%
English learners	32	29	90.60%	6.90%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
<b>Mathematics: Grade 6</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	134	129	96.30%	37.98%
Male	72	69	95.80%	33.33%
Female	62	60	96.80%	43.33%
Black or African-American	15	13	86.70%	30.77%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	22	22	100.00%	68.18%
Hispanic or Latino	86	84	97.70%	32.14%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	124	124	100.00%	38.71%
English learners	32	32	100.00%	3.13%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
<b>English Language Arts: Grade 7</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	148	143	96.60%	62.94%
Male	74	72	97.30%	59.72%
Female	74	71	96.00%	66.20%
Black or African-American	12	11	91.70%	45.45%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	24	22	91.70%	77.27%
Hispanic or Latino	99	98	99.00%	62.24%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	140	138	98.60%	64.49%
English learners	42	40	95.20%	32.50%
Students with disabilities	12	11	91.70%	9.09%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
<b>Mathematics: Grade 7</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	148	143	96.60%	42.66%
Male	74	72	97.30%	51.39%
Female	74	71	96.00%	33.80%
Black or African-American	12	11	91.70%	27.27%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	24	22	91.70%	68.18%
Hispanic or Latino	99	98	99.00%	40.82%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	140	138	98.60%	43.48%
English learners	42	40	95.20%	12.50%
Students with disabilities	12	11	91.70%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
<b>English Language Arts: Grade 8</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	112	110	98.20%	63.64%
Male	50	49	98.00%	63.27%
Female	62	61	98.40%	63.93%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	15	15	100.00%	80.00%
Hispanic or Latino	82	80	97.60%	61.25%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	108	106	98.20%	63.21%
English learners	33	32	97.00%	34.38%
Students with disabilities	11	10	90.90%	20.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
<b>Mathematics: Grade 8</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	112	111	99.10%	45.95%
Male	50	49	98.00%	48.98%
Female	62	62	100.00%	43.55%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	15	15	100.00%	66.67%
Hispanic or Latino	82	81	98.80%	40.74%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	108	107	99.10%	44.86%
English learners	33	33	100.00%	24.24%
Students with disabilities	11	10	90.90%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



## Textbooks and Instructional Materials

San Ysidro School District held a public hearing in September 2016 determining sufficiency of instructional materials at all schools in the district. All schools were found to have sufficient and good-quality textbooks, instructional materials or science lab equipment pursuant to the settlement of Williams v. the State of California.

Students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers, and a recommendation is made to the board of trustees by a selection committee composed of teachers and administrators.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
Reading/language arts	Houghton Mifflin Medallion (K-6)	2002-03
Reading/language arts	Holt, Rinehart and Winston (7-8)	2003-04
English Language Development	Houghton Mifflin Medallion (4-5)	2011
English Language Development	Thomson Heinle (6-8)	2005
Mathematics	Houghton Mifflin (3-6)	2004-05
Mathematics	Holt (7-8)	2003-04
Science/Health	Macmillan/McGraw-Hill (K-5)	2008-09
Science/Health	Prentice Hall (6-8)	2008-09
History/Social Science	Macmillan/McGraw-Hill (K-6)	2006-07
History/Social Science	Holt, Rinehart and Winston with Oxford University Press (7-8)	2007-08

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbook Data		2015-16 School Year
Data collection date		9/8/2016

## Professional Development

All curriculum and instructional improvement activities at San Ysidro School District are aligned to the California Common Core State Standards and frameworks. The district professional-development program provides opportunities for teachers and support staff to implement the district's core curriculum for all students, update subject-area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies for use in the classroom. Additionally, teachers and support staff have the opportunity to participate in conferences, districtwide professional development throughout the year focusing on Common Core State Standards implementation and specific training to support English language learners and students with special needs.

At the site level each year, targeted professional improvement activities are provided for teachers and support staff that reflect the specific school goals and objectives reflected in the school site plan such as:

Principals Power Clinics, Professional Learning Community (PLC) or Grade Level Collaboration, Data Reflection Sessions, teacher on special assignment (TOSA) coaching sessions as well as various conferences and workshops, such as the Math Conference, EdTechTeacher and AVID teacher training.

Professional Development Days		Three-Year Data		
	2014-15	2015-16	2016-17	
Ocean View Hills ES	2 days	25 days	45 days	

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%



## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2015-16 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	No *
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes
* We are currently piloting State-approved textbook materials for Mathematics (K-8th) and are in the process of implementing pilot programs for English Language Arts.	



*"Our top priorities are safety, attendance, academic growth and character education."*

## School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

## School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
<b>Systems</b>	Good	<b>Restrooms/fountains</b>	Good
<b>Interior</b>	Good	<b>Safety</b>	Good
<b>Cleanliness</b>	Good	<b>Structural</b>	Good
<b>Electrical</b>	Good	<b>External</b>	Good
<b>Overall summary of facility conditions</b>			Good
<b>Date of the most recent school site inspection</b>			10/11/2016
<b>Date of the most recent completion of the inspection form</b>			10/11/2016

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2016-17 School Year
Items Inspected	Deficiencies and Action Taken or Planned	
Interior	Stained ceilings and chipped Formica countertops. <i>Work orders have been generated for repairs.</i>	
Electrical	Lights to be replaced. <i>Work orders have been generated for repairs.</i>	
Restrooms/fountains	Water faucet tops missing. <i>Work orders have been generated for repairs.</i>	
Safety	Fire sprinklers have loose cap. <i>Work orders have been generated for repairs.</i>	



## School Facilities

Ocean View Hills Elementary School provides a safe, clean environment for students, staff and volunteers. The present school building opened its doors in January 2006 and consists of 40 classrooms, a multipurpose room (MPR), a library media center, two computer labs and a main office building. Four portable classrooms support the physical education program with a PE classroom and two locker rooms for students in grades 7-8.

The safety of the students and staff is Ocean View Hills School's primary concern. All visitors must sign in at the front office and wear identification tags while on school grounds. All volunteers must complete a volunteer application.

The school site's emergency operations plan includes steps for ensuring student and staff safety during a disaster or emergency. Fire and earthquake drills are conducted once a month throughout the school year. Ocean View Hills has a full-time campus security officer and supervisors.

### Cleaning Process

The District Governing Board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free.

### Maintenance and Repair

A scheduled maintenance program is administered by Ocean View Hills Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by San Ysidro School District to ensure school grounds and facilities remain in excellent repair. A work-order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.



## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	San Ysidro SD	Ocean View Hills ES		
Teachers	16-17	14-15	15-16	16-17
With a full credential	199	30	29	29
Without a full credential	11	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	1	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Ocean View Hills ES		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	1	0
Vacant teacher positions	0	0	1

## Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Ocean View Hills ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	✧	✧

✧ Not applicable.

★ 1 District Nurse to oversee all schools and is available for all students.

## Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	1.00
Average number of students per academic counselor	667
Support Staff	FTE
Social/behavioral or career development counselors	0.00
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.50
Social worker	0.00
Nurse	0.14 ★
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	2.00
Other	FTE
Lead teacher (teacher on special assignment [TOSA])*	1.00
Campus security	1.00
Outreach consultant	1.00
Licensed vocational nurse	1.00

\* Lead teacher supports teacher and students with curriculum and instruction.





## Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data			2014-15 Fiscal Year
	San Ysidro SD	Similar Sized District	
Beginning teacher salary	\$43,961	\$44,507	
Midrange teacher salary	\$65,814	\$68,910	
Highest teacher salary	\$86,942	\$88,330	
Average elementary school principal salary	\$109,246	\$111,481	
Average middle school principal salary	\$115,664	\$115,435	
Superintendent salary	\$180,000	\$169,821	
Teacher salaries: percentage of budget	39%	39%	
Administrative salaries: percentage of budget	5%	6%	

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison			2014-15 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Ocean View Hills ES	\$4,586	\$81,410	
San Ysidro SD	\$6,663	\$79,074	
California	\$5,677	\$71,610	
School and district: percentage difference	-31.2%	+3.0%	
School and California: percentage difference	-19.2%	+13.7%	

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	\$6,909
Expenditures per pupil from restricted sources	\$2,323
Expenditures per pupil from unrestricted sources	\$4,586
Annual average teacher salary	\$81,410

## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Ocean View Hills ES			
	13-14	14-15	15-16
Suspension rates	0.9%	2.6%	1.3%
Expulsion rates	0.0%	0.0%	0.0%
San Ysidro SD			
	13-14	14-15	15-16
Suspension rates	1.9%	2.6%	3.9%
Expulsion rates	0.0%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request each year, on or before February 1.

All data accurate as of January 2017.

## School Accountability Report Card

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