**San Ysidro**
School District  EST - 1887
QUALITY EDUCATION AND OPPORTUNITY FOR ALL STUDENTS TO SUCCEED

4350 Otay Mesa Road   San Ysidro, CA 92173   ▪   www.sysdschools.org
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# SARC

## 2023-24
School Accountability
Report Card
Published in 2024-25





# Ocean View Hills Elementary School

Grades TK-5
CDS Code 37-68379-6119341

Erika Meza, Principal
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San Diego, CA 92154
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Ocean View Hills School
Home of the Dolphins

## Principal's Message

Welcome to Ocean View Hills School, where learning is fun! I feel extremely fortunate to be the principal of a school with such wonderful children, a motivated and dedicated staff, and parents who work with us to create an environment that facilitates student learning through a wide variety of innovative and collaborative methods and activities. Our faculty and staff are highly committed to providing the most rewarding education possible and making the process of learning an enjoyable experience. Your child's education is our top priority!

As we continue to navigate the realities and changing landscape of the pandemic, the Ocean View Hills staff remains committed to providing educational experiences for every child to support their health and safety, academic growth, and socio-emotional well-being. We are here to partner with our families and extend our collective support to each and every one of our students. Ocean View Hills embraces the philosophy that fosters a safe learning environment characterized by our schoolwide rules, Be Respectful, Be Responsible Be Safe and Be Kind.

We are a two-time recipient of the California Distinguished School Award. 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 Elementary School 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.

## 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 Parent Teacher Association (PTA). Parent workshops are also provided.

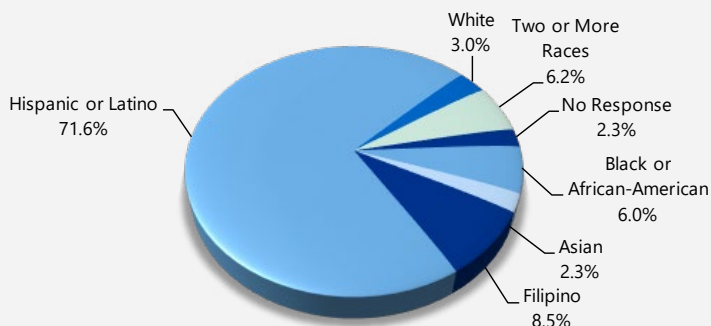For more information on how to become involved, please contact the school at (619) 661-0457.

We look forward to working together with you to make your child's educational experience a positive one.

## Enrollment by Student Group

The total enrollment at the school was 985 students for the 2023-24 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics | 2023-24 School Year



- Hispanic or Latino 71.6%
- White 3.0%
- Two or More Races 6.2%
- No Response 2.3%
- Black or African-American 6.0%
- Asian 2.3%
- Filipino 8.5%

## 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 mission of the San Ysidro School District:

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

## District Vision 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.

## School Board

Zenaida Rosario, President

Antonio Martinez, Vice President

Irene Lopez, Clerk

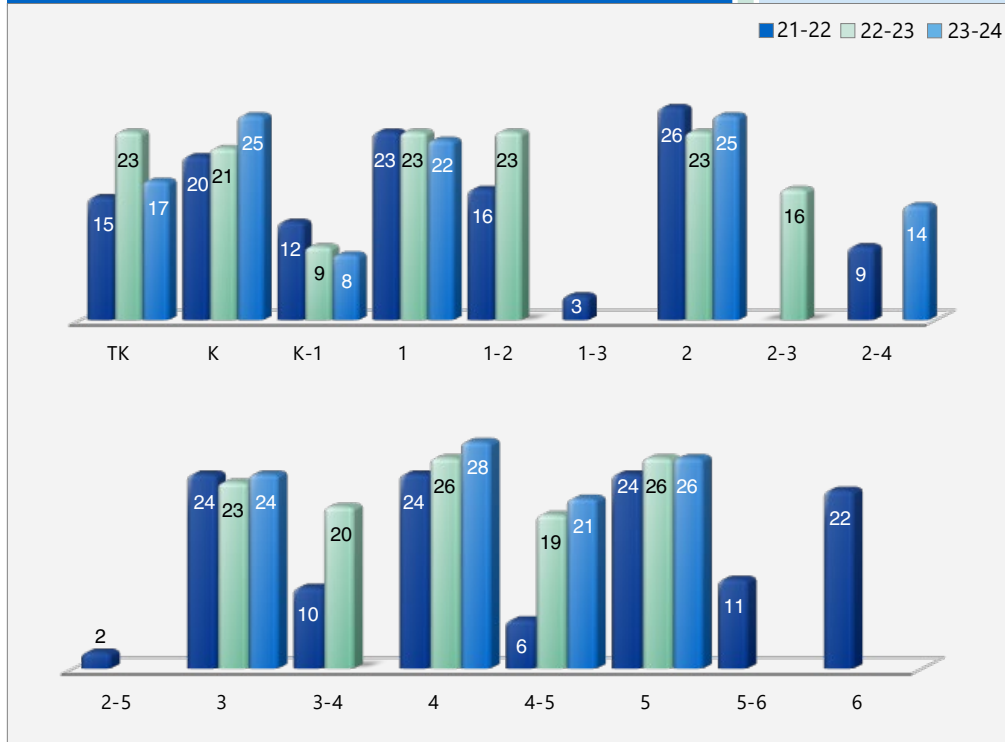Martin Arias, Member

Kenia Peraza, 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



Legend: 21-22, 22-23, 23-24

| Grade | 21-22 | 22-23 | 23-24 |
|-------|-------|-------|-------|
| TK | 15 | 23 | 17 |
| K | 20 | 21 | 25 |
| K-1 | 12 | 9 | 8 |
| 1 | 23 | 23 | 22 |
| 1-2 | 16 | 23 | |
| 1-3 | 3 | | |
| 2 | 26 | 23 | 25 |
| 2-3 | | 16 | 9 |
| 2-4 | 9 | | 14 |
| 2-5 | 2 | | |
| 3 | 24 | 23 | 24 |
| 3-4 | 10 | 20 | |
| 4 | 24 | 26 | 28 |
| 4-5 | 6 | 19 | 21 |
| 5 | 24 | 26 | 26 |
| 5-6 | 11 | | |
| 6 | 22 | | |

## Number of Classrooms by Size — Three-Year Data

| Grade | 2021-22 | | | 2022-23 | | | 2023-24 | | |
|-------|---------|---------|-----|---------|---------|-----|---------|---------|-----|
| | Number of Students | | | Number of Students | | | Number of Students | | |
| | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ |
| TK | 2 | | | | 2 | | 3 | | |
| K | 1 | 6 | | 1 | 5 | | | 6 | |
| K-1 | 1 | | | 1 | | | 1 | | |
| 1 | | 6 | | | 6 | | 1 | 5 | |
| 1-2 | 1 | 1 | | | 1 | | | | |
| 1-3 | 1 | | | | | | | | |
| 2 | | 6 | | | 6 | | | 6 | |
| 2-3 | | | | 1 | | | | | |
| 2-4 | 1 | | | | | | 1 | | |
| 2-5 | 1 | | | | | | | | |
| 3 | | 6 | | | 7 | | | 6 | |
| 3-4 | 1 | | | 1 | | | | | |
| 4 | 1 | 5 | | | 5 | | | 6 | |
| 4-5 | 1 | | | 1 | 1 | | 1 | 1 | |
| 5 | 1 | 4 | | | 5 | | | 5 | |
| 5-6 | 2 | | | | | | | | |
| 6 | 1 | 5 | | | | | | | |

## Enrollment by Student Group

| Demographics | |
|---|---|
| **2023-24 School Year** | |
| **Female** | 48.10% |
| **Male** | 51.80% |
| **Non-Binary** | 0.10% |
| **English learners** | 31.90% |
| **Foster youth** | 0.20% |
| **Homeless** | 9.70% |
| **Migrant** | 0.00% |
| **Socioeconomically Disadvantaged** | 32.30% |
| **Students with Disabilities** | 13.20% |

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2023-24 school year.

### 2023-24 Enrollment by Grade



| Grade | Enrollment |
|-------|-----------|
| K | 205 |
| 1 | 137 |
| 2 | 150 |
| 3 | 153 |
| 4 | 184 |
| 5 | 156 |
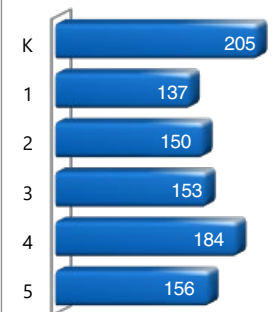
## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

| Suspensions and Expulsions | | | | | | | | | Three-Year Data | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Ocean View Hills ES | | | San Ysidro SD | | | California | | | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | | |
| **Suspension rates** | 0.50% | 0.70% | 0.60% | 2.50% | 3.00% | 3.10% | 3.20% | 3.60% | 3.30% | | |
| **Expulsion rates** | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.10% | 0.10% | 0.10% | | |

## Suspensions and Expulsions by Student Group

| Suspensions and Expulsions by Student Group | 2023-24 School Year | |
|---|---|---|
| **Student Group** | **Suspensions Rate** | **Expulsions Rate** |
| **All Students** | 0.60% | 0.00% |
| **Female** | 0.00% | 0.00% |
| **Male** | 1.10% | 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** | 3.10% | 0.00% |
| **Filipino** | 0.00% | 0.00% |
| **Hispanic or Latino** | 0.40% | 0.00% |
| **Native Hawaiian or Pacific Islander** | 0.00% | 0.00% |
| **Two or More Races** | 1.50% | 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** | 0.40% | 0.00% |
| **Students Receiving Migrant Education Services** | 0.00% | 0.00% |
| **Students with Disabilities** | 1.30% | 0.00% |



## 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: Professional Learning Community (PLC); Grade Level Collaborations as well as various conferences and workshops, such as Association of California School Administrators (ACSA) Leadership Summit, Project GLAD training, AVID Institutes, CABE Summer Institute, CABE Dual Language Teacher Academy, Universal Design for Learning Sessions, WRITE Foundations Trainings, Middle School Math Trainings from San Diego County Office of Education, TK-2 Math Training Sessions from Emily Stewart, as well as training sessions for the newly adopted instructional materials (Twig Science, and Savvas, CA History Social Science myWorld Interactive).

| Professional Development Days | |
|---|---|
| **Number of school days dedicated to staff development and continuous improvement** | |
| **2022-23** | 125 |
| **2023-24** | 130 |
| **2024-25** | 130 |

## 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. 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 participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

| California Physical Fitness Test | | | | 2023-24 School Year |
|---|---|---|---|---|
| **Percentage of Students Participating In Each Of The Five Fitness Components** | | | | |
| | **Component 1:** | **Component 2:** | **Component 3:** | **Component 4:** | **Component 5:** |
| **Grade** | **Aerobic Capacity** | **Abdominal Strength and Endurance** | **Trunk Extensor and Strength and Flexibility** | **Upper Body Strength and Endurance** | **Flexibility** |
| **5** | 98.8% | 95.7% | 98.1% | 96.3% | 98.8% |

## Chronic Absenteeism by Student Group

| Chronic Absenteeism by Student Group | | | | 2023-24 School Year |
|---|---|---|---|---|
| **Student Group** | **Cumulative Enrollment** | **Chronic Absenteeism Eligible Enrollment** | **Chronic Absenteeism Count** | **Chronic Absenteeism Rate** |
| **All Students** | 1,036 | 1,023 | 135 | 13.20% |
| **Female** | 493 | 489 | 66 | 13.50% |
| **Male** | 541 | 532 | 68 | 12.80% |
| **Non-Binary** | 0 | 0 | 0 | 0.00% |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0.00% |
| **Asian** | 23 | 23 | 0 | 0.00% |
| **Black or African American** | 65 | 65 | 6 | 9.20% |
| **Filipino** | 86 | 86 | 8 | 9.30% |
| **Hispanic or Latino** | 743 | 733 | 101 | 13.80% |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0.00% |
| **Two or More Races** | 65 | 64 | 11 | 17.20% |
| **White** | 30 | 29 | 4 | 13.80% |
| **English Learners** | 344 | 341 | 55 | 16.10% |
| **Foster Youth** | 0 | 0 | 0 | 0.00% |
| **Homeless** | 99 | 97 | 16 | 16.50% |
| **Socioeconomically Disadvantaged** | 558 | 553 | 88 | 15.90% |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0.00% |
| **Students with Disabilities** | 23 | 23 | 0 | 0.00% |

## Types of Services Funded

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

**Federal funds**

- Every Student Success Act (ESSA): Title I, Part A
- Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Section 611
- Special Ed: IDEA Preschool Grants, Part B, Sec 619
- Special Ed: IDEA Mental Health Allocation Plan, Part B, Sec 611
- Special Ed: IDEA Preschool Staff Development, Part B, Sec 619
- ESSA: Title II, Part A, Supporting Effective Instruction
- ESSA: Title III, Limited English Proficiency (LEP) Student Program
- ESSA: Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: Education for Homeless Children and Youth, Subtitle VII-B McKinney-Vento Act
- Elementary and Secondary School Emergency Relief (ESSER) Fund

**State funds**

- Lottery Unrestricted
- Lottery Instructional Materials
- Local Control Funding Formula
- Education Protection Account
- Expanded Learning Opportunities Program (ELOP)
- Expanded Learning Opportunities Grant
- Educator Effectiveness Block Grant
- Special Education: Assembly Bill (AB) 602
- Special Education: Learning Recovery Support
- Special Education: State Mental Health Services
- Special Education: Early Intervention Preschool Grant
- After School Education and Safety (ASES) programs

## Statewide Assessments

**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 10, 11 or 12).
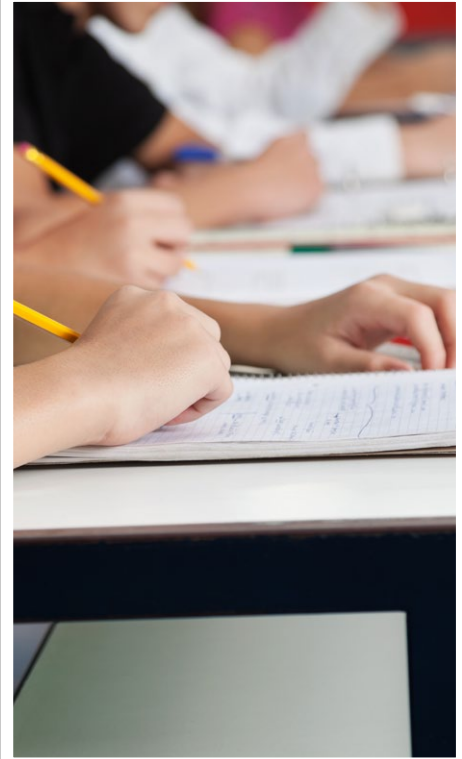
## CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

| Percentage of Students Meeting or Exceeding State Standard | | | | | | Two-Year Data |
|---|---|---|---|---|---|---|
| | Ocean View Hills ES | | San Ysidro SD | | California | |
| Subject | 22-23 | 23-24 | 22-23 | 23-24 | 22-23 | 23-24 |
| Science | 30.87% | 32.50% | 18.22% | 18.53% | 30.29% | 30.73% |

## CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

| Percentage of Students Meeting or Exceeding State Standard | | | | | | Two-Year Data |
|---|---|---|---|---|---|---|
| | Ocean View Hills ES | | San Ysidro SD | | California | |
| Subject | 22-23 | 23-24 | 22-23 | 23-24 | 22-23 | 23-24 |
| English language arts/literacy | 53% | 56% | 35% | 35% | 46% | 47% |
| Mathematics | 43% | 46% | 24% | 26% | 34% | 35% |

## CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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 CAA 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 Test Results by Student Group: Science (grade 5)

| Percentage of Students Meeting or Exceeding State Standard | | | | | 2023-24 School Year |
|---|---|---|---|---|---|

**Science**

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
|---|---|---|---|---|---|
| **All students** | 162 | 160 | 98.77% | 1.23% | 32.50% |
| **Female** | 71 | 70 | 98.59% | 1.41% | 28.57% |
| **Male** | 91 | 90 | 98.90% | 1.10% | 35.56% |
| **American Indian or Alaska Native** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Asian** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Black or African American** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Filipino** | 13 | 13 | 100.00% | 0.00% | 61.54% |
| **Hispanic or Latino** | 124 | 123 | 99.19% | 0.81% | 27.64% |
| **Native Hawaiian or Pacific Islander** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Two or more races** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **White** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **English Learners** | 56 | 56 | 100.00% | 0.00% | 10.71% |
| **Foster Youth** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Homeless** | 22 | 20 | 90.91% | 9.09% | 40.00% |
| **Military** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Socioeconomically disadvantaged** | 88 | 86 | 97.73% | 2.27% | 26.74% |
| **Students receiving Migrant Education services** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Students with Disabilities** | 30 | 28 | 93.33% | 6.67% | 10.71% |

❖ Scores are not shown 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.

## CAASPP Test Results by Student Group: English Language Arts (grades 3-5)

| Percentage of Students Meeting or Exceeding State Standard | | | | | 2023-24 School Year |
|---|---|---|---|---|---|

**English Language Arts**

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
|---|---|---|---|---|---|
| All students | 489 | 479 | 97.96% | 2.04% | 56.16% |
| Female | 235 | 232 | 98.72% | 1.28% | 60.34% |
| Male | 254 | 247 | 97.24% | 2.76% | 52.23% |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ | ❖ |
| Asian | 11 | 10 | 90.91% | 9.09% | ❖ |
| Black or African American | 26 | 25 | 96.15% | 3.85% | 56.00% |
| Filipino | 45 | 45 | 100.00% | 0.00% | 82.22% |
| Hispanic or Latino | 357 | 351 | 98.32% | 1.68% | 50.71% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ | ❖ |
| Two or more races | 37 | 35 | 94.59% | 5.41% | 77.14% |
| White | 13 | 13 | 100.00% | 0.00% | 61.54% |
| English Learners | 148 | 143 | 96.62% | 3.38% | 27.97% |
| Foster Youth | ❖ | ❖ | ❖ | ❖ | ❖ |
| Homeless | 56 | 52 | 92.86% | 7.14% | 46.15% |
| Military | ❖ | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 281 | 273 | 97.15% | 2.85% | 47.99% |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ | ❖ |
| Students with Disabilities | 74 | 69 | 93.24% | 6.76% | 23.19% |

❖ Scores are not shown 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.

## CAASPP Test Results by Student Group: Mathematics (grades 3-5)

| Percentage of Students Meeting or Exceeding State Standard | | | | | 2023-24 School Year |
|---|---|---|---|---|---|
| **Mathematics** | | | | | |
| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
| **All students** | 489 | 483 | 98.77% | 1.23% | 45.96% |
| **Female** | 235 | 233 | 99.15% | 0.85% | 43.35% |
| **Male** | 254 | 250 | 98.43% | 1.57% | 48.40% |
| **American Indian or Alaska Native** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Asian** | 11 | 11 | 100.00% | 0.00% | 54.55% |
| **Black or African American** | 26 | 25 | 96.15% | 3.85% | 56.00% |
| **Filipino** | 45 | 45 | 100.00% | 0.00% | 68.89% |
| **Hispanic or Latino** | 357 | 354 | 99.16% | 0.84% | 39.27% |
| **Native Hawaiian or Pacific Islander** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Two or more races** | 37 | 35 | 94.59% | 5.41% | 71.43% |
| **White** | 13 | 13 | 100.00% | 0.00% | 53.85% |
| **English Learners** | 148 | 147 | 99.32% | 0.68% | 23.13% |
| **Foster Youth** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Homeless** | 56 | 52 | 92.86% | 7.14% | 40.38% |
| **Military** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Socioeconomically disadvantaged** | 281 | 276 | 98.22% | 1.78% | 39.86% |
| **Students receiving Migrant Education services** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Students with Disabilities** | 74 | 69 | 93.24% | 6.76% | 18.84% |

❖ Scores are not shown 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.
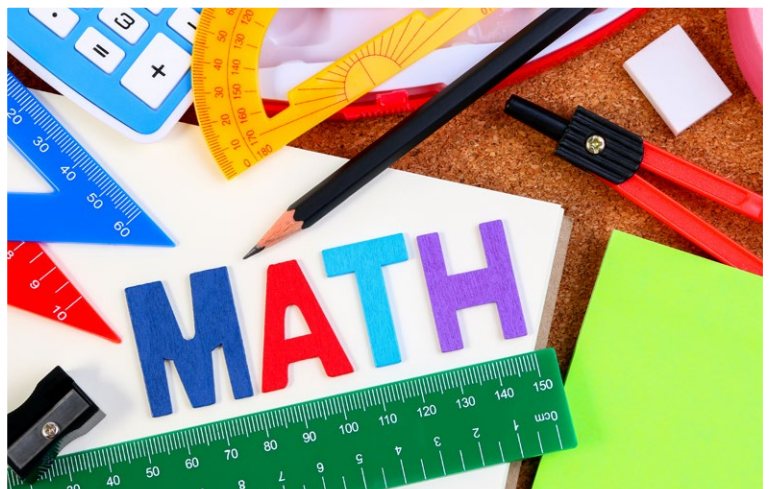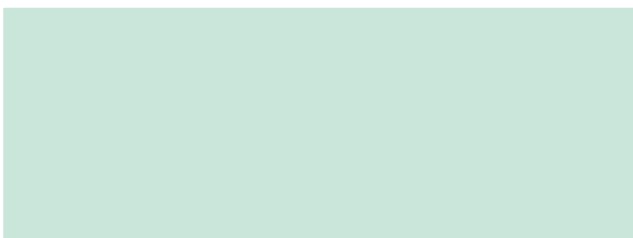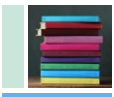
## Textbooks and Instructional Materials

San Ysidro School District held a public hearing on September 12, 2024, determining sufficiency of instructional materials at all schools within 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. All teachers review materials approved for use by the state, and a recommendation is made to the board of trustees by a selection committee composed of teachers and administrators.

| Textbooks and Instructional Materials List | | 2024-25 School Year |
|---|---|---|
| **Subject** | **Textbook** | **Adopted** |
| **Reading/language arts** | Benchmark Ready to Advance (TK), Listos y Adelante (Spanish for Dual Language) | 2018 |
| **Reading/language arts** | Benchmark Advance (K-5) | 2023 |
| **Reading/language arts** | Benchmark Adelante (K-3) Spanish for Dual Language | 2023 |
| **Reading/language arts** | Benchmark Steps to Advance (2-5 SDC) | 2018 |
| **English Language Development** | Benchmark Advance: Asset-Based Access to English-Express (K-5) | 2023 |
| **English Language Development** | Ready to Advance (TK) | 2018 |
| **Mathematics** | My Math, McGraw-Hill (TK-5) | 2017 |
| **Science/Health** | TWIG Science (TK-5) and Spanish for Dual Language | 2023 |
| **History/Social Science** | History Social Science CA myWorld Interactive, Savvas (K-5) and Spanish for Dual Language | 2024 |

## Quality of Textbooks

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

| Quality of Textbooks | 2024-25 School Year |
|---|---|
| **Criteria** | **Yes/No** |
| **Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?** | Yes |

## 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 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.

## 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 | |
|---|---|
| 2024-25 School Year | |
| **Reading/language arts** | 0% |
| **Mathematics** | 0% |
| **Science** | 0% |
| **History/social science** | 0% |
| **Visual and performing arts** | ✧ |
| **Foreign language** | ✧ |
| **Health** | ✧ |

## 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 Textbooks | |
|---|---|
| 2024-25 School Year | |
| **Data collection date** | 9/12/2024 |

✧ Not applicable.

## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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 | 2024-25 School Year |
|---|---|
| **Items Inspected** | **Repair Status** |
| **Systems:** Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC) | Good |
| **Interior:** Interior surfaces (floors, ceilings, walls and window casings) | Good |
| **Cleanliness:** Pest/vermin control, overall cleanliness | Good |
| **Electrical:** Electrical systems | Poor |
| **Restrooms/fountains:** Restrooms, sinks and drinking fountains | Fair |
| **Safety:** Fire safety, emergency systems, hazardous materials | Good |
| **Structural:** Structural condition, roofs | Good |
| **External:** Windows/doors/gates/fences, playgrounds/school grounds | Good |
| **Overall summary of facility conditions** | Good |
| **Date of the most recent FIT report** | 10/23/2024 |

## 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. For all items inspected that were found to not be in "good repair," a work-order has been created and maintenance will be done before the end of the 2024-25 school year. Maintenance items will be prioritized so that student safety is not compromised.

| Deficiencies and Repairs | 2024-25 School Year |
|---|---|
| **Items Inspected** | **Deficiencies and Action Taken or Planned** |
| **Interior** | Boys RR # Lib and Girls RR # Lib: Graffiti; Girls RR # #9: Deficiency not listed. |
| **Electrical** | Rooms 4, 6, 12, 13, 14, 17, 18, 25, 30, 36, 37, 38, & 49: Burned out lights; Room 55: Light out. |
| **Restrooms/fountains** | Room 56: Deficiency not listed |

## School Safety

The district developed a Comprehensive School Safety Plan 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 January 2025. 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. We conduct the following drills: 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 School is currently on Tier 1 of the Positive Behavior Intervention Supports (PBIS). We have schoolwide rules and expectations posted in each classroom and around campus. Our PBIS team will develop an action plan to incorporate Character Education lessons along with the Second Steps Curriculum, which includes Social and Emotional Learning. Also, we are using restorative practices with our students and staff.

## 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 47 classrooms, a multipurpose room (MPR), a library media center, two computer labs and a main office building. 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 office and campus aides.

### 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.

## 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.
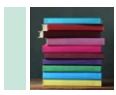
## Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

### Teacher Preparation and Placement — 2020-21 School Year

| 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) | 42.5 | 97.7% | 171.8 | 93.1% | 228,366.1 | 83.1% |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0% | 0.0 | 0.0% | 4,205.9 | 1.5% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.0 | 0.0% | 1.1 | 0.6% | 11,216.7 | 4.1% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.0 | 0.0% | 0.8 | 0.4% | 12,115.8 | 4.4% |
| Unknown | 1.0 | 2.3% | 10.7 | 5.8% | 18,854.3 | 6.9% |
| Total Teaching Positions | 43.5 | 100.0% | 184.5 | 100.0% | 274,759.1 | 100.0% |

### Teacher Preparation and Placement — 2021-22 School Year

| 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) | 42.1 | 93.4% | 181.6 | 92.2% | 234,405.2 | 84.0% |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0% | 1.0 | 0.5% | 4,853.0 | 1.7% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 2.0 | 4.4% | 11.1 | 5.6% | 12,001.5 | 4.3% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.0 | 0.0% | 0.2 | 0.1% | 11,953.1 | 4.3% |
| Unknown | 1.0 | 2.2% | 3.0 | 1.6% | 15,831.9 | 5.7% |
| Total Teaching Positions | 45.1 | 100.0% | 197.0 | 100.0% | 279,044.8 | 100.0% |

### Teacher Preparation and Placement — 2022-23 School Year

| 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) | 41.0 | 95.4% | 179.9 | 90.8% | 231,142.4 | 83.2% |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0% | 2.0 | 1.0% | 5,566.4 | 2.0% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.0 | 0.0% | 9.3 | 4.7% | 14,938.3 | 5.4% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.0 | 0.0% | 0.2 | 0.1% | 11,746.9 | 4.2% |
| Unknown | 2.0 | 4.7% | 6.5 | 3.3% | 14,303.8 | 5.2% |
| Total Teaching Positions | 43.0 | 100.0% | 198.1 | 100.0% | 277,697.8 | 100.0% |

Note: The data in these tables 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.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.
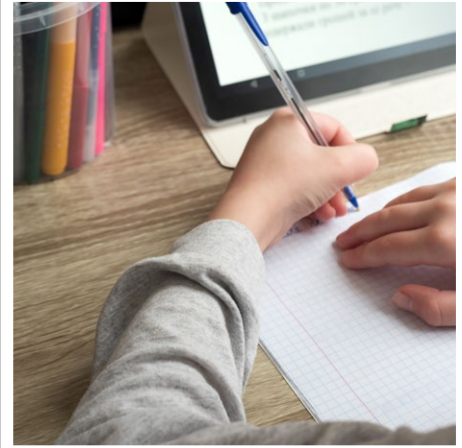
For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

| Teachers Without Credentials and Misassignments | Three-Year Data | | |
|---|---|---|---|
| Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
| Permits and Waiver | 0.0 | 0.0 | 0.0 |
| Misassignments | 0.0 | 2.0 | 0.0 |
| Vacant Positions | 0.0 | 0.0 | 0.0 |
| Total Teachers Without Credentials and Misassignments | 0.0 | 2.0 | 0.0 |

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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

| Credentialed Teachers Assigned Out-of-Field | Three-Year Data | | |
|---|---|---|---|
| Indicator | 2020-21 | 2021-22 | 2022-23 |
| Credentialed Teachers Authorized on a Permit or Waiver | 0.0 | 0.0 | 0.0 |
| Local Assignment Options | 0.0 | 0.0 | 0.0 |
| Total Out-of-Field Teachers | 0.0 | 0.0 | 0.0 |

## Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

| Class Assignments | Three-Year Data | | |
|---|---|---|---|
| Indicator | 2020-21 | 2021-22 | 2022-23 |
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.0% | 6.2% | 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% | 1.8% | 0.0% |

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

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

## 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).

| Ratio of Pupils to Academic Counselors and School Support Staff Data | |
|---|---|
| 2023-24 School Year | |
| | Ratio |
| Pupils to Academic counselors | ✧ |
| Support Staff | FTE |
| Counselor (academic, social/behavioral or career development) | 0.00 |
| Library media teacher (librarian) | 0.00 |
| Library media services staff (paraprofessional) | 1.00 |
| Psychologist | 1.00 |
| Social worker | 0.71* |
| Nurse | 0.14** |
| Speech/language/hearing specialist | 2.00 |
| Resource specialist (nonteaching) | 0.00 |

✧ Not applicable.

\*   5 Social Workers for the District to support students with mental health programs and provide Educationally Related Mental Health Services.

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

## Financial Data

The financial data displayed in this SARC is from the 2022-23 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. 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. To look up expenditures and salaries for a specific school district, see the Ed-Data website at 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.

| Salary Data | 2022-23 Fiscal Year | |
|---|---|---|
| | San Ysidro SD | Similar Sized District |
| Beginning teacher salary | $56,942 | $57,838 |
| Midrange teacher salary | $85,245 | $90,040 |
| Highest teacher salary | $112,613 | $118,647 |
| Average elementary school principal salary | $141,711 | $144,638 |
| Average middle school principal salary | $140,176 | $148,269 |
| Superintendent salary | $213,958 | $229,985 |
| Teacher salaries: percentage of budget | 33.00% | 30.79% |
| Administrative salaries: percentage of budget | 4.00% | 5.71% |

## 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 | 2022-23 Fiscal Year | |
|---|---|---|
| | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| Ocean View Hills ES | $8,270 | $111,637 |
| San Ysidro SD | $12,683 | $105,887 |
| California | $10,771 | $94,129 |
| School and district: percentage difference | -34.8% | +5.4% |
| School and California: percentage difference | -23.2% | +18.6% |

## 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 | |
|---|---|
| 2022-23 Fiscal Year | |
| Total expenditures per pupil | $8,462 |
| Expenditures per pupil from restricted sources | $193 |
| Expenditures per pupil from unrestricted sources | $8,270 |
| Annual average teacher salary | $111,637 |

## 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.

School Accountability Report Card

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