

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [X] Magnet [] Choice

Name of Principal Ms. Jessica Haag

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Circle View Elementary School

(As it should appear in the official records)

School Mailing Address 6261 Hooker Drive

(If address is P.O. Box, also include street address.)

Huntington Beach CA 92647-2800
City State Zip Code+4 (9 digits total)

County Orange County

Telephone (714) 893-5035

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Web site/URL https://www.ovsd.org/circle

E-mail jhaag@ovsd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Carol Hansen

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail chansen@ovsd.org

District Name Ocean View School District Tel. (714) 847-2551

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. John Briscoe

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 14 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	52	54	106
1	56	68	124
2	54	44	98
3	72	58	130
4	56	63	119
5	68	75	143
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	358	362	720

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 21 % Asian
 - 1 % Black or African American
 - 20 % Hispanic or Latino
 - 2 % Native Hawaiian or Other Pacific Islander
 - 48 % White
 - 8 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 3%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	16
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1, 2017	708
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 12 %
86 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Vietnamese, Arabic, Spanish, Japanese, Mandarin, Portuguese, Farsi, Turkish, Korean, Cantonese, Bengali, Filipino, French

7. Students eligible for free/reduced-priced meals: 24 %
Total number students who qualify: 170

8. Students receiving special education services: 11 %
81 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>33</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>7</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>19</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>17</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	27
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	18
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 27:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	97%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2003

15. In a couple of sentences, provide the school's mission or vision statement.

At Circle View Elementary School, we acknowledge, appreciate, and teach to all modalities through innovative learning opportunities. We have a clear and shared focus on learning with high levels of collaboration. Our instruction is strategic and data driven. Teachers and staff work in partnership with parents and the community for the betterment of all students.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

General education students K-5 attend Circle View based on district boundaries as well as through a transfer process. Students in the Ocean View School District (OVSD) are tested for the Gifted and Talented Education (GATE) Program in the second grade in the month of January each year with the Naglieri Nonverbal Abilities Test (NNAT) 3 and the Otis-Lennon School Abilities Test (OLSAT) 8. Students who are new to the District in grades three through five are also given an opportunity to be tested in January. Students are given a standardized, norm referenced abilities test, which measures the cognitive abilities that relate to a student's ability to learn. Students are GATE identified in the categories of Intellectual Achievement (IA) and High Achievement (HA). Students in grades 2 and 3 who score between the 60th and 88th percentiles will be additionally tested on the OLSAT8. Those who score at or above the 89th percentile on the NNAT3 will be identified GATE. For students in grades 4 and above, age percentile rank on the NNAT3 will take the OLSAT8 and will be used to identify more potential GATE students. Parents are notified in the spring if their child has qualified for GATE placement for the following school year. OVSD offers innovative choices in programs and services. One choice our identified gifted and talented education students have is to remain at their home school, attend a GATE cluster program, or attend the GATE Magnet program at Circle View.

PART III – SUMMARY

Circle View Elementary, home of the Eagles in beautiful Huntington Beach, California, prides itself in providing students with an environment where all are encouraged to aim for excellence; academically, socially, and emotionally, in a safe and supportive atmosphere. Located in the Ocean View School District in Southern California, Circle View currently has 720 students enrolled in grades K-5 which includes six 3rd-5th grade GATE magnet classes and two SDC (special day class) special education classes.

Ocean View is one of the oldest school districts in Orange County, even older than the city of Huntington Beach. The story of Ocean View began 142 years ago when the first Ocean View School was formed by local farming families among the vegetable fields. Back then, the area was made up of peat springs and farm land. Children came from miles away, often under challenging circumstances, to attend the first organized Ocean View School. A formal school building was completed in 1896 thanks to donated land. By the 1970s, the Ocean View School District had grown to 25 schools. Huntington Beach, or “Surf City,” was the fastest growing city in the United States during this time. Today, the Ocean View School District is made up of more than 8,700 students, 1,000 employees, and 16 schools: two preschools, 10 elementary schools, and four middle schools.

Circle View opened in 1963 and celebrated 50 years of excellence in education six years ago in 2013. Circle View is a warm and inviting elementary school located in a sprawling, diverse, suburban community. We have 27 credentialed classroom teachers (96% have master’s degrees or higher) and numerous support staff. Many teachers have been here for over 15 years, carrying on traditions and instituting a positive school culture. Our school facility is unique; buildings are circular, and classrooms are clustered around common center rooms. The proximity of our classrooms facilitates ongoing collaboration and teaming among teaching staff and a sense of community for our students and parents.

Our school’s mission is realized as students enter each morning, ready to embark on exciting learning experiences in stimulating environments that dedicated, professional staff have prepared for them. Entering the classrooms, you will be struck by the involved “buzz” of busy students and teachers engaged in the day’s learning activities. You will notice that each classroom is warm and encouraging with a clear student-centered focus. Student work is showcased on bulletin boards and reflects Common Core Standards in all subject areas.

The school staff prides itself on communication and collaboration and is greatly supported by an active and strong parent community. In addition to providing a rigorous assessment-driven, standards-based curriculum in all subject areas, Circle View teaches ethical norms centered on Positive Behavioral Interventions and Supports (PBIS) systems and character traits that become pervasive through all grade levels during the school year. Because of this commitment and dedication, the quality of instruction is outstanding. Teachers have a laser-like focus on authentic literacy for all students, use assessment data to improve instructional practices, and implement an array of strategies to meet the learning needs of all students. The vision of a 21st Century learning model, given commitment, resources, support and high standards, is what Circle View is all about: a collaborative group of educators with a common goal of providing college and career readiness, life-long skills, and success for every child.

At Circle View, we maintain a consistent focus on improving student achievement through our strong Professional Learning Communities (PLCs), our commitment to on-going Professional Development, and authentic literacy. We are very proud that Circle View also houses the district elementary GATE Magnet Program. Since the mid-1960's, Ocean View School District has offered a program for identified gifted and talented students where they are homogeneously grouped together for all of their academic instruction. This research-based magnet setting provides a curriculum continuum in which learning experiences: are enriched and accelerated, promote the development of higher level and divergent thinking skills, encourage creative expression, develop leadership skills, foster healthy self-esteem, and initiate career exploration.

The GATE Magnet Program provides an all-day setting, which offers flexibility in scheduling and a wide range of educational opportunities. It provides students with a longer period of time for enriched and

accelerated learning experiences that stress the use of higher level thinking skills, divergent thinking, and the students' preferred style of learning. Students receive instruction based on their academic strengths.

In 1989, 1998, 2002, 2006, and 2018 Circle View was named a California Distinguished School, and Circle View became a National Blue Ribbon School in 2003. Our school-wide commitment to student achievement is at the heart of Circle View's success. The recognition has validated the outstanding programs and practices in place at our school. It has enhanced our staff's eagerness to innovate and problem solve with the goal of creating the best school experience possible for our students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

At Circle View, students benefit from strategic, targeted instruction and specific student engagement activities through effective standards-based instruction in Reading/Language Arts, utilizing the McGraw Hill Wonders program as a guide. Teachers continually refine practices that promote depth of knowledge, as well as strategic and extended thinking. School-wide curriculum includes fidelity to the following research-based practices: selecting complex texts that encourage collaborative conversations; Thinking Maps, graphic organizers to structure thinking; questioning techniques that require not only an understanding of complex texts, but a deep understanding of the subject area; and Write from the Beginning, a program strategically used for purposeful and analytical writing.

Incorporating the Socratic method, students are provided multiple opportunities to answer text-dependent questions and write using evidence from sources to inform, make an argument, or form an opinion about the reading. Foundational skills are built through teacher modeling, guided practice, peer engagement, and independent practice. These foundational skills are further developed through differentiated, small group instruction to effectively promote learning for all students. Reading and writing skills are practiced and reinforced daily within the language arts block, as well as across disciplines.

The Ocean View School District provides a comprehensive battery of assessments with performance standards to analyze student work and monitor student progress. Along with district assessments that are used to guide instruction, teachers have grade level meetings to discuss student performance in summative assessments. These discussions determine the need to re-teach or progress in the curriculum. Prior knowledge assessments help teachers determine how to accelerate subject matter or how best to meet each child's academic needs.

Formative assessment occurs daily throughout all grade levels to ensure that learning is cemented and to identify reteaching needs. It is a comprehensive process for scaffolding students' learning modalities and student success.

1b. Mathematics:

In order to promote the development of proficient mathematicians, Circle View's school-wide math program seeks to teach all students to reason, strategize, and comprehend mathematical concepts. We utilize the McGraw-Hill My Math curriculum to deliver strong, equitable core instruction. The program engages students with the focus, coherence, and rigor required by state standards. Mathematical concepts are introduced and taught, and then the concepts are strategically revisited and reinforced over the course of the year to guide students toward achieving mastery. We have found that this approach produces students who are mathematical thinkers who feel more secure in expected mathematical skills. In addition to sound, research-based instruction in the classroom, teachers differentiate instruction to address specific student needs. Every child is encouraged to carry out procedures flexibly and accurately. We also practice and promote the philosophy of having a productive disposition. It is our expectation that all children can learn math at high levels to ensure future success.

The acquisition and development of mathematical skills by individual students is monitored by classroom teachers daily, as well as through common formative assessments. Individual student needs are addressed in a myriad of ways. For students needing support beyond that, Academic Intervention Services are delivered in either a push-in or pullout model in small groups. When more intensive instruction is required, students may be seen individually or more frequently. Our mathematics instruction is also augmented by our computer-based ST Math program, and students visit our computer lab at least once a week for 30-45 minutes. All classrooms also have computers and access to Chromebooks. Within our GATE program, math

is taught at an accelerated rate starting in third grade. Students in fifth grade transition into the sixth grade curriculum during the school year in order to be better prepared for algebra and geometry in middle school.

1c. Science:

Circle View prides itself on presenting a quality science program based on the Next Generation Science Standards (NGSS). The teachers embrace the NGSS overview and disciplinary core ideas progression. This approach includes teaching investigation and experimentation skills, cross-cutting concepts, science and engineering practices, and performance expectations. Inquiry-based instruction provides countless benefits for the students including: student engagement, the application to the real world, the promotion of teamwork and collaboration, and the accommodation to different learning styles. Our program effectively addresses the science content and the methods by which science is best presented. The numerous hands-on inquiry investigations are designed to engage the students while providing them with concrete examples of the grade level science content.

Science is presented using an inquiry-based approach. Some examples of this approach include: Genius Hour, Science Symposium, Engineering Days, Space Day, dissections, FSEA (Future Scientists and Engineers of America) projects, Rocket Launches, and Invention Convention. Circle View makes science meaningful by connecting the science content in engaging ways with other subjects in the curriculum. This is done through literature, theatrical performances, and social studies. The teachers serve as facilitators of student learning by engaging students in the scientific process of “doing science,” therefore increasing learning retention rates. In addition, students develop valuable lifelong skills, such as problem solving, critical thinking and teamwork to prepare them to compete successfully in a global economy. The classrooms are a stimulating environment where all students learn the practices, core ideas, and crosscutting concepts of science and engineering to become independent and collaborative problem-solvers, and self-directed learners in their present and future lives.

Another unique opportunity that Circle View provides for our 5th grade students is AstroCamp. Our students spend three days at an outdoor science camp that provides an exciting outdoor science experience every April. The focus is on hands-on experiential science, utilizing state-of-the-art labs and equipment, increasing science literacy, and stimulating interest in the sciences.

1d. Social studies/history/civic learning and engagement

Circle View strives to bring History and Social Science content standards to the forefront of learning and uses many cross curricular components and strategies to do so. While using the Harcourt text, teachers weave reading, writing, practical, and tactical activities into their instructional experiences and assignments to help students to develop history and social studies literacy skills. As an example, when reading historical documents, students learn how to analyze how the author supports his or her claims and assertions. Further, students learn to evaluate whether the author’s reasoning is valid and whether the evidence that is presented is relevant and sufficient. Teachers assist students in being able to interpret the reading that they do in history/social science and to write in a manner that reflects some command of the type of thinking used by historians and social scientists. Teachers use problem-based learning and interactive modules as a tool to further demonstrate historical events, such as the Walk Through the American Revolution and Walk Through Spanish California. These two and a half hour, captivating educational experiences are standards-based and provide our students with the opportunity to “live” these historic events while working on their speaking and listening skills. Students engage in interactive learning by working as a team for a common learning goal. Examples of project-based learning include: Create a Country, Design a Road Trip, State Fair, Creating a Class Bill of Rights, Create a Constitution, 22nd Mission Project, Flat Stanley: World Traveler, and 14th Colony Project. Students gain knowledge by engaging in a task that requires critical thinking and creativity. At Circle View, we use social studies to build skills in informational reading, constructing an argument, and making presentations. Social Studies is used to help students be productive problem solvers and participants in an ever changing world.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

Together, along with our strong academic focus on the core curriculum, Circle View provides a well-rounded education for our students. Circle View's programs support the emotional and physical well-being of our students, as well as fostering creativity, utilizing technology and enhancing life skills.

The visual and performing arts are very important to our school and community. A District music teacher provides music instruction to students in grades 4-5, one period a week. Students learn to identify and describe basic elements in vocal and instrumental music guided by California State Key Content Standards. Students work together towards an annual performance goal where they can demonstrate their self-discipline, creativity, appreciation, and expression through their acquired skills as growing young musicians. Students begin their music education in kindergarten from their regular classroom teacher. A PTO-funded music teacher provides music instruction in grades K-3, one period a week.

Our PTO-funded Art Explorers program exposes children to the visual arts and art appreciation. Students learn about different artists and styles of art in assemblies. They then have an opportunity to create their own artwork in a similar style and medium. For example, after learning about Georges Seurat, our students created a seascape piece using pointillism techniques. Our OVSD partnership with the Huntington Beach Art Center allows us to participate in an annual gala where Circle View students are able to display their beautiful works of art in our community.

Almost all grade levels perform plays throughout the year that bring the curriculum to life. Topics have included: Space, Geology, The Rainforest, Biomes, The American Revolution, and more. In addition, we have offered keyboarding, guitar, art, hip hop, foreign languages, culinary arts, and musical theatre in our PTO After School Programs.

Physical Education is an important part of each student's education and required under the California State Education Code. Students participate in Physical Education (PE) classes or Adaptive PE (APE) classes with our District credentialed adaptive PE teacher. Students in kindergarten through third grade receive instruction from their regular classroom teacher. Our upper grade District credentialed Physical Education teacher provides a comprehensive program for our fourth and fifth grade students and they receive 50 minutes of physical activity twice per week. Our PE teacher works with students on physical activity and fitness, movement skills and knowledge, social development and interaction, individual excellence, lifelong fitness, healthy habits, and social-emotional well-being. Aerobic activity, including running the mile, pacers, jump rope, and organized team sports, among others, are used to teach sportsmanship, positive behavior, and health. APE class strives to meet the same core goals as the general education PE classes while also working with students with disabilities to help reach individual goals.

Based on the District's curricular goals, the mission of our school is to utilize the most current technology to enhance the delivery of curricula and meet the academic needs of our diverse student population by focusing on the 21st Century Skills of communication, collaboration, creativity, and critical thinking in order to produce citizens literate in technology. They are designed so that learning experiences are student-centered rather than the traditional teacher-centered model. Instruction intentionally integrates STEM (Science, Technology, Engineering, and Mathematics) and STEAM (Science, Technology, Engineering, Arts, and Mathematics) content areas, while naturally incorporating reading, writing, and history throughout the school day.

Technology is integrated across the curriculum to implement best practices. Students have access to a computer lab and multiple Chromebook carts. All students have a Google account and have access to Google apps and Google Classroom. Accelerated Reader (AR) measures reading comprehension while

NBRS 2019

boosting confidence in students. ST Math is a visual instructional program that builds a deep conceptual understanding of math through rigorous learning and creative problem solving to engage, motivate, and challenge all of our K-5 students toward higher achievement.

We are very fortunate to have a school librarian on our campus four days a week. Each class has the opportunity to visit the library once a week for 30 minutes. Twice a year, our library hosts a book fair with the support of our school PTO. Our librarian also works with our Huntington Beach Public Library to bring published authors to our campus once a year for Author's Day. We have a community partnership with our local Barnes & Noble book store and they have hosted school events for us.

3. Special Populations:

Our teachers understand there is no "one size fits all" instructional program; and therefore, must differentiate instruction, activities, and homework based upon student needs while ensuring that all students receive the standards-based core curriculum. Our multi-faceted approach to nurturing the whole child has created a safe environment where students can grow. Teachers use state assessment data, district benchmarks, and formative data to drive instruction. Our grade level roundtable process helps provide early identification and intervention for our at-risk students, English learner students, and those students with diagnosed disabilities. Students who demonstrate the need for further intervention are discussed at our Student Study Team meetings, which are composed of special educators, teachers, and parents who provide additional suggestions, modifications, strategies or assessments to meet student needs.

Students with exceptional needs are served by 504 service plans or Individual Education Plans (IEPs). Circle View offers support for students with disabilities in a variety of ways. Our Education Specialist collaborates with our general education teachers regularly to provide direct support for our students with disabilities in the least restrictive environment. Depending on the level of support needed, she or our resource instructional assistant will either push in to a general education classroom or provide pull-out services. Circle View has two self contained SDC (special day class) classrooms to provide services to our students with intensive needs that cannot be met in the general education classroom.

Using a Multi-tiered support system (MTSS), students needing academic, behavioral, or social-emotional support are identified. A school psychologist and speech and language pathologist provide support to students with disabilities as specified in their IEPs. Circle View is also supported by a district counselor, a counseling intern, and a district licensed clinical social worker to provide additional social-emotional support either individually or in a group. In addition, all teachers receive on-going training in strategies to assist all students, including our district SEL (Social Emotional Learning) curriculum.

At Circle View, we focus on helping English language learners achieve English proficiency as a means to academic achievement. We are committed to supporting the whole child, focusing on the language, cognitive, as well as the social-emotional needs of our second language students. Students are assessed annually using the ELPAC (English Proficiency Assessment for California). As students become fluent in the English language, they exit the program, receive recognition, continue to receive support, and are monitored to ensure continued success.

Circle View's GATE Magnet Program provides a differentiated, enriched, and stimulating academic environment where students flourish. By designing challenging educational opportunities, we strive to raise the floor, remove the walls, and eliminate the ceiling of learning. Our research-based magnet setting provides a curriculum in which learning experiences are accelerated, promote the development of higher level and divergent thinking skills, encourage creative expression, develop leadership skills, foster healthy self-esteem, and initiate career exploration. We believe in empowering students to be thinkers and change agents; in the power of curiosity; in the genius of each child; in developing grit, empathy, and integrity, in inspiring passion; and in innovation and risk taking.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Circle View is proud to implement our Positive Behavioral Interventions and Supports (PBIS) program. This is our school-wide strategy for ensuring that all students achieve important social skills and learning goals by applying consistent consequences and positive reinforcement for all children. We know that when appropriate behavior and good teaching come together, our students will excel in their learning. Circle View is excited to be a part of this initiative, which we call “SOAR!” We have established clearly defined rules for the behavior we expect in all areas of our school. We explicitly teach these expectations to students and reward them frequently with praise and prizes for their great behavior. The expectations for all student behavior are demonstrated throughout our buildings, playground areas, lunch areas, classrooms, and during transitions. All Circle View students can tell you about our four behavioral expectations: Circle View Eagles are... Safe, On Time, Always Respectful, Ready to Learn. Students are acknowledged for exhibiting the behaviors we expect by receiving “Super Eagle” tickets, designed to reinforce the whole class and celebrated when each class accumulates 100. “Wings Award” tickets are given to students individually and turned in to their teacher for a weekly “random drawing” raffle, which includes a special trip to the Principal’s office for a prize.

Circle View is proud of our warm and welcoming school culture. We know our students well and work tirelessly to support their success. We believe that by encouraging, practicing and reinforcing desired behavior, we build a school community of learners where all students thrive in a safe environment in which they can grow and succeed. Circle View’s dedicated staff partners with our PTO, families, and community to engage and motivate our students. We value our strong communication with our families through our Aeries Communication system (emails, phone calls, and text messages), Instagram, Twitter, school website, and face-to-face conversations. Our teachers engage with our families through the Remind app, Class Dojo, Shutterfly, newsletters, and class blogs. Teachers and staff members share a true passion in student success and our parent volunteers work tirelessly in classrooms to support students and teachers. We have over 200 volunteers signed up through our Raptor (volunteer/visitor management) system, more than any other school in our district, and we average about 100 volunteer hours per week. We are all one team working together for our students. From our amazing custodian checking on students, to our principal giving students high fives, to our noon duty supervisors hearing about a student’s weekend, we want all of our students to SOAR.

2. Engaging Families and Community:

Family and community engagement are vital to student success. Parent involvement is encouraged, and Circle View offers many opportunities for families to get involved. Our highly supportive PTO works relentlessly as we continue to increase our students’ access to relevant technology, music, art, and after-school opportunities. The PTO provides support to the school through the planning and implementation of projects and fund-raising activities. Working alongside staff, they purchase educational assemblies, field trips, technology, and more. Our PTO is committed to creating opportunities for our families to connect, have fun, and spend time together. “CV Family Nights” are some of Circle View’s favorite opportunities to do just that. Family Nights take place on the second Friday of each month and vary from movie to bingo nights. Their fundraising and fun know no limits. Every year they organize a Step it Up (kid-friendly Wipeout-style obstacle course) and Color Run events. The members also provide valuable input to the staff about issues of school-wide concern. Membership is open to all parents and staff. An elected board, with the help of the general membership, organizes and conducts the activities of the group. Information regarding specific activities is sent home in a weekly email blast and they maintain a detailed website full of vital school and PTO information. The PTO meets once each month and all parents and staff members are welcome to attend.

The School Site Council (SSC) is a representative group at the school site comprised of the principal, staff members, and parents. The purpose of the SSC is to plan, implement, and assess school-wide program priorities. As a group, the SSC assists in the development of the Single Plan for Student Achievement

(SPSA) and the School Safety Plan. They also monitor and evaluate the effectiveness of the plan and goals on an on-going basis. The meetings are open to all parents.

Engaging our families and community is a source of pride for Circle View. Events such as Back to School Night, Parent Conference Weeks, Awards Assemblies, and Open House are well attended. We have a flag assembly on the last Friday of the month and many family members come to hear announcements, celebrate successes, say the Pledge of Allegiance, and sing our Circle View school song.

3. Professional Development:

Circle View is committed to growth and being a staff of life-long learners. Our staff is encouraged to stretch and grow as educators. OVSD offers a variety of professional development opportunities for our teachers, administrators, and support staff to support our students and help them achieve. Through disaggregating data, teachers identify strengths and weaknesses. The information gathered is used for planning, monitoring, modifying, and specifically targeting student instruction. Our data results are shared with school staff and community through our School Site Council. A major focus these past few years has been our Depth of Knowledge (DOK) training. This professional development has been guided by the questions, “Why do you think that?” and “How do you know?” in focusing on authentic literacy and asking students questions that require evidence to justify their answer.

Professional development has also focused on the foundational skills of literacy, which are the fundamental components of reading and writing, including print concepts, phonemic awareness, phonics, fluency, and comprehension. Students who develop automaticity with print—recognizing most words instantly, decoding new words rapidly, and encoding words with little effort—are best positioned to make significant strides in making meaning with increasingly complex text, expanding their language, expressing themselves effectively, and gaining and constructing knowledge. Although gaps in the foundational skills negatively impact student achievement, teachers have learned that they can be filled through targeted instruction. Teachers have been trained to use tools and strategies that identify gaps, and then instruction can be modified to better meet the needs of our students. Circle View teachers use this prevention/intervention resource to meet the needs of every learner in their classrooms.

Our GATE teachers have regularly attended the annual Orange County Council (OCC) GATE conference as well as the California Association for the Gifted (CAG) Conference to further their understanding of how to meet the diverse academic, social, and emotional needs of our GATE students. We strive to gain knowledge and resources to enrich the education of our students and strengthen our program.

The work of our outstanding teacher Professional Learning Community (PLC) teams is the heart of our school success. Teams meet at least once per week and also informally as time allows. PLC meeting time is protected on our campus, and our teacher teams value this opportunity to work together. Our school has early dismissal on Wednesdays for professional growth. Grade levels also have a full day to utilize data to plan for student success, design lessons and projects, and increase the DOK level in instruction.

4. School Leadership:

The leadership philosophy at Circle View is one of collaboration and shared leadership. Every staff member is a valued and critical member of our team, and his or her contribution to our collective goals is directly linked to our success. The principal is cognizant of the strength of each team member and has worked diligently to capitalize on those strengths and build a team with a collective vision and purpose. The principal consistently communicates, through her words and actions, that the people at Circle View are capable of accomplishing great things through their collective efforts. Circle View’s Leadership Team, which is made up of the principal and representatives from every grade level, meet monthly to discuss important issues and to improve communication and shared decision making throughout the school.

The Ocean View School District and our Ocean View Teachers Association (OVTA) work collaboratively to create stipend positions so that leadership is fostered and supported. Along with our grade level team leaders, we also have teachers in charge of various responsibilities throughout our campus, including a

Systems Manager, Outdoor Education Coordinator, Administrative Assistant, Student Council Advisor, and GATE coordinator.

Our District and OVTA leaders also have joined forces to continue their commitment to working collaboratively, to establish mutual respect, to open and shape communication channels, and to share a common vision. OVSD's Partnership of Administration and Labor, or PAL, Committee organizes an annual event and we have also established a PAL2 yearly retreat with our Classified School Employees Association (CSEA), Chapter 375, leaders. Circle View has established meetings between the principal and OVTA school representatives to exercise creativity, communication and cooperation—crucial qualities that are reflected in our District's PAL Guiding Principles, which were established in 2016.

At Circle View we also believe in fostering leadership skills in our students. Our Student Council, which includes students elected from fourth and fifth grade classes, meets monthly with their advisor to discuss ways to promote our school. Students plan spirit dress days, fundraise for our school, organize activities, and implement philanthropic endeavors. Our President and Vice-President are also in charge of our daily morning announcements. They announce birthdays, classes that have earned Super Eagle prizes, words of the week, and important school information. Every Tuesday, they announce Wings Awards and help students choose prizes; on Wednesdays, they announce for teachers to select students to come to the office to “brag to the principal;” on Thursdays, they lead the school in trivia; and on Fridays, they lead our school in the Circle View school song.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Circle View teachers employ varied teaching strategies and practices to ensure that all students progress academically and socially. The most influential practice our school has embraced to positively impact student learning entails pushing our students to understand subject matter at a deeper level. The goal is for every teacher, at every grade level, to engage students in subject matter demonstrations that illustrate knowledge at the deepest level, Depth of Knowledge (DOK) Level 4.

In order to effectively engage in DOK Level 4, students need to know how to gather information and use the evidence to support an answer or claim. The Depth of Knowledge levels build upon one another and create a “ladder” to help students reach higher level thinking and creativity. In DOK Levels 1 and 2, students “learn” the information and gather evidence. DOK Level 3 requires students to use evidence to answer or justify a solution to a question or problem. A DOK Level 4 question prompts students to examine and explore concepts and content deeply and think creatively. It provides an opportunity to use their knowledge, understanding, and awareness to answer open-ended questions or come up with new ideas, knowledge, perspectives, and ways of thinking about what they are learning.

At any given moment, when entering our classrooms, students are collaborating, thinking critically, and engaging in DOK Level 4 activities. For example, our kindergarten students do not just learn about Goldilocks, the three bears, and story elements. They go beyond to design, plan, and construct a chair for Baby Bear. Students also practiced their speaking skills in their student demonstration on why Baby Bear needed a new chair and how it was built. Students in 4th grade didn’t just draw a picture of our current California flag, they took on the responsibility of a flag designer in 1850. They collaborated in groups to design their own flags for California, based on their knowledge of our state’s history. They wrote letters to then Governor Burnett and had to give evidence on why their flags were appropriate for the new state.

Circle View strives to develop student demonstrations that highlight high-levels of learning using authentic literacy and active student engagement across content areas. We believe all students are capable of learning and becoming 21st century, broadly-literate members of society. We ensure this by providing students with opportunities to illustrate high-levels of learning through student demonstrations revealing DOK Level 4.