

OCEAN VIEW SCHOOL DISTRICT

Golden View Elementary School

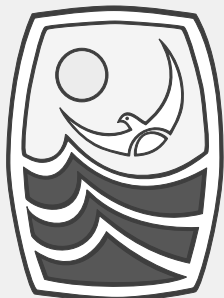
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Karan Spane, Principal



A California Distinguished School

2002-2003 School Accountability Report Card



Ocean View School District

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Voter approval of Proposition 98 in November of 1988 requires that each school publish an annual School Accountability Report Card (SARC) to explain school programs, their costs, and effectiveness. In addition, Federal No Child Left Behind legislation requires an annual report of progress in meeting State and National objectives. This annual report is based on the best data available at the time of publication.

Principal's Message

Golden View Elementary School is an open plan school, both in structure and philosophy. It is designed to support the instructional program through large and small open spaces. This structure promotes easy sharing of teaching strategies, ideas, materials, and students. Golden View Elementary School is the only open plan school remaining in the Ocean View School District. In 2002-03, 81 students attended our school through intra-district and inter-district transfers to take advantage of this unique educational program and setting.

Golden View Elementary School is a special "community" that provides a challenging, nurturing environment for students, positive partnerships with parents and the community, and a professionally rewarding atmosphere for teachers and staff. Golden View is "Kid Country!"

-- Karan Spane, Principal

School Mission Statement

The mission of Golden View Elementary School is to provide all students with a high quality educational program:

- We are building character through our diversity and our oneness.
- We are following time-honored traditions, yet thinking in new dimensions.
- Because of our success today, we will find success tomorrow.

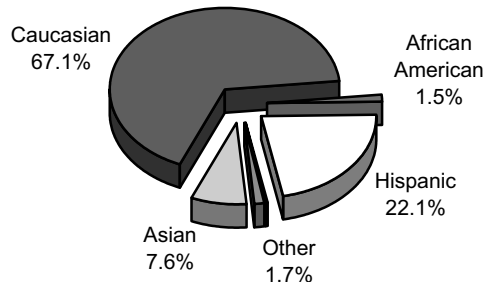


District & School Profile

Located in western Orange County, minutes from the scenic California coastline, the Ocean View School District educates over 10,000 pre-kindergarten through eighth grade students in the northern half of Huntington Beach and portions of Westminster, Fountain Valley, and Midway City. Founded in 1874, the District is proud of its long tradition of academic excellence. There are currently eleven elementary schools and four middle schools in the District. Students from Ocean View School District attend high schools within the Huntington Beach Union High School District. Award winning schools, a rigorous and supportive educational program, strong community partnerships, and high levels of parental involvement are hallmarks of the Ocean View School District. Ocean View School District is dedicated to educational excellence and the continuous academic growth of all students, supporting its motto: "Charting the Course -- Success for All."

Golden View Elementary School, a California Distinguished School, serves approximately 600 students on a traditional school calendar year. Golden View Elementary School is the only open plan school in the District; multiple classrooms are set up in an open floor plan with minimal separating walls. A "Kid's Club" child care program also operates on the campus from 6:00 a.m. to 6:00 p.m. Monday through Friday. A unique feature to the school is the two acre Student Environmental Learning Facility (S.E.L.F.). The S.E.L.F. contains a variety of outdoor environments for educational use including various habitats (desert, plains, deciduous forest,

% of School Enrollment by Ethnic Group

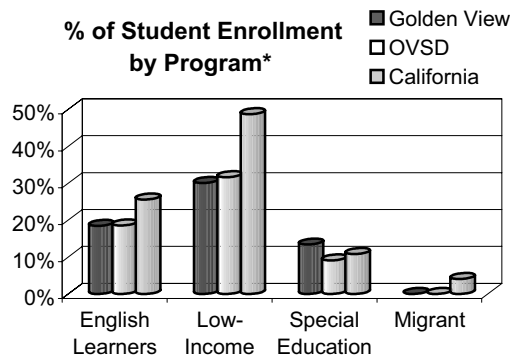


Other includes: American Indian, Filipino, Pacific Islander, and Multiple/No Response.

and conifer forest), two ponds, a stream, a barn, a chicken coop, and several instructional centers. The S.E.L.F. provides innovative and exciting learning opportunities for our students and staff.

No Child Left Behind

No Child Left Behind (NCLB) requires evaluation of student performance schoolwide, districtwide, and by specific subgroups within the student population. A profile of our school and District's enrollment, as defined by these subgroups, is provided to assist in interpreting information presented in this report card. The enrollment of significant ethnic subgroups is located on page one.



*Source: STAR testing enrollment.

School Leadership

Leadership at Golden View Elementary School is a responsibility shared between District administration, the principal, instructional staff, students, and parents. Assisting the principal are curriculum teams in various subject areas. These teams meet regularly to monitor the school's curriculum and student achievement, determine staff development needs, and address broader school concerns. The team members act as communication liaisons whereby they bring ideas and issues from their colleagues to be discussed in an open forum.

Staff members, students, and parents participate on various committees that make decisions regarding the priorities and direction of our educational plan and to ensure instructional programs are consistent with students' needs and comply with District goals. Our school's committees and organizations include: Student Council, School Site Council (SSC), English Learners Advisory Committee (ELAC), and the Parent Teacher Organization (PTO). At the District level, parents participate on the Parent Advisory Council (PAC), District ELAC, District Community Budget Advisory Committee, and the Gifted and Talented Education Parent Advisory Council.

Community Involvement

Parents and the community are very supportive of the educational program at Golden View Elementary School. Our PTO has made generous contributions of time and money to numerous programs and activities including supporting maintenance of our Student Environmental Learning Facility and Art Masters program. We are grateful for the many hours contributed by our parent volunteers. Our programs are further enriched by strong community partnerships, including organizations such as Lowes.

Parents are encouraged to be involved in their child's education through volunteering in the classroom, participating on organized committees, and attending schoolwide events such as Back-to-School Night, Open House, Book Fair, Carnival, Literacy Picnic, Toad Hall meetings, fundraising auctions, and student performances. Parents are kept informed of school activities through our "Toad Talk" weekly newsletter and bimonthly teacher newsletters.

Discipline & Climate for Learning

Golden View Elementary School has a high standard for student behavior. Students are guided by specific rules and our schoolwide behavior support system that promote respect, cooperation, courtesy, and acceptance of others. Student are encouraged to follow the "Golden Rules," which include the behavioral expectations *Be Responsible, Be Respectful, and Be Safe*. All staff are committed to promoting the Golden Rules consistently schoolwide. Parents, along with students, teachers, and the school's principal, sign a Home/School Compact in which each party agrees to understanding school rules, expectations, and their own personal role in contributing to the education of their child.

To create a compassionate learning environment and encourage positive behavior, we have implemented character education tied in with the Golden Rules. Through the program students learn about character traits such as *Responsibility, Courtesy, Positive Attitude, and Respect* and are taught problem-solving techniques. Staff members distribute Golden Tickets to students who have been observed following the Golden Rules. Golden Tickets are placed in a weekly drawing for prizes from the Golden Rules treasure chest.

We further celebrate the good citizenship and achievements of our students through recognition in the classroom and at Toad Hall Meetings. In a "town hall" setting, the principal recognizes and rewards outstanding accomplishments as well as discusses topics important to students. Our Golden "G" and "Polliwog" Reading Programs motivate students to read and reward them for their success through continuous awards and recognition.

To build self-esteem and promote achievement, we encourage students to participate in the school's enrichment and extracurricular activities. Activities sponsored throughout the year include the Book Fair, Bookworm Book Club, Talent Show, Student Council, and Lunch Bunch. Our PTO has generously supported field trips to venues such as the Los Angeles Mission and the Long Beach Aquarium as well as school assemblies.

Golden View Elementary School has not expelled any students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions and Expulsions					
	Golden View			OVSD		
	01	02	03	01	02	03
Suspensions (#)	3	6	6	454	412	444
Suspensions (%)	0.5	1.1	1.0	4.6	4.1	4.4
Expulsions (#)	0	0	0	2	2	2
Expulsions (%)	0.0	0.0	0.0	0.0	0.0	0.0

Instructional Programs

All curriculum and instruction in the Ocean View School District is aligned to the California Academic Content Standards approved by the State Board of Education. Every child receives a comprehensive standards-aligned core program in English/language arts, mathematics, history/social science, science, physical education, and fine arts. It is our goal to ensure that all students are provided the support they need in order to experience academic success. We structure the educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Using standards-based adopted textbooks and materials, teachers are able to adapt classroom instruction to meet students' unique learning styles. When further assistance is needed for students to achieve grade level standards, several strategies are in place. At Golden View Elementary School, support is offered through a daily pull-out program with a resource specialist and after-school tutoring.

Fourth and fifth grade students who need additional support in literacy participate in the Language! program.

Ocean View School District offers the Gifted and Talented Education (GATE) program to students in grades four through eight who have been recognized as capable of attaining high levels of achievement by their teachers and identified through testing programs. At Golden View Elementary School, students in the GATE program are clustered to receive instruction with increased depth and complexity by GATE-trained teachers. Students in the GATE program also have the option of attending the magnet program at Circle View Elementary School.

For students whose primary language is not English and who have limited English proficiency, Ocean View School District offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. Students are identified as English Learners through the California English Language Development Test (CELDT). At Golden View Elementary School, students learning English receive 30 minutes of English Language Development daily and are placed with teachers who have supplemental credentials to provide instruction to English Learners.

Golden View Elementary School provides instruction to all students in the least restrictive environment possible. Students with disabilities are accommodated with a variety of options. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include services from a Speech and Language Specialist, Occupational Therapist, Resource Specialist, Adaptive Physical Education Specialist, or placement in a Special Day Class. Golden View Elementary School offers a Resource Specialist program, two Special Day Classes (primary and upper grades), and speech/language therapy for all grade levels.

Training & Curriculum Improvement

The writing and implementation of Ocean View School District's curriculum is an ongoing process, designed to address continual instructional improvement and the implementation of state standards and associated adopted instructional materials. Under the leadership of the Assistant Superintendent of Curriculum and Instruction, the Instructional Advisory Council establishes the District's long-range objectives and vision as well as oversees eight subject area curriculum committees. Curriculum committee members, comprised of teacher representatives and parents, analyze testing data to determine students' progress in learning the standards, assess the effectiveness of District programs in meeting students' learning needs, evaluate and recommend new programs for implementation, articulate curriculum among grade levels, and develop District assessments.

As part of the growth process, opportunities for training and staff development are provided at both the District and individual school sites to administrators, teachers, and classified staff. The District offers two staff development "buy-back" days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development topics are developed through needs identified by the adoption of new programs and results of student assessment. Staff members are encouraged to attend conferences and workshops offered through professional organizations such as the University of California Irvine campus, the Orange County Department of Education, and the West Orange County Professional Development Center. Technology training is available through the New Horizons center in addition to District technology trainers.

In the 2002-03 school year the District focus for staff training was on curriculum calibration and implementing new standards-based instructional materials in language arts (grades K-8) and mathematics (grades 6-8). Expert consultants from the Orange

County Department of Education and DataWorks Educational Research met with teachers to align curriculum with state standards and to develop teaching pacing guides. Golden View Elementary School provided additional staff planning and professional development opportunities throughout the school year. We focused on reading and mathematics instructional strategies as well as utilizing technology in the classroom.

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development through the Beginning Teacher Support and Assessment (BTSA) program and the Peer Assistance and Review (PAR) program. Both programs utilize the District's most effective veteran and knowledgeable teachers who assist with staff development and participate in such exercises as classroom visits, one-on-one meetings, and student work reviews.

Textbooks & Instructional Materials

Ocean View School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support each school's instructional program, and provides students with their own textbooks. All textbooks and instructional materials used within the District are aligned with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The District follows the State Board of Education's six-year adoption cycle for core content materials.

Textbooks*			
Subject/ Adoption Year	Publisher and Series		Grade Levels
Language Arts			
June 2002	Houghton Mifflin: <i>Houghton Mifflin Reading: A Legacy of Literacy</i>		K-5th
Mathematics			
Dec. 2001	Scott Foresman: <i>California Mathematics</i>		K-5th
Science			
June 2003	Harcourt Brace: <i>Harcourt Science</i>		K-5th
History/Social Science			
June 2000	McGraw-Hill: <i>Adventures in Time and Place</i>		K-6th
*Only core textbooks are required to be reported. A list of textbooks used for interventions, GATE, music, and Spanish may be obtained from the District Instructional Services Office.			

Golden View Elementary School's library, staffed by a library specialist, is open 25 hours a week during school hours. The library contains a wide assortment of books, periodicals, videos, audiotapes, and reference materials available to students and staff. The library also contains Internet-connected computers so that students may conduct research and access resources on-line.

The District is committed to providing state-of-the-art technology to all students. Teachers integrate technology into classroom curriculum, following the OVSD Student Technology Standards which are aligned to the National Educational Technology Standards. At Golden View Elementary School, each classroom has the following fully-networked computers: fifth grade -- 6, fourth grade -- 4, third grade -- 3, second grade -- 3, and first grade -- 2. The school uses standards-aligned software such as CornerStone Language, A+, and the Scholastic Reading Inventory to enhance and extend student learning. Additional technology tools available to teachers for classroom instruction include digital cameras, laptop computers, LCD projectors, TV/VCRs, and video cameras.

Measures of Student Achievement

To obtain accurate and valid measures of educational progress, Ocean View School District offers students multiple opportunities to demonstrate mastery of state and District grade-level standards. Multiple measures of assessment monitor the progress of students and measure the effectiveness of the instructional program and include District assessments, state standardized tests, classroom observation, and report card grades.

In the Ocean View School District, students take a battery of District assessments four times a year -- at the start of the school year and at the end of each trimester. Assessments measure student ability in reading, writing, and math. Results are compiled into an individual Student Assessment Profile/Rubric for each child. Teachers use this information to modify instruction according to a child's needs, recommend interventions to increase the level of achievement, and monitor possible retention candidates.

In addition to District-established performance objectives, the state and federal governments have set standards for student achievement. A school's progress in meeting or exceeding those standards is measured through the results of testing and other criteria. The following sections provide an overview of tests and associated data showing the progress of students at Golden View Elementary School and the Ocean View School District, and a comparison of that progress to students throughout the state.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind (NCLB) Act requires that all students perform at or above the proficient level on their state's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP) by steadily increasing the percentage of students who achieve state standards of academic proficiency from year to year. Schools and districts must meet progressive Annual Measurable Objectives (AMOs) each year in order to meet the objective of a 100% at-or-above proficiency rate by the year 2014. Beginning with spring 2003 test results, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English/language arts and 16.0% for mathematics on the California Standards Tests (CST). Additional AMOs contributing to whether or not an elementary or middle school demonstrates AYP include: a 95% or above participation rate on the CST (grades 2-8) and an Academic Performance Index (API) of 560 or one point of API growth each year. Schools meeting AYP for three consecutive years may be eligible to apply for the Title I Achieving School Award.

Golden View Elementary School exceeded all requirements for Adequate Yearly Progress in 2003. Ocean View School District met all AYP requirements in 2003.

Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP in the same AMO area (i.e. mathematics) for two consecutive years will be identified for Program Improvement. Golden View Elementary School does not receive Title I funding and is not subject to Program Improvement mandates. More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/iasa/titleone/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Federal Awards and Intervention Programs			
	01	02	03
Recognition for Achievement (Title I)	No	No	No
Identified for Program Improvement	No	No	No
Exited Title I Program Improvement	<i>Not applicable</i>		
Number of Years in Program Improvement	<i>Not applicable</i>		
Schools in the District Identified for Program Improvement			
Number of Schools	0	0	0
Percent of Schools	0%	0%	0%

Adequate Yearly Progress 2003																
California Standards Test (CST)																
	English/Language Arts				Mathematics											
	Golden View		OVSD		Golden View		OVSD									
	Participation Rate	% Prof. & Adv.	Participation Rate	% Prof. & Adv.	Participation Rate	% Prof. & Adv.	Participation Rate	% Prof. & Adv.								
Target	95%	13.6%	95%	13.6%	95%	16.0%	95%	16.0%								
	Met	%	Met	%	Met	%	Met	%								
All Students	Yes	98.9	Yes	49.1	Yes	99.4	Yes	49.7	Yes	98.7	Yes	56.3	Yes	99.1	Yes	57.1
Subgroups*																
English Learners	Yes	100.0	Yes	25.0	Yes	99.5	Yes	22.6	Yes	100.0	Yes	43.4	Yes	99.4	Yes	35.7
SED [^]	Yes	99.1	Yes	24.3	Yes	99.4	Yes	26.4	Yes	98.3	Yes	40.3	Yes	98.9	Yes	36.7
Special Education			Yes	96.9	Yes	17.5					No	94.6	Yes	25.1		
African American			Yes	100.0	Yes	45.6					Yes	100.0	Yes	44.0		
Asian			Yes	99.6	Yes	64.1					Yes	99.5	Yes	77.9		
Caucasian	Yes	98.8	Yes	55.7	Yes	99.4	Yes	59.4	Yes	98.4	Yes	60.9	Yes	98.9	Yes	64.6
Hispanic	Yes	100.0	Yes	26.1	Yes	99.4	Yes	24.1	Yes	100.0	Yes	34.0	Yes	99.2	Yes	33.5
Academic Performance Index (API)																
	Golden View					OVSD										
	Minimum score of 560 or 1 point increase															
	Met	Score	Increase/Decrease		Met	Score	Increase/Decrease									
School or District	Yes	785	9		Yes	790	21									

[^]SED = Socioeconomically Disadvantaged

*Only numerically significant subgroups are required to be reported

California Achievement Test Survey (CAT/6)

The CAT/6 is a norm referenced survey test that assesses student ability in the areas of reading/language arts, spelling, and mathematics. CAT/6 scores compare students' results with scores in the same grade from a national sample. Percentile rankings range from 1 to 99, with 50 being average. **Please Note: Prior to 2003, the STAR included the SAT-9 norm referenced test, which has been replaced by CAT/6. These are two different exams, developed five years apart; results from CAT/6 should not be directly compared to those from the SAT-9.**

CAT/6 Norm Referenced Test 2003 % At or Above 50th Percentile									
	Reading				Math				
	2	3	4	5	2	3	4	5	
All Students									
Golden View	55	44	46	56	65	58	63	65	
OVSD	56	46	45	55	73	62	58	62	
California	46	34	35	41	57	52	48	49	
Subgroups									
Male	51	49	37	50	65	62	54	61	
Female	59	40	58	64	65	54	74	70	
English Learners (EL)	47	17	18	31	53	35	45	38	
Non EL	57	53	55	60	67	64	68	69	
SED [^]	32	23	31	47	48	42	45	44	
Non SED	64	54	53	61	71	65	71	76	
Asian		67				83			
Caucasian	62	47	52	59	71	63	65	73	
Hispanic	43	23	35	54	43	35	43	50	

[^]SED - Socioeconomically Disadvantaged

Due to the moderate number of students tested scores are not disclosed.

SAT-9 Norm Referenced Test 2001 & 2002 % At or Above 50th Percentile										
	Reading				Math					
	2	3	4	5	2	3	4	5		
All Students	01	02	01	02	01	02	01	02	01	02
Golden View	62	81	71	70	61	68	60	54	83	87
OVSD	62	66	62	62	62	62	64	62	77	79
California	51	53	46	47	47	49	45	46	58	62
Subgroups*										
Male	54	84	73	68	63	64	59	52	88	95
Female	73	78	69	72	61	74	62	55	76	80
English Learners (EL)	25	55	25	29	31	21	58	82	67	50
Non EL	67	86	78	78	69	75	61	61	86	89
SED [^]	45	57	33	37	35	38	48	28	70	70
Non SED	67	90	86	78	72	79	65	65	86	93

*Ethnicity and Migrant data unavailable from the California Department of Education.
[^]SED - Socioeconomically Disadvantaged

Due to the moderate number of students tested scores are not disclosed.

Academic Performance Index (API)

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on state testing results. The statewide API performance target is 800. A school's Base API score summarizes a school's performance on STAR testing for that year. A Growth Target is established annually by taking five percent of the difference between the Base score and the statewide target. A school's Growth score is calculated in the same manner as the Base score, but uses the following year's state testing results. The comparison between Base and Growth scores summarizes a school's progress over time.

The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program (currently unfunded) are the two remaining components of the PSAA. API results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. Golden View Elementary School was eligible for the Governor's Performance Award in 2001.

API School Results							
	Base			Growth			
	2000	2001	2002	00-01	01-02	02-03	
All Students							
Percent Tested	100	100	100	Percent Tested	100	100	
API Score	779	776	776	API Growth Score	793	793	
Growth Target	1	1	1	Actual Growth	14	17	
Statewide Rank	8	8	8				
Similar Schools Rank	7	5	5				
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	655	678	665	API Growth Score	684	674	
Growth Target	1	1	1	Actual Growth	29	-4	
Caucasian							
Base API Score	810	804	799	API Growth Score	823	819	
Growth Target	*	*	1	Actual Growth	13	15	
Hispanic							
Base API Score	661	684	693	API Growth Score	694	703	
Growth Target	1	1	1	Actual Growth	33	19	

***Schools with scores 800 and above are expected to maintain that level of achievement. Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.**

California Awards and Intervention Programs			
	01	02	03
Eligible for Governor's Performance Award	Yes	No	No
Eligible for II/USP	No	*	*
Applied for II/USP \$	No	*	*
Received II/USP \$	No	*	*

**II/USP not funded in 2002 and 2003*

Teacher Assignment

We take great pride in our caring and dedicated teachers. For the 2002-03 school year, Golden View Elementary School had 31 fully credentialed teachers in accordance with State of California guidelines. During the 2002-03 school year, certificated staff consisted of 34 employees: 35.3 percent with 30+ additional units beyond their bachelor's degree and 61.7 percent holding advanced graduate degrees, such as a master's or doctoral degree.

Teacher Credential Status			
	01	02	03
Fully Credentialed	31	30	31
Emergency Credentials	0	0	0
Interns	0	0	0
Waivers	0	0	0
Total Teachers	31	30	31
Working Outside Subject	0	0	0
Average Years Teaching	12.4	13.1	11.6
Average Years in District	11.4	11.8	10.6

Teacher Evaluation

A constructive evaluation process is a fundamental element in a sound educational program. Non-tenured teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are performed by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are modeled after the Stull guidelines for teacher evaluations and include: maintenance of a suitable learning environment, attainment of standards of expected student progress, working staff relationships, professional qualities, instructional techniques and strategies, adherence to curricular objectives, and other duties relevant to the position.

Substitute Teachers

Ocean View School District employs more than 230 qualified substitute teachers, including part-time teachers, retired teachers, and aspiring full-time teachers. Many District substitutes are fully credentialed; all have a minimum of a bachelor's degree and have passed the California Basic Education Skills Test. On the rare occasion when a substitute is not available, students receive instruction from a certificated teacher or a school administrator teaches the class.

Student Support Services

We make every effort to meet the academic, emotional, and physical needs of our students. The school and District employ qualified personnel to provide support services. An active Student Study Team (SST) meets frequently to address issues that affect the ability of a student to perform at his or her best in school. Using a collaborative approach, members of the SST evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student. For students at-risk of retention, a Monitor and Assistance Plan (MAP) is created in collaboration with the parent, student, and teacher. The plan outlines intervention strategies and the roles and responsibilities of each participant.

Counseling & Support Services Staff

	Number of Staff	Days Available Per Week	Full Time Equivalent
Adaptive PE Specialist	1	As needed	-
Counselor	1	2	0.4
Health Clerk	1	5	1.0
Nurse	1	1	0.2
Campus Supervisors	5	4	4.0
Psychologist	1	2	0.4
Resource Specialist	1	4	0.8
Special Day Class Teacher	2	5	2.0
Speech/Language Specialist	1	5	1.0

School Facilities & Safety

Golden View Elementary School provides a safe, clean environment for students, staff, and volunteers. School facilities are well-maintained and provide adequate space for students and staff. Facilities include 27 classrooms, a multi-purpose room (Toad Hall), library, teachers' lounge, administrative offices, child care facilities, the two-acre Student Environmental Learning Facility, and grassy field and blacktop play areas. Recently, state modernization funds were used to upgrade Golden View Elementary School's heating, ventilating, and air conditioning systems.

A team of custodians ensures classrooms, restrooms, and campus grounds are cleaned daily. The District's maintenance and operations department continually monitors all school sites to ensure that classrooms and facilities are well-maintained and provide a suitable learning environment. The Board of Trustees oversees a District Master Plan to ensure our schools are safe and up-to-date.

Golden View Elementary School is a closed campus. Signs posted throughout campus entry points direct visitors to check in with the front office. All visitors are required to register and to wear visitor badges during their stay. While we welcome visits by parents and community members, anyone wishing to be on campus during school hours should notify staff ahead of time. During lunch, breaks, and before and after school, noon duty aides, the principal, and teachers supervise students and monitor the campus.

The comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a schoolwide dress code; safe ingress and egress of pupils, parents, and school employees to and from school; safe and orderly school environment; and school rules and procedures. The school evaluates the plan annually and updates it as needed. The plan was last updated in September 2003. Safety procedures, including elements of the Safe School Plan, are reviewed with school staff at the start of every school year.

School Attendance

Regular attendance at Golden View Elementary School is a necessary part of the learning process and is critical to academic success. For each day a student is absent, \$25 is taken from the District's budget. Attendance, tardy, and truancy policies are clearly stated and consistently enforced. Our teachers and office manager proactively address attendance issues before they develop into further problems. In the case of chronic truancy, we contact the home with letters and telephone calls. In addition, students may be referred to the School Attendance and Review Board (SARB)

for further intervention. The actual attendance rate for Golden View Elementary School in the 2002-03 school year was 95.81 percent.

Class Size

Small class sizes allow us to focus more attention on the individual needs of each student. We provide instruction for grades kindergarten through five in a self-contained classroom environment.

	Class Size Distribution											
	Average Class Size			Classrooms containing:								
				1-20 Students			21-32 Students			33+ Students		
	01	02	03	01	02	03	01	02	03	01	02	03
K	19	20	19	5	3	5	0	0	0	0	0	0
1st	22	19	20	4	5	4	1	0	0	0	0	0
2nd	20	17	18	5	5	5	0	0	0	0	0	0
3rd	20	20	19	5	5	5	0	0	0	0	0	0
4th	26	29	32	0	0	0	4	4	4	0	0	0
5th	30	28	31	0	0	0	3	4	4	0	0	0
Combo K-3rd	16	0	0	1	0	0	0	0	0	0	0	0

In 1996, the state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. During the 2002-03 school year, 100% of our K-3 classrooms participated in the CSR program.

Instructional Time

During the 2002-03 school year, all instructional minutes offered at Golden View Elementary School met or exceeded state requirements. For the 2002-03 school year, Golden View Elementary School offered 180 days of instruction comprised of 134 regular days, 35 modified Wednesdays, and 11 minimum days.

Minimum days are used for parent/teacher conferences and the last day of school. Students are released early on Wednesdays so that we may use the time for staff development, teacher planning, and faculty meetings.

	Instructional Minutes by Grade Level	
	Minutes Required	Actual Minutes
K	36,000	36,000
1st-3rd	50,400	50,400
4th-8th	54,000	58,410

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2001-02 school year. In 2001-02, Ocean View School District spent an average of \$6,435 to educate each student (based on 2001-02 audited financial statements).

Current Expense of Education Per Student* 2001-02		
Statewide Average		
OVSD	All Elementary School Districts	
	All Districts	
\$6,435	\$6,444	\$6,719

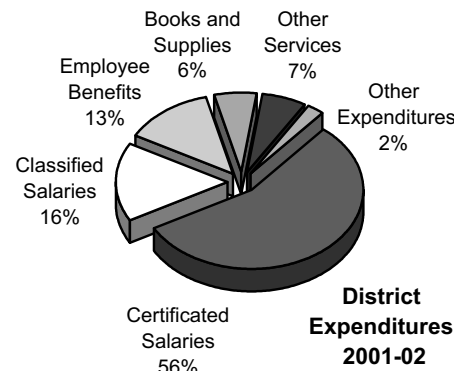
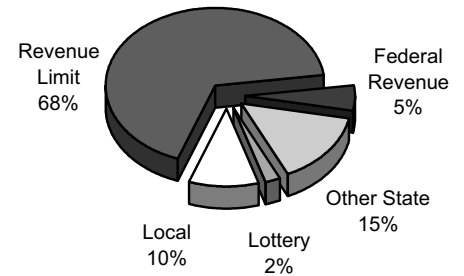
*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.

Ocean View School District receives federal and state categorical funding for special programs. For the 2001-02 school year, the District received approximately \$1,305 per student in federal and state aid for categorical, special education, and other support programs including:

- Class Size Reduction
- Drug/Alcohol/Tobacco Education Funds

- Economic Impact Aid (EIA-LEP)
- Educational Technology Assistance
- Eisenhower Math and Science
- Gifted and Talented Education (GATE)
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review
- School Improvement Program
- Special Education
- Title I

**District Revenue Sources
2001-02**



Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2001-02 school year. For comparison purposes, the State Department of Education has provided average salary data from elementary school districts having over 5,000 average daily attendance throughout the state.

Average Salary Information Teachers - Principals - Superintendent 2001-02		
	OVSD	State Average
Beginning Teachers	\$34,000	\$37,036
Mid-Range Teachers	\$61,868	\$60,113
Highest Teachers	\$80,480	\$74,006
Elementary Principals	\$96,563	\$92,289
Middle School Principals	\$101,295	\$92,289
Superintendent	\$144,561	\$138,150
Salaries as a Percentage of Total Budget		
Teacher Salaries	49.8%	45.7%
Administrative Salaries	5.8%	5.6%

Contact Information

Parents who wish to volunteer or participate in Golden View Elementary School's leadership teams, school committees, and school activities may call the school's office at (714) 847-2516.