

Golden View Elementary School

17251 Golden View Lane, Huntington Beach, CA 92647
 Phone: (714) 847-2516 Fax: (714) 375-0736
 Elaine Burney, Principal



2009-10 School Accountability Report Card

Published January 2011

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. Each year students attend 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 Elementary is "Kid Country!"

School Mission

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 as learners and citizens today, all students will find success as learners and citizens tomorrow.

District & School Profile

The Ocean View School District is located in western Orange County and served over 9,750 students from kindergarten through eighth grade in the 2009-10 school year. The District serves students in northern Huntington Beach as well as portions of the cities of Westminster, Fountain Valley, and Midway City. Ocean View School District is dedicated to educational excellence and the continuous academic growth of all students which supports its motto: "Charting the Course -- Success for All."

Golden View Elementary School is located in the western region of Huntington Beach and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2009-10 school year, 517 students were enrolled, including 15% in special education, 16% qualifying for English Language Learner support, and 24% qualifying for free or reduced price lunch. Golden View Elementary School achieved a 2010 Academic Performance Index (API) score of 836.

| Percentage of Students by Ethnicity/Grade Level 2009-10 | | | |
|---|-------|--------------|-----|
| Ethnic Group | % | Grade Level | # |
| African-American | 1.3% | Kindergarten | 109 |
| Amer. Indian or Alaskan Native | 0.6% | Grade 1 | 91 |
| Caucasian | 53.1% | Grade 2 | 87 |
| Asian | 9.1% | Grade 3 | 83 |
| Hispanic or Latino | 29.1% | Grade 4 | 64 |
| Pacific Islander | 0.6% | Grade 5 | 83 |
| Two or More Races | 5.8% | Grade 6 | |
| Not Reported | 0.6% | | |
| Total Enrollment | | | 517 |



Ocean View School District

17200 Pinehurst Lane
 Huntington Beach, CA 92647
 (714) 847-2551
 (714) 847-1430 (Fax)
 www.ovsd.org

Board of Trustees

Debbie Cotton, President
 Tracy Pellman, Clerk
 John Briscoe, Trustee
 John Ortiz, Trustee
 Norm Westwell, Trustee

District Administration

Alan G. Rasmussen, Ed.D.
 Superintendent

Beverly M. Hempstead
 Deputy Superintendent

William V. Loose, Ed.D.
 Assistant Superintendent
 Administrative Services

Contents

Principal's Message
 School Profile
 Parent Involvement
 Student Achievement
 School Facilities & Safety
 Classroom Environment
 Curriculum & Instruction
 Professional Staff
 SARC Data & Internet Access
 District Expenditures
 Supplemental Services

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through monthly bulletins, emails, flyers, newsletters, parent conferences, progress reports, monthly bulletins the school marquee, the school website, and ConnectEd automated telephone messaging system. Contact any school office staff member at (714) 847-2516 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Classroom Helper
Fundraising Activities
Room Parent

Committees

English Learner Advisory Council
Parent Teacher Organization
School Site Council

School Activities

Back to School Night
Golden Gathering - 1 X month
Monthly Award Assemblies
Open House
PTO Functions

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English/language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>.

ca.gov. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/resources.asp.

Physical Fitness

In the spring of each year, Golden View Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's Website www.cde.ca.gov/ta/tg/pf/.

| Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10 | | | |
|--|--------------------------|--------|--------|
| Grade Tested | Number of Standards Met: | | |
| | 4 of 6 | 5 of 6 | 6 of 6 |
| Fifth | 3.4% | 20.5% | 56.8% |

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2009-10 AYP cycle, elementary and middle schools must achieve a 56.8% or higher proficiency rate in English/language arts and 58% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 680 or increasing the API growth by 1 point.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2009-10

| AYP Indicator | Golden View OVSD | |
|----------------------------|---------------------|------|
| | Golden View | OVSD |
| Overall School Results | Yes | No |
| Participation Rate | | |
| English-Language Arts | Yes | Yes |
| Math | Yes | Yes |
| Percent Proficient | | |
| English-Language Arts | Yes | No |
| Math | Yes | No |
| Academic Performance Index | Yes | Yes |

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well.

Schools/subgroups that have achieved an API of 800 or above must maintain their scores. Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

| STAR Results All Students Percentage of Students Scoring at Proficient & Advanced Levels | | | | | | | | | |
|--|-------------|-------|-------|-------|-------|-------|------------|-------|-------|
| | Golden View | | | OVSD | | | California | | |
| | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 |
| English-Language Arts | 58 | 60 | 63 | 63 | 64 | 67 | 46 | 50 | 52 |
| Math | 66 | 63 | 66 | 69 | 69 | 72 | 43 | 46 | 48 |
| Science | 60 | 48 | 66 | 68 | 64 | 72 | 46 | 50 | 54 |
| History | | | | 54 | 55 | 63 | 36 | 41 | 44 |

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

| STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2009-10 | | | | | | | | | |
|---|----------------|---------------|------------------|-------|----------|--------------------|------------------|-----------|-------------------|
| | Golden View | | | | | | | | |
| | African- Amer. | Amer. Alaskan | Indian or Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | Caucasian | Two or More Races |
| English-Language Arts | * | * | | 75 | * | 51 | * | 66 | 62 |
| Math | * | * | | 83 | * | 55 | * | 70 | 62 |
| Science | | * | * | | | 46 | * | 78 | * |
| History | | | | | | | | | |

*When 10 students or less are tested; to protect confidentiality, these results are not disclosed.
In cases where a % is not provided, no students were tested in the subarou or subiect area.

| STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2009-10 | | | | | | | |
|---|-------------|--------|------------------|----------------------------|----------------------------|-------------------|--|
| | Golden View | | | | | | |
| | Male | Female | English Learners | Economically Disadvantaged | Students with Disabilities | Migrant Education | |
| English-Language Arts | 61 | 63 | 35 | 42 | 40 | | |
| Math | 67 | 62 | 44 | 48 | 34 | | |
| Science | 67 | 65 | 36 | 56 | * | | |
| History | | | | | | | |

| Academic Performance Index (API) Three-Year Performance Comparison | | | | | | |
|---|---------------------------------|---------|---------|---------------|-----------------|--------------|
| | API Rank | | | | | |
| | 2007 | 2008 | 2009 | | | |
| Statewide Rank | 8 | 8 | 7 | | | |
| Similar Schools Rank | 4 | 4 | 2 | | | |
| | School Increase/Decrease in API | | | School Growth | District Growth | State Growth |
| | 2007-08 | 2008-09 | 2009-10 | 2010 | 2010 | 2010 |
| Results | | | | | | |
| Schoolwide - All Students | -6 | 3 | 7 | 836 | 857 | 767 |
| Ethnic Subgroups | | | | | | |
| Hispanic or Latino | -43 | 42 | 7 | 772 | 779 | 715 |
| Caucasian | 8 | -10 | 8 | 865 | 891 | 838 |
| Other Subgroups | | | | | | |
| Economically Disadvantaged | -13 | 8 | -19 | 731 | 772 | 712 |
| English Learners | | 14 | 4 | 761 | 775 | 691 |

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific

program criteria. In 2009-10, Golden View Elementary School did not qualify for Title I funding and therefore is not subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

| Title I Program Improvement (PI) Status | | |
|--|-------------|---------|
| | Golden View | OVSD |
| PI Status | Not in PI | In PI |
| First Year of PI Implementation | N/A | 2009-10 |
| Year in PI | N/A | N/A |
| No. of Schools Currently in PI | | 3 |
| Percent of Schools Currently Identified for PI | | 20.0 |

The statistical information in this table reflects the PI status during the 2010-11 school year.

Facilities & Safety

The District takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Golden View Elementary School's original facilities were built in 1989; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and District staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the principal and the custodian inspect the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to

Golden View Elementary School. The day custodian is responsible for:

- Lunch setup/cleanup
- General grounds maintenance
- Restroom cleaning
- Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Common use area cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with the custodial staff daily concerning maintenance and school safety issues.

| Campus Description | |
|------------------------------|-------------|
| Year Built | 1989 |
| Acreage | 10.3 |
| Bldg. Square Footage | 34,954 |
| | Qty. |
| # of Permanent Classrooms | 16 |
| # of Portable Classrooms | 3 |
| # of Restrooms (student use) | 4 sets |
| Computer Lab | 1 |
| Library/Media Center | 1 |
| Multipurpose Room | 1 |
| Playgrounds | 2 |
| Staff Lounge/Work Room | 1 |

Deferred Maintenance

Golden View Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, Golden View Elementary School received approximately \$25,000 to replace wooden beams and paint the lunch area.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal and teachers on duty are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, teachers on

duty supervise playground activity. Noon duty supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers on duty monitor student behavior to ensure a safe and orderly departure.

Golden View Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Golden View Elementary School in collaboration with local agencies and the District office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in Fall 2010.

Facilities Inspections

The District's maintenance department inspects Golden View Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Golden View Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, September 07, 2010. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2009-10, all restrooms were fully functional and available for student use.

Classroom Environment

Discipline & Climate for Learning

Golden View Elementary School sets high standards for student behavior. A key strength of our school is the positive climate that has been established through the development of our "Golden Rules" school-wide positive behavior support system. Students are explicitly taught classroom and non-classroom positive behavioral expectations. Being responsible, respectful, and safe are expectations students are encouraged to follow with all that they do and say.

| Suspensions & Expulsions | | | |
|--------------------------|-------------|-------|-------|
| | Golden View | | |
| | 07-08 | 08-09 | 09-10 |
| Suspensions (#) | 4 | 7 | 3 |
| Suspensions (%) | 0.8% | 1.3% | 0.6% |
| Expulsions (#) | 0 | 0 | 0 |
| Expulsions (%) | 0.0% | 0.0% | 0.0% |

| | OVSD All K-8 Schools | | |
|-----------------|-------------------------|-------|-------|
| | 07-08 | 08-09 | 09-10 |
| Suspensions (#) | 470 | 463 | 409 |
| Suspensions (%) | 5.0% | 4.9% | 4.4% |
| Expulsions (#) | 0 | 5 | 6 |
| Expulsions (%) | 0.0% | 0.1% | 0.1% |

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

Instructional Time

All instructional time offered at Golden View Elementary School either meets or exceeds California's Education Code requirements. For the 2009-10 school year, Golden View Elementary School

| School Facility Good Repair Status | | | | |
|--|--|-------------|-------------|--|
| Item Inspected | Repair Status | | | |
| Most Recent Inspection: September 7, 2010 | Good | Fair | Poor | Repair Needed and Action Taken or Planned |
| Systems | ✓ | | | No deficiencies were found during the inspection. |
| Interior Surfaces | ✓ | | | |
| Cleanliness | ✓ | | | |
| Electrical | ✓ | | | |
| Restrooms/Fountains | ✓ | | | |
| Safety | ✓ | | | |
| Structural | ✓ | | | |
| External | ✓ | | | |
| | Exemplary | Good | Fair | Poor |
| Overall Summary | Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school. | | | |

offered 180 days of instruction comprised of 132 regular days, 12 minimum days, and 36 modified days. Minimum days were used for parent conferences. Modified days were used for staff meetings, teacher planning, and the last day of school.

The table below is a comparison of the instructional minutes offered and the state's instructional time requirements.

| Instructional Minutes 2009-10 | | |
|----------------------------------|---------------------------|----------------------|
| Grade Level | Actual Minutes Offered | State Requirement |
| K | 36,000 | 36,000 |
| 1-3 | 50,400 | 50,400 |
| 4-5 | 58,020 | 57,967 |

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

| Class Size Distribution Self-Contained Classes | | | | |
|---|-----------------------|-------------------------|-------|-----|
| 2007-08 | | | | |
| Grade | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ |
| K | 19.5 | 4 | | |
| 1 | 20.5 | 2 | 2 | |
| 2 | 19.0 | 4 | | |
| 3 | 19.6 | 5 | | |
| 4 | 28.0 | | 4 | |
| 5 | 25.2 | 2 | 3 | |
| 2008-09 | | | | |
| Grade | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ |
| K | 19.6 | 5 | | |
| 1 | 20.0 | 4 | | |
| 2 | 19.5 | 4 | | |
| 3 | 19.2 | 6 | | |
| 4 | 35.0 | | | 2 |
| 5 | 29.0 | | 2 | |
| Combo K-3 | 20.0 | 2 | | |
| Combo 4-5 | 27.0 | | 1 | |
| 2009-10 | | | | |
| Grade | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ |
| K | 22.0 | 5 | | |
| 1 | 22.0 | 4 | | |
| 2 | 23.0 | 4 | | |
| 3 | 24.0 | 3 | | |
| 4 | 29.0 | 1 | | 1 |
| 5 | 32.0 | 2 | | 1 |

Curriculum & Instruction

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 4 through 5 who have been identified as academically gifted through district-administered assessments, teacher recommendation and testing programs. Students receive differentiated instruction from the classroom teacher. Instruction is provided by teachers who are GATE trained. GATE students 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, Golden View Elementary School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners receive English Language Development (ELD) instruction each day and are placed with teachers who have supplemental credentials to provide instruction to English learners. Students in grades kindergarten through fifth grade receive 30 minutes of daily instruction in ELD. Students in grade five receive 30 minutes of daily instruction in ELD. Students are monitored through the CELDT exam given throughout the year; results are used to evaluate student progress, intervention programs, teaching strategies, and to adjust individualized learning strategies.

Golden View Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using STAR test results, District benchmark assessments, and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls

together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Language!
- Soar to Success
- After-School Math Club

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on District benchmark assessments, daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

Staff Development

All training and curriculum development activities at Golden View Elementary School revolve around the California State Content Standards and Frameworks. Decisions concerning the selection of staff development activities are based on student needs and topics focused on areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.

In 2009-10, school staff participated in District-sponsored staff development which focused on RtI (Response to Intervention) efforts to meet the needs of all students, and site staff development focused on:

- Data Analysis
- Instructional Strategies

Throughout the year, teaching staff are provided the opportunity to participate in District-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

Golden View Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend

| Staff Development Days Three-Year Trend | | |
|--|---------|---------|
| 2007-08 | 2008-09 | 2009-10 |
| 6 | 6 | 2 |

professional workshops and conferences. Classified support staff receive job-related training from department supervisors and District representatives.

Instructional Materials

All textbooks used in the core curriculum at Golden View Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, October 19, 2010, the Ocean View School District held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 14:1011 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the District to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2009-10 school year, Ocean View School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

| District Adopted Textbooks | | | |
|----------------------------------|---------|--|--------|
| Subject & Year | Adopted | Publisher / Series | Grades |
| History-Social Science | | | |
| 2007 | | Harcourt School Publishers <i>Reflections: California Series</i> | K-5 |
| Mathematics | | | |
| 2010 | | Houghton Mifflin <i>Houghton Mifflin California Math</i> | K-5 |
| Reading Language Arts/ELD | | | |
| 2003 | | Houghton Mifflin <i>Houghton Mifflin Reading</i> | K-5 |
| 2010 | | Sopris West <i>Language! 4th Edition</i> | 4-8 |
| Science | | | |
| 2009 | | McGraw-Hill School Division <i>Macmillan/McGraw-Hill California Science</i> | K-5 |

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

Professional Staff

Teacher Assignment

During the 2009-10 school year, Golden View Elementary School had 26 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree,

possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

In the table below, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Substitute Teachers

Golden View Elementary School does not experience any difficulties finding substitute teachers to fill vacancies. A pool of substitutes is available through the District pool and is comprised primarily of aspiring teachers, retirees, and part-time teachers. Substitutes must have (1) a bachelor's degree; (2) passed the CBEST (California Basic Education Skills Test); and (3) a 30-day substitute permit.

Teacher Evaluations

Evaluation procedures and criteria for Golden View Elementary School's teachers are defined in the District's collective bargaining agreement. Evaluation criteria are based on the Stull Evaluation Criteria:

- Planning and Designing Instruction
- Classroom Performance

| Teacher Education Levels 2009-10 | | |
|--|-------------|------|
| | Golden View | OVSD |
| | % | % |
| Doctorate | 0.0 | 0.2 |
| Master's Degree plus 30 or more semester hours | 34.6 | 33.5 |
| Master's Degree | 42.3 | 45.0 |
| Bachelor's Degree plus 30 or more semester hours | 23.1 | 20.2 |
| Bachelor's Degree | 0.0 | 1.1 |
| Less than a Bachelor's Degree | 0.0 | 0.0 |

| Percentage of Core Classes: | | |
|-----------------------------|-----------------------------------|---------------------------------------|
| | Taught by NCLB-Compliant Teachers | Not Taught by NCLB-Compliant Teachers |
| 2009-10 | | |
| Golden View | 100.0 | 0.0 |
| District Totals | | |
| All Schools | 100.0 | 0.0 |
| High-Poverty Sch. | 100.0 | 0.0 |
| Low-Poverty Sch. | 100.0 | 0.0 |

| Teacher Credentials & Assignments | | | | | | | | |
|---|-------------|-------|-------|-------|-------|-------|-------|-------|
| | Golden View | | | | OVSD | | | |
| | 07-08 | 08-09 | 09-10 | 10-11 | 07-08 | 08-09 | 09-10 | 10-11 |
| Total Teachers | 28 | 28 | 26 | | 438 | 444 | 436 | |
| Teachers with Full Credential | 28 | 28 | 26 | | 432 | 440 | 436 | |
| Teachers without Full Credential | 0 | 0 | 0 | | 6 | 4 | 0 | |
| Teachers in Alternative Routes to Certification | 0 | 0 | 0 | | 0 | 0 | 0 | |
| Pre-Internship | 0 | 0 | 0 | | 4 | 4 | 0 | |
| Teachers with Emergency Permits | 0 | 0 | 0 | | 1 | 0 | 0 | |
| Teachers with Waivers | 0 | 0 | 0 | | 1 | 0 | 0 | |
| Teachers Teaching Outside Subject Area | 0 | 0 | 0 | | 0 | 0 | 0 | |
| Other Misassignments of Certificated Staff | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Teacher Misassignments for English Learners | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Teacher Misassignments - Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Teacher Vacancies | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

- Developing as a Professional Educator
- Punctuality, Attendance, and Record-keeping

Temporary and probationary teachers are evaluated once annually; permanent/tenured teachers are evaluated once every five years. Tenured teachers whose previous evaluations either met or exceeded standards may be evaluated at least every five years if agreed upon by the teacher and school principal. Evaluations are conducted by the principal, who has been trained and certified to perform teacher evaluations.

New teachers and teachers who are not yet fully credentialed are supported by peer coaching and extensive staff development through the Beginning Teacher Support and Assessment (BTSA) program. This program utilizes 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.

Counseling & Support Staff

Golden View Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Golden View Elementary School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10

| | No. of Staff | FTE |
|-------------------------------|--------------|-----|
| Adaptive PE Specialist | 1 | 0.4 |
| Counselor | 1 | 0.4 |
| Health Clerk | 1 | 1.0 |
| Librarian | 1 | 1.0 |
| School Nurse | 1 | 0.2 |
| Psychologist | 1 | 0.8 |
| Speech and Language Therapist | 1 | 1.0 |

FTE = Full-Time Equivalent

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

| Salary Comparison 2008-09 | | |
|--|-----------|---|
| | OVSD | State Average of Districts in Same Category |
| Beginning Teacher Salary | \$38,044 | \$41,988 |
| Mid-Range Teacher Salary | \$75,222 | \$68,649 |
| Highest Teacher Salary | \$93,741 | \$87,156 |
| Average Principal Salaries: | | |
| Elementary School | \$113,918 | \$109,026 |
| Middle School | \$120,543 | \$112,489 |
| Superintendent Salary | \$200,110 | \$181,890 |
| Percentage of General Fund Expenditures For: | | |
| Teacher Salaries | 46.40 % | 42.50 % |
| Administrative Salaries | 5.40 % | 5.50 % |

Expenditures Per Student

For the 2008-09 school year, Ocean View School District spent an average of \$8,119 of total general funds to educate each student (based on 2008-09 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

| Current Expense of Education per Pupil 2008-09 | | | | | |
|---|---------------------------|----------|------------------------------------|---|--------------------------------------|
| Expenditures Per Pupil | Dollars Spent per Student | | | | |
| | Golden View | OVSD | % Difference - School and District | State Average for Districts of Same Size & Type | % Difference - School Site and State |
| Total Restricted and Unrestricted | \$4,651 | \$4,544 | 102.4% | N/A | N/A |
| Restricted (Supplemental) | \$49 | \$190 | 25.8% | N/A | N/A |
| Unrestricted (Basic) | \$4,602 | \$4,354 | 105.7% | \$5,681 | 81.0% |
| Average Teacher Salary | \$66,761 | \$71,824 | 93.0% | \$68,212 | 97.9% |

In addition to general fund state funding, Ocean View School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the District received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- After School Learning & Safe Neighborhood Partnerships
- Arts & Music Block Grant
- CA Instructional School Garden
- CA Peer Assistance and Review Program for Teacher (CPARP)
- CA School Information Service (CSIS)
- Community Based Tutoring Grants
- Economic Impact Aid (EIA)
- Education Technology
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Fiscal Solvency Plans
- Indian Education
- Instructional Materials
- Lottery: Instructional Materials

- Professional Development Block Grant
- School & Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- State Lottery
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education Program

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Golden View Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Golden View Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Golden View Elementary School is Huntington Beach Central Library.

Huntington Beach Central Library
 7111 Talbert Avenue, Huntington Beach
 Phone Number: (714) 842-4481
 WebSite: <http://www.hbpl.org>
 Hours: Mon, 1pm-9pm; Tu-Th, 9am-9pm; Fr-Sat, 9am-5pm; Sun, Closed
 Number of Computers Available: 23

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ocean View School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in November 2010.