

OCEAN VIEW SCHOOL DISTRICT

Hope View Elementary School

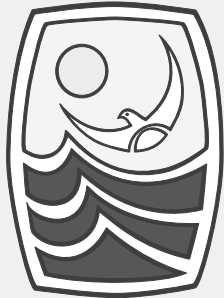
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Leonard Rodriguez, Principal



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

Under the provisions of Proposition 98, Assembly Bill 572, and Senate Bill 1632 schools in California are required to prepare an annual School Accountability Report Card, addressing the school's condition in specified performance areas. The objective of the Report Card is to inform the local community about the conditions and progress being made at each school site.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that our school provides a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work, together, our students will be challenged to reach their maximum potential.

-- Leonard Rodriguez, Principal



District & School Profile

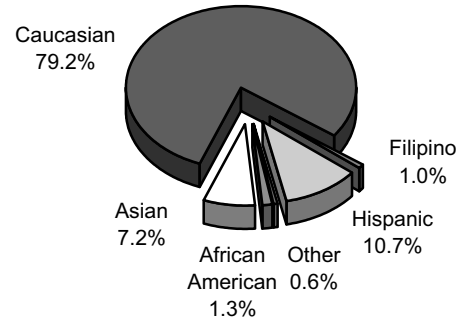
Located in western Orange County, minutes from the scenic California coastline, the Ocean View School District educates over 10,000 pre-kindergarten through eighth grade students in the northern half of Huntington Beach and portions of Westminster, Fountain Valley, and Midway City. Founded in 1874, the 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."

Hope View Elementary School, a California Distinguished School, serves over 680 students on a traditional school calendar year. Our dedicated and hard working staff ensures that all students receive the best educational program possible.

No Child Left Behind

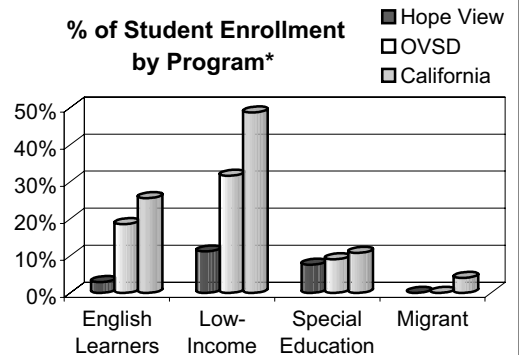
No Child Left Behind (NCLB) requires evaluation of student performance schoolwide, districtwide, and by specific subgroups within the student population. A profile of our school and District's enrollment, as defined by these subgroups, is provided to assist in interpreting information

% of School Enrollment by Ethnic Group



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

% of Student Enrollment by Program*



*Source: STAR testing enrollment.

presented in this report card. The enrollment of significant subgroups is located on page one.

School Leadership

Leadership at Hope View Elementary School is a responsibility shared between District administration, the principal, instructional staff, students, and parents. Assisting the principal is the Principal's Advisory Council comprised of grade-level representative teachers. This team meets twice a month to monitor the curriculum and student achievement, discuss 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 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: 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 Hope View Elementary School. Our PTA has made generous contributions of time and money to numerous programs and activities including the Meet the Masters art appreciation program. We are grateful for the many hours contributed by our parent volunteers. Our programs are further enriched by strong community partnerships.

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, Carnival, Holiday House, Fine Arts Festival, and student performances. Parents are kept informed of school activities through teacher and principal newsletters.

Discipline & Climate for Learning

Hope View Elementary School has a high standard for student behavior. Students are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Behavioral expectations are clearly explained and consistently enforced. Parents and students are informed of discipline policies through the Student Handbook, monthly assemblies with the principal, the PACE communication system, and school newsletters.

We celebrate the good citizenship and achievements of our students through daily positive reinforcement in the classroom and at monthly assemblies. Monthly awards recognize the student of the month and special achievements in the areas of citizenship, reading, math, spelling, attitude, and attendance. Our students also participate in the *Character Counts!* program. Through this character education program, students learn about the Six Pillars of Character: *trustworthiness, respect, responsibility, fairness, caring, and citizenship.*

Students in grades 4-5 may volunteer to be part of the school's peer mediation program and assist their peers and younger students in resolving conflicts in a constructive, non-violent manner. Conflict managers, known as "Helpful Hawks," receive training from two certified teachers and monitor the school campus during recess and lunch periods to help identify and mediate conflicts as well as reinforce playground rules. Through the implementation of this program we have experienced a safe and more peaceful campus.

Students are encouraged to participate in the school's additional enrichment activities. These programs promote positive attitudes, encourage achievement, and instill a sense of belonging among students. Activities include music appreciation, reading buddies, student council, Governor's Reading Award program, Best Foot Forward reading program, Walk Through the American Revolution, Walk Through California, cross-age tutoring, and the Author's Festival.

Hope 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						
	Hope View			OVSD		
	01	02	03	01	02	03
Suspensions (#)	4	0	5	454	412	444
Suspensions (%)	0.6	0.0	0.7	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 Hope View Elementary School, students are grouped by learning level to receive intensive reading instruction 90 minutes daily. Fourth and fifth grade students needing further support in literacy use the Language! program. Parent volunteers and students provide tutoring during the school day.

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 Hope 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 Hope View Elementary School, a bilingual aide works with small groups in the classroom to help students access the core curriculum.

Hope 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. Hope View Elementary School offers a Resource Specialist Program and speech/language therapy for all grade levels. Our resource specialist works with identified students in small groups for half hour and hourly sessions throughout the week.

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. Hope View Elementary School provided additional staff planning and professional development opportunities throughout the school year.

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.

Hope View Elementary School's library, staffed by a part-time library specialist, contains a wide assortment of books, magazines, and reference materials available to students and staff. Students visit the library at least once a week with their classes as well as during lunch and recess as they wish. Computers in the library are connected to the Internet 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 Hope View Elementary School, students receive computer-based instruction on a regular schedule. Teachers use standards-aligned software such as CornerStone Language, A+, and Tenth Planet to enhance and extend student learning. Fifth grade students develop more advanced skills by preparing and broadcasting a schoolwide TV news program on our close-circuit cable system. Additional technology tools available to teachers for classroom instruction include digital cameras, laptop computers, LCD projectors, AlphaSmarts, TV/VCRs, and video cameras.

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
Counselor	1	2	0.4
Health Clerk	2	5	1.0
Nurse	1	1	0.2
Campus Supervisors	4	5	0.1
Psychologist	1	1.5	0.3
Resource Specialist	1	5	1.0
Speech/Language Specialist	2	5	1.0

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 Hope 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.

Hope 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. Hope 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					
Hope View		OVSD			Hope View		OVSD			
Participation Rate	% Prof. & Adv.	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	%	Met	%	
All Students	Yes 99.3	Yes 58.9	Yes 99.4	Yes 49.7	Yes 99.3	Yes 69.2	Yes 99.1	Yes 57.1		
Subgroups*										
English Learners			Yes 99.5	Yes 22.6			Yes 99.4	Yes 35.7		
SED [^]			Yes 99.4	Yes 26.4			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 99.1	Yes 60.0	Yes 99.4	Yes 59.4	Yes 99.1	Yes 68.2	Yes 98.9	Yes 64.6		
Hispanic			Yes 99.4	Yes 24.1			Yes 99.2	Yes 33.5		
Academic Performance Index (API)										
Hope View					OVSD					
Target										
Minimum score of 560 or 1 point increase										
Met	Score	Increase/Decrease			Met	Score	Increase/Decrease			
School or District	Yes	832	17			Yes	790	21		

[^]SED = Socioeconomically Disadvantaged

*Only numerically significant subgroups are required to be reported

Standardized State Assessments

Ocean View School District participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test Survey (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). SABE is administered to limited English proficient Spanish-speaking students who have been enrolled in California public schools for less than 12 months. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit the STAR website at: <http://star.cde.ca.gov>.

California Standards Tests (CST)

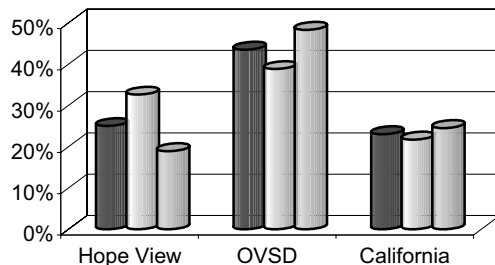
California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. All school districts in the state of California are required to report their CST results in comparison to the state. In this report card, the percentage of students achieving Advanced and Proficient levels is reported.

Physical Fitness

In the spring of each year, Hope View Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

% of Students in Healthy Fitness Zone 2002-03

- 5th Grade Total
- 5th Grade Boys
- 5th Grade Girls



California Standards Test (CST)																					
2001, 2002, 2003																					
Combined % of Students Scoring at Advanced & Proficient Levels																					
Grade Level	English/Language Arts									Mathematics											
	2			3			4			5			2		3		4		5		
Year Ending	01	02	03	01	02	03	01	02	03	01	02	03	02	03	02	03	02	03	02	03	
All Students																					
Hope View	51	48	55	52	61	56	48	60	66	43	56	59	62	82	67	65	59	76	37	52	
OVSD	41	43	48	43	44	47	45	47	52	43	47	51	60	70	46	54	46	59	46	48	
California	32	32	36	30	34	33	33	36	39	28	31	36	43	53	38	46	37	45	29	35	
Male																					
Hope View	52	44	56	47	63	47	45	46	64	37	61	40	61	83	73	68	58	75	44	44	
OVSD	40	42	44	40	42	45	42	43	47	39	42	44	65	69	48	58	47	57	47	46	
California	29	29	30	28	31	29	30	33	37	26	28	36	45	54	39	47	38	46	30	35	
Female																					
Hope View	51	53	53	55	59	64	53	69	68	49	51	74	62	79	62	61	59	76	27	58	
OVSD	44	44	53	46	46	50	49	53	55	47	51	57	54	70	44	51	45	60	45	51	
California	34	35	40	33	36	37	35	40	43	31	33	39	41	51	36	43	37	46	28	35	
English Learners (EL)																					
Hope View				18																	
OVSD	12	12	26	10	14	18	7	9	15	6	8	11	32	51	15	29	20	35	18	18	
California	12	14	19	9	12	13	7	10	15	4	6	9	27	37	22	30	18	29	10	15	
Non EL																					
Hope View	52	49	55	55	61	57	50	62	68	43	58	61	62	82	68	65	61	76	38	53	
OVSD	53	52	56	52	53	56	53	57	62	50	55	60	68	77	55	63	53	67	52	55	
California	42	41	45	40	44	42	43	46	49	37	39	44	52	61	46	53	46	53	37	42	
SED^A																					
Hope View	9	18	29	12	23	8	15	23	36	27	45	64	38	25	25	54	13	45			
OVSD	16	19	29	17	17	24	19	22	25	21	22	28	38	55	19	33	28	39	26	27	
California	17	18	23	14	18	20	16	19	24	13	14	20	30	41	25	34	24	33	16	22	
Non SED																					
Hope View	55	53	58	60	65	61	52	66	71	47	59	62	62	84	70	69	64	78	41	53	
OVSD	56	57	60	56	59	60	56	62	67	52	57	65	72	79	61	67	55	70	56	60	
California	51	51	55	50	54	52	53	56	59	46	49	54	61	69	55	62	54	62	45	50	
Special Education																					
Hope View	25				38				36				44			34	55				
OVSD	27	34	24	20	36	27	19	30	26	26	18	22	43	45	39	46	25	38	25	19	
California	17	16	17	15	17	15	14	15	15	9	11	12	27	31	21	24	18	20	12	12	
African American																					
Hope View																					
OVSD	63			28			30			63			63		14		35		59		
California	28			23			27			23			37		29		29		19		
Asian																					
Hope View																					
OVSD	62				63				66				71			81			78	81	
California	62				56				62				56			75			73	64	
Caucasian																					
Hope View	55				58				68				57			81			64	76	49
OVSD	58				59				64				60			79			63	67	55
California	54				52				59				54			71			61	61	49
Filipino																					
Hope View																					
OVSD	75				56									83			88				
California	56				50				58				50			67			64	63	51
Hispanic																					
Hope View	17							53						75			65				
OVSD	24				21				27				25			51			31	40	23
California	23				19				14				20			40			33	33	22

^ASED - Socioeconomically Disadvantaged

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

2001 & 2002 testing data unavailable from the California Department of Education.

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								
Hope View	63	61	61	64	75	75	79	65
OVSD	56	46	45	55	73	62	58	62
California	46	34	35	41	57	52	48	49
Subgroups								
Male	67	49	63	49	76	70	84	60
Female	58	73	61	75	74	80	75	68
Non EL	63	62	63	66	75	76	79	66
SED [^]	36	17	31	36	36	50	69	45
Non SED	67	66	65	67	81	78	80	67
Caucasian	65	66	63	63	77	75	81	63
Hispanic	25		41		58		71	

[^]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																
Hope View	72	75	76	78	79	74	70	71	83	81	83	84	80	79	76	81
OVSD	62	66	62	62	62	62	64	62	77	79	77	74	72	72	76	76
California	51	53	46	47	47	49	45	46	58	62	59	62	54	58	54	57
Subgroups*																
Male	73	75	76	79	78	70	67	72	84	82	88	87	88	74	71	86
Female	71	76	77	77	82	77	73	70	82	80	79	82	71	82	83	75
English Learners (EL)		0	36	0		0		0		0	55	0		0		0
Non EL	73	76	81	78	81	77	70	72	84	82	86	85	82	82	76	83
SED [^]		0	47	54		50		71		0	59	85		50		69
Non SED	76	78	82	80	81	78	74	71	86	82	88	84	85	84	79	84

*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. Hope View Elementary School was eligible for the Governor's Performance Award for the past three consecutive years.

API School Results							
All Students	Base			All Students	Growth		
	2000	2001	2002		00-01	01-02	02-03
Percent Tested	99	100	100	Percent Tested	100	100	100
API Score	798	809	815	API Growth Score	822	825	832
Growth Target	1	*	*	Actual Growth	24	16	17
Statewide Rank	8	9	9				
Similar Schools Rank	5	3	2				
Subgroups							
Caucasian							
Base API Score	806	816	819	API Growth Score	829	831	835
Growth Target	*	*	*	Actual Growth	23	15	16

***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**

California Awards and Intervention Programs			
	01	02	03
Eligible for Governor's Performance Award	Yes	Yes	Yes
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, Hope View Elementary School had 35 fully credentialed teachers in accordance with State of California guidelines. During the 2002-03 school year, certificated staff consisted of 38 employees: 39.5 percent with 30+ additional units beyond their bachelor's degree and 57.9 percent holding advanced graduate degrees, such as a master's or doctoral degree.

Teacher Credential Status			
	01	02	03
Fully Credentialed	34	35	35
Emergency Credentials	1	0	0
Interns	0	0	0
Waivers	0	0	0
Total Teachers	35	35	35
Working Outside Subject	0	0	0
Average Years Teaching	17.8	13.8	11.9
Average Years in District	16.7	12.9	10.9

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.

School Facilities & Safety

Hope 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 28 classrooms, a multi-purpose room, library, teachers' lounge, teachers' workroom, child care facilities, administrative offices, and grassy field and blacktop play areas.

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.

Hope 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 Hope 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 clerk proactively address attendance issues before they develop into further problems. In addition, students may be referred to the School Attendance and Review Board (SARB) for further intervention. The actual attendance rate for Hope View Elementary School in the 2002-03 school year was 95.82 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:								
	01	02	03	1-20 Students			21-32 Students			33+ Students		
K	19	19	18	6	6	6	0	0	0	0	0	0
1st	18	19	19	7	7	7	0	0	0	0	0	0
2nd	19	20	19	5	4	5	0	0	0	0	0	0
3rd	19	20	19	7	8	7	0	0	0	0	0	0
4th	25	27	33	0	1	0	4	2	1	0	0	3
5th	31	30	33	0	0	0	4	4	1	0	0	3
Combo K-3rd	20	20	10	1	1	2	0	0	0	0	0	0
Combo 4th-8th	0	30	0	0	0	0	0	1	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 Hope View Elementary School met or exceeded state requirements. For the 2002-03 school year, Hope View Elementary School offered 180 days of instruction comprised

	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

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.

Expenditures & Services Funded

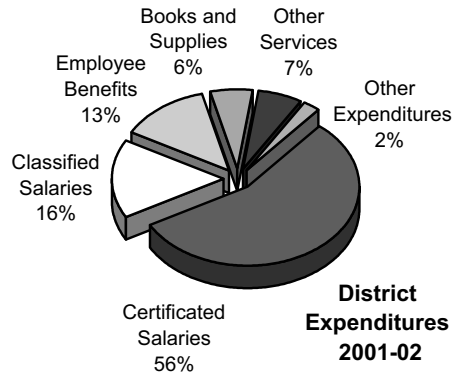
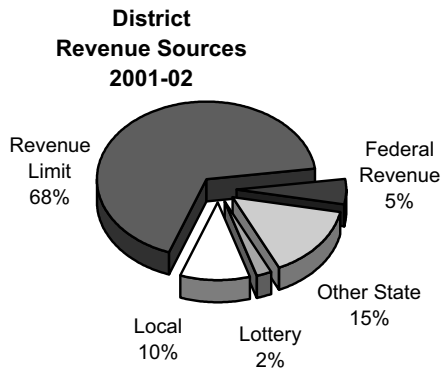
At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2001-02 school year. In 2001-02, Ocean View School District spent an average of \$6,435 to educate each student (based on 2001-02 audited financial statements).

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



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 Hope View Elementary School's leadership teams, school committees, and school activities may call the school's office at (714) 847-8571.