

# OCEAN VIEW SCHOOL DISTRICT

## Hope View Elementary School

17622 Flintstone Lane, Huntington Beach, CA 92647  
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A California Distinguished School

Leonard Rodriguez, Principal

### 2003-2004 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.



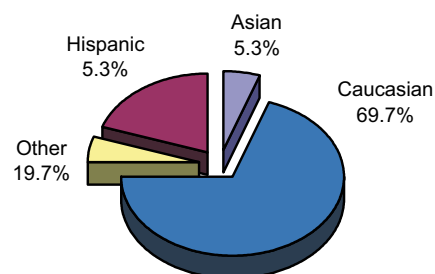
We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that our school provides a welcoming, stimulating environment where students are actively involved 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."

% of School Enrollment by Ethnic Group



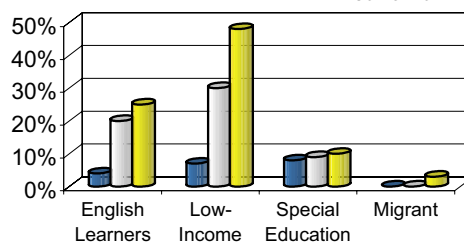
Other includes African American, American Indian, Filipino, and Multiple/No Response students.

Hope View Elementary School, a California Distinguished School, serves more than 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 presented in this report card. The enrollment of significant subgroups is located on page one.

% of Student Enrollment by Program\*



\*Source: STAR testing enrollment.

## School Leadership

Leadership at Hope View Elementary School is a responsibility shared among 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 District ELAC, District Community Budget Advisory Committee, Instructional Advisory Council, President's Roundtable, 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 PTO 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, 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 & Expulsions						
	Hope View			OVSD		
	2002	2003	2004	2002	2003	2004
Suspension (#)	0	5	5	412	444	574
Suspension (%)	0	0.7	0.7	4.1	4.4	5.6
Expulsion (#)	0	0	0	2	2	1
Expulsion (%)	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 administrators, 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. District technology trainers and a consultant from the county office offer supplemental training in technology.

In the 2003-04 school year, the District focus for staff training was on curriculum calibration with an emphasis on aligning instruction with state standards in reading, English/language arts, writing, and math; implementing a new science program for grades K-5; and developing strategies for working with learners of differing abilities, including at-risk learners, English language learners, and GATE students. 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.

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. 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.

## 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. Ocean View School District held a Public Hearing on December 7, 2004, and determined that each school within the District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including Special Education and English learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments. 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
<b>Language Arts</b>		
June 2002	Houghton Mifflin: <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	K-5th
<b>Mathematics</b>		
Dec. 2001	Scott Foresman: <i>California Mathematics</i>	K-5th
<b>Science</b>		
June 2003	Harcourt Brace: <i>Harcourt Science</i>	K-5th
<b>History/Social Science</b>		
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. All computers in the school library are Internet-connected and also linked to the public library to enable students to 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 "Hope View News," 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, SMART Boards, 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			
Title	Number of Staff	Days Available Per Week	Full Time Equivalent
Counselor	1	2	0.4
Health Clerk	1	5	0.8
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	4	0.8

## 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. 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 2004. Ocean View School District met all AYP requirements in 2004.

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/nclb/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Federal Awards and Intervention Programs			
	02	03	04
Recognition for Achievement (Title I)	No	No	No
Identified for Program Improvement	No	No	No
Exited Title I Program Improvement	Not applicable		
Number of Years in Program Improvement	Not applicable		
Schools in the District Identified for Program Improvement			
Number of Schools	0	0	0
Percent of Schools	0%	0%	0%

Adequate Yearly Progress											
California Standards Test (CST)											
English/Language Arts											
Hope View Elementary						OVSD					
Year Ending	Participation Rate		% Proficient & Advanced				Participation Rate		% Proficient & Advanced		
	03	04	03	04	03	04	03	04	03	04	
<b>Target</b>	<b>95%</b>		<b>13.6%</b>				<b>95%</b>		<b>13.6%</b>		
	Met	%	Met	%	Met	%	Met	%	Met	%	
<b>Subgroups</b>											
<b>All Students</b>	Yes	99	Yes	99	Yes	58.9	Yes	63.9	Yes	99	
English Learners		100		100		29.4		44.4	Yes	99	
SED^		100		100		22.0		34.3	Yes	99	
Special Education		97		98		30.3		27.7	Yes	97	
African American		100		100					Yes	100	
Asian		100		100		81.8		83.3	Yes	99	
Caucasian	Yes	99	Yes	99	Yes	60.0	Yes	64.8	Yes	99	
Hispanic or Latino		100		100		40.4		48.9	Yes	99	
Math											
Hope View Elementary						OVSD					
Year Ending	Participation Rate		% Proficient & Advanced				Participation Rate		% Proficient & Advanced		
	03	04	03	04	03	04	03	04	03	04	
<b>Target</b>	<b>95%</b>		<b>16.0%</b>				<b>95%</b>		<b>16.0%</b>		
	Met	%	Met	%	Met	%	Met	%	Met	%	
<b>Subgroups</b>											
<b>All Students</b>	Yes	99	Yes	99	Yes	69.2	Yes	71.0	Yes	99	
English Learners		100		100		47.0		44.4	Yes	99	
SED^		100		100		48.0		43.7	Yes	99	
Special Education		97		95		39.3		37.1	No	95	
African American		100		100					Yes	100	
Asian		100		94		93.9		96.4	Yes	99	
Caucasian	Yes	99	Yes	99	Yes	68.2	Yes	71.7	Yes	99	
Hispanic or Latino		100		100		61.7		55.3	Yes	99	
Academic Performance Index (API)											
Hope View Elementary						OVSD					
Year Ending	Participation Rate		Score				Participation Rate		Score		
	03	04	03	04	03	04	03	04	03	04	
<b>Target</b>	<b>95%</b>		<b>Minimum score of 560 or 1 point increase</b>				<b>95%</b>		<b>Minimum score of 560 or 1 point increase</b>		
	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	
<b>Scores</b>	Yes	832	Yes	866	Yes	790	Yes	795	Yes	795	

Scores included in this report card were based on STAR test reports published in October 2004.

^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/2 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)

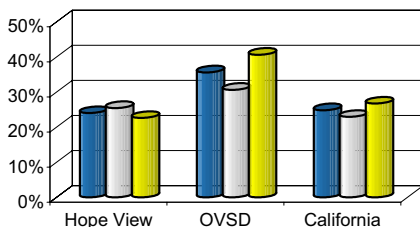
California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), 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 2003-04**

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



California Standards Test (CST) 2002, 2003, 2004																								
Combined % of Students Scoring at Advanced & Proficient Levels																								
Grade Level	English/Language Arts						Mathematics																	
	2		3		4		5		2		3		4		5									
Year Ending	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04						
<b>All Students</b>																								
Hope View	48	55	66	61	56	40	60	66	68	56	59	72	62	82	80	67	65	71	59	76	72	37	52	60
OVSD	43	48	49	44	47	41	47	52	55	47	51	56	60	70	72	46	54	61	46	59	60	46	48	52
California	32	36	35	34	33	30	36	39	39	31	36	40	43	53	51	38	46	48	37	45	45	29	35	38
<b>Male</b>																								
Hope View	44	56	67	63	47	56	46	64	55	61	40	69	61	83	81	73	68	79	58	75	66	44	44	62
OVSD	42	44	47	42	45	38	43	47	49	42	44	49	65	69	73	48	58	61	47	57	59	47	46	48
California	29	30	32	31	29	27	33	37	36	28	36	36	45	54	52	39	47	50	38	46	45	30	35	36
<b>Female</b>																								
Hope View	53	53	65	59	64	42	69	68	84	51	74	75	62	79	79	62	61	64	59	76	80	27	58	57
OVSD	44	53	51	46	50	45	53	55	61	51	57	63	54	70	71	44	51	60	45	60	61	45	51	56
California	35	40	39	36	37	33	40	43	43	33	39	44	41	51	50	36	43	47	37	46	45	28	35	38
<b>English Learners (EL)</b>																								
Hope View																								
OVSD	12	26	27	14	18	19	9	15	20	8	11	20	32	51	54	15	29	41	20	35	36	18	18	18
California	14	19	18	12	13	11	10	15	15	6	9	12	27	37	38	22	30	32	18	29	26	10	15	17
<b>Non EL</b>																								
Hope View	49	55	68	61	57	49	62	68	69	58	61	73	62	82	81	68	65	71	61	76	72	37	53	61
OVSD	52	56	57	53	56	50	57	62	65	55	60	66	68	77	78	55	63	67	53	67	67	52	55	60
California	41	45	45	44	42	40	46	49	51	39	44	51	52	61	59	46	53	56	46	53	53	37	42	45
<b>SED<sup>^</sup></b>																								
Hope View	18	29		23	8		15	23	33	36	27		45	64		38	25		25	54	42	13	45	
OVSD	19	29	28	17	24	26	22	25	33	22	28	33	38	55	56	19	33	46	28	39	45	26	27	28
California	18	23	22	18	20	17	19	24	25	14	20	24	30	41	39	25	34	36	24	33	32	16	22	25
<b>Non SED</b>																								
Hope View	53	58	67	65	61	51	66	71	72	59	62	75	62	84	81	70	69	73	64	78	76	41	53	61
OVSD	57	60	59	59	60	50	62	67	65	57	65	67	72	79	80	61	67	68	55	70	66	56	60	62
California	51	55	54	54	52	49	56	59	60	49	54	60	61	69	68	55	62	65	54	62	61	45	50	53
<b>Special Education</b>																								
Hope View				38	15		36						44	23		34	55							
OVSD	34	24	25	36	27	17	30	26	24	18	22	18	43	45	49	39	46	33	25	38	26	25	19	22
California	16	17	16	17	15	14	15	15	16	11	12	13	27	31	29	21	24	26	18	20	20	12	12	12
<b>African American</b>																								
Hope View																								
OVSD	63	50		28	52		30	17		63	41		63	64		14	48		35	33		59	28	
California	28	27		23	20		27	27		23	28		37	36		29	32		29	28		19	22	
<b>Asian</b>																								
Hope View																								
OVSD	62	55		63	50		66	71		71	71		81	86		78	77		78	77		81	75	
California	62	60		56	52		62	63		56	63		75	76		73	75		74	74		64	67	
<b>Caucasian</b>																								
Hope View	55	66		58	50		68	68		57	73		81	81		64	70		76	71		49	60	
OVSD	58	60		59	51		64	65		60	67		79	80		63	70		67	66		55	60	
California	54	53		52	48		59	59		54	60		71	67		61	64		61	61		49	51	
<b>Filipino</b>																								
Hope View																								
OVSD	75			56	57		70						83			88	79		85					
California	56	54		50	46		58	57		50	58		67	68		64	67		63	64		51	54	
<b>Hispanic</b>																								
Hope View	17						53			67			75						65					50
OVSD	24	27		21	20		27	29		25	32		51	51		31	38		40	40		23	27	
California	23	22		19	17		14	25		20	25		40	39		33	36		33	33		22	25	

Scores included in this report card were based on STAR test reports published in October 2004. Fifth grade science scores are available at <http://star.cde.ca.gov>

<sup>^</sup>SED - Socioeconomically Disadvantaged

Due to the moderate number of students tested scores are not disclosed.  
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 SAT9 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 SAT9.**

SAT9 Survey Norm Referenced Test 2002								
% At or Above 50th Percentile								
Subject Area	Reading				Math			
	2	3	4	5	2	3	4	5
<b>All Students</b>								
Hope View	75	78	74	71	81	84	79	81
OVSD	66	62	62	62	79	74	72	76
California	53	47	49	46	62	62	58	57
<b>Subgroups</b>								
Females	76	77	77	70	80	82	82	75
Males	75	79	70	72	82	87	74	86
Non English Learners	76	78	77	72	82	85	82	83
SED <sup>^</sup>	54	50	71	85	50	69		
Asian	67	75						
Caucasian	74	79	77	75	80	83	82	83
Hispanic or Latino	64	68	56	82	84	67		

<sup>^</sup>SED - Socioeconomically Disadvantaged  
**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.**

CAT/6 Survey Norm Referenced Test*																
2003, 2004																
% At or Above 50th Percentile																
Subject Area	Reading								Math							
	2		3		4		5		2		3		4		5	
Grade Level	03	04	03	04	03	04	03	04	03	04	03	04	03	04		
Year Ending	03	04	03	04	03	04	03	04	03	04	03	04	03	04		
<b>All Students</b>																
Hope View	63	76	61	64	61	63	64	69	75	83	75	78	79	76	65	77
OVSD	56	65	46	46	45	47	55	53	73	77	62	65	58	62	62	62
California	46	47	34	35	35	36	40	41	57	59	52	54	48	49	49	50
<b>Subgroups</b>																
Females	58	81	73	58	61	74	75	70	74	81	80	73	75	76	68	73
Males	67	71	49	71	63	55	49	67	76	85	70	83	84	76	60	81
Non English Learners	63	77	62	64	63	63	66	72	75	84	76	78	79	76	66	77
SED <sup>^</sup>	36	17	31	42	36	36	50	69	58	45						
Non SED	67	78	66	66	65	66	67	71	81	84	78	78	80	78	67	78
Caucasian	65	76	66	68	63	64	63	71	77	85	75	80	81	75	63	77
Hispanic or Latino	25		41		50	58		71		72						

\*Scores included in this report card were based on STAR test reports published in October 2004.  
<sup>^</sup>SED - Socioeconomically Disadvantaged  
**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.**

## 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								
	Base			Growth				
	2001	2002	2003	2002	2003	2004		
<b>All Students</b>								
Percent Tested	100	100	99	Percent Tested	100	100	100	
API Score	809	815	837	API Growth Score	825	832	865	
Growth Target	*	*	*	Actual Growth	16	17	28	
Statewide Rank	9	9	9	Eligible for Awards	Yes	Yes	Yes	
Similar Schools Rank	3	2	3	Eligible for II/USP	No	No	No	
<b>Subgroups</b>								
<b>Socioeconomically Disadvantaged</b>								
<b>Caucasian</b>								
Base API Score	816	819	840	API Growth Score	831	835	872	
Growth Target	*	*	*	Actual Growth	15	16	32	

**\*Schools and subgroups with scores 800 and above have met the statewide target and 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.*

## Teacher Assignment

We take great pride in our caring and dedicated teachers. For the 2003-04 school year, Hope View Elementary School had 35 fully credentialed teachers in accordance with State of California guidelines.

Teacher Credential Status			
	02	03	04
Fully Credentialed	35	35	35
Emergency Credentials	0	0	0
Interns	0	0	0
Waivers	0	0	0
<b>Total Teachers</b>	<b>35</b>	<b>35</b>	<b>35</b>
Teacher Misassignments			0
Teacher Vacancies			0
Working Outside Subject	0	0	0
Average Years Teaching	13.8	11.9	11.7
Average Years in District	12.9	10.9	10.7
<i>Data not required to be reported for these years.</i>			

## NCLB-Compliant Teachers

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects. At the start of the 2003-04 school year, 83.9 percent of core academic classes at Hope View Elementary School were taught by NCLB-compliant teachers and 80.8 percent of core academic classes in the District were taught by NCLB-compliant teachers.

Teacher Education Levels 2003-04		
	Hope View	OVSD
Doctorate	0.0%	0.4%
Master's Degree +30*	37.1%	27.2%
Master's Degree	34.3%	38.9%
Bachelor's Degree +30*	22.9%	29.2%
Bachelor's Degree	5.7%	6.7%
<i>*Indicates additional hours above and beyond degree.</i>		

## 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. About 35-40 percent of District substitutes are fully credentialed; all have a minimum of a bachelor's degree, have passed the California Basic Education Skills Test, and have a 30-day substitute permit. On the rare occasion when a substitute is not available, students receive instruction from a certificated teacher or school administrator.

## School Facilities & Safety

Hope View Elementary School provides a safe, clean environment for students, staff, and volunteers. The District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. When necessary, the District takes appropriate actions to ensure campus facilities are in good working order and provide a clean and safe environment for all members of the school community. Campus grounds encompass approximately 13.7 acres. Facilities include 23 permanent classrooms, 6 portable 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 promptly addresses facility maintenance issues and cleans the campus on a daily basis. The District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. A work order process immediately alerts District personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority. At the time this report was published, 100 percent of restrooms on campus were in good working order. 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. 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.

For each day a student is absent, \$25 is taken from the District's budget by the state. In the 2003-04 school year, Ocean View School District implemented a districtwide attendance incentive program to increase student attendance. If a school achieved an increase in its annual attendance rate, it received a monetary award -- corresponding to the appropriate increase in funding from the state. The actual attendance rate for Hope View Elementary School in the 2003-04 school year was 96.44 percent, an increase from 95.82 in 2002-03.

## 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:								
	02	03	04	1-20 Students			21-32 Students			33+ Students		
K	19	18	19	6	6	6	0	0	0	0	0	0
1st	19	19	19	7	7	5	0	0	0	0	0	0
2nd	20	19	20	4	5	6	0	0	0	0	0	0
3rd	20	19	20	8	7	6	0	0	0	0	0	0
4th	27	33	29	1	0	0	2	1	5	0	3	0
5th	30	33	32	0	0	0	4	1	5	0	3	0
K-3	20	10	19	1	2	1	0	0	0	0	0	0
4th-5th	30	0	0	0	0	0	1	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 2003-04 school year, 100% of our K-3 classrooms participated in the CSR program.

## Instructional Time

During the 2003-04 school year, all instructional minutes offered at Hope View Elementary School met or exceeded state requirements. For the 2003-04 school year, Hope 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.

Grade Level	Instructional Minutes By	
	Minutes Required	Actual Minutes
K	36,000	36,000
1st-3rd	50,400	50,400
4th-5th	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 2002-03 school year. In 2002-03, Ocean View School District spent an average of \$6,427 to educate each student (based on 2002-03 audited financial statements).

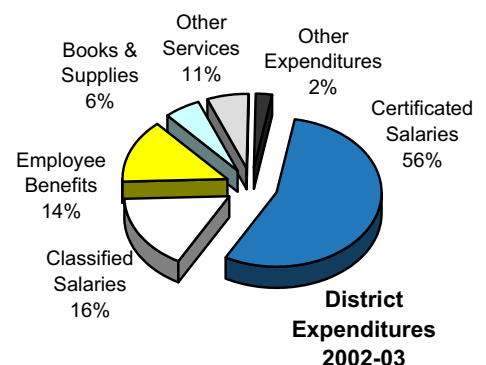
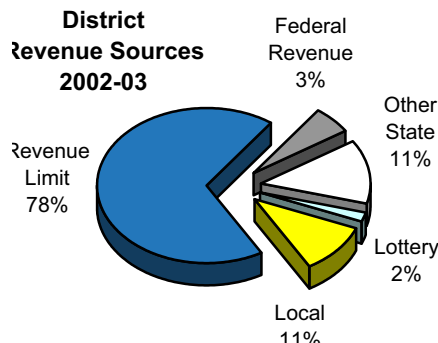
Current Expense of Education Per Student* 2002-2003		
Statewide Average		
All Elementary School		
OVSD	Districts	All Districts
\$6,427	\$6,542	\$6,822

Note: The California Department of Education does not release audited financial results until the spring of the following fiscal year. In order to provide valid, comparative data, all districts throughout the State use only audited J-200 financial information to comply with SARC reporting requirements.

Ocean View School District receives federal and state categorical funding for special programs. For the 2002-03 school year, the District received approximately \$1,268 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 2002-03 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 - Principal - Superintendent 2002-03		
	OVSD	State Average
Beginning Teachers	\$34,000	\$37,951
Mid-Range Teachers	\$62,487	\$61,262
Highest Teachers	\$81,285	\$74,414
Elementary Principals	\$96,409	\$94,506
Middle School Principals	\$103,556	\$94,506
Superintendent	\$146,007	\$140,715
Salaries as a Percentage of Total Budget		
Teacher Salaries	50.44%	44.63%
Administrative Salaries	5.66%	5.51%

## 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.