

OCEAN VIEW SCHOOL DISTRICT

Hope View Elementary School

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Leonard Rodriguez, Principal



A California Distinguished School

2004-2005 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.

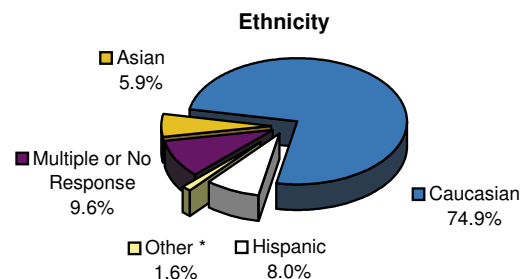
We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that our school provides a welcoming, stimulating environment where students are actively involved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



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 678 students on a traditional school calendar year. The dedicated and hard working staff ensures that all students receive the best educational program possible. Student demographics are illustrated on the right.



* Other includes Pacific Islander (0.1%), American Indian (0.3%), African American (0.6%), and Filipino (0.6%).

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.

Hope View Elementary School celebrates the good citizenship and achievements of 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. 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 four and five 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, Hope View Elementary School has 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.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Hope View			OVSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Suspensions	5	5	4	444	574	372
Suspension Rate	0.7%	0.7%	0.6%	4.4%	5.6%	3.7%
Expulsions	0	0	0	2	1	1
Expulsion Rate	0.0%	0.0%	0.0%	0.02%	0.009%	0.009%

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 2004-05 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 2004-05 school year was 96.4%.

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 October 10, 2005, 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 English learners, are provided their own textbooks, instructional materials, or both, 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 eight-year adoption cycle for core content materials.

Subject	Publisher	Grade Level	Adoption Year	Quality & Availability of
				Standards Aligned Textbooks
Language Arts	Houghton Mifflin	K-5	2002	Sufficient
Math	Scott Foresman	K-5	2001	
Social Science	McGraw-Hill	K-5	2000	
Science	Harcourt Brace	K-5	2003	

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.

	Computer Resources		
	2003	2004	2005
Computers	113	109	96
Students per computer	6.1	6.3	7.1
Classrooms connected to Internet	13	15	26

Class Size

Hope View Elementary School maintained a schoolwide average class size of 22.2 students in the 2004-05 school year. The Class Size Distribution table shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	03	04	05	1-20 Students			21-32 Students			33+ Students		
K	18	19	19	6	6	6						
1st	19	19	19	7	5	7						
2nd	19	20	19	5	6	5						
3rd	19	20	20	7	6	6						
4th	33	29	32				1	5	3	3		1
5th	33	32	29				1	5	5	3		

The California Class Size Reduction (CSR) program provides funding to reduce kindergarten through third grade classes to 20 students or less. For the past three years, 100% of K-3 classrooms at Hope View Elementary participated in CSR.

Instructional Time

During the 2004-05 school year, all instructional minutes offered at Hope View Elementary School met or exceeded state requirements. For the 2004-05 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.

	Instructional Minutes By Grade Level	
	Minutes Required	Actual Minutes
K	36,000	36,000
1st-3rd	50,400	50,400
4th-5th	54,000	58,410

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.

Counseling & Support Services

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	Full Time Equivalent
Counselor Intern	1	0.4
Health Clerk	1	0.8
Nurse	1	0.2
Campus Supervisors	4	0.1
Psychologist	1	0.3
Psychologist Intern	1	n/a
Resource Specialist	1	1.0
Speech/Language Specialist	1	0.8

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. The resource specialist works with identified students in small groups for half hour and hourly sessions throughout the week.

School Leadership

Leadership at Hope View Elementary School is a responsibility shared among District administration, the principal, instructional staff, students, and parents. For the past three years, leadership duties have been assumed by Principal Leonard Rodriguez. Mr. Rodriguez has total of 13 years of experience in education including positions as a classroom teacher, a Teacher On Special Assignment-Technology-Staff Development, and Middle School Assistant Principal. 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. The PTO has made generous contributions of time and money to numerous programs and activities including the Meet the Masters art appreciation program. Hope View Elementary School is grateful for the many hours contributed by our parent volunteers. The school's 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.

Measures of Student Achievement

To obtain accurate and valid measures of educational progress, Ocean View School District offers students numerous 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.

California Standards Tests (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and fifth grade Science, for the most recent three-year period, is shown below.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
Language Arts																											
2 3 4 5																											
03 04 05 03 04 05 03 04 05 03 04 05																											
All Students																											
Hope View	55	66	65	56	49	58	66	68	71	59	72	80	Hope View	82	80	76	65	71	80	76	72	79	52	60	81	51	62
OVSD	48	49	59	47	41	47	52	55	63	51	56	59	OVSD	70	72	75	54	61	70	59	60	67	48	52	63	35	46
California	36	36	42	33	30	31	39	40	47	36	40	43	California	53	51	56	46	48	54	45	45	50	35	38	44	24	28
Females																											
Hope View	53	65	63	64	42	61	68	84	67	74	75	90	Hope View	79	79	69	61	64	81	76	80	73	58	57	80	41	59
OVSD	53	51	60	50	45	51	55	61	66	57	63	61	OVSD	70	71	72	51	60	68	60	61	67	51	56	64	31	42
California	40	39	45	37	33	35	43	43	52	39	44	46	California	51	50	55	43	47	54	46	45	51	35	38	45	22	26
Males																											
Hope View	56	67	67	47	56	53	64	55	77	40	69	73	Hope View	83	81	82	68	79	80	75	66	84	44	62	82	63	64
OVSD	44	47	58	45	38	44	47	49	61	44	49	58	OVSD	69	73	77	58	61	72	57	59	68	46	48	62	38	50
California	33	32	39	30	28	29	35	36	44	31	36	39	California	54	52	58	47	50	56	46	45	50	35	36	43	26	32
Socioeconomically Disadvantaged																											
Hope View	29	*	*	8	*	*	23	33	*	27	*	82	Hope View	64	*	*	25	*	*	54	42	*	45	*	55	*	42
OVSD	29	28	41	24	26	23	25	33	43	28	33	36	OVSD	55	56	60	33	46	49	39	45	57	27	28	38	13	19
California	23	22	28	20	17	17	24	25	32	20	24	28	California	41	40	45	34	36	44	33	32	38	22	25	32	11	14
Caucasian																											
Hope View	55	66	69	58	50	58	68	68	72	57	73	80	Hope View	81	81	78	64	70	82	76	71	78	49	60	80	52	62
OVSD	58	60	69	59	51	58	64	65	75	60	67	69	OVSD	79	80	82	63	70	79	67	66	74	55	60	72	45	60
California	54	53	61	52	48	51	59	59	68	54	60	63	California	71	67	73	61	64	70	61	61	65	49	51	58	42	49

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)																													
Combined % of Students Scoring at Proficient and Advanced Levels																													
Math																													
2 3 4 5																													
03 04 05 03 04 05 03 04 05 03 04 05 04 05																													
All Students																													
Hope View	82	80	76	65	71	80	76	72	79	52	60	81	51	62	Hope View	83	81	82	68	79	80	75	66	84	44	62	82	63	64
OVSD	70	72	75	54	61	70	59	60	67	48	52	63	35	46	OVSD	69	73	77	58	61	72	57	59	68	46	48	62	38	50
California	53	51	56	46	48	54	45	45	50	35	38	44	24	28	California	54	52	58	47	50	56	46	45	50	35	36	43	26	32
Females																													
Hope View	79	79	69	61	64	81	76	80	73	58	57	80	41	59	Hope View	83	81	82	68	79	80	75	66	84	44	62	82	63	64
OVSD	70	71	72	51	60	68	60	61	67	51	56	64	31	42	OVSD	69	73	77	58	61	72	57	59	68	46	48	62	38	50
California	51	50	55	43	47	54	46	45	51	35	38	45	22	26	California	54	52	58	47	50	56	46	45	50	35	36	43	26	32
Males																													
Hope View	79	79	69	61	64	81	76	80	73	58	57	80	41	59	Hope View	83	81	82	68	79	80	75	66	84	44	62	82	63	64
OVSD	70	71	72	51	60	68	60	61	67	51	56	64	31	42	OVSD	69	73	77	58	61	72	57	59	68	46	48	62	38	50
California	51	50	55	43	47	54	46	45	51	35	38	45	22	26	California	54	52	58	47	50	56	46	45	50	35	36	43	26	32
Socioeconomically Disadvantaged																													
Hope View	64	*	*	25	*	*	54	42	*	45	*	55	*	42	Hope View	83	81	82	68	79	80	75	66	84	44	62	82	63	64
OVSD	55	56	60	33	46	49	39	45	57	27	28	38	13	19	OVSD	69	73	77	58	61	72	57	59	68	46	48	62	38	50
California	41	40	45	34	36	44	33	32	38	22	25	32	11	14	California	54	52	58	47	50	56	46	45	50	35	36	43	26	32
Caucasian																													
Hope View	81	81	78	64	70	82	76	71	78	49	60	80	52	62	Hope View	83	81	82	68	79	80	75	66	84	44	62	82	63	64
OVSD	79	80	82	63	70	79	67	66	74	55	60	72	45	60	OVSD	69	73	77	58	61	72	57	59	68	46	48	62	38	50
California	71	67	73	61	64	70	61	61	65	49	51	58	42	49	California	54	52	58	47	50	56	46	45	50	35	36	43	26	32

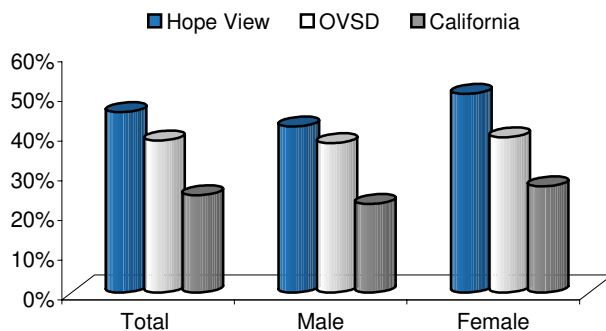
* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

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).



Healthy Fitness Zone Grade 5



California Achievement Test Survey (CAT/6)

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics.

The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The chart at right reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.



		CAT/6 Norm Referenced Test																						
		% At or Above 50th Percentile																						
		Reading									Math													
		2			3			4			5			2		3		4		5				
03		04		05		03		04		05		03		04		05		03		04		05		
Hope View		63	76		61	64	60	61	63		64	69		75	83		75	78	79	79	76		65	77
OVSD		56	65		46	46	50	45	47		55	53		73	77		62	65	70	58	62		62	62
California		46	47		34	35	36	35	36		40	41		57	59		52	54	55	48	49		49	50
		Subgroups																						
Females		58	81		73	58	65	61	74		75	70		74	81		80	73	76	75	76		68	73
Males		67	71		49	71	54	63	55		49	67		76	85		70	83	81	84	76		60	81
Socioeconomically Disadvantaged		36	*		17	*	*	31	42		36	*		36	*		50	*	*	69	58		45	*
Caucasian		65	76		66	68	61	63	64		63	71		77	85		75	80	79	81	75		63	77

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup. Beginning in 2005, the CAT/6 will test reading/language arts & math in grades three and seven and no longer test science in any grade.

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

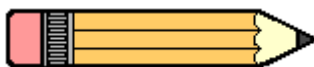
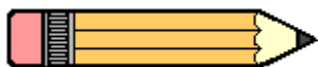
Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

	API School Results						
	Base			Growth			
	2002	2003	2004	2003	2004	2005	
Percent Tested	100	99	100	Percent Tested	100	100	99
API Score	815	837	859	API Growth Score	832	865	877
Growth Target	A	A	A	Actual Growth	17	28	18
Statewide Rank	9	9	9	State Awards & Intervention Programs are no longer funded.			
Similar Schools Rank	2	3	4				
Subgroups							
<u>Caucasian</u>							
Base API Score	819	840	867	API Growth Score	835	872	882
Growth Target	A	A	A	Actual Growth	16	32	15

A - 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.



No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform to a proficiency level; 24.4 % of elementary and middle school students must be proficient in English and 26.5% must be proficient in Math.
- At least 95% of students must take state standards tests.
- Schools must show improvement in the Academic Performance Index (API).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that meet their AYPs, and the former school would be required to provide the transportation to the new site. After two consecutive years of failure in a particular subgroup, the school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years; however, a school may exit from this status after two consecutive years of success in the affected subgroup(s).

A "Yes" in the chart below means the school or subgroup was at or above the 2005 targets for the 95% participation rate or percent proficient. "No" means the school or subgroup was below the 95% participation rate or percent proficient. Hope View Elementary School met the 2005 AYP criteria.

Federal Intervention Programs					
Year Identified for PI	Current Year in PI	Year Exited PI	Type of Title I Program	# of Schools Currently in PI	% of Schools Identified for PI
Hope View	-	-	-	-	-
OVSD	-	-	-	0	0.0%

Adequate Yearly Progress 2005																
	% Participation Rate						% Proficient or Advanced									
	English/Language Arts			Math			English/Language Arts		Math							
	Hope View		OVSD	Hope View		OVSD	Hope View		OVSD	Hope View		OVSD				
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%				
All Students	Yes	99%	Yes	100%	Yes	100%	Yes	100%	Yes	68.3%	Yes	57.2%	Yes	79.5%	Yes	63.5%
Subgroups																
African American	*	100%	Yes	100%	*	100%	Yes	99%	*	**	Yes	52.9%	*	**	Yes	61.2%
Asian	*	97%	Yes	100%	*	97%	Yes	100%	*	80.0%	Yes	71.3%	*	96.0%	Yes	84.6%
Hispanic	*	100%	Yes	100%	*	100%	Yes	100%	*	56.3%	Yes	32.2%	*	64.6%	Yes	41.1%
Caucasian	Yes	99%	Yes	100%	Yes	100%	Yes	100%	Yes	69.0%	Yes	67.1%	Yes	80.3%	Yes	70.2%
English Learners	*	100%	Yes	100%	*	100%	Yes	100%	*	33.3%	Yes	27.3%	*	50.0%	Yes	42.5%
Students w/Disabilities	*	99%	Yes	99%	*	99%	Yes	99%	*	38.8%	Yes	21.8%	*	51.0%	Yes	29.2%
Socioeconomically Disadvantaged (SED)	*	98%	Yes	100%	*	100%	Yes	100%	*	55.9%	Yes	34.8%	*	45.7%	Yes	45.7%

* The subgroup is not numerically significant for this school.

** Due to the moderate number of students tested, data is not disclosed.

Teacher Assignment

We take great pride in our caring and dedicated teachers. For the 2004-05 school year, Hope View Elementary School had 35 fully credentialed teachers in accordance with State of California guidelines.

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester (for middle and high schools) or for an entire year (for elementary schools).

Teacher Credential Status			
	03	04	05
Fully Credentialed	35	35	35
Emergency Credentials	0	0	0
Interns	0	0	0
Waivers	0	0	0
Working Outside Subject Area	0	0	0

Misassignments/Vacancies			
	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	0	0
Vacant Teacher Positions	0	0	0

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.

Teacher Education Levels 2004-05		
	Hope View	OVSD
Doctorate	0.0%	0.6%
Master's Degree +30*	37.1%	25.2%
Master's Degree	40.0%	40.4%
Bachelor's Degree +30*	17.1%	23.7%
Bachelor's Degree	5.7%	10.1%

*Indicates additional hours above and beyond degree.

Highly Qualified Teachers 2005-2006	
	% of Courses Taught By Highly Qualified Teachers
Hope View	100.0%
All District Schools	100.0%
High-Poverty Schools in District	100.0%
Low-Poverty Schools in District	100.0%



Teacher Evaluation & Professional Development

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.

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 2004-05 school year, the District focus for staff training was on continuing to provide a balanced language arts, math, and science program, while piloting grade level assessments to support the standards-based report card; and refining and strengthening current instructional intervention strategies for at-risk, special needs, English learners, and GATE students. Consultants from DataWorks Educational Research and Orange County Department of Education continued to work with staff to implement curriculum calibration in the classroom. In addition, staff expanded upon the expertise and resources provided by education consultant Clay Roberts in building strong student developmental assets leading to a positive educational experience.

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.

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. 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. Facility information in this report was current as of 2004-2005 school year.

Safety

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 2005. Safety procedures, including elements of the Safe School Plan, are reviewed with school staff at the start of every school year.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order. The chart below illustrates the results from the most recent facilities inspection.

School Facility Conditions			
Date of Last Inspection: July, 2005			
Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

Cleaning Process and Schedule

The District governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the District office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2004-05 school year, the District budgeted \$704,300 for the deferred maintenance program. This represents 1.01% of the District's general fund budget.

Deferred Maintenance Projects

For the 2004-05 school year, the District's governing board approved deferred maintenance projects for this school that will result in new exterior paint, carpet in portable buildings, and needed tree trimming. The District's complete deferred maintenance plan is available at the District office.

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 2003-04 school year. Ocean View School District spent an average of \$6,652 to educate each student.

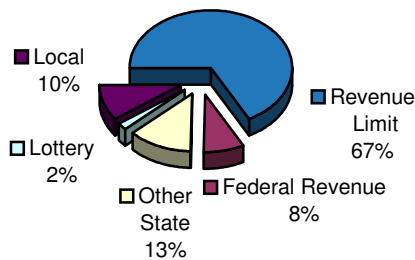
Current Expense of Education Per Student* 2003-04		
Ocean View School District	Statewide Average	
	All Elementary School Districts	All Districts
\$6,652	\$6,643	\$6,919

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

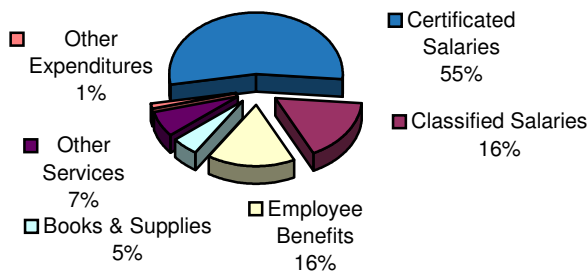
Ocean View School District receives federal and state categorical funding for special programs. For the 2003-04 school year, the District received approximately \$1,394 per student in federal and state aid for categorical, special education, and other support programs including:

- Class Size Reduction
- Drug/Alcohol/Tobacco Education Funds
- Economic Impact Aid
- Educational Technology Assistance
- Federal, ECIA/ESEA/IASA
- Gifted and Talented Education (GATE)
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review
- School Improvement Program
- Special Education Transportation
- Federal, Special Education, Discretionary Grants
- Federal, Special Education Entitlement per UDC

District Revenue 2003-04



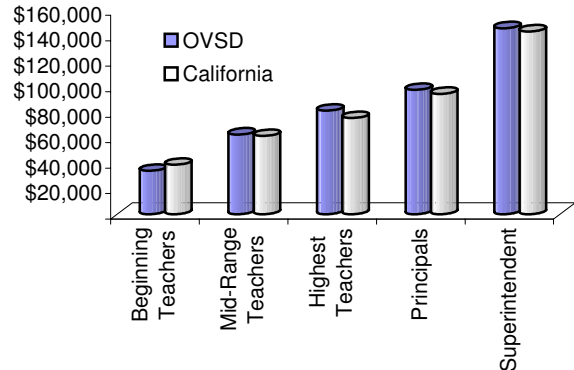
District Expenditures 2003-04



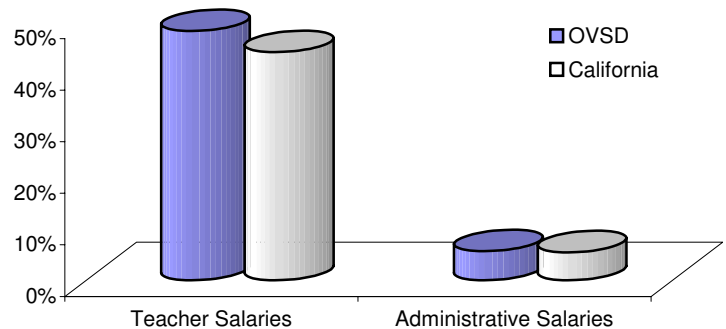
Salary & Budget Comparison

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-Principals-Superintendent 2003-2004



Teacher & Administrative Salaries as a Percentage of Total Budget 2003-2004



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.

