

OCEAN VIEW SCHOOL DISTRICT

Golden View Elementary School

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A California Distinguished School

Karan Spane, 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

Golden View Elementary School is an open plan school, both in structure and philosophy. It is designed to support the instructional program through large and small open spaces. This structure promotes easy sharing of teaching strategies, ideas, materials, and students. Golden View Elementary School is the only open plan school remaining in the Ocean View School District. In 2003-04, 81 students attended our school through intra-district and inter-district transfers to take advantage of this unique educational program and setting.

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

-- Karan Spane, Principal

School Mission Statement

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

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

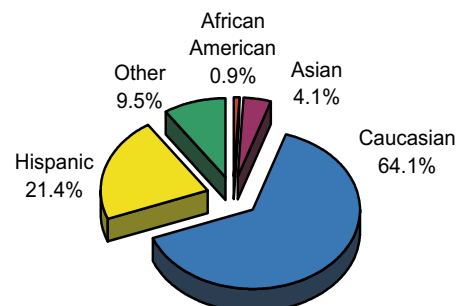


District & School Profile

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

Golden View Elementary School, a California Distinguished School, serves more than 560 students on a traditional school calendar year. Golden View Elementary School is the only open plan school in the District; multiple classrooms are set up in an open floor plan with minimal separating walls. A "Kid's Club" child care program also operates on the campus from 6:00 a.m. to 6:00 p.m. Monday through Friday. A unique feature to the school is the two acre Student Environmental Learning Facility (S.E.L.F.). The S.E.L.F. contains a variety of outdoor environments for educational use including various habitats (desert, plains, deciduous forest, and conifer forest), two ponds, a stream, a barn, a chicken coop, and several instructional centers. The S.E.L.F. provides innovative and exciting learning opportunities for our students and staff.

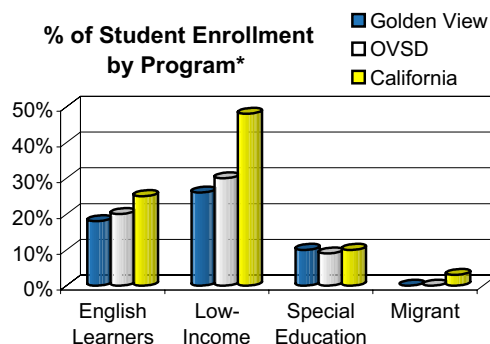
% of School Enrollment by Ethnic Group



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

No Child Left Behind

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



*Source: STAR testing enrollment.

School Leadership

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

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

Community Involvement

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

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

Discipline & Climate for Learning

Golden View Elementary School has a high standard for student behavior. Students are guided by specific rules and our schoolwide behavior support system that promote respect, cooperation, courtesy, and acceptance of others. Student are encouraged to follow the "Golden Rules," which include the behavioral expectations *Be Responsible*,

Be Respectful, and *Be Safe*. All staff are committed to promoting the Golden Rules consistently schoolwide. Parents, along with students, teachers, and the school's principal, sign a Home/School Compact in which each party agrees to understanding school rules, expectations, and their own personal role in contributing to the education of their child.

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

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

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

Suspensions & Expulsions						
	Golden View			OVSD		
	2002	2003	2004	2002	2003	2004
Suspension (#)	6	6	1	412	444	574
Suspension (%)	1.1	1.0	0.17	4.1	4.4	5.6
Expulsion (#)	0	0	0	2	2	1
Expulsion (%)	0	0	0	0.0	0.0	0.0

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

Instructional Programs

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

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

Ocean View School District offers the Gifted and Talented Education (GATE) program to students in grades four through eight who have been recognized as capable of attaining high levels of achievement by their teachers and identified through testing programs. At Golden View Elementary School, students in the GATE program are clustered

to receive instruction with increased depth and complexity by GATE-trained teachers. Students in the GATE program also have the option of attending the magnet program at Circle View Elementary School.

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

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

Training & Curriculum Improvement

The writing and implementation of Ocean View School District's curriculum is an ongoing process, designed to address continual instructional improvement and the implementation of state standards and associated adopted instructional materials. Under the leadership of the Assistant Superintendent of Curriculum and Instruction, the Instructional Advisory Council establishes the District's long-range objectives and vision as well as oversees eight subject area Curriculum Committees. Curriculum Committee members, comprised of 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 eight-year adoption cycle for core content materials.

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

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

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.

Measures of Student Achievement

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

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

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

Adequate Yearly Progress (AYP)

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

Golden View Elementary School exceeded all requirements for Adequate Yearly Progress in 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. Golden View Elementary School does not receive Title I funding and is not subject to Program Improvement mandates. More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/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										
Golden View Elementary						OVSD				
Participation Rate			% Proficient & Advanced			Participation Rate		% Proficient & Advanced		
Year Ending	03	04	03	04	03	04	03	04	03	04
Target	95%		13.6%		95%		13.6%			
	Met	%	Met	%	Met	%	Met	%	Met	%
Subgroups										
All Students	Yes	99	Yes	99	Yes	49.1	Yes	54.5	Yes	99
English Learners	Yes	100	Yes	99	Yes	25.0	Yes	34.7	Yes	99
SED ^A	Yes	99	Yes	98	Yes	24.3	Yes	36.1	Yes	99
Special Education		93		98		18.8		16.6	Yes	97
African American		100		100					Yes	100
Asian		97		97		63.3		77.4	Yes	99
Caucasian	Yes	99	Yes	99	Yes	55.7	Yes	57.8	Yes	99
Hispanic or Latino	Yes	100	Yes	100	Yes	26.1	Yes	33.3	Yes	99
Math										
Golden View Elementary						OVSD				
Participation Rate			% Proficient & Advanced			Participation Rate		% Proficient & Advanced		
Year Ending	03	04	03	04	03	04	03	04	03	04
Target	95%		16.0%		95%		16.0%			
	Met	%	Met	%	Met	%	Met	%	Met	%
Subgroups										
All Students	Yes	99	Yes	99	Yes	56.3	Yes	66.6	Yes	99
English Learners	Yes	100	Yes	99	Yes	43.4	Yes	53.6	Yes	99
SED ^A	Yes	98	Yes	99	Yes	40.3	Yes	52.6	Yes	99
Special Education		91		98		17.3		36.1	No	95
African American		100		100					Yes	100
Asian		97		97		90.0		90.3	Yes	100
Caucasian	Yes	98	Yes	99	Yes	60.9	Yes	71.9	Yes	99
Hispanic or Latino	Yes	100	Yes	100	Yes	34.0	Yes	46.1	Yes	99
Academic Performance Index (API)										
Golden View Elementary						OVSD				
03			04			03		04		
Target	Minimum score of 560 or 1 point increase									
	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score
Scores	Yes	785	Yes	819	Yes	790	Yes	795	Yes	795
Scores included in this report card were based on STAR test reports published in October 2004.										
^A 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)

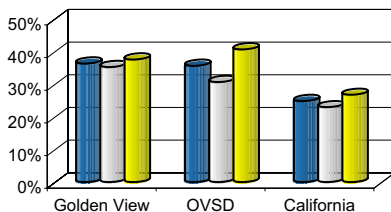
California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), 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, Golden 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). To help kids become more active, the district implemented the SPARK Program, a fun and inclusive format for physical education that aims to battle childhood obesity.

% 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						
All Students																								
Golden View Elementary	51	37	58	49	51	42	51	53	60	38	57	60	64	58	82	60	59	62	57	66	67	43	43	58
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
Male																								
Golden View Elementary	48	30	47	47	51	38	41	41	58	32	48	51	69	60	80	52	62	64	57	54	63	42	38	55
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
Female																								
Golden View Elementary	56	43	67	52	51	45	63	67	63	43	68	70	58	57	82	70	58	59	58	81	69	43	50	63
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
English Learners (EL)																								
Golden View Elementary	23	27	31	21	17	33	16	23	35	7	23	30	30	53	75	28	35	58	43	50	47	14	31	30
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
Non EL																								
Golden View Elementary	58	39	65	54	61	43	58	61	67	45	61	68	69	59	83	66	67	62	60	71	71	48	45	66
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
SED[^]																								
Golden View Elementary	24	8	33	20	29	38	20	31	39	12	38	40	38	40	68	40	45	63	48	55	52	28	32	36
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
Non SED																								
Golden View Elementary	63	48	67	57	61	43	62	62	68	50	67	67	74	65	86	66	66	61	60	71	71	49	48	67
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
Special Education																								
Golden View Elementary	17	31	15	18	8	13	46	18	0	20														
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
African American																								
Golden View Elementary																								
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								
Asian																								
Golden View Elementary			67									92												
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								
Caucasian																								
Golden View Elementary	43	63	57	43	59	64	64	65	65	85	63	67	68	69	47	65								
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								
Filipino																								
Golden View Elementary																								
OVSD	75	56	57	70	83	88	79	85	63	64	51	54												
California	56	54	50	46	58	57	50	58	67	68	64	67	63	64	51	54								
Hispanic																								
Golden View Elementary	14	25	27	30	35	39	42	38	33	63	38	40	48	44	33	42								
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>

[^]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.**

CAT/6 Survey Norm Referenced Test*																
2003, 2004																
% At or Above 50th Percentile																
Subject Area	Reading					Math										
	2		3		4	2		3		4	5					
Grade Level	03	04	03	04	03	04	03	04	03	04						
Year Ending	03	04	03	04	03	04	03	04	03	04						
All Students																
Golden View	55	75	44	51	46	52	56	52	65	78	58	63	63	67	65	63
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
Subgroups																
Females	59	84	40	51	58	52	64	52	65	76	54	57	74	67	70	70
Males	51	62	49	51	37	53	50	51	65	80	62	70	54	68	61	57
English Learners	47	56	17	17	18	29	31	30	53	63	35	42	45	47	38	30
Non English Learners	57	79	53	56	55	58	60	57	67	81	64	66	68	72	69	71
SED^	32	71	23	46	31	35	47	32	48	64	42	50	45	57	44	40
Non SED	64	76	54	53	53	59	61	58	71	83	65	68	71	71	76	71
Asian			67		64				83		91					
Caucasian	62	81	47	59	52	55	59	53	71	82	63	72	65	69	73	70
Hispanic or Latino	43	50	23	25	35	33	54	42	43	56	35	30	43	44	50	38

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

^SED - Socioeconomically Disadvantaged

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

SAT9 Survey Norm Referenced Test†												
2002												
% At or Above 50th Percentile												
Subject Area	Reading					Math						
	2		3		4	2		3		4	5	
Grade Level	2	3	4	5	2	3	4	5	2	3	4	5
All Students												
Golden View	81	70	68	54	87	80	80	75				
OVSD	66	62	62	62	79	74	72	76				
California	53	47	49	46	62	62	58	57				
Subgroups												
Females	78	72	74	55	80	88	77	75				
Males	84	68	64	52	95	74	82	75				
English Learners	55	29	31	21	82	50	62	57				
Non English Learners	86	78	75	61	89	85	83	78				
SED^	57	37	38	28	70	50	62	60				
Non SED	90	78	79	65	93	88	85	81				
Caucasian	85	77	77	64	89	86	83	80				
Hispanic or Latino	58	43	50	30	74	57	70	61				

^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. Golden View Elementary School was eligible for the Governor's Performance Award in 2004.

API School Results							
All Students	Base			Percent Tested	Growth		
	2001	2002	2003		2002	2003	2004
Percent Tested	99	100	99	Percent Tested	100	100	100
API Score	776	776	782	API Growth Score	793	785	819
Growth Target	1	1	1	Actual Growth	17	9	37
Statewide Rank	8	8	7	Eligible for Awards	No	No	Yes
Similar Schools Rank	5	5	2	Eligible for II/USP	No	No	No
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	678	665	674	API Growth Score	674	683	744
Growth Target	1	1	1	Actual Growth	-4	18	70
Caucasian							
Base API Score	804	799	815	API Growth Score	819	816	841
Growth Target	*	1	*	Actual Growth	15	17	26
Hispanic							
Base API Score	684	693	670	API Growth Score	703	677	717
Growth Target	1	1	1	Actual Growth	19	-16	47

*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, Golden View Elementary School had 31 fully credentialed teachers in accordance with State of California guidelines.

Teacher Credential Status			
	02	03	04
Fully Credentialed	30	31	31
Emergency Credentials	0	0	0
Interns	0	0	0
Waivers	0	0	0
Total Teachers	30	31	31
Teacher Misassignments			0
Teacher Vacancies			0
Working Outside Subject	0	0	0
Average Years Teaching	13.1	11.6	11.3
Average Years in District	11.8	10.6	10.3
<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, 76 percent of core academic classes at Golden 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		
	Golden View	OVSD
Doctorate	0.0%	0.4%
Master's Degree +30*	9.7%	27.2%
Master's Degree	54.8%	38.9%
Bachelor's Degree +30*	29.0%	29.2%
Bachelor's Degree	6.5%	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.

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
Adaptive PE Specialist	1	As needed	-
Counselor	1	2	0.4
Health Clerk	1	5	1.0
Nurse	1	1	0.2
Campus Supervisors	5	4	4.0
Psychologist	1	2	0.4
Resource Specialist	1	4	0.8
Special Day Class Teacher	2	5	2.0
Speech/Language Specialist	1	5	1.0

School Facilities & Safety

Golden View Elementary School provides a safe, clean environment for students, staff, and volunteers. 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 10.3 acres. Facilities include 28 permanent classrooms, 4 portable classrooms, a multi-purpose room (Toad Hall), library, teachers' lounge, administrative offices, child care facilities, the two-acre Student Environmental Learning Facility, and grassy field and blacktop play areas. Golden View Elementary School used state modernization funds to upgrade the heating, ventilating, and air conditioning systems.

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.

Golden View Elementary School is a closed campus. Signs posted at all 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 2004. Safety

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

School Attendance

Regular attendance at Golden View Elementary School is a necessary part of the learning process and is critical to academic success. 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 Golden View Elementary School in the 2003-04 school year was 96.05 percent, an increase from 95.81 percent in 2002-03.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20			21-32			33+		
	02	03	04	Student	Student	Student	Student	Student	Student	Student	Student	
K	20	19	18	3	5	5						
1st	19	20	19	5	4	5						
2nd	17	18	20	5	5	4						
3rd	20	19	19	5	5	5						
4th	29	32	27				3	3	3			
5th	28	31	32				3	3	3			

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.

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 Golden View Elementary School met or exceeded state requirements. For the 2003-04 school year, Golden View Elementary School offered 180 days of instruction comprised of 134 regular days, 35 modified Wednesdays, and 11 minimum days. Minimum days are used for parent/teacher conferences and the last day of school. Students are released early on Wednesdays; we use the time for staff development, teacher planning, and faculty meetings.

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

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 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*

2002-03

Statewide Average

OVSD	All Elementary School Districts	All Districts
\$6,427	\$6,542	\$6,822

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

Ocean View School District receives federal and state categorical aid 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	\$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 Golden View Elementary School's leadership teams, school committees, and school activities may call the school's office at (714) 847-2516.