

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Harbour View Elementary School	District Name	Ocean View School District
Street	4343 Pickwick Circle	Phone Number	(714) 847-2551
City, State, Zip	Huntington Beach, CA 92649	Web Site	www.ovsd.org
Phone Number	(714) 846-6602	Superintendent	William V. Loose, Ed.D.
Principal	Cindy Osterhout	E-mail Address	wloose@ovsd.org
E-mail Address	costerhout@ovsd.org	CDS Code	30-66613-6029581

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

At Harbour View School, we believe in meeting the needs of all children through an assessment-based, standards-driven approach to instruction. Our teachers use the most effective teaching strategies to help all children achieve to their greatest potential. Our parents are highly involved in their children's education. Harbour View's staff, parents, and community form a collaborative group with a common goal and the desire to make dreams come true for children.

The Ocean View School District is located in western Orange County and served over 9,500 students from kindergarten through eighth grade in the 2010-11 school year. The District serves students in northern Huntington Beach as well as portions of the cities of Westminster, Fountain Valley, and Midway City. Ocean View School District is dedicated to educational excellence and the continuous academic growth of all students which supports its motto: "Charting the Course -- Success for All."

Harbour View Elementary School is located in the western region of Huntington Beach and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2010-11 school year, 810 students were enrolled, including 6% in special education, 13% qualifying for English Language Learner support, and 19% qualifying for free or reduced price lunch. Harbour View Elementary School achieved a 2011 Academic Performance Index (API) score of 922, a 21 point gain over the 2010 API .

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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

Parents stay informed on upcoming events and school activities through email, flyers, newsletters, the school marquee, the school website, teacher websites, PTA meetings, and the NTI automated telephone messaging system. Contact any school office staff member, teacher, or the PTA President at (714) 846-6602 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Classroom Helper
Library Helper

Committees

English Learner Advisory Council
Parent Teacher Association
School Site Council

School Activities

Back to School Night
Fall Fundraiser (Olympics & Health Fair)
Open House
Student Performances
Student Recognition Assemblies
Volunteer Appreciation Day

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	164
Grade 1	115
Grade 2	138
Grade 3	134
Grade 4	143
Grade 5	118
Total Enrollment	812

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.5	White	61.2
American Indian or Alaska Native	0.2	Two or More Races	2.2
Asian	9.9	Socioeconomically Disadvantaged	20.4
Filipino	2.1	English Learners	11.9
Hispanic or Latino	23.5	Students with Disabilities	5
Native Hawaiian/Pacific Islander	0.2		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.4	9	0	0					23.4	0	7	0
1	20	6	0	0					23	1	4	0
2	19.2	6	0	0					23	1	6	0
3	19.9	7	0	0					22.3	6	2	0
4	30.8	0	4	0					32	0	3	1
5	28.2	0	5	0					33.3	0	0	4

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Comprehensive School Site Safety Plan was developed for Harbour View Elementary School in collaboration with School Site Council, local agencies, and the District office, to fulfill Senate Bill 187 requirements. Required components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, bullying policy, and dress code policy. The school's most recent school safety plan was reviewed and updated in March 2011 and discussed with school staff in November 2011.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.52	0.63	1.11	4.87	4.19	3.57
Expulsions	0	0	0	0.05	0.06	0.03

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 05/2011

The District takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Harbour View Elementary School's original facilities were built in 1965; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and District staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

2011-2012 Campus Improvements:

- HVAC repaired
- Carpet/tile replaced in 2 portables
- Painted playground lines
- Installation of 5 Smart Boards

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two part-time evening custodians are assigned to Harbour View Elementary School. The day custodian is responsible for:

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

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

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

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

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[X]	[]	[]	[]	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	39	35	37	485
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	---
Library Media Teacher (Librarian)	0.0	---
Library Media Services Staff (paraprofessional)	0.625	---
Psychologist	0.4	---
Social Worker	0.0	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)	0.0	---
Other	0.0	---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 10/2011

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

On Tuesday, October 4, 2011, the Ocean View School District held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 14:1112 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the District to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Houghton Mifflin Reading Medallion Edition Adoption Year 2011 Sopris West 4-8 Language! 4th Edition Adoption Year 2010	Yes	0
Mathematics	Houghton Mifflin Houghton Mifflin California Math Adoption Year 2010 Glencoe/McGraw-Hill California Math Triumphs Adoption Year 2011	Yes	0
Science	McGraw-Hill School Division Macmillan/McGraw-Hill California Science Adoption Year 2009	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Harcourt School Publishers Reflections: California Series Adoption Year 2007	Yes	0
Foreign Language			
Visual and Performing Arts			0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$4,439	\$1	\$4,438	\$66,217
District	---	---	\$4,917	\$73,868
Percent Difference: School Site and District	---	---		
State	---	---	\$5,455	\$69,419
Percent Difference: School Site and State	---	---		

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to general fund state funding, Ocean View School District receives state and federal categorical funding for special programs. For the 2010-11 school year, the District received categorical, special education, and support programs funds for:

Program Name

Unrestricted Programs

- Class Size Reduction
- State Lottery

Tier III Unrestricted Programs

- Arts & Music Block Grant
- Community-Based English Tutoring Pgm
- Deferred Maintenance
- Early Intervention for School Success-EISS
- Gifted & Talented Education-GATE
- Instructional Materials
- Oral Health Assessment
- PE Teacher Incentive Grant
- Professional Development Block Grant
- School & Libr Improvement Block Grant
- School Safety & Violence Prevention
- Staff Development-PAR Pgm
- Staff Dev-Math & Reading
- Staff Dev-Math & Reading-ELL
- Supplemental School Counseling Pgm
- Targeted Instructional Improvement Grant
- Teacher Credentialing Block Grant

Federal Programs

- ARRA EETT Formula Grant

- ARRA-State Fiscal Stabilization Funds
- Medi-Cal Billing
- NCLB-McKinney-Vento Homeless Asst
- NCLB-Title II-Teacher Quality
- NCLB-Title II-Technology
- NCLB-Title III-Immigrant
- NCLB-Title III-LEP
- Special Ed-IDEA Local Assistance
- Title IX-Indian Education

State Programs

- Lottery: Instructional Materials
- Special Education
- Economic Impact Aid
- Transportation Home-To-School
- Transportation Special Ed

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,132	\$41,692
Mid-Range Teacher Salary	\$74,404	\$68,251
Highest Teacher Salary	\$92,722	\$86,582
Average Principal Salary (Elementary)	\$115,934	\$108,334
Average Principal Salary (Middle)	\$120,833	\$111,791
Average Principal Salary (High)	\$0	\$113,648
Superintendent Salary	\$200,000	\$180,492
Percent of Budget for Teacher Salaries	45%	42%
Percent of Budget for Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	79	74	77	64	66	68	49	52	54
Mathematics	85	84	84	69	71	73	46	48	50
Science	75	80	89	65	72	75	50	54	57
History-Social Science	N/A	N/A	N/A	55	63	63	41	44	48

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	68	73	75	63
All Student at the School	77	84	89	N/A
Male	72	84	88	N/A
Female	83	84	91	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	82	95	0	N/A
Filipino	69	69	0	N/A
Hispanic or Latino	61	72	71	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	82	88	97	N/A
Two or More Races	0	0	0	N/A
Socioeconomically Disadvantaged	54	68	77	N/A
English Learners	31	58	0	N/A
Students with Disabilities	57	71	0	N/A
Students Receiving Migrant Education Services				N/A

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.3	21.4	63.2

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	10	10	9
Similar Schools	8	9	7

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	14	-13	21
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino		19	6
Native Hawaiian/Pacific Islander			
White	20	-22	32
Two or More Races	N/D		
Socioeconomically Disadvantaged			30
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	503	922	7,025	868	4,683,676	778
Black or African American	2		65	861	317,856	696
American Indian or Alaska Native	2		41	835	33,774	733
Asian	52	959	905	946	398,869	898
Filipino	12	915	81	919	123,245	859
Hispanic or Latino	109	846	2,441	793	2,406,749	729
Native Hawaiian/Pacific Islander	2		41	818	26,953	764
White	317	945	3,144	899	1,258,831	845
Two or More Races	7		295	917	76,766	836
Socioeconomically Disadvantaged	98	836	2,632	791	2,731,843	726
English Learners	64	816	2,050	785	1,521,844	707
Students with Disabilities	28	803	700	682	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	26.7

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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

In 2010-11, Harbour View staff participated in the following professional staff development activities:

- ELA Pacing Guide Committee
- GATE
- Thinking Maps
- Educating Adults about Children with Autism
- GLAD
- Materials Based Math
- Positive Behavioral Interventions and Support

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

Harbour View Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and District representatives.