

OCEAN VIEW SCHOOL DISTRICT

Harbour View Elementary School

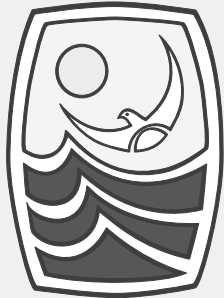
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Roni Ellis, Principal



A California Distinguished School

2002-2003 School Accountability Report Card



Ocean View School District

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Voter approval of Proposition 98 in November of 1988 requires that each school publish an annual School Accountability Report Card (SARC) to explain school programs, their costs, and effectiveness. In addition, Federal No Child Left Behind legislation requires an annual report of progress in meeting State and National objectives. This annual report is based on the best data available at the time of publication.

School Mission Statement

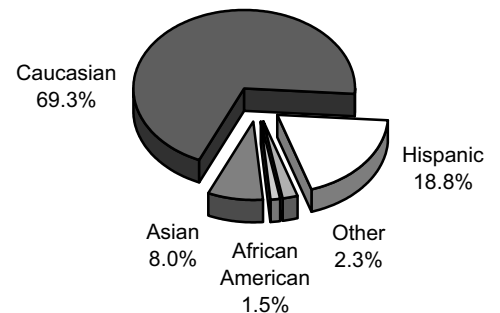
At Harbour View School, we believe in meeting the needs of children through an assessment based, standards driven approach to instruction. Our teachers use the most effective teaching strategies to help all children achieve to their greatest potential. Our parents are highly involved in their children's 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.



District & School Profile

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

% of School Enrollment by Ethnic Group



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

Harbour View Elementary School, a California Distinguished School, serves over 800 students on a traditional school calendar year. We are proud of the achievements of all our students. In 2003, we received the Governor's Reading Award; our students read the highest number of pages of any elementary school in California!

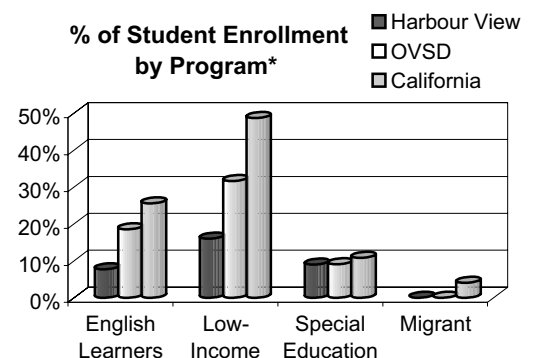
No Child Left Behind

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.

School Leadership

Leadership at Harbour View Elementary School is a responsibility shared between District administration, the principal, instructional staff, students, and parents.

% of Student Enrollment by Program*



*Source: STAR testing enrollment.

Assisting the principal is the Leadership Team, comprised of grade-level representative teachers. This team meets monthly to monitor the school's curriculum 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 Association (PTA). At the District level, parents participate on the Parent Advisory Council (PAC), District ELAC, District Community Budget Advisory Committee, and the Gifted and Talented Education Parent Advisory Council.

Community Involvement

Parents and the community are very supportive of the educational program at Harbour View Elementary School. Our PTA has made generous contributions of time and money to numerous programs and activities. 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 Huntington Harbour Philharmonic, Mobil Gas, Life Touch, Target, Albertsons, and Southern California Edison.

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 Open House, Back-to-School Night, Grandparent's Day, Talent Show, Spring Picnic, Literature Day, and student performances. Parents are kept informed of school activities through a monthly newsletter, the automatic telephone message system, the school's marquee, and our website.

Discipline & Climate for Learning

Harbour 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/Parent Handbook and monthly newsletter.

To create a compassionate learning environment and encourage positive behavior, we have implemented the Pelican Peacemaker peer mediation program. Students in grades 4-5 may volunteer to be conflict managers and assist their peers and younger students in resolving conflicts in a constructive, non-violent manner. They receive training from a teacher and monitor the school campus during recess and lunch periods to help identify and mediate conflicts as well as reinforce playground rules. Through the implementation of this program we have experienced a more safe and peaceful campus.

We recognize outstanding students who exhibit positive behavior and good decision-making through I Caught You Being Good tickets. We further celebrate the good citizenship and achievements of our students through daily positive reinforcement in the classroom and at monthly awards assemblies. Awards include Pelican Pride (citizenship), the Principal's Award, Perfect Attendance, and Extra Effort, Math, Reading, and Writing Awards.

To build self-esteem and promote achievement, we encourage students to participate in the school's enrichment and extracurricular activities. The following activities are offered at Harbour View Elementary School:

- After-school Tutoring
- Art Gallery
- Book Fair
- Field Trips
- Future Scientists and Engineers
- Patriotic Assemblies
- Pelican Peacemakers
- Huntington Harbour Philharmonic Events
- Meet the Masters
- Young Author's Contest
- Student Council
- Adopt-A-Book

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

Suspensions and Expulsions						
	Harbour View			OVSD		
	01	02	03	01	02	03
Suspensions (#)	4	0	5	454	412	444
Suspensions (%)	0.5	0.0	0.6	4.6	4.1	4.4
Expulsions (#)	0	0	0	2	2	2
Expulsions (%)	0.0	0.0	0.0	0.0	0.0	0.0

Instructional Programs

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

Using standards-based adopted textbooks and materials, teachers are able to adapt classroom instruction to meet students' unique learning styles. When further assistance is needed for students to achieve grade level standards, several strategies are in place and provided through differentiated instruction. At Harbour View Elementary School, further support is offered by our cross-age tutors.

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 Harbour 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 Ocean 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.

Harbour 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. Harbour View Elementary School offers a Resource Specialist Program 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 teacher representatives and parents, analyze testing data to determine students' progress in learning the standards, assess the effectiveness of District programs in meeting students' learning needs, evaluate and recommend new programs for implementation, articulate curriculum among grade levels, and develop District assessments.

As part of the growth process, opportunities for training and staff development are provided at both the District and individual school sites to administrators, teachers, and classified staff. The District offers two staff development "buy-back" days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development topics are developed through needs identified by the adoption of new programs and results of student assessment. Staff members are encouraged to attend conferences and workshops offered through professional organizations such as the University of California Irvine campus, the Orange County Department of Education, and the West Orange County Professional Development Center. Technology training is available through the New Horizons center in addition to District technology trainers.

In the 2002-03 school year the District focus for staff training was on curriculum calibration and implementing new standards-based instructional materials in language arts (grades K-8) and mathematics (grades 6-8). Expert consultants from the Orange County Department of Education and DataWorks Educational Research met with teachers to align curriculum with state standards and to develop teaching pacing guides. Harbour View Elementary School provided additional staff planning and professional development opportunities throughout the school year. We focused on instructional strategies in reading and math.

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development through the Beginning Teacher Support and Assessment (BTSA) program and the Peer Assistance and Review (PAR) program. Both programs utilize the District's most effective veteran and knowledgeable teachers who assist with staff development and participate in such exercises as classroom visits, one-on-one meetings, and student work reviews.

Textbooks & Instructional Materials

Ocean View School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support each school's instructional program, and provides students with their own textbooks. All textbooks and instructional materials used within the District are aligned with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The District follows the State Board of Education's six-year adoption cycle for core content materials.

Textbooks*		
Subject/ Adoption Year	Publisher and Series	Grade Levels
Language Arts		
June 2002	Houghton Mifflin: <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	K-5th
Mathematics		
Dec. 2001	Scott Foresman: <i>California Mathematics</i>	K-5th
Science		
June 2003	Harcourt Brace: <i>Harcourt Science</i>	K-5th
History/Social Science		
June 2000	McGraw-Hill: <i>Adventures in Time and Place</i>	K-6th

*Only core textbooks are required to be reported. A list of textbooks used for interventions, GATE, music, and Spanish may be obtained from the District Instructional Services Office.

Harbour View Elementary School maintains a brand new state-of-the-art Library Media Center (LMC) that is open from 8:00 a.m. to 3:30 p.m. daily. All students visit the LMC on a weekly basis with their classes and have access to books, periodicals, DVDs, videos, and several Internet-connected computers. The LMC also contains many resources available to parents.

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 Harbour View Elementary School, each classroom in grades 4-5 has six fully-networked computers. Third grade classrooms contain three computers and K-2 classrooms contain one to two computers each. The school uses standards-aligned software such as CornerStone Language, A+, and Scholastic Reading Inventory to enhance and extend student learning. Additional technology tools available to teachers for classroom instruction include digital cameras, laptop computers, LCD projectors, SMART Boards, TV/VCRs, AlphaSmarts, and video cameras.

Student Support Services

We make every effort to meet the academic, emotional, and physical needs of our students. The school and District employ qualified personnel to provide support services. An active Student Study Team (SST) meets frequently to address issues that affect the ability of a student to perform at his or her best in school. Using a collaborative approach, members of the SST evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student. For students at-risk of retention, a Monitor and Assistance Plan (MAP) is created in collaboration with the parent, student, and teacher. The plan outlines intervention strategies and the roles and responsibilities of each participant.

Counseling & Support Services Staff			
	Number of Staff	Days Available Per Week	Full Time Equivalent
Adaptive PE Specialist	1	2	0.4
Counselor	1	2	0.4
Health Clerk	1	5	1.0
Nurse	1	1	0.2
Campus Supervisors	6	5	6.0
Psychologist	1	2	0.4
Resource Specialist	1	5	1.0
Speech/Language Specialist	1	5	1.0

Measures of Student Achievement

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

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

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

Adequate Yearly Progress (AYP)

The federal No Child Left Behind (NCLB) Act requires that all students perform at or above the proficient level on their state's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP) by steadily increasing the percentage of students who achieve state standards of academic proficiency from year to year. Schools and districts must meet progressive Annual Measurable Objectives (AMOs) each year in order to meet the objective of a 100% at-or-above proficiency rate by the year 2014. Beginning with spring 2003 test results, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English/language arts and 16.0% for mathematics on the California Standards Tests (CST). Additional AMOs contributing to whether or not an elementary or middle school demonstrates AYP include: a 95% or above participation rate on the CST (grades 2-8) and an Academic Performance Index (API) of 560 or one point of API growth each year. Schools meeting AYP for three consecutive years may be eligible to apply for the Title I Achieving School Award.

Harbour View Elementary School exceeded all requirements for Adequate Yearly Progress in 2003. Ocean View School District met all AYP requirements in 2003.

Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP in the same AMO area (i.e. mathematics) for two consecutive years will be identified for Program Improvement. Harbour View Elementary School does not receive Title I funding and is not subject to Program Improvement mandates. More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/iasa/titleone/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Federal Awards and Intervention Programs			
	01	02	03
Recognition for Achievement (Title I)	No	No	No
Identified for Program Improvement	No	No	No
Exited Title I Program Improvement	<i>Not applicable</i>		
Number of Years in Program Improvement	<i>Not applicable</i>		
Schools in the District Identified for Program Improvement			
Number of Schools	0	0	0
Percent of Schools	0%	0%	0%

Adequate Yearly Progress 2003									
California Standards Test (CST)									
English/Language Arts					Mathematics				
Harbour View		OVSD			Harbour View		OVSD		
Participation Rate	% Prof. & Adv.	Participation Rate	% Prof. & Adv.	Participation Rate	% Prof. & Adv.	Participation Rate	% Prof. & Adv.	Participation Rate	% Prof. & Adv.
Target		95%	13.6%	95%	13.6%	95%	16.0%	95%	16.0%
Met %		Met %	Met %	Met %	Met %	Met %	Met %	Met %	Met %
All Students	Yes 98.8	Yes 61.2	Yes 99.4	Yes 49.7	Yes 98.6	Yes 65.8	Yes 99.1	Yes 57.1	
Subgroups*									
English Learners			Yes 99.5	Yes 22.6			Yes 99.4	Yes 35.7	
SED [^]	Yes 98.9	Yes 34.4	Yes 99.4	Yes 26.4	Yes 97.8	Yes 39.5	Yes 98.9	Yes 36.7	
Special Education			Yes 96.9	Yes 17.5			No 94.6	Yes 25.1	
African American			Yes 100.0	Yes 45.6			Yes 100.0	Yes 44.0	
Asian			Yes 99.6	Yes 64.1			Yes 99.5	Yes 77.9	
Caucasian	Yes 98.9	Yes 65.2	Yes 99.4	Yes 59.4	Yes 98.4	Yes 68.7	Yes 98.9	Yes 64.6	
Hispanic	Yes 97.8	Yes 34.8	Yes 99.4	Yes 24.1	Yes 98.9	Yes 40.6	Yes 99.2	Yes 33.5	
Academic Performance Index (API)									
Harbour View					OVSD				
Target									
Minimum score of 560 or 1 point increase									
Met		Score		Increase/Decrease		Met		Score	
School or District		Yes 836		17		Yes 790		21	

[^]SED = Socioeconomically Disadvantaged

*Only numerically significant subgroups are required to be reported

Standardized State Assessments

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

California Standards Tests (CST)

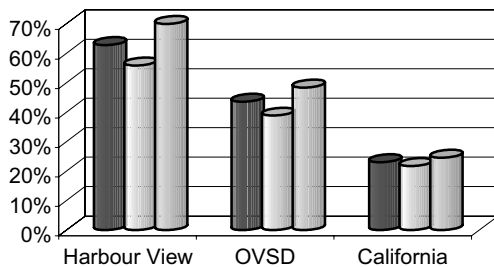
California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards),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

Physical Fitness

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

% of Students in Healthy Fitness Zone 2002-03

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



California Standards Test (CST)																										
2001, 2002, 2003																										
Combined % of Students Scoring at Advanced & Proficient Levels																										
Grade Level	English/Language Arts						Mathematics																			
	2		3		4		2		3		4															
Year Ending	01	02	03	01	02	03	01	02	03	02	03	02	03	02	03											
All Students																										
Harbour View	53	45	55	57	60	58	63	64	63	61	60	64	67	79	59	67	55	68	59	52						
OVSD	41	43	48	43	44	47	45	47	52	43	47	51	60	70	46	54	46	59	46	48						
California	32	32	36	30	34	33	33	36	39	28	31	36	43	53	38	46	37	45	29	35						
Male																										
Harbour View	52	45	51	53	60	60	54	65	65	55	57	58	69	78	62	78	57	68	57	54						
OVSD	40	42	44	40	42	45	42	43	47	39	42	44	65	69	48	58	47	57	47	46						
California	29	29	30	28	31	29	30	33	37	26	28	36	45	54	39	47	38	46	30	35						
Female																										
Harbour View	53	45	63	62	60	57	71	65	61	67	63	69	63	80	55	51	51	68	61	50						
OVSD	44	44	53	46	46	50	49	53	55	47	51	57	54	70	44	51	45	60	45	51						
California	34	35	40	33	36	37	35	40	43	31	33	39	41	51	36	43	37	46	28	35						
English Learners (EL)																										
Harbour View	8			27	25		0								38		36									
OVSD	12	12	26	10	14	18	7	9	15	6	8	11	32	51	15	29	20	35	18	18						
California	12	14	19	9	12	13	7	10	15	4	6	9	27	37	22	30	18	29	10	15						
Non EL																										
Harbour View	59	47	60	61	64	63	66	68	69	63	66	66	69	81	62	71	56	71	63	54						
OVSD	53	52	56	52	53	56	53	57	62	50	55	60	68	77	55	63	53	67	52	55						
California	42	41	45	40	44	42	43	46	49	37	39	44	52	61	46	53	46	53	37	42						
SED^																										
Harbour View	15	14	18	37	35	39	35	39	26	40	25	50	41	65	43	41	34	39	15	27						
OVSD	16	19	29	17	17	24	19	22	25	21	22	28	38	55	19	33	28	39	26	27						
California	17	18	23	14	18	20	16	19	24	13	14	20	30	41	25	34	24	33	16	22						
Non SED																										
Harbour View	60	51	62	63	65	63	68	71	69	63	67	66	73	81	62	72	60	73	67	57						
OVSD	56	57	60	56	59	60	56	62	67	52	57	65	72	79	61	67	55	70	56	60						
California	51	51	55	50	54	52	53	56	59	46	49	54	61	69	55	62	54	62	45	50						
Special Education																										
Harbour View			29		35	36		46	42		18	12		69		50	45		38	58	18					
OVSD		27	34	24		20	36	27		19	30	26		26	18	22		43	45		39	46	25	38	25	19
California		17	16	17		15	17	15		14	15	15		9	11	12		27	31		21	24	18	20	12	12
African American																										
Harbour View																										
OVSD			63			28			30			63			63			14			35			59		
California			28			23			27			23			37			29			29			19		
Asian																										
Harbour View			82						93			75			100						93			92		
OVSD			62			63			66			71			81			78			78			81		
California			62			56			62			56			75			73			74			64		
Caucasian																										
Harbour View			61			63			68			67			83			71			70			55		
OVSD			58			59			64			60			79			63			67			55		
California			54			52			59			54			71			61			61			49		
Filipino																										
Harbour View																										
OVSD			75			56									83			88								
California			56			50			58			50			67			64			63			51		
Hispanic																										
Harbour View			17			35			35			42			44			43			50			19		
OVSD			24			21			27			25			51			31			40			23		
California			23			19			14			20			40			33			33			22		

^SED - Socioeconomically Disadvantaged

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

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

California Achievement Test Survey (CAT/6)

The CAT/6 is a norm referenced survey test that assesses student ability in the areas of reading/language arts, spelling, and mathematics. CAT/6 scores compare students' results with scores in the same grade from a national sample. Percentile rankings range from 1 to 99, with 50 being average. **Please Note: Prior to 2003, the STAR included the SAT-9 norm referenced test, which has been replaced by CAT/6. These are two different exams, developed five years apart; results from CAT/6 should not be directly compared to those from the SAT-9.**

CAT/6 Norm Referenced Test 2003 % At or Above 50th Percentile									
	Reading				Math				
	2	3	4	5	2	3	4	5	
All Students									
Harbour View	68	61	50	64	79	78	60	72	
OVSD	56	46	45	55	73	62	58	62	
California	46	34	35	41	57	52	48	49	
Subgroups									
Male	63	61	47	63	80	84	58	74	
Female	78	60	53	65	78	68	62	69	
English Learners (EL)		19				50	27		
Non EL	71	66	54	67	81	81	63	74	
SED [^]	44	32	28	46	65	55	39	50	
Non SED	72	66	53	68	82	82	63	76	
Asian	100		73	75	91		87	92	
Caucasian	74	67	51	69	83	83	61	76	
Hispanic	18	35	36	38	56	52	42	42	

[^]SED - Socioeconomically Disadvantaged
Due to the moderate number of students tested scores are not disclosed.

SAT-9 Norm Referenced Test 2001 & 2002 % At or Above 50th Percentile																
	Reading								Math							
	2		3		4		5		2		3		4		5	
All Students	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02
Harbour View	76	72	78	76	76	75	77	72	90	83	89	84	83	81	87	83
OVSD	62	66	62	62	62	62	64	62	77	79	77	74	72	72	76	76
California	51	53	46	47	47	49	45	46	58	62	59	62	54	58	54	57
Subgroups*																
Male	78	71	78	78	74	74	78	70	97	81	88	90	83	82	87	85
Female	75	73	78	74	79	76	76	73	83	87	91	77	83	79	86	81
English Learners (EL)	23		27						57							
Non EL	84	74	82	82	81	79	82	78	95	84	93	86	86	84	89	85
SED [^]	38	38	52	55	47	48	50	35	73	64	71	77	53	63	67	60
Non SED	84	79	84	81	82	81	80	79	93	87	93	85	89	85	89	87

*Ethnicity and Migrant data unavailable from the California Department of Education.
[^]SED - Socioeconomically Disadvantaged
Due to the moderate number of students tested scores are not disclosed.

Academic Performance Index (API)

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on state testing results. The statewide API performance target is 800. A school's Base API score summarizes a school's performance on STAR testing for that year. A Growth Target is established annually by taking five percent of the difference between the Base score and the statewide target. A school's Growth score is calculated in the same manner as the Base score, but uses the following year's state testing results. The comparison between Base and Growth scores summarizes a school's progress over time.

The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program (currently unfunded) are the two remaining components of the PSAA. API results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. Harbour View Elementary School was eligible for the Governor's Performance Award in 2001 and 2003.

API School Results							
	Base			Growth			
	2000	2001	2002	00-01	01-02	02-03	
All Students							
Percent Tested	99	100	99	Percent Tested	100	99	100
API Score	834	846	819	API Growth Score	855	828	836
Growth Target	*	*	*	Actual Growth	21	-18	17
Statewide Rank	9	9	9				
Similar Schools Rank	8	8	8				
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	710	731	692	API Growth Score	733	700	711
Growth Target	1	1	1	Actual Growth	23	-31	19
Caucasian							
Base API Score	845	859	832	API Growth Score	868	841	852
Growth Target	*	*	*	Actual Growth	23	-18	20
Hispanic							
Base API Score			717	API Growth Score			722
Growth Target			1	Actual Growth			5

***Schools with scores 800 and above are expected to maintain that level of achievement. Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.**

California Awards and Intervention Programs			
	01	02	03
Eligible for Governor's Performance Award	Yes	No	Yes
Eligible for II/USP	No	*	*
Applied for II/USP \$	No	*	*
Received II/USP \$	No	*	*

**II/USP not funded in 2002 and 2003*

Teacher Assignment

We take great pride in our caring and dedicated teachers. For the 2002-03 school year, Harbour View Elementary School had 40 fully credentialed teachers in accordance with State of California guidelines. During the 2002-03 school year, certificated staff consisted of 43 employees: 41.9 percent with 30+ additional units beyond their bachelor's degree and 53.5 percent holding advanced graduate degrees, such as a master's or doctoral degree.

Teacher Credential Status			
	01	02	03
Fully Credentialed	42	41	40
Emergency Credentials	0	0	0
Interns	0	0	0
Waivers	0	0	0
Total Teachers	42	41	40
Working Outside Subject	0	0	0
Average Years Teaching	12.6	13.9	14.6
Average Years in District	11.3	12.6	13.3

Teacher Evaluation

A constructive evaluation process is a fundamental element in a sound educational program. Non-tenured teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are performed by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are modeled after the Stull guidelines for teacher evaluations and include: maintenance of a suitable learning environment, attainment of standards of expected student progress, working staff relationships, professional qualities, instructional techniques and strategies, adherence to curricular objectives, and other duties relevant to the position.

Substitute Teachers

Ocean View School District employs more than 230 qualified substitute teachers, including part-time teachers, retired teachers, and aspiring full-time teachers. Many District substitutes are fully credentialed; all have a minimum of a bachelor's degree and have passed the California Basic Education Skills Test. On the rare occasion when a substitute is not available, students receive instruction from a certificated teacher or a school administrator teaches the class.

School Facilities & Safety

Harbour View Elementary School provides a safe, clean environment for students, staff, and volunteers. School facilities are well-maintained and provide adequate space for students and staff. Facilities include 36 classrooms, a multi-purpose room (Pelican Hall), a Library Media Center, and administrative offices. Rainbow Day Care is also located on our campus. The Harbour View campus is currently undergoing a major modernization project, estimated to be completed in June 2004.

A team of custodians ensures classrooms, restrooms, and campus grounds are cleaned daily. The District's maintenance and operations department continually monitors all school sites to ensure that classrooms and facilities are well-maintained and provide a suitable learning environment. The Board of Trustees oversees a District Master Plan to ensure our schools are safe and up-to-date.

Harbour View Elementary School is a closed campus. Signs posted throughout campus entry points direct visitors to check in with the front office. All visitors are required to register and to wear visitor badges during their stay. While we welcome visits

by parents and community members, anyone wishing to be on campus during school hours should notify staff ahead of time. During lunch, breaks, and before and after school, noon duty aides, the principal, and teachers supervise students and monitor the campus.

The comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a schoolwide dress code; safe ingress and egress of pupils, parents, and school employees to and from school; safe and orderly school environment; and school rules and procedures. The school evaluates the plan annually and updates it as needed. The plan was last updated in September 2003. Safety procedures, including elements of the Safe School Plan, are reviewed with school staff at the start of every school year.

School Attendance

Regular attendance at Harbour View Elementary School is a necessary part of the learning process and is critical to academic success. For each day a student is absent, \$25 is taken from the District's budget. Attendance, tardy, and truancy policies are clearly stated and consistently enforced. Our teachers and office 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. The actual attendance rate for Harbour View Elementary School in the 2002-03 school year was 95.75 percent.

Class Size

Small class sizes allow us to focus more attention on the individual needs of each student. We provide instruction for grades kindergarten through five in a self-contained classroom environment.

	Class Size Distribution											
	Average Class Size			Classrooms containing:								
	01	02	03	1-20 Students			21-32 Students			33+ Students		
K	19	19	18	7	8	7	0	0	0	0	0	0
1st	20	20	19	8	6	8	0	1	0	0	0	0
2nd	19	19	19	8	7	7	0	0	0	0	0	0
3rd	18	18	19	8	7	7	0	0	0	0	0	0
4th	25	28	32	0	0	0	5	5	4	0	0	0
5th	29	25	31	0	0	0	5	5	4	0	0	0
Combo K-3rd	0	19	19	0	1	1	0	0	0	0	0	0
Combo 4th-8th	0	0	30	0	0	0	0	0	1	0	0	0

In 1996, the state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. During the 2002-03 school year, 100% of our K-3 classrooms participated in the CSR program.

Instructional Time

During the 2002-03 school year, all instructional minutes offered at Harbour View Elementary School met or exceeded state requirements. For the 2002-03 school year, Harbour 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

Expenditures & Services Funded

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

Current Expense of Education Per Student* 2001-02

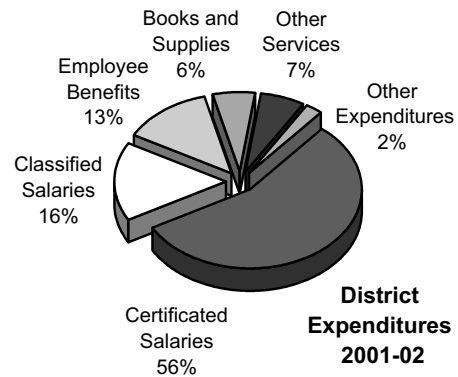
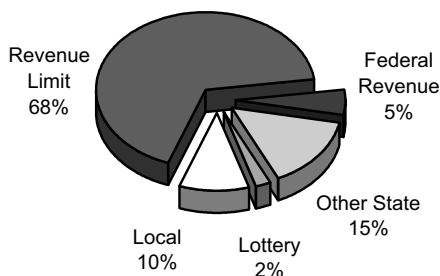
OVSD	Statewide Average	
	All Elementary School Districts	All Districts
\$6,435	\$6,444	\$6,719

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

Ocean View School District receives federal and state categorical funding for special programs. For the 2001-02 school year, the District received approximately \$1,305 per student in federal and state aid for categorical, special education, and other support programs including:

- Class Size Reduction
- Drug/Alcohol/Tobacco Education Funds
- Economic Impact Aid (EIA-LEP)
- Educational Technology Assistance
- Eisenhower Math and Science
- Gifted and Talented Education (GATE)
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review
- School Improvement Program
- Special Education
- Title I

District Revenue Sources 2001-02



Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2001-02 school year. For comparison purposes, the State Department of Education has provided average salary data from elementary school districts having over 5,000 average daily attendance throughout the state.

Average Salary Information Teachers - Principals - Superintendent 2001-02

	OVSD	State Average
Beginning Teachers	\$34,000	\$37,036
Mid-Range Teachers	\$61,868	\$60,113
Highest Teachers	\$80,480	\$74,006
Elementary Principals	\$96,563	\$92,289
Middle School Principals	\$101,295	\$92,289
Superintendent	\$144,561	\$138,150
Salaries as a Percentage of Total Budget		
Teacher Salaries	49.8%	45.7%
Administrative Salaries	5.8%	5.6%

Contact Information

Parents who wish to volunteer or participate in Harbour View Elementary School's leadership teams, school committees, and school activities may call the school's office at (714) 846-6602.