

# OCEAN VIEW SCHOOL DISTRICT

## Harbour View Elementary School

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Roni Ellis, Principal



A California Distinguished School

## 2003-2004 School Accountability Report Card



### Ocean View School District

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[www.ovsd.org](http://www.ovsd.org)

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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

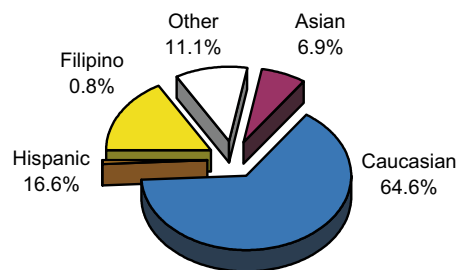
At Harbour View School, we believe in meeting the needs of all children through an assessment-based, standards-driven approach to instruction. Our teachers use the most effective teaching strategies to help all children achieve to their greatest potential. Our parents are highly involved in their children's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



### 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-K-8 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 11 elementary schools and four middle schools in the District. Students from Ocean View School District attend high schools within the Huntington Beach Union High School District. Award winning schools, a rigorous and supportive educational program, strong community partnerships, and high levels of parental involvement are hallmarks of the Ocean View School District. Ocean View School District is dedicated to educational excellence and the continuous academic growth of all students, supporting its motto: "Charting the Course -- Success for All."

**% of School Enrollment by Ethnic Group**



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

Harbour View Elementary School, a California Distinguished School, serves more than 800 students on a traditional school calendar year. We are proud of the achievements of all our students. In June 2004, we completed a massive renovation project that modernized all the existing buildings, and added 11 classrooms, a new media center, and more administrative offices. We are very proud of our new school!

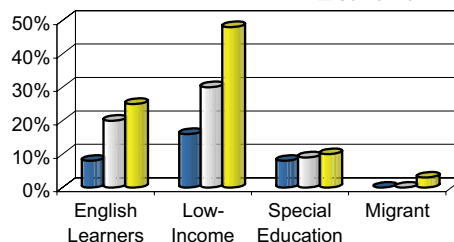
### No Child Left Behind

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 among District administration, the principal, instructional staff, students, and parents. 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.

**% of Student Enrollment by Program\***



\*Source: STAR testing enrollment.

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 District ELAC, District Community Budget Advisory Committee, the Gifted and Talented Education Parent Advisory Council, Instructional Advisory Council, and President's Roundtable.

## 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, such as Walk Through the American Revolution, Pioneer Living, and California Gold Rush. We are grateful for the many hours contributed by our parent volunteers. Our programs are further enriched by strong community partnerships with many local organizations, including 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 with I Caught You Being Good tickets. These tickets can be redeemed for various prizes. 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 & Expulsions						
	Harbour View			OVSD		
	2002	2003	2004	2002	2003	2004
Suspension (#)	0	5	7	412	444	574
Suspension (%)	0	0.6	0.8	4.1	4.4	5.6
Expulsion (#)	0	0	0	2	2	1
Expulsion (%)	0	0	0	0.0	0.0	0.0

## Instructional Programs

All curriculum and instruction in the Ocean View School District is aligned 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 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 4-8 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 Harbour 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 administrators, teacher representatives, and parents, analyze testing data to determine students' progress in learning the standards, assess the effectiveness of District programs in meeting students' learning needs, evaluate and recommend new programs for implementation, articulate curriculum among grade levels, and develop District assessments.

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

In the 2003-04 school year, the District focus for staff training was on curriculum calibration with an emphasis on aligning instruction with state standards in reading, English/language arts, writing, and math; implementing a new science program for grades K-5; and developing strategies for working with learners of differing abilities, including at-risk learners, English language learners, and GATE students. Expert consultants from the Orange County Department of Education and DataWorks Educational Research met with teachers to align curriculum with state standards and to develop teaching pacing guides.

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

## Textbooks & Instructional Materials

Ocean View School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support each school's instructional program. Ocean View School District held a Public Hearing on December 7, 2004, and determined that each school within the District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including Special Education and English learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments. All textbooks and instructional materials used within the District are aligned with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The District follows the State Board of Education's six-year adoption cycle for core content materials.

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 with 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.

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

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

## 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 Days Available		Full Time Equivalent
	Staff	Per Week	
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	1.5	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. 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 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. 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/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										
Harbour View Elementary					OVSD					
Year Ending	Participation Rate		% Proficient & Advanced		Participation Rate		% Proficient & Advanced			
	03	04	03	04	03	04	03	04		
<b>Target</b>	95%		13.6%		95%		13.6%			
	Met	%	Met	%	Met	%	Met	%	Met	
<b>Subgroups</b>										
<b>All Students</b>	Yes	99	Yes	99	Yes	61.2	Yes	57.3	Yes	99
English Learners		98		100		19.1		21.7	Yes	99
SED^	Yes	99	Yes	100	Yes	34.4	Yes	28.0	Yes	99
Special Education		96		98		39.5		14.2	Yes	97
African American		100		100					Yes	100
Asian		100		100		84.0		82.2	Yes	99
Caucasian	Yes	99	Yes	99	Yes	65.2	Yes	61.5	Yes	99
Hispanic or Latino	Yes	98	Yes	100	Yes	34.8	Yes	29.2	Yes	99
Math										
Harbour View Elementary					OVSD					
Year Ending	Participation Rate		% Proficient & Advanced		Participation Rate		% Proficient & Advanced			
	03	04	03	04	03	04	03	04		
<b>Target</b>	95%		16.0%		95%		16.0%			
	Met	%	Met	%	Met	%	Met	%	Met	
<b>Subgroups</b>										
<b>All Students</b>	Yes	99	Yes	99	Yes	65.8	Yes	72.1	Yes	99
English Learners		98		100		38.2		52.1	Yes	99
SED^	Yes	98	Yes	100	Yes	39.5	Yes	58.4	Yes	99
Special Education		96		98		58.3		47.6	No	95
African American		100		100					Yes	100
Asian		100		100		93.1		88.8	Yes	100
Caucasian	Yes	98	Yes	99	Yes	68.7	Yes	73.3	Yes	99
Hispanic or Latino	Yes	99	Yes	100	Yes	40.6	Yes	59.5	Yes	99
Academic Performance Index (API)										
Harbour View Elementary					OVSD					
		03	04				03	04		
<b>Target</b>	Minimum score of 560 or 1 point increase									
	Met	Score	Met	Score	Met	Score	Met	Score		
<b>Scores</b>	Yes	836	Yes	842	Yes	790	Yes	795		

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

^SED = Socioeconomically Disadvantaged

\*Only numerically significant subgroups are required to be reported

# Standardized State Assessments

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

## California Standards Tests (CST)

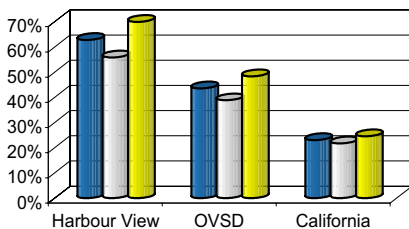
California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards),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

## Physical Fitness

In the spring of each year, 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)																								
2002, 2003, 2004																								
Combined % of Students Scoring at Advanced & Proficient Levels																								
Grade Level	English/Language Arts						Mathematics																	
	2		3		4		5		2		3		4		5									
Year Ending	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04						
<b>All Students</b>																								
Harbour View	45	55	54	60	58	47	64	63	63	60	64	66	67	79	80	59	67	71	55	68	70	59	52	65
OVSD	43	48	49	44	47	41	47	52	55	47	51	56	60	70	72	46	54	61	46	59	60	46	48	52
California	32	36	35	34	33	30	36	39	39	31	36	40	43	53	51	38	46	48	37	45	45	29	35	38
<b>Male</b>																								
Harbour View	45	51	55	60	60	39	65	65	61	57	58	59	69	78	88	62	78	69	57	68	68	57	54	61
OVSD	42	44	47	42	45	38	43	47	49	42	44	49	65	69	73	48	58	61	47	57	59	47	46	48
California	29	30	32	31	29	27	33	37	36	28	36	36	45	54	52	39	47	50	38	46	45	30	35	36
<b>Female</b>																								
Harbour View	45	63	54	60	57	58	65	61	65	63	69	74	63	80	71	55	51	75	51	68	74	61	50	69
OVSD	44	53	51	46	50	45	53	55	61	51	57	63	54	70	71	44	51	60	45	60	61	45	51	56
California	35	40	39	36	37	33	40	43	43	33	39	44	41	51	50	36	43	47	37	46	45	28	35	38
<b>English Learners (EL)</b>																								
Harbour View			23			25			0 43						46			38			36	64		
OVSD	12	26	27	14	18	19	9	15	20	8	11	20	32	51	54	15	29	41	20	35	36	18	18	18
California	14	19	18	12	13	11	10	15	15	6	9	12	27	37	38	22	30	32	18	29	26	10	15	17
<b>Non EL</b>																								
Harbour View	47	60	57	64	63	50	68	69	65	66	66	71	69	81	84	62	71	73	56	71	71	63	54	67
OVSD	52	56	57	53	56	50	57	62	65	55	60	66	68	77	78	55	63	67	53	67	67	52	55	60
California	41	45	45	44	42	40	46	49	51	39	44	51	52	61	59	46	53	56	46	53	53	37	42	45
<b>SED<sup>^</sup></b>																								
Harbour View	14	18	26	35	39	25	39	26	50	25	50	19	41	65	59	43	41	60	34	39	67	15	27	50
OVSD	19	29	28	17	24	26	22	25	33	22	28	33	38	55	56	19	33	46	28	39	45	26	27	28
California	18	23	22	18	20	17	19	24	25	14	20	24	30	41	39	25	34	36	24	33	32	16	22	25
<b>Non SED</b>																								
Harbour View	51	62	63	65	63	50	71	69	65	67	66	73	73	81	86	62	72	74	60	73	71	67	57	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
<b>Special Education</b>																								
Harbour View			29 17			35 36 13			46 42			18 12			69 58			50 45 47			38 58			18
OVSD	34	24	25	36	27	17	30	26	24	18	22	18	43	45	49	39	46	33	25	38	26	25	19	22
California	16	17	16	17	15	14	15	15	16	11	12	13	27	31	29	21	24	26	18	20	20	12	12	12
<b>African American</b>																								
Harbour View																								
OVSD			63 50			28 52			30 17			63 41			63 64			14 48			35 33			59 28
California			28 27			23 20			27 27			23 28			37 36			29 32			29 28			19 22
<b>Asian</b>																								
Harbour View			82 83			75			93			75 87			## 92			92			93			92 87
OVSD			62 55			63 50			66 71			71 71			81 86			78 77			78 77			81 75
California			62 60			56 52			62 63			56 63			75 76			73 75			74 74			64 67
<b>Caucasian</b>																								
Harbour View			61 59			63 49			68 67			67 72			83 82			71 74			70 73			55 64
OVSD			58 60			59 51			64 65			60 67			79 80			63 70			67 66			55 60
California			54 53			52 48			59 59			54 60			71 67			61 64			61 61			49 51
<b>Filipino</b>																								
Harbour View																								
OVSD			75			56 57			70						83			88 79			85			
California			56 54			50 46			58 57			50 58			67 68			64 67			63 64			51 54
<b>Hispanic</b>																								
Harbour View			17 28			35 19			35 43			42 24			44 69			43 48			50 57			19 52
OVSD			24 27			21 20			27 29			25 32			51 51			31 38			40 40			23 27
California			23 22			19 17			14 25			20 25			40 39			33 36			33 33			22 25

Scores included in this report card were based on STAR test reports published in October 2004. Fifth grade science scores are available at <http://star.cde.ca.gov>  
<sup>^</sup>SED - Socioeconomically Disadvantaged  
**Due to the moderate number of students tested scores are not disclosed.**  
**2002 testing data unavailable from the California Department of Education.**

## California Achievement Test Survey (CAT/6)

The CAT/6 is a norm referenced survey test that assesses student ability in the areas of reading/language arts, spelling, and mathematics. CAT/6 scores compare students' results with scores in the same grade from a national sample. Percentile rankings range from 1 to 99, with 50 being average. **Please Note: Prior to 2003, the STAR included the SAT9 norm referenced test, which has been replaced by CAT/6. These are two different exams, developed five years apart; results from CAT/6 should not be directly compared to those from the SAT9.**

CAT/6 Survey Norm Referenced Test*										
2003, 2004										
% At or Above 50th Percentile										
Subject Area	Reading				Math					
	Grade Level		Year Ending		Grade Level		Year Ending			
	2	3	4	5	2	3	4	5		
	03	04	03	04	03	04	03	04	03	04
<b>All Students</b>										
Harbour View	68	75	61	50	50	51	64	63	79	82
OVSD	56	65	46	46	45	47	55	53	73	77
California	46	47	34	35	35	36	40	41	57	59
<b>Subgroups</b>										
Females	78	75	60	60	53	61	65	68	78	74
Males	63	75	61	43	47	43	63	58	80	89
English Learners	38	19			14				46	50
Non English Learners	71	80	66	53	54	55	67	67	81	86
SED <sup>^</sup>	44	50	32	25	28	28	46	31	65	59
Non SED	72	83	66	54	53	55	68	67	82	89
Asian	100	92	58	73	75	73	91	100	92	87
Caucasian	74	78	67	54	51	55	69	69	83	85
Hispanic or Latino	18	52	35	24	36	33	38	33	56	62

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

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

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

SAT9 Survey Norm Referenced Test										
2002										
% At or Above 50th Percentile										
Subject Area	Reading				Math					
	Grade Level		Year Ending		Grade Level		Year Ending			
	2	3	4	5	2	3	4	5		
	2	3	4	5	2	3	4	5		
<b>All Students</b>										
Harbour View	72	76	75	72	83	84	81	83		
OVSD	66	62	62	62	79	74	72	76		
California	53	47	49	46	62	62	58	57		
<b>Subgroups</b>										
Females	73	74	76	73	87	77	79	81		
Males	71	78	74	70	81	90	82	85		
English Learners										
Non English Learners	74	82	79	78	84	86	84	85		
SED <sup>^</sup>	38	55	48	35	64	77	63	60		
Non SED	79	81	81	79	87	85	85	87		
Asian	88	82			88	91				
Caucasian	74	78	83	80	83	83	83	86		
Hispanic or Latino	58	57	33	29	75	86	63	65		

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

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

## Academic Performance Index (API)

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

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

API School Results							
	Base				Growth		
	2001	2002	2003		2002	2003	2004
<b>All Students</b>							
Percent Tested	100	99	99	Percent Tested	99	100	100
API Score	846	819	843	API Growth Score	828	836	842
Growth Target	*	*	*	Actual Growth	-18	17	-1
Statewide Rank	9	9	9	Eligible for Awards	No	Yes	No
Similar Schools Rank	8	8	5	Eligible for II/USP	No	No	No
<b>Subgroups</b>							
<b>Socioeconomically Disadvantaged</b>							
Base API Score	731	692	714	API Growth Score	700	711	727
Growth Target	1	1	1	Actual Growth	-31	19	13
<b>Caucasian</b>							
Base API Score	859	832	858	API Growth Score	841	852	856
Growth Target	*	*	*	Actual Growth	-18	20	-2
<b>Hispanic</b>							
Base API Score	717	727		API Growth Score	722	741	
Growth Target	1	1		Actual Growth	5	14	
<b>*Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.</b>							
<i>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.</i>							

## Teacher Assignment

We take great pride in our caring and dedicated teachers. For the 2003-04 school year, Harbour View Elementary School had 40 fully credentialed teachers in accordance with State of California guidelines.

Teacher Credential Status			
	02	03	04
Fully Credentialed	41	40	40
Emergency Credentials	0	0	0
Interns	0	0	0
Waivers	0	0	0
<b>Total Teachers</b>	<b>41</b>	<b>40</b>	<b>40</b>
Teacher Misassignments			0
Teacher Vacancies			0
Working Outside Subject	0	0	0
Average Years Teaching	13.9	14.6	14.8
Average Years in District	12.6	13.3	13.5

*Data not required to be reported for these years.*

## 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, 84.2 percent of core academic classes at Harbour 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		
	Harbour View	OVSD
Doctorate	0.0%	0.4%
Master's Degree +30*	10.0%	27.2%
Master's Degree	42.5%	38.9%
Bachelor's Degree +30*	45.0%	29.2%
Bachelor's Degree	2.5%	6.7%

*\*Indicates additional hours above and beyond degree.*

## Teacher Evaluation

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

## Substitute Teachers

Ocean View School District employs more than 230 qualified substitute teachers, including part-time teachers, retired teachers, and aspiring full-time teachers. About 35-40 percent of District substitutes are fully credentialed; all have a minimum of a bachelor's degree, have passed the California Basic Education Skills Test, and have a 30-day substitute permit. On the rare occasion when a substitute is not available, students receive instruction from a certificated teacher or school administrator.

## School Facilities & Safety

Harbour 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 17.4 acres. Facilities include 40 permanent classrooms, 6 portable classrooms, a multi-purpose room (Pelican Hall), a Library Media Center, and administrative offices. Rainbow Day Care is also located on our campus.

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. 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.

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 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 Harbour 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 Harbour View Elementary School in the 2003-04 school year was 96.06 percent, an increase from 95.75 in 2002-03. To report a child's absence, parents may call the Absence Line at (714) 596-7083.

## Class Size

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

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	02	03	04	1-20 Students			21-32 Students			33+ Students		
K	19	18	19	8	7	8						
1st	20	19	19	6	8	6	1					
2nd	19	19	20	7	7	6						
3rd	18	19	19	7	7	8						
4th	28	32	30				5	4	4			
5th	25	31	30				5	4	4			
K-3	19	19	20	1	1	1						
3rd-4th			19			1						
4th-5th	30	30					1	1				

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 Harbour View Elementary School met or exceeded state requirements. For the 2003-04 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; 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-5th	54,000	58,410

## Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2002-03 school year. In 2002-03, Ocean View School District spent an average of \$6,427 to educate each student (based on 2002-03 audited financial statements).

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

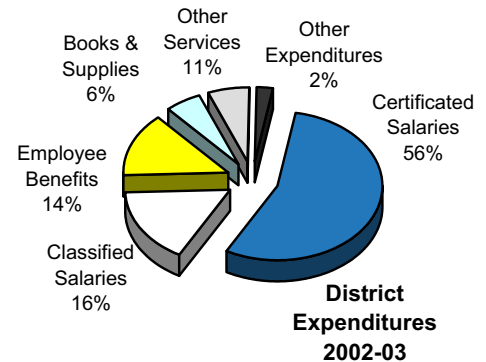
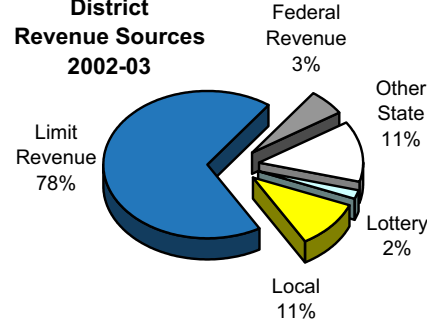
Note: The California Department of Education does not release audited financial results until the spring of the following fiscal year. In order to provide valid, comparative data, all districts throughout the State use only audited J-200 financial information to comply with SARC reporting requirements.

Ocean View School District receives federal and state categorical funding for special programs. For the 2002-03 school year, the District received approximately \$1,268 per student in federal and state aid for categorical, special education, and other support programs including:

- Class Size Reduction
- Drug/Alcohol/Tobacco Education Funds
- Economic Impact Aid (EIA-LEP)
- Educational Technology Assistance
- Eisenhower Math and Science
- Gifted and Talented Education (GATE)
- Home-to-School Transportation

- Instructional Materials
- Peer Assistance and Review
- School Improvement Program
- Special Education
- Title I

**District Revenue Sources 2002-03**



## 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 more than 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 Harbour View Elementary School's leadership teams, school committees, and school activities may call the school's office at (714) 846-6602.