

OCEAN VIEW SCHOOL DISTRICT

Harbour View Elementary School

4343 Pickwick Circle, Huntington Beach, CA 92649
Phone: (714) 846-6602 FAX: (714) 377-0952

Roni Ellis, Principal



A California Distinguished School

2004-2005 School Accountability Report Card



Ocean View School District

17200 Pinehurst Lane
Huntington Beach, CA 92647
(714) 847-2551
(714) 847-1430 FAX
www.ovsd.org

Board of Trustees

Sharon Holland
Barbara Boskovich
Carolee Focht
Debbie Cotton
Tracy Pellman

District Administration

Karen Colby
Interim Superintendent

Beverly Hempstead
Interim Assistant Superintendent,
Curriculum and Instruction

Michael A. Luker
Assistant Superintendent,
Human Resources

Mary Lou Beckmann
Chief Financial Officer

Carolyn Stocker
Chief Operations and Facilities Officer

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

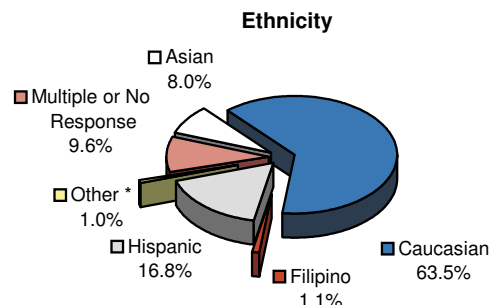
At Harbour View School, we believe in meeting the needs of all children through an assessment-based, standards-driven approach to instruction. Our teachers use the most effective teaching strategies to help all children achieve to their greatest potential. Our parents are highly involved in their children's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

Harbour View Elementary School, a California Distinguished School, serves 815 students on a traditional school calendar year. We are proud of the achievements of all students. In June 2004, a massive renovation project was completed that modernized all the existing buildings, and added 11 classrooms, a new media center, and more administrative offices.



* Other includes Pacific Islander (0.2%), African American (0.1%), and American Indian (0.7%).

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 four through five 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.

Harbour View Elementary School recognizes 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, students are encouraged 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

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

Suspensions & Expulsions						
	Harbour View			OVSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Suspensions	5	7	2	444	574	372
Suspension Rate	0.6%	0.8%	0.3%	4.4%	5.6%	3.7%
Expulsions	0	0	0	2	1	1
Expulsion Rate	0.0%	0.0%	0.0%	0.02%	0.009%	0.009%

School Attendance

Regular attendance at 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. The teachers and office manager proactively address attendance issues before they develop into further problems. In the case of chronic truancy, we contact the home with letters and telephone calls. In addition, students may be referred to the School Attendance and Review Board (SARB) for further intervention.

For each day a student is absent, \$25 is taken from the District's budget by the state. In the 2004-05 school year, Ocean View School District implemented a districtwide attendance incentive program to increase student attendance. If a school achieved an increase in its annual attendance rate, it received a monetary award -- corresponding to the appropriate increase in funding from the state. The actual attendance rate for Harbour View Elementary School in the 2004-05 school year was 96.06%. To report a child's absence, parents may call the Absence Line at (714) 596-7083.

Class Size

Harbour View Elementary School maintained a schoolwide average class size of 21.4 students in the 2004-05 school year. The Class Size Distribution table shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Class Size Distribution								
	Average Class Size			Classrooms Containing:					
	03	04	05	1-20		21-32			
				03	04	05	03	04	05
K	18	19	19	7	8	9			
1st	19	19	20	8	6	7			
2nd	19	20	20	7	6	5			
3rd	19	19	19	7	8	7			
4th	32	30	28				4	4	3
5th	31	30	29				4	4	4
3rd-4th	n/a	19	n/a			1			
4th-5th	30	30	29				1	1	1

The California Class Size Reduction (CSR) program provides funding to reduce kindergarten through third grade classes to 20 students or less. The chart at right illustrates the percent of classrooms that participate in CSR.

	Class Size Reduction		
	02-03	03-04	04-05
K	100%	100%	100%
1st	100%	100%	100%
2nd	100%	100%	100%
3rd	100%	100%	100%

Instructional Time

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

Textbooks & Instructional Materials

Ocean View School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support each school's instructional program. Ocean View School District held a Public Hearing on October 10, 2005, and determined that each school within the District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are provided their own textbooks, instructional materials, or both, in core subjects for use in the classroom and to take home to complete required homework assignments. All textbooks and instructional materials used within the District are aligned with the California Academic Content Standards and Frameworks and have been selected from the State's most recent list of standards-based materials. The District follows the State Board of Education's eight-year adoption cycle for core content materials.

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

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 four through five has six fully-networked computers. Third grade classrooms contain three computers and kindergarten through second grade 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.

	Computer Resources		
	2003	2004	2005
Computers	113	115	104
Students per computer	7.2	7.0	7.8
Classrooms connected to Internet	18	21	37

Curriculum Improvement

The writing and implementation of Ocean View School District's curriculum is an ongoing process, designed to address continual instructional improvement and the implementation of state standards and associated adopted instructional materials. Under the leadership of the Assistant Superintendent of Curriculum and Instruction, the Instructional Advisory Council establishes the District's long-range objectives and vision as well as oversees eight subject area Curriculum Committees. Curriculum Committee members, comprised of administrators, teacher representatives, and parents, analyze testing data to determine students' progress in learning the standards, assess the effectiveness of District programs in meeting students' learning needs, evaluate and recommend new programs for implementation, articulate curriculum among grade levels, and develop District assessments.

Counseling & Support Services

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

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	0.4
Counselor	1	0.4
Health Clerk	1	1.0
Nurse	1	0.2
Campus Supervisors	6	6.0
Psychologist	1	0.4
Resource Specialist	1	1.0
Speech/Language Specialist	1	1.0

* Services are provided on an as-needed basis.

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 the goal of Harbour View Elementary School to ensure that all students are provided the support they need in order to experience academic success. The educational program is structured 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 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 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.

School Leadership

Leadership at Harbour View Elementary School is a responsibility shared among District administration, the principal, instructional staff, students, and parents. For the past 11 years, leadership duties have been assumed by Principal Roni Ellis. Ms. Ellis has total of 21 years of experience in education including positions as a mentor teacher, instructional advisor, program coordinator, and bilingual coordinator. 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 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. The 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. Harbour View Elementary School is grateful for the many hours contributed by parent volunteers. 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 the school's website.



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.

California Standards Tests (CST)

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

California Standards Test (CST)													California Standards Test (CST)																			
Combined % of Students Scoring at Proficient and Advanced Levels													Combined % of Students Scoring at Proficient and Advanced Levels																			
Language Arts													Math													Science						
2			3			4			5			2			3			4			5			5								
03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	04	05										
All Students													All Students																			
Harbour View	55	54	62	58	47	55	63	63	75	64	66	69	Harbour View	79	80	85	67	71	75	68	70	72	52	65	79	47	57					
OVSD	48	49	59	47	41	47	52	55	63	51	56	59	OVSD	70	72	75	54	61	70	59	60	67	48	52	63	35	46					
California	36	36	42	33	30	31	39	40	47	36	40	43	California	53	51	56	46	48	54	45	45	50	35	38	44	24	28					
Females													Females																			
Harbour View	63	54	59	57	58	51	61	65	80	69	74	70	Harbour View	80	71	80	51	75	63	68	74	69	50	69	86	46	51					
OVSD	53	51	60	50	45	51	55	61	66	57	63	61	OVSD	70	71	72	51	60	68	60	61	67	51	56	64	31	42					
California	40	39	45	37	33	35	43	43	52	39	44	46	California	51	50	55	43	47	54	46	45	51	35	38	45	22	26					
Males													Males																			
Harbour View	51	55	64	60	39	58	65	61	70	58	59	68	Harbour View	78	88	91	78	69	86	68	68	73	54	61	74	48	61					
OVSD	44	47	58	45	38	44	47	49	61	44	49	58	OVSD	69	73	77	58	61	72	57	59	68	46	48	62	38	50					
California	33	32	39	30	28	29	35	36	44	31	36	39	California	54	52	58	47	50	56	46	45	50	35	36	43	26	32					
English Learners													English Learners																			
Harbour View	*	23	28	25	*	14	0	43	*	*	*	23	Harbour View	*	46	61	38	*	21	36	64	*	*	*	54	*	15					
OVSD	26	27	35	18	19	20	15	20	27	11	20	18	OVSD	51	54	57	29	41	50	35	36	51	18	18	26	2	7					
California	19	18	23	13	11	12	15	15	19	9	12	13	California	37	38	43	30	32	40	29	26	32	15	17	22	4	6					
Socioeconomically Disadvantaged													Socioeconomically Disadvantaged																			
Harbour View	18	26	20	39	25	26	26	50	54	50	19	27	Harbour View	65	59	60	41	60	38	39	67	62	27	50	60	31	20					
OVSD	29	28	41	24	26	23	25	33	43	28	33	36	OVSD	55	56	60	33	46	49	39	45	57	27	28	38	13	19					
California	23	22	28	20	17	17	24	25	32	20	24	28	California	41	40	45	34	36	44	33	32	38	22	25	32	11	14					
Asian													Asian																			
Harbour View	82	83	71	*	75	82	93	*	79	75	87	*	Harbour View	100	92	86	*	92	100	93	*	79	92	87	*	53	*					
OVSD	62	55	70	63	50	60	66	71	78	71	71	75	OVSD	81	86	85	78	77	87	78	77	85	81	75	85	40	55					
California	61	60	66	56	54	54	61	64	71	56	63	67	California	74	77	79	72	75	81	74	74	79	63	67	74	43	50					
Caucasian													Caucasian																			
Harbour View	61	59	68	63	49	57	68	67	81	67	72	77	Harbour View	83	82	87	71	74	82	70	73	75	55	64	83	53	62					
OVSD	58	60	69	59	51	58	64	65	75	60	67	69	OVSD	79	80	82	63	70	79	67	66	74	55	60	72	45	60					
California	54	53	61	52	48	51	59	59	68	54	60	63	California	71	67	73	61	64	70	61	61	65	49	51	58	42	49					
Hispanic													Hispanic																			
Harbour View	17	28	36	35	19	29	35	43	40	42	24	37	Harbour View	44	69	73	43	48	36	50	57	47	19	52	63	24	32					
OVSD	24	27	39	21	20	19	27	29	37	25	32	35	OVSD	51	51	58	31	38	45	40	40	49	23	27	36	13	20					
California	23	22	28	19	17	17	24	25	32	20	25	27	California	40	39	44	33	36	43	33	33	38	22	25	33	11	14					

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

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

California Achievement Test Survey (CAT/6)

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

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



CAT/6 Norm Referenced Test																								
% At or Above 50th Percentile																								
	Reading									Math														
	2			3			4			5														
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05									
Harbour View	68	75		61	50	62	50	51		64	63		79	82		78	72	78	60	66		72	73	
OVSD	56	65		46	46	50	45	47		55	53		73	77		62	65	70	58	62		62	62	
California	46	47		34	35	36	35	36		40	41		57	59		52	54	55	48	49		49	50	
Subgroups																								
Females	78	75		60	60	58	53	61		65	68		78	74		68	83	73	62	59		69	76	
Males	63	75		61	43	64	47	43		63	58		80	89		84	65	83	58	72		74	70	
Socioeconomically Disadvantaged	44	50		32	25	29	28	28		46	31		65	59		55	60	59	39	44		50	56	
English Learners	*	38		19	*	14	*	14		*	*		*	46		50	*	43	27	50		*	*	
Asian	100	92		*	58	91	73	*		75	73		91	100		*	92	91	87	*		92	100	
Caucasian	74	78		67	54	66	51	55		69	69		83	85		83	75	81	61	73		76	75	
Hispanic	18	52		35	24	29	36	33		38	33		56	62		52	48	61	42	33		42	43	

Beginning in 2005, the CAT/6 will test reading/language arts & math in grades three and seven and no longer test science in any grade.

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

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

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

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

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

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

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).

API School Results

	Base				Growth		
	2002	2003	2004		2003	2004	2005
Percent Tested	99	99	100	Percent Tested	100	100	100
API Score	819	843	839	API Growth Score	836	842	869
Growth Target	A	A	A	Actual Growth	17	-1	30
Statewide Rank	9	9	9	State Awards & Intervention Programs are no longer funded.			
Similar Schools Rank	8	5	6				

Subgroups

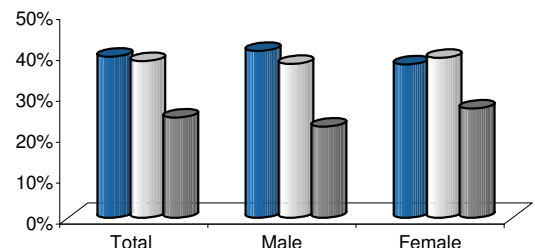
<u>Socioeconomically Disadvantaged</u>							
Base API Score	692	714	731	API Growth Score	711	727	711
Growth Target	1	1	1	Actual Growth	19	13	-20
<u>Caucasian</u>							
Base API Score	832	858	851	API Growth Score	852	856	893
Growth Target	A	A	A	Actual Growth	20	-2	42
<u>Hispanic</u>							
Base API Score	717	727	743	API Growth Score	722	741	731
Growth Target	1	1	1	Actual Growth	5	14	-12

A - Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.

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

Healthy Fitness Zone Grade 5

■ Harbour View □ OVSD ■ California



No Child Left Behind

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

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

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

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

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

Adequate Yearly Progress 2005																
	% Participation Rate								% Proficient or Advanced							
	English/Language Arts				Math				English/Language Arts				Math			
	Harbour View		OVSD		Harbour View		OVSD		Harbour View		OVSD		Harbour View		OVSD	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%
All Students	Yes	100%	Yes	100%	Yes	100%	Yes	100%	Yes	65.5%	Yes	57.2%	Yes	79.2%	Yes	63.5%
Subgroups																
African American	*	100%	Yes	100%	*	100%	Yes	99%	*	**	Yes	52.9%	*	**	Yes	61.2%
Asian	*	100%	Yes	100%	*	100%	Yes	100%	*	85.0%	Yes	71.3%	*	95.0%	Yes	84.6%
Hispanic	Yes	100%	Yes	100%	Yes	100%	Yes	100%	Yes	35.8%	Yes	32.2%	Yes	54.3%	Yes	41.1%
Caucasian	Yes	100%	Yes	100%	Yes	100%	Yes	100%	Yes	70.9%	Yes	67.1%	Yes	82.8%	Yes	70.2%
English Learners	*	100%	Yes	100%	*	100%	Yes	100%	*	22.7%	Yes	27.3%	*	43.2%	Yes	42.5%
Students w/Disabilities	*	98%	Yes	99%	*	100%	Yes	99%	*	22.5%	Yes	21.8%	*	37.5%	Yes	29.2%
Socioeconomically Disadvantaged (SED)	Yes	99%	Yes	100%	Yes	100%	Yes	100%	Yes	31.5%	Yes	34.8%	Yes	53.4%	Yes	45.7%

* The subgroup is not numerically significant for this school.

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

Teacher Assignment

For the 2004-05 school year, Harbour View Elementary School had 40 fully credentialed teachers in accordance with State of California guidelines.

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

Teacher Credential Status				
	03	04	05	
Fully Credentialed	40	40	40	
Emergency Credentials	0	0	0	
Interns	0	0	0	
Waivers	0	0	0	
Working Outside Credential Area	0	0	0	

Misassignments/Vacancies			
	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	0	1
Vacant Teacher Positions	0	0	0

The federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific federal credential requirements by the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects.

Teacher Education Levels 2004-05		
	Harbour View	OVSD
Doctorate	0.0%	0.6%
Master's Degree +30*	17.5%	25.2%
Master's Degree	35.0%	40.4%
Bachelor's Degree +30*	37.5%	23.7%
Bachelor's Degree	10.0%	10.1%

*Indicates additional hours above and beyond degree.

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

Teacher Evaluation & Professional Development

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

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

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

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

Substitute Teachers

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

School Facilities & Safety

Harbour View Elementary School provides a safe, clean environment for students, staff, and volunteers. 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. Facility information in this report was current as of November 2005.

Safety

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

Maintenance and Repair

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

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

Cleaning Process and Schedule

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

Deferred Maintenance Budget

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

Deferred Maintenance Projects

For the 2004-05 school year, the District's governing board approved deferred maintenance projects for this school that will result in new flooring in multipurpose room. The District's complete deferred maintenance plan is available at the District office.

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2003-04 school year. Ocean View School District spent an average of \$6,652 to educate each student.

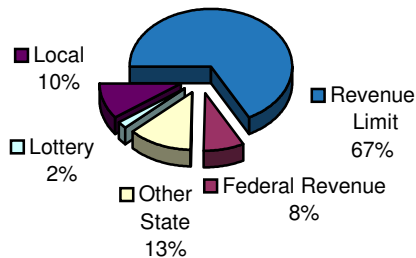
Current Expense of Education Per Student* 2003-04		
Ocean View School District	Statewide Average	
	All Elementary School Districts	All Districts
\$6,652	\$6,643	\$6,919

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

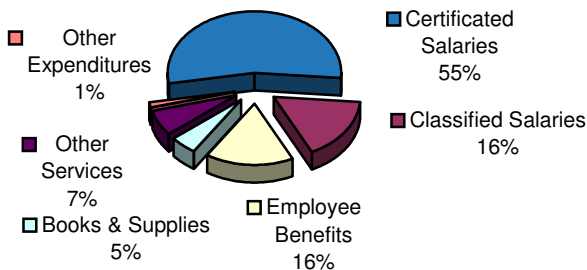
Ocean View School District receives federal and state categorical funding for special programs. For the 2003-04 school year, the District received approximately \$1,394 per student in federal and state aid for categorical, special education, and other support programs including:

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

District Revenue 2003-04



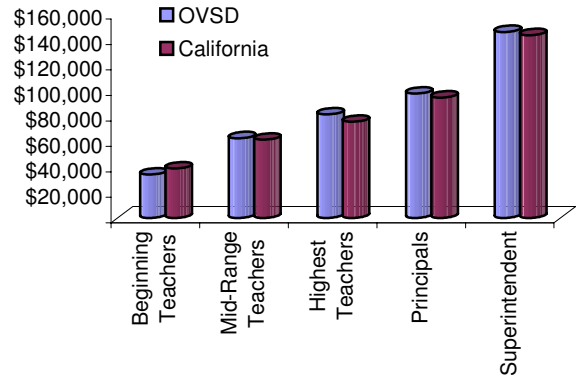
District Expenditures 2003-04



Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2003-04 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-Principals-Superintendent



Teacher & Administrative Salaries as a Percentage of Total Budget



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.

