



A California Distinguished School

### Ocean View School District

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### 2009-2010 LEADERSHIP

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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.

## Ocean View School District

# Harbour View Elementary School

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Cindy Osterhout, Principal

## 2008-2009 School Accountability Report Card

Published in 2009-2010

### 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 9,503 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."

During the 2008-09 school year, Harbour View Elementary School had 774 students enrolled on a traditional school calendar year. Student demographics are shown in the chart.

#### Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	0.4%
American Indian	0.4%
Asian	10.2%
Caucasian	60.2%
Filipino	1.6%
Hispanic or Latino	15.9%
Pacific Islander	0.1%
Multiple or No Response	11.2%

### 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 teacher communication.

To create a compassionate learning environment and encourage positive behavior, we have implemented the Pelican Peacemaker peer mediation program. Students in grades four and 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, as well as our participation in Positive Behavior Intervention and Support (PBIS), 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. 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, Creativity, 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:

- Before & After-school Tutoring
- Book Fair
- Field Trips
- Future Scientists and Engineers
- Pelican Peacemakers
- Meet the Masters
- Young Author's Contest
- Huntington Harbour Philharmonic Events
- Student Council
- Patriotic Assemblies
- Cross Age Tutors

The Suspensions and Expulsions table displays the 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						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspension Rate	0.5%	1.2%	0.5%	3.3%	5.0%	4.9%
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

### Class Size

Harbour View Elementary School maintained a schoolwide average class size of 21.9 students and a pupil-to-teacher ratio of 22.1:1 in the 2008-09 school year. The chart illustrates average class size by grade level, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
K	19	20	19	8	7	9	-	-	-	-	-	-
1	20	19	20	6	5	6	-	-	-	-	-	-
2	19	21	19	5	5	6	-	2	-	-	-	-
3	20	19	20	9	7	7	-	-	-	-	-	-
4	31	26	31	-	1	-	4	4	4	-	-	-
5	29	32	28	-	-	-	5	4	5	-	-	-
K-3	-	20	20	-	1	2	-	-	-	-	-	-

### School Attendance & Enrollment

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, \$30 is taken from the District's budget by the state. To report a child's absence, parents may call the Absence Line at (714) 596-7083.

This chart illustrates the enrollment trend by grade level for the past three school years.

	Enrollment Trend by Grade Level		
	2006-07	2007-08	2008-09
K	164	151	146
1st	120	125	122
2nd	114	121	124
3rd	140	116	119
4th	124	137	123
5th	144	126	140

### Curriculum Development

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 Deputy Superintendent of Curriculum and Instruction, the Instructional Advisory Network establishes the district's long-range objectives and vision as well as oversees ten 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.

### 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, six portable classrooms, a multi-purpose room (Pelican Hall), a Library Media Center, and administrative offices. Rainbow Day Care is also located on our campus.

#### 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 visits by parents and community members are welcomed, 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 2009.

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

The table shows the results of the most recent school facilities inspection as of November 2009. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 10/06/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			



### 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.

### 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 2009-10 school year, the district budgeted \$389,000 for the deferred maintenance program. This represents 0.51% of the district's general fund budget.

### Deferred Maintenance Projects

For the 2009-10 school year, the district's governing board approved deferred maintenance projects for this school that will result in replacement of all rain gutters, and concrete repair at entrance to the multipurpose room and main building. The district's complete deferred maintenance plan is available at the district office.

### Counseling & Support Staff

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. The chart lists the support services offered to students.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	0.4
Bilingual Aide	1	0.5
Campus Supervisor	6	6.0
ESL Aide	1	0.5
Health Clerk	1	1.0
Library Specialist	1	0.5
Nurse	1	0.2
Psychologist	1	0.4
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	0.5
Speech and Language Specialist	1	1.0

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 are provided through differentiated instruction. At Harbour View Elementary School, further support is offered by cross-age tutors.

### Individualized Instruction

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.

### English Language Learners

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.

### Gifted and Talented Education

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.

### 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.

### 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. These measures 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. Assessments measure students abilities 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 the school and district level, as well as a comparison of that progress to students throughout the state.

## California Standards Test

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, Social Science, and Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	71	74	79	60	63	64	43	46	50
Mathematics	79	85	85	67	69	69	40	43	46
Science	66	70	74	58	68	64	38	46	50
History/Social Science	*	*	*	43	54	55	33	36	41

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

## Data Sources

Data within the SARC was provided by Ocean View School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community members may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	91	98	84	*
Filipino	79	86	*	*
Hispanic or Latino	51	62	48	*
Pacific Islander	*	*	*	*
Caucasian	84	89	78	*
Males	78	87	77	*
Females	80	83	71	*
Socioeconomically Disadvantaged	52	60	31	*
English Learners	44	58	9	*
Students with Disabilities	46	54	36	*
Migrant Education	*	*	*	*

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

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**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.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	9	9	10	
Similar Schools Rank	9	8	8	
All Students				
Actual Growth	4	17	14	914
Socioeconomically Disadvantaged				
Actual Growth	37	-	-	-
Hispanic or Latino				
Actual Growth	16	-	-	804
Caucasian				
Actual Growth	3	5	20	930

## Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

## 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).

In 2008-09, 70.2% of fifth grade students at Harbour View Elementary School met the standards in all six fitness areas.

## Adequate Yearly Progress

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. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

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 have met their AYP standards, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2009-2010
Year in PI (2009-10)	-	Year 1
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in Mathematics, Reading, Science, Writing, the Arts, Civics, Economics, Geography, and U.S. History. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

**NOTE:** Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

## 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 6, 2009, 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 six-year adoption cycle for core content materials. The table lists the textbooks currently (as of September 2009) in use.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
4th-5th	English Language Development	Hampton Brown	2003	Yes	0.0%
4th-5th	English Language Development	Sopris West	2008	Yes	0.0%
K-5	Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2009	Yes	0.0%
4th-5th	Mathematics	Houghton Mifflin	2009	Yes	0.0%
K-5	Science	McGraw-Hill	2009	Yes	0.0%
K-5	Social Science	Harcourt Brace	2007	Yes	0.0%

## Library Information

Harbour View Elementary School maintains a brand new state-of-the-art Library Media Center (LMC), which is staffed by a part-time library specialist, and 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. For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Huntington Beach and Fountain Valley, which contain numerous computer workstations.

## Computer Resources

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. We have schoolwide wireless internet access with 45 laptops available for use by students. 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/DVDs, AlphaSmarts, and video cameras.

	Computer Resources		
	06-07	07-08	08-09
Computers	135	146	113
Students per computer	6.0	5.3	6.8
Classrooms connected to Internet	38	35	35

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Orange County, which contain numerous computer workstations. For more information on hours and locations, please visit: <http://www.ocpl.org/>.

## Teacher Assignment

For the 2008-09 school year, Harbour View Elementary School had 39 fully credentialed teachers in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	38	36	39	440
Without Full Credentials	0	0	0	3
Working Outside Subject	0	0	0	0

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

## Highly Qualified Teachers

The table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE website at <http://www.cde.ca.gov/nclb/sr/tq/>.

## Staff Development

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 six staff development days annually to accommodate professional growth opportunities in curriculum, teaching strategies, and methodologies.

## Community Involvement

Parents and the community are very supportive of the educational program at Harbour View Elementary School. The PTA continues to make 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, Ralphs, Huntington Harbour Mall Association, 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.

## Substitute Teachers

Ocean View School District employs 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.

## 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 five years. 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.

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.

## School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from school districts throughout the state having over 5,000 Average Daily Attendance (ADA).

Average Teacher Salaries	
School & District	
School	\$69,799
District	\$71,616
Percentage of Variation	2.54%
School & State	
All Elementary School Districts	\$67,082
Percentage of Variation	4.05%

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$38,044	\$41,866
Mid-Range Teachers	\$75,222	\$68,220
Highest Teachers	\$93,741	\$86,536
Elementary School Principals	\$112,059	\$107,858
Middle School Principals	\$117,707	\$111,405
High School Principals	-	\$112,732
Superintendent	\$200,000	\$178,938
Salaries as a Percentage of Total Budget		
Teacher Salaries	46.0%	42.0%
Administrative Salaries	5.0%	6.0%

## Expenditures and Services Funded

Ocean View School District spent an average of \$8,185 to educate each student (based on 2007-08 audited financial statements). The chart provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,894
From Restricted Sources	\$143
From Unrestricted Sources	\$4,751
District	
From Unrestricted Sources	\$4,457
Percentage of Variation between School & District	6.60%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	13.81%

In addition to general state funding, Ocean View School District receives state and federal funding for the following categorical, special education, and support programs:

- 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