Harbour View Elementary
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Harbour View Elementary
Street	4343 Pickwick Circle
City, State, Zip	Huntington Beach, CA 92649
Phone Number	(714) 846-6602
Principal	Joy Harris, Ed.D.
Email Address	jharris@ovsd.org
Website	www.ovsd.org/harbour
County-District-School (CDS) Code	30-66613-6029581

Entity	Contact Information
District Name	Ocean View School District
Phone Number	(714) 847-2551
Superintendent	Dr. Carol Hansen
Email Address	chansen@ovsd.org
Website	www.ovsd.org

School Description and Mission Statement (School Year 2019-20)

At Harbour View Elementary 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

Harbour View Elementary School is located in the western region of Huntington Beach and serves students in grades transitional kindergarten through five following a traditional calendar. The Ocean View School District is located in western Orange County and serves over 8,000 students from prekindergarten through eighth grade. Ocean View School District is dedicated to educational excellence and the continuous academic growth of all students, which supports its motto: "Today's Ocean View, Where Achievement and Relationships Matter."

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	121
Grade 1	121
Grade 2	116
Grade 3	93
Grade 4	129
Grade 5	107
Total Enrollment	687

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.1
Asian	4.5
Filipino	0.7
Hispanic or Latino	28.1
Native Hawaiian or Pacific Islander	0.1
White	53.9
Two or More Races	10.2
Socioeconomically Disadvantaged	29
English Learners	10.9
Students with Disabilities	6
Foster Youth	0.4
Homeless	2.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	25	25	312
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 10/2019

All textbooks used in the core curriculum are aligned with the California Content Standards and Frameworks per the adoption process outlined by the state. Once the State Board of Education adopts standards-based instructional materials, the District field tests materials and then adopts according to Board Policy. There are sufficient materials at each school that are used to support core instruction. The adoption cycle has been adhered to and newly adopted materials are readily accessible to all students. All schools use adopted materials and site-specific supplemental resources.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders Adoption Year 2017	Yes	0
Mathematics	McGraw-Hill My Math Adoption Year 2015	Yes	0
Science	McGraw-Hill School Division Macmillan/McGraw-Hill California Science Adoption Year 2008	Yes	0
History-Social Science	Harcourt School Publishers Reflections: California Series Adoption Year 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

In November of 2016, the Ocean View School District (OVSD) passed Measure R, a general obligation bond, in the amount of 169 million dollars. This is the first bond ever passed in the 143 year history of OVSD. The bond program is designed to transform the aging fleet of 1960/1970 era schools into modern, contemporary learning environments. Construction started in late June of 2018 and is anticipated to take approximately eight years to complete ending somewhere in the 2024/2025 school year.

The District currently embraces a systematic approach to maintaining the current facilities to ensure that all schools are clean, safe, and provide an inspirational educational environment for our students to learn, grow, and be challenged. District maintenance and site custodial staff work in a coordinated manner to ensure that the repairs and operational items necessary to keep the schools in good condition are completed in a timely manner. A comprehensive work order system is utilized by school and District staff to communicate both routine and non-routine maintenance requests. Emergency repairs are given the highest priority.

From an operational perspective, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One full-time day custodian and one or two part-time evening custodian(s) are assigned to each school site. The day custodian is responsible for:
- Lunch area setup/cleanup
- General grounds maintenance
- Grounds keeping
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:
- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principals are in continual communication with the Maintenance and Operations Supervisors and custodial staff concerning maintenance and school safety issues.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 12/5/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	PORTABLES 33-38, MPR (PELICAN HALL): PORTABLE 34: RECOMMEND ROOF REPLACEMENT
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	76	71	64	63	50	50
Mathematics (grades 3-8 and 11)	66	65	57	58	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	339	336	99.12	0.88	71.13
Male	167	166	99.40	0.60	69.28
Female	172	170	98.84	1.16	72.94
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	17	17	100.00	0.00	94.12
Filipino	--	--	--	--	--
Hispanic or Latino	108	107	99.07	0.93	53.27
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	178	176	98.88	1.12	77.84
Two or More Races	27	27	100.00	0.00	85.19
Socioeconomically Disadvantaged	126	125	99.21	0.79	52.00
English Learners	45	45	100.00	0.00	42.22
Students with Disabilities	28	26	92.86	7.14	23.08
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	20.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	339	336	99.12	0.88	65.18
Male	167	166	99.40	0.60	68.67
Female	172	170	98.84	1.16	61.76
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	17	17	100.00	0.00	82.35
Filipino	--	--	--	--	--
Hispanic or Latino	108	107	99.07	0.93	53.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	178	176	98.88	1.12	67.61
Two or More Races	27	27	100.00	0.00	88.89
Socioeconomically Disadvantaged	126	125	99.21	0.79	49.60
English Learners	45	45	100.00	0.00	48.89
Students with Disabilities	28	26	92.86	7.14	23.08

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	40.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	10.3	21.5	57.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to be and stay involved in their child's learning experience by volunteering in the classroom, participating in a decision-making group, and attending school events.

Parents stay informed of upcoming events and school activities through email, flyers, newsletters, the school marquee, the school website, teacher websites, PTA website, "Weekly Newsblasts" and PTA meetings, and Aeries Communication. Contact any school office staff member, teacher, or the PTA President at (714) 846-6602 for more information on how to become involved.

Opportunities to Volunteer
- Chaperone Field Trips
- Classroom Helper
- Library Helper
- Reading Lab Volunteer
- Computer Lab Volunteer
- School Fundraising

Committees
- English Learner Advisory Council (ELAC)
- Parent Teacher Association (PTA)
- School Site Council (SSC)

School Activities
- Back to School Night
- Grandparents/Special Persons' Day
- Fall Fundraiser (Silent Auction and Special Activities)
- First Responders Fair
- Holiday Store
- Read Across America Day
- Spring Fundraiser (Jogathon)
- Open House
- Student Performances
- Student Recognition Assemblies
- Volunteer Appreciation Day

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.5	0.7	0.3	2.4	1.7	2.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Harbour View Elementary School in collaboration with School Site Council, local agencies, and the District Office, to fulfill the requirements of Senate Bill 187. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response, procedures for safe arrival and departure from school, sexual harassment, bullying, and dress code policies. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October, 2019 and again in December, 2019.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	25		6		27		6		24		5	
1	26		4		28		4		26		4	
2	27		5		25		4		26		5	
3	27		4		26		5		27		3	
4	31		3		32		1	2	31		4	
5	31		5		32		4		31		4	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0

Title	Number of FTE* Assigned to School
Other	

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5111.43	$4.99	$5,106.44	95409
District	N/A	N/A	4970.98	$89,638.00
Percent Difference - School Site and District	N/A	N/A	2.7	6.2
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	-38.1	14.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In addition to general fund state funding, Ocean View School District receives state and federal categorical funding for special programs. For the 2018-2019 school year, the District received categorical, special education, and support programs funds for:

Unrestricted Programs
State Lottery

Federal Programs
Medi-Cal Billing
Special Education Funding
Educator Effectiveness

State Programs
Lottery: Instructional Materials

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,588	$45,741
Mid-Range Teacher Salary	$84,208	$81,840
Highest Teacher Salary	$104,741	$102,065
Average Principal Salary (Elementary)	$131,112	$129,221
Average Principal Salary (Middle)	$136,570	$132,874

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$226,644	$224,581
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5

The days represented above only represent opportunities that ALL teachers participate in throughout the year. District committee work or content area teams training are not calculated in the total above. Elementary has 2 non-student days of training, 1 day of site-based foundational skills training, and 1.5 days to analyze data and develop an action plan totaling 4.5 days for ALL elementary teachers. Middle School also has the 2 non-student days and the 1.5 data days totaling 3.5 days for ALL middle school teachers.

There are two non-student days included in the District calendar that focus on professional learning each year. At elementary sites Wednesdays are modified days. Students are released early to allow time for teachers to focus on professional learning, collaboration, and planning. Two Wednesdays a month are devoted to professional learning and collaboration and the other two Wednesdays are for collaboration and teacher planning. Middle School will have 10 early release Thursdays starting in the 2019-2020 school year to allow for professional learning, collaboration, and planning as well. There are also 1.5 days allotted to each school site to review data and create planned actions based on the data. Other professional learning opportunities are made available for teachers who are representing their school and bringing back information and professional learning provided for school site administrators to bring back and share with staff.

Ocean View School District has a Roadmap that is collaboratively developed with stakeholders. This Roadmap defines the professional development needs of the students and staff across the district. It is also used to develop the Local Control Accountability Plan (LCAP) and School Plans (SPSA). The focus for the professional learning in TK-5 schools has been on Foundational Skills for Literacy, Diagnostic assessments to inform instruction, and using a toolkit of resources to differentiate instruction for all students. In middle school the focus has been on developing and implementing new integrated science units, writing in science, and training teachers to conduct a History-Social Science pilot of instructional materials. All schools have been working on Social-Emotional learning, Positive Behavior Instructional Support (PBIS), and some of the schools have been trained in restorative practices.

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

California Reading and Lit Project
CaMSP Training
Close Reading
Depth and Complexity
Next Generation Science Standards
OCC GATE Conference
OCDE Materials Based Math Training
Pre-K Readiness and Writing Literacy and Math

Professional Learning Communities
Project GLAD
SBA Trainer of Trainers
SBA Training - Elementary
Thinking Maps
Write From the Beginning - Expository
Write From the Beginning - Narrative Grades 4-8

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1) a supplement to site-based staff development,
2) for reinforcement of or follow-up on previous training, or
3) follow-up training for newly implemented programs/curricula.