

# OCEAN VIEW SCHOOL DISTRICT

## Spring View Middle School

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Cameron Malotte, Principal



A California Distinguished School

## 2003-2004 School Accountability Report Card



### Ocean View School District

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

### Principal's Message

As Principal, I take great pride in the achievements of Spring View Middle School. This Annual School Accountability Report Card holds within its pages the basis for such pride. We share with you an overview of the district and community in which it resides, in hopes that your appreciation and understanding of our educational program will be cultivated and refined.

This School Accountability Report Card is presented in accordance with Proposition 98 and the federal No Child Left Behind act, which defines the report as a requirement for every school district in California. In compliance with legislation, we are proud to highlight the accomplishments of the prior school year as well as to identify goals and objectives for the future.

Spring View Middle School maintains the ideal that it is not the sole responsibility of an individual or school to produce high-caliber, contributing members of society. Rather, we consider the education of our students the result of a group effort. That being the case, we welcome any suggestions, ideas, or comments you may have. We celebrate the partnerships that exist between students, parents, community members, and staff. Thank you for assisting Spring View Middle School in maintaining a high level of educational excellence that we will continue to strive for in this and future generations.

-- Cameron Malotte, Principal

### School Mission Statement

It is the mission of Spring View Middle School to provide all students with a variety of educational experiences; provide opportunities for students to build confidence and self esteem through physical, social, intellectual and emotional development; develop a foundation that encourages life-long learning; reinforce basic skills and introduces new skills; teach critical thinking and problem solving strategies; develop skills for becoming successful, responsible, contributing members of society; and model respect for all individuals.

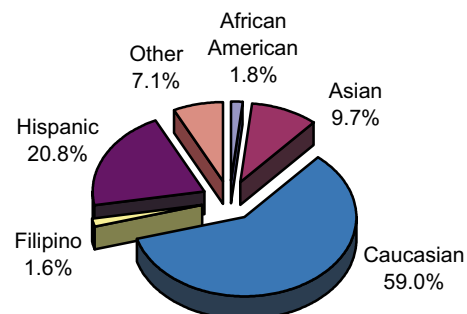


### District & School Profile

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

Spring View Middle School, selected as a California Distinguished School in 1999, serves more than 900 students on a traditional school calendar year. Spring View Middle School provides a high quality, standards-based educational program to all students in a safe, nurturing environment with a particular focus on meeting the unique needs of the middle school student.

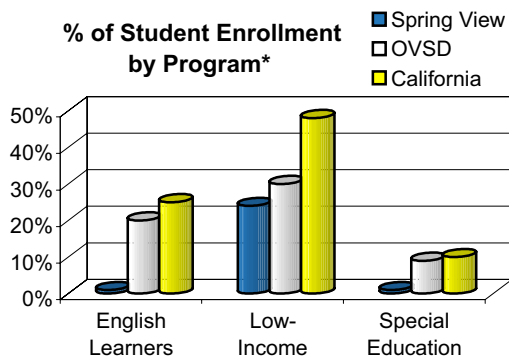
### % of School Enrollment by Ethnic Group



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

## No Child Left Behind

No Child Left Behind (NCLB) requires evaluation of student performance schoolwide, districtwide, and by specific subgroups within the student population. A profile of our school and District's enrollment, as defined by these subgroups, is provided to assist in interpreting information presented in this report card. The enrollment of significant ethnic subgroups is located on page one.



\*Source: STAR testing enrollment.

## School Leadership

Leadership at Spring View Middle School is a responsibility shared among District administration, the principal, instructional staff, students, and parents. Assisting the principal is the Principal's Advisory Council, comprised of grade-level and subject-area teacher representatives. This team meets twice a month to monitor the school's curriculum and student achievement as well as to 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 Student Association (PTSA). At the District level, parents participate on the Instructional Advisory Council, the President's Roundtable, District ELAC, District Community Budget Advisory Committee, and the Gifted and Talented Education Parent Advisory Council.

## Community Involvement

Parents and the community are very supportive of the educational program at Spring View Middle School. Our PTSA has made generous contributions of time and money to numerous programs and activities. We are grateful for the many hours contributed by our parent volunteers. Our programs are further enriched by strong community partnerships, including organizations such as the Elks Club, Masonic Lodge, Wal-Mart, McDonald's, Knott's Berry Farm, Carl's Jr., and Home Depot.

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 Back-to-School Night, Open House, Parent Orientation, Parent Education Nights, fine arts performances, and athletic events. Students benefit from parents volunteering in the ALLY program (Advocating a Love of Literature in Youth) where parents read to students once a week. Parents are kept informed of school activities through bimonthly newsletters, an automatic telephone message system, and regular teacher correspondence.

## Discipline & Climate for Learning

Spring View Middle 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 Handbook, assemblies, newsletters, and announcements. At the start of every school year students participate in a writing exercise involving school rules and expectations.

We have implemented various programs to promote a positive and safe learning environment. Through Project Wisdom, students participate in a weekly activity that teaches them how to make good choices. Our conflict management program trains a group of sixth, seventh, and eighth grade students to help their peers resolve conflicts in a constructive, non-violent manner. Through these programs, we have experienced a more safe and peaceful campus.

We celebrate the achievements of our students through daily positive reinforcement and regular awards assemblies. Through our PRIDE recognition program, students receive increasing levels of benefits for achievements in academics and citizenship. Students are recognized with trimester and end of the year awards in the areas of academics, attendance, athletics, fine arts, citizenship, leadership, community service, and improvement.

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

- Boys & Girls Basketball
- Boys & Girls Cross Country
- Boys & Girls Volleyball
- Boys & Girls Track and Field
- Intramural Lunch-time Sports
- Choir
- Band
- Outdoor Education
- Student Government

The table below illustrates the incidents of suspension and expulsion for Spring View Middle School, and the combined total for all schools in the Ocean View School District. The rate of suspension/expulsion is calculated by dividing the total annual number of incidents by the total number of students enrolled, and multiplying by 100. The rates do not reflect the number of individual students suspended, and may appear inflated due to a single student being suspended more than once in a year.

Suspensions & Expulsions						
	Spring View			OVSD		
	2002	2003	2004	2002	2003	2004
Suspension (#)	105	106	126	412	444	574
Suspension (%)	12.5	12.2	13.7	4.1	4.4	5.6
Expulsion (#)	2	0	0	2	2	1
Expulsion (%)	0.0	0.0	0.0	0.0	0.0	0.0

## Instructional Programs

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

Using standards-based adopted textbooks and materials, teachers are able to adapt classroom instruction to meet students' unique learning styles. When further assistance is needed for students to achieve grade level standards, several strategies are in place. At Spring View Middle School, students with reading difficulty are placed in an intensive language arts curriculum, utilizing the Language! program. The students receive support from parent and community volunteers. Students may also receive extra help in all subject areas through the Homework Club at lunch time and after school.

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 Spring View Middle School, students in the GATE program may participate in GATE/Honors classes in language arts and social studies, as well as accelerated math classes. Students in the GATE program also have the option of attending the magnet program at Mesa View Middle 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 Spring View Middle School, students learning English may participate in two levels of English Language Development classes depending on their level of language acquisition. A bilingual aide is available to support students in accessing the core curriculum. Our bilingual community liaison oversees Homework Club support for English Learners as well as participates in all meetings with parents needing translation services.

Spring View Middle 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. Spring View Middle School offers a Resource Specialist Program, Special Day Classes, and speech/language therapy for all grade levels.

## Training & Curriculum Improvement

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

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

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

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

## Textbooks & Instructional Materials

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

The District is committed to providing state-of-the-art technology to all students. Teachers integrate technology into classroom curriculum, following the OVSD Student Technology Standards which are aligned to the National Educational Technology Standards. At Spring View Middle School, students may take an Introduction to Technology exploratory class where they learn about digital imaging, web page design, and video production/editing. Teachers use standards-aligned software such as Scholastic Reading Inventory, CornerStone, and Microsoft Office to extend and enhance student learning. Additional technology tools available to teachers to support classroom instruction include LCD projectors, computer mini labs, and TV/VCR carts. SMART Boards and wireless laptop computers are used in all language arts classrooms.

Textbooks*		
Subject/ Adoption Year	Publisher and Series	Grade Levels
<b>Language Arts</b>		
June 2002	Holt, Rinehart and Winston: <i>Literature and Language Arts</i>	6th-8th
<b>Mathematics</b>		
June 2002	McDougal Littell: <i>Concepts and Skills Course 1, 2, Algebra I</i>	6th-8th
<b>Science</b>		
May 2001	Holt, Rinehart and Winston: <i>Holt Science and Technology - Earth, Life, and Physical</i>	6th-8th
<b>History/Social Science</b>		
June 2000	McGraw-Hill: <i>Adventures in Time and Place</i>	6th
June 2000	Houghton Mifflin: <i>Houghton Mifflin Social Studies - Across the Centuries</i>	7th
June 2000	Glencoe, McGraw-Hill: <i>The American Journey - Building a Nation</i>	8th

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

## 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 three times a year -- during 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 Spring View Middle School and the Ocean View School District, and a comparison of that progress to students throughout the state.

### Adequate Yearly Progress (AYP)

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

Spring View Middle School exceeded all requirements for Adequate Yearly Progress in 2004. Ocean View School District met all AYP requirements in 2004.

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

### Federal Awards and Intervention Programs

	02	03	04
Recognized as a Title I Achieving School	No	No	No
Identified for Program Improvement	No	No	No
Exited Title I Program Improvement	<i>Not applicable</i>		
Number of Years in Program Improvement	<i>Not applicable</i>		
<b>Schools in District Identified for Program Improvement</b>			
Number of Schools	0	0	0
Percent of Schools	0%	0%	0%

### Adequate Yearly Progress

#### California Standards Test (CST)

##### English/Language Arts

Year Ending	Spring View Middle				OVSD											
	Participation Rate		% Proficient & Advanced		Participation Rate		% Proficient & Advanced									
	03	04	03	04	03	04	03	04								
<b>Target</b>	95%		13.6%		95%		13.6%									
<b>Subgroups</b>	Met	%	Met	%	Met	%	Met	%								
<b>All Students</b>	Yes	100	Yes	99	Yes	44.9	Yes	46.6	Yes	99	Yes	99	Yes	49.7	Yes	50.2
English Learners	Yes	100		100	Yes	26.6		18.1	Yes	100	Yes	99	Yes	22.6	Yes	21.7
SED^	Yes	100	Yes	100	Yes	23.5	Yes	27.9	Yes	99	Yes	99	Yes	26.4	Yes	27.7
Special Education		99		95		5.4		7.1	Yes	97	Yes	97	Yes	17.5	Yes	16.1
African American		100		100		40.0		21.0	Yes	100	Yes	100	Yes	45.6	Yes	40.3
Asian	Yes	100		100		56.5		60.4	Yes	100	Yes	99	Yes	64.1	Yes	63.8
Caucasian	Yes	100	Yes	99	Yes	49.9	Yes	52.9	Yes	99	Yes	99	Yes	59.4	Yes	60.0
Hispanic or Latino	Yes	100	Yes	100	Yes	22.5	Yes	27.9	Yes	99	Yes	99	Yes	24.1	Yes	24.7

##### Math

Year Ending	Spring View Middle				OVSD											
	Participation Rate		% Proficient & Advanced		Participation Rate		% Proficient & Advanced									
	03	04	03	04	03	04	03	04								
<b>Target</b>	95%		16.0%		95%		16.0%									
<b>Subgroups</b>	Met	%	Met	%	Met	%	Met	%								
<b>All Students</b>	Yes	100	Yes	99	Yes	56.4	Yes	55.6	Yes	99	Yes	99	Yes	57.1	Yes	57.4
English Learners	Yes	100		100	Yes	41.4		30.3	Yes	99	Yes	99	Yes	35.7	Yes	35.5
SED^	Yes	100	Yes	100	Yes	36.5	Yes	36.8	Yes	99	Yes	99	Yes	36.7	Yes	38.9
Special Education		96		95		18.3		12.8	No	95	Yes	97	Yes	25.1	Yes	23.5
African American		100		100		35.0		36.8	Yes	100	Yes	100	Yes	44.0	Yes	44.3
Asian	Yes	100		100		70.7		77.0	Yes	100	Yes	99	Yes	77.9	Yes	78.5
Caucasian	Yes	99	Yes	99	Yes	61.9	Yes	61.0	Yes	99	Yes	99	Yes	64.6	Yes	64.3
Hispanic or Latino	Yes	100	Yes	100	Yes	31.8	Yes	33.1	Yes	99	Yes	99	Yes	33.5	Yes	34.7

#### Academic Performance Index (API)

	Spring View Middle		OVSD					
	03	04	03	04				
<b>Target</b>	Minimum score of 560 or 1 point increase							
<b>Scores</b>	Met	Score	Met	Score				
	Yes	776	Yes	774	Yes	790	Yes	795

Scores for 2004 taken from data published by the California Department of Education in October 2004.

^SED = Socioeconomically Disadvantaged

\*Only numerically significant subgroups are required to be reported

# Standardized State Assessments

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

## California Standards Tests (CST)

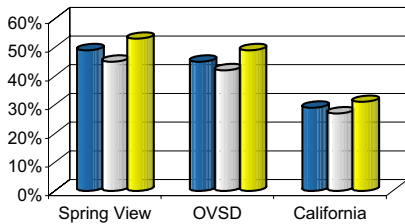
California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards),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

## Physical Fitness

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

**% of Students in Healthy Fitness Zone 2003-04**

- 7th Grade Total
- 7th Grade Boys
- 7th Grade Girls



California Standards Test (CST) 2002, 2003, 2004 Combined % of Students Scoring at Advanced & Proficient Levels																						
Grade Level	English/Language Arts									Mathematics												
	6			7			8			Grade-Level Math Standards		General Math	Algebra I									
	02	03	04	02	03	04	02	03	04	6	7	8	8									
<b>All Students</b>																						
Spring View	33	42	47	46	46	49	37	46	44	41	47	45	55	56	59	44	57	51	88	91	99	
OVSD	43	49	48	50	52	51	47	48	52	48	49	46	54	57	42	45	50	52	90	90	84	
California	30	36	36	33	36	36	32	31	33	32	34	35	30	30	33	20	24	24	39	39	35	
<b>Male</b>																						
Spring View	29	37	48	39	38	40	29	38	39	42	46	51	57	55	59	57	55	51	86	88	100	
OVSD	41	44	45	46	49	44	42	41	44	51	47	46	54	56	50	49	52	53	89	87	84	
California	28	29	33	30	31	32	28	30	29	33	35	36	29	29	33	20	24	23	39	39	35	
<b>Female</b>																						
Spring View	37	48	46	53	53	60	45	53	49	40	47	39	53	57	59	82	60	52	90	94	97	
OVSD	46	53	51	56	57	59	53	55	52	46	51	45	54	59	54	41	49	52	92	90	83	
California	32	38	39	37	40	42	37	35	37	32	34	34	29	30	32	20	24	23	38	39	34	
<b>English Learners (EL)</b>																						
Spring View	5	16	0	6	11	21	0	8	11	16	26	10	17	17	32	31	14	20				
OVSD	5	6	5	6	7	9	7	8	7	16	13	11	16	15	17	22	25	29				
California	4	6	6	5	5	5	3	4	3	11	11	11	9	8	10	7	10	8	14	16	10	
<b>Non EL</b>																						
Spring View	37	44	54	51	50	51	41	49	48	45	48	51	59	61	61	45	63		88	90	99	
OVSD	48	56	58	56	58	59	52	52	53	53	55	53	58	63	58	49	55	57	90	90	85	
California	38	45	45	41	44	46	39	38	40	39	42	43	35	36	39	24	29	28	42	42	39	
<b>SED^</b>																						
Spring View	14	19	31	18	27	30	22	19	26	20	27	27	31	36	37	33	48					
OVSD	24	22	27	24	32	28	25	26	26	29	24	27	36	38	32	33	38	40	100	93	75	
California	14	19	20	16	19	20	14	15	18	19	19	25	16	16	20	12	14	15	20	22	19	
<b>Non SED</b>																						
Spring View	39	49	54	55	52	54	41	51	49	49	53	52	61	63	66	49	60	57	87	90	98	
OVSD	50	59	57	57	59	59	53	53	56	55	59	53	58	63	58	49	54	58	90	90	84	
California	47	54	54	48	51	52	46	43	46	48	50	51	41	43	45	29	33	32	48	47	45	
<b>Special Education</b>																						
Spring View	11	4	13	11	4	0	0	5	10	17	4	12	10	33	4	5	15	20				
OVSD	15	7	9	10	10	6	11	5	8	18	6	8	8	20	8	14	11	17				
California	8	10	9	6	7	8	5	5	6	9	9	10	6	6	7	6	7	6	17	17	12	
<b>African American</b>																						
Spring View																						
OVSD				50	42		44	42		34	26		39	42		37	47		44	33		
California				22	23		20	22		17	19		17	17		12	14		12	11	17	14
<b>Asian</b>																						
Spring View																						
OVSD																						
California																						
<b>Caucasian</b>																						
Spring View																						
OVSD				54		53			52			52	52	52		62	63		65	60		
California				58	58		60	61		55	57		58	53		62	58		56	57		
				56	56		54	55		47	51		52	51		44	48		38	37		
<b>Filipino</b>																						
Spring View																						
OVSD				46	31		59	50		45	58		38	23		82	37			84		
California				48	52		47	52		41	45		47	49		42	47		35	34	42	42
<b>Hispanic</b>																						
Spring View																						
OVSD																						
California																						

Scores for 2004 taken from data published by the California Department of Education in October 2004.

^SED - Socioeconomically Disadvantaged

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

2002 testing data unavailable from the California Department of Education.

## California Achievement Test Survey (CAT/6)

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

SAT9 Survey Norm Referenced Test 2002						
% At or Above 50th Percentile						
Subject Area Grade Level	Reading			Math		
	6	7	8	6	7	8
<b>All Students</b>						
Spring View Middle	54	60	65	73	79	77
OVSD	65	67	69	81	80	78
California	48	48	49	60	52	50
<b>Subgroups</b>						
Females	55	63	70	73	83	75
Males	53	58	61	73	76	80
English Learners	8	11	5	41	39	53
Non English Learners	61	66	70	78	84	79
SED <sup>^</sup>	30	31	51	52	65	73
Non SED	62	68	69	81	83	78
Asian	70	63	68	91	96	88
Caucasian	62	70	71	81	84	78
Hispanic or Latino	28	16	44	48	50	75

<sup>^</sup>SED - Socioeconomically Disadvantaged  
**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.**

CAT/6 Survey Norm Referenced Test*										
2003, 2004										
% At or Above 50th Percentile										
Subject Area Grade Level Year Ending	Reading						Math			
	6	7	8	6	7	8	6	7	8	
	03	04	03	04	03	04	03	04	03	04
<b>All Students</b>										
Spring View Middle	59	51	58	54	59	51	64	67	67	69
OVSD	59	56	62	59	58	58	68	67	71	68
California	45	46	45	45	41	41	51	53	46	48
<b>Subgroups</b>										
Females	63	52	61	63	65	53	65	68	64	68
Males	55	51	55	47	53	48	63	65	69	69
English Learners	26	7	14	21	8	21	21	21	25	32
Non English Learners	61	58	64	56	64	54	67	74	72	71
SED <sup>^</sup>	29	32	35	25	34	43	36	45	45	40
Non SED	68	59	66	62	64	53	73	76	74	77
Asian	68	59	67	63	53	69	82	86	92	84
Caucasian	64	58	67	60	67	55	71	73	73	75
Hispanic or Latino	39	37	33	25	27	33	35	48	36	47

\*Scores for 2004 taken from data published by the California Department of Education in October 2004.  
<sup>^</sup>SED - Socioeconomically Disadvantaged  
**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.**

## Academic Performance Index (API)

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

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

API School Results						
All Students	Base			Growth		
	2001	2002	2003	2002	2003	2004
Percent Tested	100	100	100	Percent Tested	100	100
API Score	784	748	777	API Growth Score	764	776
Growth Target	1	3	1	Actual Growth	-20	28
Statewide Rank	9	8	8	Eligible for Awards	No	Yes
Similar Schools Rank	9	4	7	Eligible for II/USP	No	No
<b>Subgroups</b>						
<b>Socioeconomically Disadvantaged</b>						
Base API Score	683	646	674	API Growth Score	659	677
Growth Target	1	2	1	Actual Growth	-24	31
<b>Caucasian</b>						
Base API Score	812	777	802	API Growth Score	796	801
Growth Target	*	2	*	Actual Growth	-16	24
<b>Hispanic</b>						
Base API Score	656	620	666	API Growth Score	631	668
Growth Target	1	2	1	Actual Growth	-25	48

**\*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.*

## Teacher Assignment

We take great pride in our caring and dedicated teachers. For the 2003-04 school year, Spring View Middle School had 37 fully credentialed teachers in accordance with State of California guidelines.

Teacher Credential Status			
	02	03	04
Fully Credentialed	35	37	37
Emergency Credentials	3	2	1
Interns	0	0	0
Waivers	1	0	0
<b>Total Teachers</b>	<b>37</b>	<b>38</b>	<b>37</b>
Teacher Misassignments			0
Teacher Vacancies			0
Working Outside Subject	0	0	0
Average Years Teaching	14.3	14.0	15.2
Average Years in District	13.0	13.0	14.1
<i>Data not required to be reported for these years.</i>			
<i>Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.</i>			

## NCLB-Compliant Teachers

The federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific federal credential requirements by the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects. At the start of the 2003-04 school year, 42.9 percent of core academic classes at Spring View Elementary School were taught by NCLB-compliant teachers and 80.8 percent of core academic classes in the District were taught by NCLB-compliant teachers.

Teacher Education Levels 2003-04		
	Spring View	OVSD
Doctorate	2.7%	0.4%
Master's Degree +30*	32.4%	27.2%
Master's Degree	29.7%	38.9%
Bachelor's Degree +30*	18.9%	29.2%
Bachelor's Degree	16.2%	6.7%

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

## Teacher Evaluation

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

## Substitute Teachers

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

## Student Support Services

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

Counseling & Support Services Staff			
Title	Number of Staff	Days Available Per Week	Full Time Equivalent
Adaptive PC Specialist	1	As needed	-
Counselor (Intern)	1	5	0.5
Health Clerk	1	5	0.5
Nurse	1	1	0.2
Campus Supervisors	2	5	0.2
Psychologist	1	2.5	0.5
Resource Specialist	2	5	2.0
Special Day Class Teacher	2	5	2.0
Speech/Language Specialist	1	2.5	0.5

Selected incoming sixth graders may participate in the PRIDE Academy prior to the start of the school year. Supportive, team-building activities, tours of the campus, and a review of schoolwide expectations help to better prepare students for success in the new middle school environment.

## School Facilities & Safety

Spring View Middle School provides a safe, clean environment for students, staff, and volunteers. School facilities are well-maintained and provide adequate space for students and staff. School grounds encompass approximately 14 acres. Facilities include 33 permanent classrooms, 6 portable classrooms, a library, computer lab, gymnasium/auditorium, fine arts room, woodshop, boys' and girls' locker rooms, administrative offices, and athletic courts and playing fields.

A team of custodians promptly addresses facility maintenance issues and cleans the campus on a daily basis. The District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. A work order process immediately alerts District personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority. At the time this report was published, 100 percent of restrooms on campus were in good working order.

Spring View Middle 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 supervisor 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 August 2003. Safety procedures, including elements of the Safe School Plan, are reviewed with school staff at the start of every school year.

## School Attendance

Regular attendance at Spring View Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated and consistently enforced. Our teachers and office manager proactively address attendance issues before they develop into further problems. In the case of chronic truancy, we contact the home with letters and telephone calls. In addition, students may be referred to the School Attendance and Review Board (SARB) for further intervention.

For each day a student is absent, \$25 is taken from the District's budget by the state. In the 2003-04 school year, Ocean View School District implemented a districtwide attendance incentive program to increase student attendance. If a school achieved an increase in its annual attendance rate, it received a monetary award -- corresponding to the appropriate increase in funding from the state. The actual attendance rate for Spring View Middle School in the 2003-04 school year was 95.81 percent, an increase from 95.64 in 2002-03.

## Class Size

Small class sizes allow us to focus more attention on the individual needs of each student. The average class size for Spring View Middle School in 2003-04 was 29 students.

	Teaching Load Distribution											
	Average Class Size			Classrooms containing:								
				1-22 Students			22-32 Students			33+ Students		
	02	03	04	02	03	04	02	03	04	02	03	04
English	26	25	28	15	18	8	34	43	42	6	3	11
Math	31	31	31	1	2	2	23	25	40	12	8	14
Science	30	28	32	2	2	0	12	20	23	10	3	3
Social Science	27	29	29	6	1	2	15	20	27	6	6	7

## Instructional Time

All instructional minutes offered at Spring View Middle School exceed state requirements. State law requires that students in grades 6-8 receive 54,000 annual minutes of instructional time; Spring View Middle School offered 58,410 minutes in 2003-04. For the 2003-04 school year, Spring View Middle School offered 180 days of instruction comprised of 169 regular days and 11 minimum days used for parent/teacher conferences and the last day of school.

## Expenditures & Services Funded

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

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

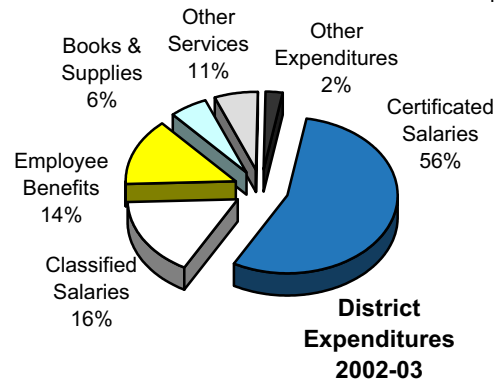
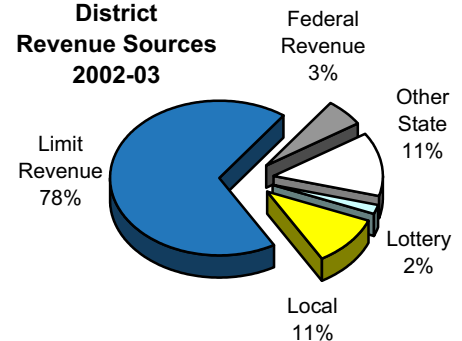
Note: The California Department of Education does not release audited financial results until the spring of the following fiscal year. In order to provide valid, comparative data, all districts throughout the State use only audited J-200 financial information to comply with SARC reporting requirements.

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

- Class Size Reduction
- Drug/Alcohol/Tobacco Education Funds
- Economic Impact Aid (EIA-LEP)
- Educational Technology Assistance
- Eisenhower Math and Science

- Gifted and Talented Education (GATE)
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review
- School Improvement Program
- Special Education
- Title I

**District Revenue Sources  
2002-03**



## Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2002-03 school year. For comparison purposes, the State Department of Education has provided average salary data from elementary school districts having over 5,000 average daily attendance throughout the state.

Average Salary Information Teachers - Principal - Superintendent 2002-03		
	OVSD	State Average
Beginning Teachers	\$34,000	\$37,951
Mid-Range Teachers	\$62,487	\$61,262
Highest Teachers	\$81,285	\$74,414
Elementary Principals	\$96,409	\$94,506
Middle School Principals	\$103,556	\$94,506
Superintendent	\$146,007	\$140,715
Salaries as a Percentage of Total Budget		
Teacher Salaries	50.44%	44.63%
Administrative Salaries	5.66%	5.51%

## Contact Information

Parents who wish to volunteer or participate in Spring View Middle School's leadership teams, school committees, and school activities may call the school's office at (714) 846-2891.