

# OCEAN VIEW SCHOOL DISTRICT

## Spring View Middle School

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A California Distinguished School

Cameron Malotte, Principal

## 2004-2005 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.



### School Mission Statement

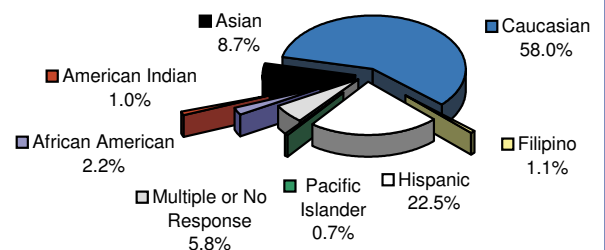
It is the mission of Spring View Middle School to provide all students with a variety of educational experiences; provide opportunities for students to build confidence and self-esteem through physical, social, intellectual and emotional development; develop a foundation that encourages life-long learning; reinforce basic skills and introduce 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 906 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.

Ethnicity



### 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.

Spring View Middle School has 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. The 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, Spring View has experienced a more safe and peaceful campus.

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

Suspensions & Expulsions						
	Spring View			OVSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Suspensions	105	126	117	444	574	372
Suspension Rate	12.2%	13.7%	12.9%	4.4%	5.6%	3.7%
Expulsions	0	0	1	2	1	1
Expulsion Rate	0.0%	0.0%	0.1%	0.02%	0.009%	0.009%

## Student Recognition & Extracurricular Activities

The achievements of our students are celebrated through daily positive reinforcement and regular awards assemblies. Through the 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

## School Attendance

Regular attendance at Spring View Middle 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 2004-05 school year, Ocean View School District implemented a districtwide attendance incentive program to increase student attendance. If a school achieved an increase in its annual attendance rate, it received a monetary award -- corresponding to the appropriate increase in funding from the state. The actual attendance rate for Spring View Middle School in the 2004-05 school year was 95.81%.

## Class Size

The Teaching Load Distribution table illustrates the average class size by subject, as well as how many classes were taught with a certain number of students in each class, based on three different class sizes.

The corresponding numbers show how many classrooms had 22 students or fewer, 23 to 32 students, and 33 or more students by subject. Spring View Middle School maintained a schoolwide average class size of 29.9 students in the 2004-05 school year.

	Teaching Load Distribution											
	Average Class Size			Classrooms containing:								
				1-22 Students		23-32 Students		33+ Students				
03	04	05	03	04	05	03	04	05				
English	25	28	32	18	8	4	43	42	40	3	11	10
Math	31	31	32	2	2	2	25	40	24	8	14	22
Science	28	32	29	2	0	3	20	23	22	3	3	1
Social Science	29	29	28	1	2	4	20	27	25	6	7	3

## 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 2004-05. For the 2004-05 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.

## 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.

## Textbooks & Instructional Materials

Ocean View School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support each school's instructional program. Ocean View School District held a Public Hearing on October 10, 2005, and determined that each school within the District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including 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.

District-Adopted Textbooks				Quality & Availability of Standards Aligned Textbooks
Subject	Publisher	Grade Level	Adoption Year	
Language Arts	Holt, Rinehart, & Winston	6-8	2002	Sufficient
Math	McDougal Littell	6-8	2002	
Social Science	McGraw-Hill	6	2000	
	Houghton Mifflin	7		
	Glencoe, McGraw Hill	8		
Science	Holt, Rinehart, & Winston	6-8	2001	

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, 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.

Computer Resources			
	2003	2004	2005
Computers	169	144	175
Students per computer	5.1	6.3	5.2
Classrooms connected to Internet	33	33	33

## Student Support Services & Specialized Instruction

Spring View Middle School makes every effort to meet the academic, emotional, and physical needs of 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		
	Number of Staff	Full - Time Equivalent
Adaptive PE Specialist	1	*
Counselors (interns)	2	1.5
Health Clerk	1	0.5
Nurse	1	0.2
Campus Supervisors	2	2.0
Psychologist	1	0.5
Resource Specialists	2	2.0
Special Day Teachers	2	2.0
Speech/Language Specialist	1	0.5

\* Services are provided on an as-needed basis.

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

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.

## School Leadership

Leadership at Spring View Middle School is a responsibility shared among District administration, the principal, instructional staff, students, and parents. Cameron Malotte has been principal at Spring View Middle School for six years. Prior to becoming principal at Spring View Middle School, Mr. Malotte has 26 years of experience in education holding positions as a principal, assistant principal, and classroom teacher at both the high school and middle school levels. 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. The PTSA has made generous contributions of time and money to numerous programs and activities. Spring View Middle School is grateful for the many hours contributed by parent volunteers. School 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.

## 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.

## 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.

## California Standards Tests (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and eighth grade Social Science, for the most recent three-year period, is shown below. Summative Math scores are not shown for eighth grade. For course specific scores please visit <http://star.cde.ca.gov>.

California Standards Test (CST)																		
Combined % of Students Scoring at Proficient and Advanced Levels																		
	Language Arts						Math						Social Science					
	6		7		8		6		7		8							
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05			
	<b>All Students</b>						<b>All Students</b>											
Spring View	42	47	47	46	49	56	46	44	53	47	45	43	56	59	53	43	42	52
OVSD	49	48	53	52	51	59	48	48	54	49	46	55	57	52	53	38	40	41
California	36	36	38	36	36	43	30	33	39	34	35	40	30	33	37	27	28	31
	<b>Females</b>						<b>Females</b>											
Spring View	48	46	55	53	60	58	53	49	58	47	39	46	57	59	51	39	35	47
OVSD	53	51	59	57	59	63	55	52	56	51	45	58	59	54	54	37	35	41
California	38	39	41	40	42	49	35	37	43	34	34	39	30	32	37	26	26	30
	<b>Males</b>						<b>Males</b>											
Spring View	37	48	38	38	40	53	38	39	48	46	51	39	55	59	55	47	49	56
OVSD	44	45	47	49	44	56	41	44	51	47	46	53	56	50	51	38	45	43
California	33	33	35	32	32	38	27	29	34	35	36	41	29	33	37	28	29	33
	<b>English Learners</b>						<b>English Learners</b>											
Spring View	16	0	5	11	21	9	8	11	8	26	10	7	17	32	21	8	15	4
OVSD	6	5	8	7	9	13	8	7	6	13	11	18	15	17	19	5	5	6
California	6	6	7	5	5	9	4	3	6	10	11	13	8	10	11	4	5	5
	<b>Socioeconomically Disadvantaged</b>						<b>Socioeconomically Disadvantaged</b>											
Spring View	19	31	31	27	30	33	19	26	35	27	29	26	36	37	32	23	34	38
OVSD	22	27	27	32	28	38	26	26	30	24	27	33	38	32	35	18	25	21
California	19	20	22	19	20	28	15	18	22	19	22	26	16	20	23	14	14	17
	<b>Special Education</b>						<b>Special Education</b>											
Spring View	4	13	16	4	0	17	5	10	5	4	12	23	33	4	21	0	29	10
OVSD	7	9	12	10	6	15	5	8	8	6	8	20	20	8	14	2	14	9
California	8	9	10	6	8	10	5	6	8	9	10	11	6	7	8	7	7	9
	<b>Asian</b>						<b>Asian</b>											
Spring View	62	62	52	58	69	72	47	50	61	68	69	64	75	84	79	47	61	67
OVSD	64	65	63	68	64	79	57	62	66	69	74	79	81	82	82	44	59	55
California	55	59	60	54	59	66	49	53	58	63	66	69	60	64	69	48	51	54
	<b>Caucasian</b>						<b>Caucasian</b>											
Spring View	45	54	55	51	53	64	53	52	60	52	52	47	62	63	59	50	44	58
OVSD	58	58	65	60	61	68	55	57	64	58	53	62	62	58	59	44	43	49
California	56	56	58	54	55	61	47	51	58	52	51	58	44	48	52	41	41	47
	<b>Hispanic</b>						<b>Hispanic</b>											
Spring View	24	31	32	27	28	28	15	24	33	27	28	28	29	39	33	18	21	25
OVSD	20	22	28	26	23	35	24	20	26	22	21	32	31	26	30	19	16	16
California	19	20	22	20	22	28	15	18	23	19	21	26	16	18	23	13	14	17

## California Achievement Test Survey (CAT/6)

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The chart at right reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

		CAT/6 Norm Referenced Test																	
		% At or Above 50th Percentile																	
		Reading									Math								
		6			7			8			6			7			8		
		03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05
<b>Spring View</b>		59	51		58	54	62	59	51		64	67		67	69	59	78	72	
OVSD		59	56		62	59	61	58	58		68	67		71	68	63	73	73	
California		45	46		45	45	46	41	41		51	53		46	48	49	48	49	
		<b>Subgroups</b>																	
Females		63	52		61	63	62	65	53		65	68		64	68	56	80	71	
Males		55	51		55	47	61	53	48		63	65		69	69	61	77	72	
Socioeconomically Disadvantaged		29	32		35	25	36	34	43		36	45		45	40	38	64	51	
English Learners		26	7		14	21	21	8	21		21	21		25	32	15	32	39	
Special Education		4	16		30	0	25	20	10		8	24		35	4	18	11	43	
Asian		68	59		67	63	83	53	69		82	86		92	84	83	88	81	
Caucasian		64	58		67	60	69	67	55		71	73		73	75	67	83	80	
Hispanic		39	37		33	25	40	27	33		35	48		36	47	35	53	49	

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

## Academic Performance Index (API)

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

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

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

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

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

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

## Physical Fitness

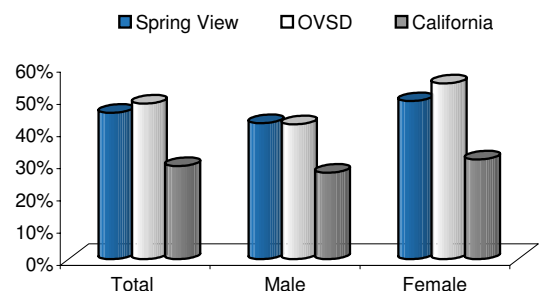
In the spring of each year, Spring View Middle School is required by the state to administer a physical fitness test to all students in seventh grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who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

		API School Results						
		Base			Growth			
		2002	2003	2004	2003	2004	2005	
Percent Tested		100	100	99	Percent Tested	100	99	100
API Score		748	777	773	API Growth Score	776	774	785
Growth Target		3	1	1	Actual Growth	28	-3	12
Statewide Rank		8	8	8	State Awards & Intervention Programs are no longer funded.			
Similar Schools Rank		4	7	5				
		Subgroups						
		Socioeconomically Disadvantaged						
Base API Score		646	674	684	API Growth Score	677	681	697
Growth Target		2	1	1	Actual Growth	31	7	13
		Caucasian						
Base API Score		777	802	794	API Growth Score	801	796	814
Growth Target		2	A	1	Actual Growth	24	-6	20
		Hispanic						
Base API Score		620	666	684	API Growth Score	668	683	694
Growth Target		2	1	1	Actual Growth	48	17	10

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

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

## Healthy Fitness Zone Grade 7



## No Child Left Behind

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

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

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

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

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

Adequate Yearly Progress 2005																
	% Participation Rate						% Proficient or Advanced									
	English/Language Arts		Math		English/Language Arts		Math		English/Language Arts		Math					
	Spring View	OVSD	Spring View	OVSD	Spring View	OVSD	Spring View	OVSD	Spring View	OVSD	Spring View	OVSD				
<b>All Students</b>	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%				
	Yes	100%	Yes	100%	Yes	100%	Yes	100%	Yes	52.5%	Yes	57.2%	Yes	55.1%	Yes	63.5%
<b>Subgroups</b>																
African American	*	100%	Yes	100%	*	100%	Yes	99%	*	33.3%	Yes	52.9%	*	38.1%	Yes	61.2%
Asian	*	100%	Yes	100%	*	100%	Yes	100%	*	64.6%	Yes	71.3%	*	81.7%	Yes	84.6%
Hispanic	Yes	100%	Yes	100%	Yes	100%	Yes	100%	Yes	33.9%	Yes	32.2%	Yes	32.3%	Yes	41.1%
Caucasian	Yes	100%	Yes	100%	Yes	100%	Yes	100%	Yes	59.4%	Yes	67.1%	Yes	60.1%	Yes	70.2%
English Learners	*	100%	Yes	100%	*	100%	Yes	100%	*	21.7%	Yes	27.3%	*	29.7%	Yes	42.5%
Students w/Disabilities	*	100%	Yes	99%	*	100%	Yes	99%	*	15.0%	Yes	21.8%	*	18.8%	Yes	29.2%
Socioeconomically Disadvantaged (SED)	Yes	100%	Yes	100%	Yes	100%	Yes	100%	Yes	32.9%	Yes	34.8%	Yes	36.2%	Yes	45.7%

\* The subgroup is not numerically significant for this school.

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

## Teacher Assignment

For the 2004-05 school year, Spring View Middle School had 37 fully credentialed teachers in accordance with State of California guidelines.

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

	Teacher Credential Status		
	03	04	05
Fully Credentialed	37	37	37
Emergency Credentials	2	1	0
Interns	0	0	0
Waivers	0	0	0
Teaching Outside Credential Area	15	16	17

	Misassignments/Vacancies		
	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	0	9
Vacant Teacher Positions	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	Teacher Education Levels	
	2004-05	OVSD
Doctorate	2.7%	0.6%
Master's Degree +30*	32.4%	25.2%
Master's Degree	37.8%	40.4%
Bachelor's Degree +30*	13.5%	23.7%
Bachelor's Degree	13.5%	10.1%

\*Indicates additional hours above and beyond degree.

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

## Teacher Evaluation & Professional Development

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

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

In the 2004-2005 school year, the District focus for staff training was on continuing to provide a balanced language arts, math, and science program, while piloting grade level assessments to support the standards-based report card; and refining and strengthening current instructional intervention strategies for at-risk, special needs, English learners, and GATE students. Consultants from DataWorks Educational Research and Orange County Department of Education continued to work with staff to implement curriculum calibration in the classroom. In addition, staff expanded upon the expertise and resources provided by education consultant Clay Roberts in building strong student developmental assets leading to a positive educational experience.

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

## Substitute Teachers

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

## School Facilities & Safety

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 28 permanent classrooms, 6 portable classrooms, a library, computer lab, gymnasium/auditorium, fine arts room, woodshop, boys' and girls' locker rooms, five staff rooms, administrative offices, and athletic courts and playing fields.

### Safety

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

## Maintenance and Repair

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

School Facility Conditions			
Date of Last Inspection: February 28, 2005			
Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

## Cleaning Process and Schedule

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

## Deferred Maintenance Budget

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

## Deferred Maintenance Projects

For the 2004-05 school year, the District's governing board approved deferred maintenance projects for this school that will result in the installation of new white boards, in addition to carpeting in selected rooms. The District's complete deferred maintenance plan is available at the District office.

## Expenditures & Services Funded

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

### Current Expense of Education Per Student\* 2003-04

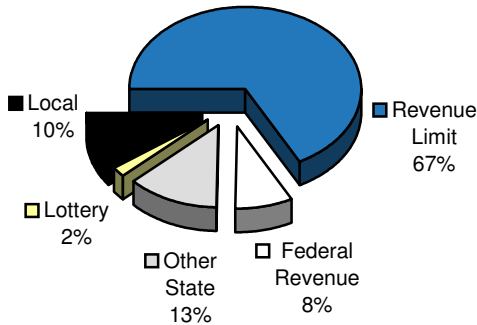
OVSD	Statewide Average	
	All Elementary School Districts	All Districts
\$6,652	\$6,643	\$6,919

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

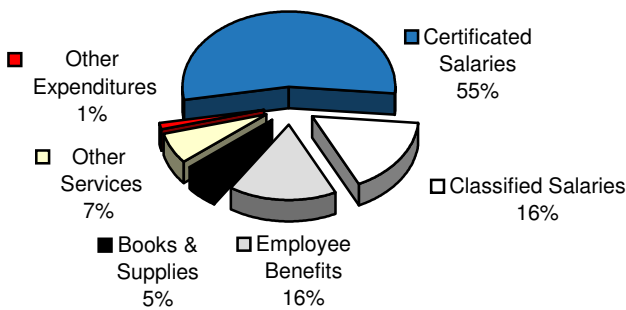
Ocean View School District receives federal and state categorical funding for special programs. For the 2003-04 school year, the District received approximately \$1,394 per student in federal and state aid for categorical, special education, and other support programs including:

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

### District Revenue



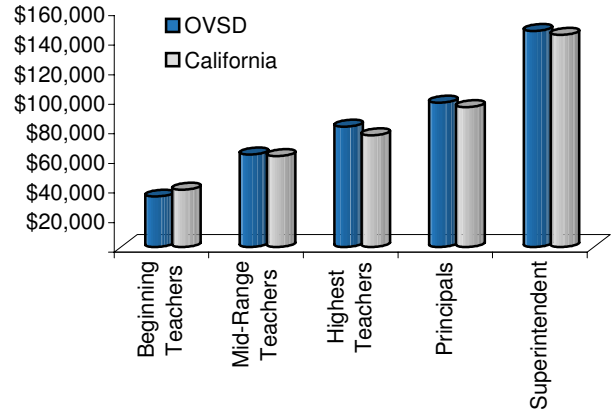
### District Expenditures



## Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2003-04 school year. For comparison purposes, the State Department of Education has provided average salary data from elementary school districts having over 5,000 average daily attendance throughout the state.

### Average Salary Information Teachers-Principals-Superintendent



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

