



**Ocean View School District**

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**2008-2009 LEADERSHIP**

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- Beverly M. Hempstead  
Deputy Superintendent
- William V. Loose, Ed.D.  
Assistant Superintendent,  
Administrative Services



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

**Ocean View School District**

**Spring View Middle School**

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Phone: (714) 846-2891 FAX: (714) 377-9821

John Drake, Principal

**2008-2009 School Accountability Report Card  
Published in 2009-2010**

**Principal's Message**

As Principal, I take great pride in the achievements of Spring View Middle School as it was recognized as a California Distinguished School in Spring 2007. 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 9,503 kindergarten through eighth grade students in the northern half of Huntington Beach and portions of Westminster, Fountain Valley, and Midway City. Founded in 1874, the district is proud of its long tradition of academic excellence. There are currently eleven elementary schools and four middle schools in the district. Students from Ocean View School District attend high schools within the Huntington Beach Union High School District. Award-winning schools, a rigorous and supportive educational program, strong community partnerships, and high levels of parental involvement are hallmarks of the Ocean View School District. Ocean View School District is dedicated to educational excellence and the continuous academic growth of all students, supporting its motto: "Charting the Course -- Success for All."

During the 2008-09 school year, Spring View Middle School, selected as a California Distinguished School in 1999 and 2007, had 840 students enrolled in grades six through eight on a traditional school calendar. Student demographics are illustrated in the chart. 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.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	1.5%
American Indian	0.7%
Asian	9.2%
Caucasian	54.5%
Filipino	0.7%
Hispanic or Latino	23.3%
Pacific Islander	1.5%
Multiple or No Response	8.5%

**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 development and implementation of a schoolwide Positive Behavior Intervention System (PBIS), teaches students pro-social behaviors by establishing consistent expectations in every classroom and non-classroom setting. Through the development and implementation of the PBIS, Spring View students enjoy a safe and peaceful campus. At Spring View, it is the expectation that our community comes prepared to learn everyday and demonstrates respect, responsibility, and safe behaviors in all situations.

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

Suspensions & Expulsions						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspension Rate	9.7%	16.8%	11.7%	3.3%	5.0%	4.9%
Expulsion Rate	0.1%	0.1%	0.2%	0.0%	0.0%	0.1%

## Student Recognition & Extracurricular Activities

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

## Class Size

Spring View Middle School maintained a schoolwide average class size of 30.3 students and a pupil-to-teacher ratio of 27.1:1 in the 2008-09 school year. The chart illustrates average class size by subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
English	26	27	31	9	5	3	26	26	17	4	4	11
Mathematics	30	29	29	3	5	4	17	15	16	9	15	11
Science	27	31	33	4	3	-	23	7	10	-	14	15
Social Science	27	30	31	5	2	2	22	15	15	4	12	12

## School Attendance & Enrollment

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. The teachers and office manager proactively address attendance issues before they develop into further problems. In the case of chronic truancy, we contact the home with letters and telephone calls.

In addition, students may be referred to the School Attendance and Review Board (SARB) for further intervention. For each day a student is absent, \$30 is taken from the district's budget by the state.

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

### Enrollment Trend by Grade Level

	2006-07	2007-08	2008-09
6th	289	277	250
7th	290	302	289
8th	287	278	301

## Curriculum Development

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

## School Facilities & Safety

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, six 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.

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

School Facility Conditions				
Date of Last Inspection: 10/22/2009				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior		X		Gym - Floor (buckles).
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

### 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 visits by parents and community members are welcomed, anyone wishing to be on campus during school hours should notify staff ahead of time.

During lunch, breaks, and before and after school, noon 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 the Fall of 2009. 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.

### *Cleaning Process and Schedule*

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

### *Deferred Maintenance Budget*

The district participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the district budgeted \$389,000 for the deferred maintenance program. This represents 0.51% of the district's general fund budget.

### *Deferred Maintenance Projects*

For the 2009-10 school year, the district's governing board approved deferred maintenance projects for this school that will result in improved carpet and raingutter replacement/repair and fire alarm repair. The district's complete deferred maintenance plan is available at the district office.

## **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.

## **Counseling & Support Staff**

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.

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. The counselor-to-pupil ratio is 1:285.

The table lists additional support services for students.

<b>Counseling &amp; Support Services Staff</b>		
	<b>Number of Staff</b>	<b>Full Time Equivalent</b>
Academic Counselor	1	0.4
Adaptive PE Specialist	1	1.0
Campus Supervisor	2	2.0
Counselor Intern	2	0.8
Health Clerk	1	0.5
Nurse	1	0.2
Psychologist	1	0.5
Resource Specialist Program (RSP) Teacher	2	2.0
RSP Aides	2	0.8
Special Day Class (SDC) Teachers	2	2.0
Special Education Aides	2	2.0
Speech and Language Specialist	1	0.5

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.

## **Individualized Instruction**

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 a 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 (RSP), Special Day Classes (SDC), and speech/language therapy for all grade levels.

## **English Language Learners**

For students whose primary language is not English and who have limited English proficiency, Ocean View School District offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. Students are identified as English Learners through the California English Language Development Test (CELDT). At 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.

## **GATE**

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.

## Measures of Student Achievement

To obtain accurate and valid measures of educational progress, Ocean View School District offers students multiple opportunities to demonstrate mastery of state and district grade-level standards. Multiple measures of assessment monitor the progress of students and measure the effectiveness of the instructional program. These measures include district assessments, state standardized tests, classroom observation, and report card grades.

In the Ocean View School District, students take a battery of district assessments three times a year. 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 the school and district level, as well as a comparison of that progress to students throughout the state.

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, and Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	54	65	62	60	63	64	43	46	50
Mathematics	58	65	66	67	69	69	40	43	46
Science	50	71	61	58	68	64	38	46	50
History/Social Science	33	63	51	43	54	55	33	36	41

## Data Sources

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

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	75	75	*	*
American Indian	*	*	*	*
Asian	75	83	77	75
Filipino	*	*	*	*
Hispanic or Latino	42	48	41	38
Pacific Islander	60	60	*	*
Caucasian	68	71	69	53
Males	59	67	66	54
Females	66	66	56	48
Socioeconomically Disadvantaged	49	53	44	37
English Learners	21	42	35	23
Students with Disabilities	33	28	35	29
Migrant Education	*	*	*	*

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

## Academic Performance Index

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

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

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

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	8	8	9	
Similar Schools Rank	5	5	9	
All Students				
Actual Growth	-1	49	-7	834
Socioeconomically Disadvantaged				
Actual Growth	8	61	-8	773
Hispanic or Latino				
Actual Growth	-2	54	-15	753
Caucasian				
Actual Growth	-1	49	-4	855

## Federal Intervention Program

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

## Physical Fitness

In the spring of each year, 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). In 2008-09, 63.5% of seventh grade students at Spring View Middle School met the standards in all six fitness areas.

## Adequate Yearly Progress

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

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

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP standards, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in Mathematics, Reading, Science, Writing, the Arts, Civics, Economics, Geography, and U.S. History.

Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress web page at <http://nces.ed.gov/nationsreportcard/>.

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

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

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

### Federal Intervention Programs

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

### Adequate Yearly Progress (AYP)

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

### National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students

	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

### National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students

	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

## Instructional Materials

Ocean View School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support each school's instructional program. Ocean View School District held a Public Hearing on October 6, 2009, and determined that each school within the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are provided their own textbooks, instructional materials, or both, in core subjects for use in the classroom and to take home to complete required homework assignments. All textbooks and instructional materials used within the district are aligned with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The district follows the State Board of Education's eight-year adoption cycle for core content materials. The table lists the textbooks currently (as of September 2009) in use.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	English Language Development	Hampton Brown	2003	Yes	0.0%
6th-8th	English Language Development	Sopris West	2008	Yes	0.0%
8th	Foreign Language	Pearson/Prentice Hall	2008	Yes	0.0%
6th-8th	Language Arts	Holt, Rinehart, & Winston	2003	Yes	0.0%
6th-8th	Mathematics	Holt McDougal	2009	Yes	0.0%
6th-8th	Science	Pearson/Prentice Hall	2008	Yes	0.0%
6th-8th	Social Science	Glencoe / McGraw Hill	2007	Yes	0.0%

## Library Information

The school's library, staffed by a library specialist, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit before and after school. For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city of Huntington Beach and surrounding areas, which contain numerous computer workstations.

## Computer Resources

The district is committed to providing state-of-the-art technology to all students. Teachers integrate technology into classroom curriculum, following the OVSD Student Technology Standards which are aligned 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. Spring View Middle School has one computer lab with 32 computers and three laptop carts each with 20 computers. Each classroom also has SMART Boards and between two and three computers with internet connection. 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			
	06-07	07-08	08-09
Computers	270	277	286
Students per computer	3.2	3.1	2.9
Classrooms connected to Internet	12	33	33

## Additional Internet Access/Public Libraries

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

## Teacher Assignment

For the 2008-09 school year, Spring View Middle School had 34 fully credentialed teachers in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	35	35	34	440
Without Full Credentials	2	0	0	3
Working Outside Subject	0	0	0	0

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

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

## Highly Qualified Teachers

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

## Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers six staff development days annually to accommodate professional growth opportunities in curriculum, teaching strategies, and methodologies.

## Community Involvement

Parents and the community are very supportive of the educational program at 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.

## Substitute Teachers

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

## Teacher Evaluation

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

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

## School Site Teacher Salaries

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

Average Teacher Salaries	
School & District	
School	\$69,117
District	\$71,616
Percentage of Variation	3.49%
School & State	
All Elementary School Districts	\$67,082
Percentage of Variation	3.03%

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

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

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

## Expenditures and Services Funded

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$3,823
From Restricted Sources	\$111
From Unrestricted Sources	\$3,712
District	
From Unrestricted Sources	\$4,457
Percentage of Variation between School & District	16.72%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	32.66%

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

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