

Spring View Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

| School Contact Information | |
|-----------------------------------|--|
| School Name | Spring View Middle School |
| Street | 16662 Trudy Lane |
| City, State, Zip | Huntington Beach, CA 92647 |
| Phone Number | (714) 846-2891 |
| Principal | Jason Blade |
| E-mail Address | jblade@ovsd.org |
| Web Site | www.ovsd.org/spring |
| CDS Code | 30-66613-6029698 |

| District Contact Information | |
|-------------------------------------|----------------------------|
| District Name | Ocean View School District |
| Phone Number | (714) 847-2551 |
| Superintendent | Dr. Carol Hansen |
| E-mail Address | chansen@ovsd.org |
| Web Site | www.ovsd.org |

School Description and Mission Statement (School Year 2018-19)

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

Spring View Middle School is located in the western region of Huntington Beach and serves students in grades six through eight following a traditional calendar. The Ocean View School District is located in western Orange County and serves over 8,000 students from pre-kindergarten through eighth grade. Ocean View School District is dedicated to educational excellence and the continuous academic growth of all students, which supports its motto: "Encouraging a Deliberate and Global Education."

Student Enrollment by Grade Level (School Year 2017-18)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 6 | 226 |
| Grade 7 | 228 |
| Grade 8 | 260 |
| Total Enrollment | 714 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|--|------------------------------------|
| Black or African American | 1.0 |
| American Indian or Alaska Native | 0.0 |
| Asian | 8.7 |
| Filipino | 1.1 |
| Hispanic or Latino | 38.8 |
| Native Hawaiian or Pacific Islander | 0.8 |
| White | 45.0 |
| Socioeconomically Disadvantaged | 47.1 |
| English Learners | 15.7 |
| Students with Disabilities | 14.6 |
| Foster Youth | 0.3 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | 2018-19 |
| With Full Credential | 35 | 31 | 26 | 317.9 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 10/2018

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

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------|---|----------------------------|---|
| Reading/Language Arts | McGraw - Hill Study Sync Adoption Year 2017 | Yes | 0 |
| Mathematics | Houghton Mifflin Harcourt Big Ideas Math Adoption Year 2015 McGraw-Hill Glencoe Math: Algebra 1/Geometry Adoption Year 2015 | Yes | 0 |
| Science | District/Teacher created curriculum | Yes | 0 |
| History-Social Science | Glencoe/McGraw-Hill Glencoe Discovering Our Past Adoption Year 2006 | Yes | 0 |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|----------------------------|---|----------------------------------|---|
| Foreign Language | Pearson Prentice Hall Realidades - Level I Adoption Year 2007 | Yes | 0 |
| Health | | | 0 |
| Visual and Performing Arts | | | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

- Lunch area setup/cleanup
- General grounds maintenance
- Grounds keeping
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

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

Textbooks and instructional materials

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| School Facility Good Repair Status (Most Recent Year) | | |
|---|---------------|---|
| Year and month of the most recent FIT report: 1/11/2018 | | |
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Fair | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 1/11/2018 | |
|---|------|
| Overall Rating | Good |
| | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy (grades 3-8 and 11) | 58.0 | 58.0 | 61.0 | 64.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 50.0 | 51.0 | 57.0 | 57.0 | 37.0 | 38.0 |

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

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 705 | 698 | 99.01 | 57.88 |
| Male | 361 | 358 | 99.17 | 49.44 |
| Female | 344 | 340 | 98.84 | 66.76 |
| Black or African American | -- | -- | -- | -- |
| Asian | 63 | 63 | 100.00 | 61.90 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 273 | 270 | 98.90 | 47.04 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 318 | 314 | 98.74 | 66.88 |
| Two or More Races | 32 | 32 | 100.00 | 71.88 |
| Socioeconomically Disadvantaged | 334 | 330 | 98.80 | 45.45 |
| English Learners | 173 | 170 | 98.27 | 35.88 |
| Students with Disabilities | 95 | 93 | 97.89 | 17.20 |
| Foster Youth | -- | -- | -- | -- |

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 706 | 700 | 99.15 | 51.43 |
| Male | 362 | 358 | 98.9 | 47.49 |
| Female | 344 | 342 | 99.42 | 55.56 |
| Black or African American | -- | -- | -- | -- |
| Asian | 63 | 63 | 100 | 74.6 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 273 | 270 | 98.9 | 36.67 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 319 | 316 | 99.06 | 59.18 |
| Two or More Races | 32 | 32 | 100 | 62.5 |
| Socioeconomically Disadvantaged | 334 | 331 | 99.1 | 38.37 |
| English Learners | 173 | 172 | 99.42 | 30.81 |
| Students with Disabilities | 96 | 93 | 96.88 | 10.75 |
| Foster Youth | -- | -- | -- | -- |

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

| Subject | Percentage of Students Meeting or Exceeding the State Standard | | | | | |
|-------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 17.2 | 25.3 | 46.6 |

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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

Parents stay informed of upcoming events and school activities through AERIES parent portal, weekly emails, text, flyers, parent conferences, phone calls, the school marquee and the school website, Contact any school office staff member at (714) 846-2891 for more information on how to become involved.

Opportunities to Volunteer

- Chaperone Field Trips
- Chaperone School Dances
- Fundraising Activities
- Library Helper
- Classroom Volunteer

Committees

- English Learner Advisory Council (ELAC)
- Parent Teacher Student Organization (PTSO)
- School Site Council (SSC)

School Activities

- Back to School Night
- Open House
- Student Performances
- Student Recognition Assemblies
- Parent Education Nights

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 6.8 | 7.5 | 2.8 | 2.5 | 2.4 | 1.7 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

The Comprehensive School Site Safety Plan was developed for Spring View Middle School in collaboration with School Site Council, local agencies, and the District Office, to fulfill the requirements of Senate Bill 187. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response, procedures for safe arrival and departure from school, sexual harassment, bullying, and dress code policies. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2018.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2015-16 | | | | 2016-17 | | | | 2017-18 | | | |
|-----------------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 28.0 | 4 | 15 | 2 | 30.0 | | 15 | 5 | 28.0 | 3 | 9 | 7 |
| Mathematics | 28.0 | | 13 | 4 | 31.0 | 1 | 11 | 5 | 26.0 | 4 | 11 | 4 |
| Science | 27.0 | 1 | 18 | | 31.0 | | 10 | 7 | 30.0 | 1 | 11 | 4 |
| Social Science | 30.0 | 1 | 14 | 2 | 31.0 | | 14 | 3 | 33.0 | 1 | 3 | 10 |

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|--|----------------------------------|---|
| Academic Counselor | 0.0 | 0 |
| Counselor (Social/Behavioral or Career Development) | 0.0 | N/A |
| Library Media Teacher (Librarian) | 0.0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0.625 | N/A |
| Psychologist | 1.0 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.2 | N/A |
| Speech/Language/Hearing Specialist | 1.0 | N/A |
| Resource Specialist (non-teaching) | 3.0 | N/A |
| Other | 0.0 | N/A |

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-----------------------------|------------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$5,067.16 | \$8.82 | \$5,058.34 | \$90,195 |
| District | N/A | N/A | \$7,392 | \$86,821 |
| Percent Difference: School Site and District | N/A | N/A | -37.5 | 3.8 |
| State | N/A | N/A | \$7,125 | \$80,910 |
| Percent Difference: School Site and State | N/A | N/A | -33.9 | 10.9 |

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

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

Types of Services Funded (Fiscal Year 2017-18)

In addition to general fund state funding, Ocean View School District receives state and federal categorical funding for special programs. For the 2017-2018 school year, the District received categorical, special education, and support programs funds for:

Unrestricted Programs

State Lottery

Federal Programs

Medi-Cal Billing

Special Education Funding

Educator Effectiveness

State Programs

Lottery: Instructional Materials

TUPE Grant Funding

Teacher and Administrative Salaries (Fiscal Year 2016-17)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$41,959 | \$50,084 |
| Mid-Range Teacher Salary | \$82,964 | \$80,256 |
| Highest Teacher Salary | \$103,390 | \$100,154 |
| Average Principal Salary (Elementary) | \$127,525 | \$125,899 |
| Average Principal Salary (Middle) | \$131,349 | \$130,255 |
| Average Principal Salary (High) | \$0 | \$128,660 |
| Superintendent Salary | \$220,000 | \$222,447 |
| Percent of Budget for Teacher Salaries | 41.0 | 37.0 |
| Percent of Budget for Administrative Salaries | 6.0 | 5.0 |

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

Professional Development (Most Recent Three Years)

Ocean View School District has instructional priorities that are the focus for all professional development. Professional Development is collaboratively planned with the Ocean View Teacher's Association to ensure that it meets the needs of students and staff and that it aligns with the District priorities. There are two full non-student professional development days each year. There are also four late starts for middle school and 5 modified Wednesdays for elementary schools that focus on site-specific needs. The first District professional development focus is on Depth-of-Knowledge (DOK) levels 3 and 4. Training is interactive and teachers worked collaboratively with colleagues to develop student demonstration lessons to implement throughout the school year. The second non-student training day focused on DOK. At middle school DOK 4 was revisited through the content areas and at elementary, DOK 4 was revisited through the lens of Next Generation Science Standards. OVSD is developing a Twilight Series of professional development that will be offered after school to sustain District initiatives such as: Write From the Beginning, Thinking Maps, Depth and Complexity icons, the Writing Continuum, and mathematical practices. As a District, we have a structure that allows us to stay the course and provide ongoing sustainable training.

In 2016-18, Spring View staff participated in the following professional staff development activities:

A-1 Evidence-Based Practices for Students With Mild-Moderate Autism Spectrum
California Reading and Lit Project
Close Reading
Depth and Complexity
English 3D
From Assessment to Implementation
Language! Training
Math Articulation
Middle School Science Training
OCDE Materials Based Math Training
Professional Learning Communities
SBA Trainer of Trainers
SBA Training - Middle School
Science Training
Write From the Beginning - Expository
Write From the Beginning - Narrative
Write From the Beginning - Setting the Stage

Throughout the year, teaching staff are provided the opportunity to participate in District-sponsored staff development workshops or training sessions as

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

Spring View Middle School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and District representatives.