Spring View Middle School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 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	Mrs. Isis Ortiz
Email Address	iortiz@ovsd.org
School Website	https://www.ovsd.org/Domain/19
County-District-School (CDS) Code	30-66613-6029698

2022-23 District Contact Information

District Name	Ocean View School District
Phone Number	(714) 847-2551
Superintendent	Dr. Michael Conroy
Email Address	mconroy@ovsd.org
District Website Address	www.ovsd.org

2022-23 School Overview

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 7,500 students from pre-kindergarten through eighth grade. Ocean View School District is dedicated to educational excellence and the continuous academic growth of all students.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	174
Grade 7	222
Grade 8	197
Total Enrollment	593

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	49.9
American Indian or Alaska Native	0.2
Asian	6.4
Black or African American	2.0
Filipino	1.0
Hispanic or Latino	44.5
Native Hawaiian or Pacific Islander	0.3
Two or More Races	5.1
White	39.5
English Learners	16.2
Foster Youth	0.5
Homeless	5.9
Migrant	0.0
Socioeconomically Disadvantaged	61.2
Students with Disabilities	14.5

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.80	68.00	268.50	83.10	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.31	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.80	2.84	5.50	1.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.20	14.48	16.70	5.18	12115.80	4.41
Unknown	4.20	14.65	31.30	9.70	18854.30	6.86
Total Teaching Positions	29.20	100.00	323.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.80	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	4.20	
Total Out-of-Field Teachers	4.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.90	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other 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.

Year and month in which the data were collected	10/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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	McGraw-Hill California Inspire Science Adoption Year 2021	Yes	0
History-Social Science	Pearson My World Adoption Year 2019	Yes	0

School Facility Conditions and Planned Improvements

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

School Facility Conditions and Planned Improvements

- 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.

Year and month of the most recent FIT report	11/24/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	51	N/A	58	N/A	47
Mathematics (grades 3-8 and 11)	N/A	35	N/A	49	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	592	574	96.96	3.04	50.70
Female	284	278	97.89	2.11	54.32
Male	306	294	96.08	3.92	46.94
American Indian or Alaska Native	--	--	--	--	--
Asian	39	38	97.44	2.56	86.84
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	278	272	97.84	2.16	38.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	36	94.74	5.26	66.67
White	221	213	96.38	3.62	58.22
English Learners	98	97	98.98	1.02	15.46
Foster Youth	--	--	--	--	--
Homeless	34	34	100.00	0.00	29.41
Military	17	17	100.00	0.00	35.29
Socioeconomically Disadvantaged	360	351	97.50	2.50	41.88
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	96	89	92.71	7.29	11.24

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	592	573	96.79	3.21	34.73
Female	284	277	97.54	2.46	29.96
Male	306	294	96.08	3.92	38.78
American Indian or Alaska Native	--	--	--	--	--
Asian	39	39	100.00	0.00	76.92
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	278	271	97.48	2.52	22.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	35	92.11	7.89	51.43
White	221	213	96.38	3.62	41.78
English Learners	98	98	100.00	0.00	7.14
Foster Youth	--	--	--	--	--
Homeless	34	34	100.00	0.00	17.65
Military	17	17	100.00	0.00	17.65
Socioeconomically Disadvantaged	360	350	97.22	2.78	25.43
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	96	88	91.67	8.33	5.68

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	30.11	NT	41.88	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	192	186	96.88	3.12	30.11
Female	80	78	97.5	2.5	25.64
Male	111	107	96.4	3.6	32.71
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100	0	40
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	71	68	95.77	4.23	20.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	54.55
White	86	85	98.84	1.16	32.94
English Learners	21	21	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	12	12	100	0	25
Socioeconomically Disadvantaged	110	107	97.27	2.73	21.5
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	30	90.91	9.09	13.33

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	95%	95.5%	95.5%	95.5%	95.5%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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

Parents stay informed of upcoming events and school activities through AERIES parent portal, social media posts, text, 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

PTSO activities

Committees (via Zoom or in person)
- 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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	639	630	155	24.6
Female	315	311	88	28.3
Male	322	317	67	21.1
American Indian or Alaska Native	1	1	0	0.0
Asian	42	41	3	7.3
Black or African American	14	14	7	50.0
Filipino	6	6	1	16.7
Hispanic or Latino	293	291	86	29.6
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	33	32	7	21.9
White	242	237	50	21.1
English Learners	109	109	31	28.4
Foster Youth	7	7	6	85.7
Homeless	40	39	16	41.0
Socioeconomically Disadvantaged	405	398	119	29.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	105	104	45	43.3

C. Engagement	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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.04	0.97	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.59	5.48	0.16	1.69	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.48	0.00
Female	5.71	0.00
Male	5.28	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.38	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.48	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.06	0.00
White	5.37	0.00
English Learners	8.26	0.00
Foster Youth	0.00	0.00
Homeless	10.00	0.00
Socioeconomically Disadvantaged	6.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.43	0.00

2022-23 School Safety Plan

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 2022

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	5	14	2
Mathematics	29	6	5	9
Science	24	4	10	4
Social Science	26	3	8	6

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	32	6	
Mathematics	13	28	5	
Science	13	26	7	
Social Science	13	24	8	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	12	6	6
Mathematics	21	9	9	2
Science	24	5	6	6
Social Science	22	6	12	1

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5541.83	149.18	5392.65	86936.19
District	N/A	N/A	5391.21	87776.07
Percent Difference - School Site and District	N/A	N/A	0.0	-1.0
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	-20.0	-0.4

2021-22 Types of Services Funded

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

Unrestricted Programs:
State Lottery

Restricted Programs:
Federal Programs
Title I/Title II/title III/Title IV
Special Education Funding

State Programs:
Lottery: Instructional Materials
Educator Effectiveness

Local Programs:
TUPE, Tobacco Use Prevention Education

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$43,329	$52,641
Mid-Range Teacher Salary	$79,772	$83,981
Highest Teacher Salary	$107,278	$107,522
Average Principal Salary (Elementary)	$131,639	$136,247
Average Principal Salary (Middle)	$134,322	$142,248
Average Principal Salary (High)		$139,199
Superintendent Salary	$244,053	$242,166
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Early out Thursdays are utilized to build teacher capacity. Additionally, non-student days are built into the calendar. The focus for the 2022/23 school year is Multi-tiered System of Supports (MTSS) for academics, school climate, attendance, and behavior.

Spring View staff participated in the following professional staff development activities:

Depth and Complexity
i-Ready
Language! Training
Math Articulation
Professional Learning Communities
SBA Trainer of Trainers
SBA Training - Middle School
Science Training

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2.0	2.0	1.0