



# Ocean View School District

# Ocean View Junior High School



## 2008-2009 School Accountability Report Card

### Sharon Anderson, Principal

4300 Olds Road  
Oxnard, CA 93033  
(805) 488-6421

<http://www.oceanviewsd.org>

### Governing Board

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Dr. Craig W. Helmstedter,  
Associate Superintendent  
  
Marcia Turner,  
Assistant Superintendent-  
Curriculum, Instruction, and Assessment  
  
William C. Young,  
Assistant Superintendent-  
Business Services

### Mission Statement

*Learn with enthusiasm, teach with pride,  
respect the dignity of all.*

All students at Ocean View Junior High School are encouraged and supported in learning with enthusiasm. Support comes from a committed staff and supplemental program that motivate our students to push all limits of knowledge while enhancing their learning skills for life. Our mission is to provide a safe environment promoting cooperative learning and individual dignity. We strive to be a community of caring scholars.

Data in this SARC is reflective of the 2007-2008 school year.

### Principal's Message

I'd like to welcome you to Ocean View Junior High School's annual School Accountability Report Card and thank you for taking the time to explore it. As principal, I could not be more proud of the school over which I preside, and am honored to have the opportunity to share the basis for such pride with you.

It is the belief of Ocean View Junior High School that students can and will excel in an environment that is tailored to their evolving needs and conducive to all facets of the learning process. It is due to this belief that we have been able to successfully develop a comprehensive educational system that promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social competency.

In our long-standing tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. It is in light of this fact that we welcome any suggestions, ideas, or comments you may have.

Thank you for assisting Ocean View Junior High School in making our students' experience here not only a memorable one, but an enjoyable one.

### School Profile

Centrally located between Santa Barbara and Los Angeles, the city of Oxnard is home to the Ocean View Junior High School community. Ocean View Junior High School is part of the Ocean View School District, which serves the southeastern portion of Oxnard to the Point Mugu Naval Air Weapons Station, and unincorporated Ventura County from the Los Angeles County line to Port Hueneme.

The Ocean View School District, covering 80 square miles, includes three elementary schools, one junior high school, and two early education schools. The district was established in 1870, making it one of the oldest in Ventura County. In 2007-08, Ocean View Junior High School served 731 students in grades six through eight who proudly call themselves the Seahawks. Student body demographics are illustrated in the chart.

### Student Enrollment by Ethnic Group

2007-08

|                         | Percentage |
|-------------------------|------------|
| African American        | 3.3%       |
| American Indian         | 0.4%       |
| Asian                   | 1.4%       |
| Caucasian               | 7.9%       |
| Filipino                | 4.2%       |
| Hispanic or Latino      | 81.7%      |
| Pacific Islander        | 1.1%       |
| Multiple or No Response | 0.0%       |

### Discipline & Climate for Learning

Students are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The discipline philosophy promotes a safe school, and a warm, friendly environment. The goal is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Positive reinforcements are issued frequently to reward students for good citizenship and achievement. These include: Student of the Month, Principal's Reward Program, Goodie-Goodie Two Shoes Awards, Quarterly Academic Awards, Wheel Word Scholarships, Quarterly Attendance Awards, and Eighth Grade Promotion Ceremony.

To build self-esteem and promote achievement, students are encouraged to participate in the school's extracurricular and enrichment activities. These include: Band, Basketball, Guitar Club, Student Government, Year Book, Red Ribbon Week, and Science Fair.

Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student and parent handbooks. All rules are fairly and consistently administered. Assertive discipline and conflict resolution tools are used to maintain a peaceful environment, allowing mutual respect and dignity for all.

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

| Suspensions & Expulsions |        |       |       |          |       |       |
|--------------------------|--------|-------|-------|----------|-------|-------|
|                          | School |       |       | District |       |       |
|                          | 05-06  | 06-07 | 07-08 | 05-06    | 06-07 | 07-08 |
| Suspensions              | 121    | 92    | 207   | 193      | 131   | 263   |
| Suspension Rate          | 15.7%  | 11.6% | 28.3% | 7.7%     | 5.2%  | 10.6% |
| Expulsions               | 5      | 6     | 4     | 5        | 6     | 4     |
| Expulsion Rate           | 0.6%   | 0.8%  | 0.5%  | 0.2%     | 0.2%  | 0.2%  |

## Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Total enrollment by grade level for the past three years is illustrated in the chart.

| Enrollment Trend by Grade Level |         |         |         |
|---------------------------------|---------|---------|---------|
|                                 | 2005-06 | 2006-07 | 2007-08 |
| 6th                             | 274     | 265     | 274     |
| 7th                             | 257     | 260     | 209     |
| 8th                             | 239     | 271     | 248     |

Regular attendance at Ocean View Junior High School is an essential part of the learning process and critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. We advise parents of their responsibilities, including proper notification of when and why students are absent. School staff monitors student attendance very closely and reports excessive unexcused absences to designated authorities.

## Class Size

Ocean View Junior High School maintained a schoolwide average class size of 30.5 students and a pupil-to-teacher ratio of 20.3-to-1 for the 2007-08 school year. The pupil-to-teacher ratio varies by grade level taught. The following table illustrates the average class size by subject, as well as the number of classes offered in reference to their enrollment.

| Class Size Distribution |                        |    |    |                |    |    |              |    |    |    |    |    |
|-------------------------|------------------------|----|----|----------------|----|----|--------------|----|----|----|----|----|
| Average Class Size      | Classrooms Containing: |    |    |                |    |    |              |    |    |    |    |    |
|                         | 1-20 Students          |    |    | 21-32 Students |    |    | 33+ Students |    |    |    |    |    |
|                         | 06                     | 07 | 08 | 06             | 07 | 08 | 06           | 07 | 08 | 06 | 07 | 08 |
| English                 | 28                     | 29 | 30 | 13             | 4  | 1  | 26           | 30 | 17 | 7  | 11 | 6  |
| Mathematics             | 24                     | 29 | 30 | 27             | 3  | 1  | 9            | 37 | 23 | 12 | 10 | 3  |
| Science                 | 31                     | 29 | 29 | -              | 2  | 2  | 18           | 16 | 17 | 6  | 9  | 6  |
| Social Science          | 29                     | 29 | 30 | 2              | 1  | 2  | 18           | 19 | 15 | 5  | 7  | 7  |

## Contact Information

Parents who wish to participate in Ocean View Junior High School's leadership teams, school committees, school activities, or become volunteers may contact the principal at (805) 488-6421.

## Parent Involvement

Parents and the community are very supportive of the education program at Ocean View Junior High School. The Ocean View Junior High School's Parent Student Teacher Club (PSTC) raises funds to support numerous programs and activities. The PSTC covers the costs of all student field trips, provides incentives for the Principal Rewards Program, and purchases equipment for the school.

## Counseling & Support Staff

It is the goal at Ocean View Junior High School to assist students in their social, personal, and academic development. The school staff provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. The district's Psychological Services Coordinator oversees counseling and support services. We are devoted to helping students deal with problems and assisting them to reach positive goals. The counselor to pupil ratio is 1:731. The following resources are available to all students at Ocean View Junior High School.

| Counseling & Support Services Staff |                 |                      |
|-------------------------------------|-----------------|----------------------|
|                                     | Number of Staff | Full Time Equivalent |
| Counselor                           | 1               | 0.6                  |
| Nurse                               | 1               | 0.4                  |
| Psychologist                        | 1               | 1.0                  |
| Special Education Teacher           | 4               | 4.0                  |
| Speech and Language Specialist      | 1               | 0.5                  |

The school uses all available resources in the community to assist students in their emotional and academic development. Las Clinicas del Camino Real is a clinic conveniently located next to the school. Students may be referred to Ventura County or other outside agencies for additional assistance.

Ocean View School District's emphasis is on a well balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Teachers use a variety of instructional techniques, supplemental materials and other programs to ensure students succeed. Ocean View School District recognizes that students with special gifts and talents need more challenging curriculum and instruction.

The district's Gifted and Talented Education (GATE) program is offered to students recognized by their teachers as capable of high levels of achievement. Ocean View Junior High School's GATE program is science-based, with students attending specialized classes. They also participate in the Honors Language Arts and Algebra classes. GATE students receive differentiated instruction from GATE-certified teachers.

For students whose primary language is not English and who have limited proficiency in English, Ocean View Junior High School offers support to better prepare them to meet the state's academic content and performance standards. Students are identified as English Learners through the California English Language Development Test (CELDT). A two-period block of Language Arts instruction is offered during the day and English Language Development after school to help students achieve fluency in English.

Ocean View Junior High School offers assistance and specialized instruction to students with special needs. Assessments help teachers identify at-risk students who are assigned to reading or math labs for additional assistance. For students in seventh and eighth grades we offer the Advancement Via Individual Determination (AVID) Program, which is designed to provide students with the academic and motivational assistance needed to prepare them for college.

We use Title I funding to offer an orientation program to enter sixth graders and prepare them for the transition to junior high school and the challenges and rewards that await them as they progress in their education. As part of the supplemental services, interventions in reading and math are offered both during the day and after school.

## Curriculum Development

All curriculum development at the Ocean View School District revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

## Instructional Materials

Ocean View School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Ocean View School District held a Public Hearing on September 9, 2008, 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 given their own individual standards-aligned textbooks in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks. Ocean View School District follows the State Board of Education's seven-year adoption cycle for core content materials. A committee composed of administrators, teachers, and district staff establishes textbook selection criteria based on State Standards and instructional materials on the state-approved list. Prospective textbooks are piloted in each school at all appropriate grade levels. All teachers in the district have the opportunity to review the textbooks and provide feedback. Recommendations for final adoption are submitted to the Board of Trustees for approval. The chart illustrates the most recent textbooks (December 2008).

| District-Adopted Textbooks |                               |                           |               |            |           |
|----------------------------|-------------------------------|---------------------------|---------------|------------|-----------|
| Grade Levels               | Subject                       | Publisher                 | Adoption Year | Sufficient | % Lacking |
| 7th-8th                    | Mathematics                   | Glencoe/<br>McGraw Hill   | 2008          | Yes        | 0.0%      |
| 6th                        | Mathematics                   | Harcourt                  | 2008          | Yes        | 0.0%      |
| 6th-8th                    | Reading/<br>Language Arts     | McDougal<br>Littell       | 2003          | Yes        | 0.0%      |
| 6th-8th                    | Science                       | Pearson Scott<br>Foresman | 2007          | Yes        | 0.0%      |
| 6th-8th                    | Social<br>Science/<br>History | Glencoe                   | 2007          | Yes        | 0.0%      |

The school's library is stocked with thousands of books that are available for students to check out. The school's library contains a large collection of videos and audiotapes for classroom use that tie into curricular areas of study. A library clerk provides instruction on library usage and organizes story times for students. Students in grades one through five visit the library weekly with their classes, and kindergartners visit the library every two weeks. Computer resources within the library/media center and in each classroom are connected to the Internet so students are able to access resources and information on-line to improve their research skills.

### Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Oxnard public libraries, which contain numerous computer workstations.

### Computer Resources

The school's computer lab includes 15 computers. We have been adding to the number of computers for the past three years. All classrooms contain computers for student use. The school's technology committee is developing ways to integrate computer skills and concepts throughout standard curriculum to prepare students for technological growth and opportunities.

| Computer Resources               | 05-06     | 06-07 | 07-08 |
|----------------------------------|-----------|-------|-------|
|                                  | Computers | 115   | 73    |
| Students per computer            | 6.7       | 10.9  | 5.3   |
| Classrooms connected to Internet | 39        | 35    | 38    |

## Staff Development

At Ocean View Junior High School, the Leadership Team and School Site Council work with the district to develop a plan for professional development each year. For the 2007-08 school year, the district had three staff development days. Topics for staff development included analyzing student assessment data, vocabulary development and enhancing student writing.

Ocean View School District offers two programs to+ support new and veteran teachers in building their classroom skills and ensuring continued professional development. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers and provides assistance over a two-year period. The District's Peer Assistance and Review (PAR) program is designed to improve the education of students and increase the classroom performance of teachers, targeting both new and veteran teachers, including intern teachers.

## School Leadership

Leadership at Ocean View Junior High School is a responsibility shared among the principal, assistant principal, department chairpersons, classroom teachers, and parents. Sharon Anderson has been principal for 13 years, backed by 39 years in education. The principal oversees the day-to-day operations of the school. The assistant principal is responsible for school discipline and the Principal Rewards Program. Teachers serve as department chairpersons for two-year periods. Terms are staggered to provide stable and continuous school leadership.

The school's department chairs, representing all subject and special program areas, meet regularly to ensure the school's curriculum is accessible to all students. Teachers meet by department to map curriculum, analyze student achievement, and collaborate on instructional programs. The principal meets with parents regularly to keep them informed regarding school policies and student achievement. Parents serve on the School Site Council, the English Learner Advisory Council, and the Parent Student Teacher Club, in addition to volunteering in the classrooms.

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.



## Student Achievement & Testing

To attain accurate and valid measures of educational progress, Ocean View Junior High School offers students multiple opportunities to demonstrate what they know and are able to accomplish in the various disciplines of the school curriculum. In the Ocean View School District, multiple measures of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These include standardized tests, performance assessments, teacher tests, and observations in individual classrooms. Twice a year, students participate in the district Writing Assessment and district Math Assessment.

### CAT-6

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

### Physical Fitness

In the spring of each year, Ocean View Junior High School is required by the state to administer a physical fitness test to all seventh grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). In 2007-08, 20.8% of all seventh grade students at Ocean View Junior High met all six fitness requirements.

### 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).

#### Adequate Yearly Progress (AYP)

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

### 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.

#### CAT/6 Norm Referenced Test

|          | % At or Above 50th Percentile   |    |    |      |    |    |
|----------|---------------------------------|----|----|------|----|----|
|          | Reading                         |    |    | Math |    |    |
|          | 06                              | 07 | 08 | 06   | 07 | 08 |
|          | All Students                    |    |    |      |    |    |
| School   | 42                              | 30 | 37 | 54   | 51 | 49 |
| District | 42                              | 30 | 37 | 54   | 51 | 49 |
| State    | 46                              | 47 | 49 | 50   | 51 | 52 |
|          | Males                           |    |    |      |    |    |
| School   | 36                              | 27 | 33 | 53   | 47 | 47 |
|          | Females                         |    |    |      |    |    |
| School   | 49                              | 33 | 42 | 56   | 56 | 51 |
|          | Migrant Education               |    |    |      |    |    |
| School   | 33                              | 14 | 24 | 51   | 45 | 45 |
|          | Socioeconomically Disadvantaged |    |    |      |    |    |
| School   | 36                              | 25 | 30 | 52   | 46 | 43 |
|          | African American                |    |    |      |    |    |
| School   | 55                              | 58 | *  | 36   | 67 | *  |
|          | Filipino                        |    |    |      |    |    |
| School   | 69                              | *  | 36 | 77   | *  | 82 |
|          | Hispanic or Latino              |    |    |      |    |    |
| School   | 34                              | 22 | 34 | 51   | 47 | 45 |
|          | Caucasian                       |    |    |      |    |    |
| School   | 78                              | 59 | 58 | 69   | 62 | 74 |
|          | Students with Disabilities      |    |    |      |    |    |
| School   | 11                              | 10 | 14 | 11   | 27 | 14 |
|          | English Learners                |    |    |      |    |    |
| School   | 21                              | 12 | 9  | 41   | 33 | 26 |

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

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, 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.

#### Federal Intervention Programs

| Program Improvement (PI) Status | School    | District  |
|---------------------------------|-----------|-----------|
|                                 | Not in PI | Not in PI |
| First Year in PI                | -         | -         |
| Year in PI (2008-09)            | -         | -         |
| # of Schools Currently in PI    | -         | 1         |
| % of Schools Identified for PI  | -         | 25.00%    |

## 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 and Science (fifth and eighth grade), for the most recent three-year period, is shown in the chart.

| California Standards Test (CST)                                  |               |           |           |           |           |           |           |           |           |           |           |           |           |           |           |                |           |           |           |           |           |
|--|---------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------------|-----------|-----------|-----------|-----------|-----------|
| Combined % of Students Scoring at Proficient and Advanced Levels |               |           |           |           |           |           |           |           |           |           |           |           |           |           |           |                |           |           |           |           |           |
|  | Language Arts |           |           |           |           |           | Math      |           |           |           |           |           | Science   |           |           | Social Science |           |           |           |           |           |
|  | 6             |           | 7         |           | 8         |           | 6         |           | 7         |           | 8         |           | 8         |           |           |                |           |           |           |           |           |
|  | 06            | 07        | 08        | 06        | 07        | 08        | 06        | 07        | 08        | 06        | 07        | 08        | 06        | 07        | 08        | 06             | 07        | 08        |           |           |           |
| <b>All Students</b>  |               |           |           |           |           |           |           |           |           |           |           |           |           |           |           |                |           |           |           |           |           |
| <b>School</b>  | <b>29</b>     | <b>35</b> | <b>37</b> | <b>33</b> | <b>32</b> | <b>43</b> | <b>34</b> | <b>30</b> | <b>38</b> | <b>34</b> | <b>34</b> | <b>38</b> | <b>43</b> | <b>40</b> | <b>43</b> | <b>38</b>      | <b>44</b> | <b>44</b> | <b>27</b> | <b>23</b> | <b>19</b> |
| District   | 29            | 35        | 37        | 33        | 32        | 43        | 34        | 30        | 38        | 34        | 34        | 38        | 43        | 40        | 43        | 38             | 44        | 44        | 27        | 23        | 19        |
| State  | 41            | 42        | 47        | 43        | 46        | 49        | 41        | 41        | 45        | 41        | 42        | 44        | 41        | 39        | 41        | 38             | 42        | 52        | 34        | 35        | 36        |
| <b>Males</b>   |               |           |           |           |           |           |           |           |           |           |           |           |           |           |           |                |           |           |           |           |           |
| <b>School</b>  | <b>24</b>     | <b>33</b> | <b>28</b> | <b>29</b> | <b>23</b> | <b>36</b> | <b>37</b> | <b>25</b> | <b>32</b> | <b>32</b> | <b>34</b> | <b>34</b> | <b>42</b> | <b>37</b> | <b>41</b> | <b>48</b>      | <b>46</b> | <b>50</b> | <b>34</b> | <b>22</b> | <b>20</b> |
| District   | 24            | 32        | 29        | 29        | 23        | 36        | 37        | 25        | 32        | 31        | 34        | 34        | 42        | 37        | 41        | 48             | 46        | 50        | 34        | 22        | 21        |
| State  | 38            | 40        | 44        | 38        | 42        | 44        | 37        | 37        | 41        | 42        | 42        | 44        | 41        | 39        | 42        | 41             | 45        | 54        | 36        | 36        | 39        |
| <b>Females</b>   |               |           |           |           |           |           |           |           |           |           |           |           |           |           |           |                |           |           |           |           |           |
| <b>School</b>  | <b>34</b>     | <b>38</b> | <b>45</b> | <b>39</b> | <b>41</b> | <b>50</b> | <b>31</b> | <b>36</b> | <b>45</b> | <b>37</b> | <b>33</b> | <b>42</b> | <b>45</b> | <b>42</b> | <b>44</b> | <b>26</b>      | <b>41</b> | <b>38</b> | <b>18</b> | <b>25</b> | <b>16</b> |
| District   | 34            | 38        | 45        | 39        | 41        | 50        | 31        | 36        | 45        | 36        | 34        | 41        | 45        | 43        | 45        | 26             | 41        | 38        | 17        | 25        | 16        |
| State  | 44            | 45        | 50        | 48        | 51        | 54        | 45        | 46        | 50        | 41        | 41        | 43        | 41        | 38        | 41        | 34             | 41        | 50        | 31        | 33        | 35        |
| <b>Migrant Education</b>   |               |           |           |           |           |           |           |           |           |           |           |           |           |           |           |                |           |           |           |           |           |
| <b>School</b>  | <b>16</b>     | <b>21</b> | <b>31</b> | <b>35</b> | <b>24</b> | <b>34</b> | <b>26</b> | <b>32</b> | <b>33</b> | <b>21</b> | <b>28</b> | <b>42</b> | <b>43</b> | <b>31</b> | <b>36</b> | <b>45</b>      | <b>36</b> | <b>33</b> | <b>24</b> | <b>34</b> | <b>15</b> |
| District   | 16            | 20        | 31        | 35        | 24        | 34        | 26        | 31        | 33        | 21        | 29        | 42        | 43        | 31        | 37        | 45             | 36        | 33        | 25        | 34        | 15        |
| State  | 18            | 20        | 24        | 21        | 24        | 25        | 18        | 20        | 23        | 23        | 24        | 26        | 25        | 26        | 27        | 18             | 24        | 32        | 13        | 16        | 16        |
| <b>Socioeconomically Disadvantaged</b>                           |               |           |           |           |           |           |           |           |           |           |           |           |           |           |           |                |           |           |           |           |           |
| <b>School</b>  | <b>21</b>     | <b>27</b> | <b>34</b> | <b>29</b> | <b>27</b> | <b>35</b> | <b>32</b> | <b>29</b> | <b>35</b> | <b>28</b> | <b>29</b> | <b>37</b> | <b>40</b> | <b>34</b> | <b>37</b> | <b>38</b>      | <b>41</b> | <b>42</b> | <b>25</b> | <b>21</b> | <b>16</b> |
| District   | 22            | 27        | 33        | 29        | 27        | 35        | 32        | 29        | 34        | 28        | 30        | 36        | 40        | 34        | 37        | 38             | 40        | 42        | 25        | 21        | 15        |
| State  | 26            | 27        | 32        | 28        | 31        | 34        | 25        | 26        | 30        | 28        | 28        | 30        | 27        | 27        | 30        | 23             | 29        | 39        | 19        | 20        | 22        |
| <b>African American</b>  |               |           |           |           |           |           |           |           |           |           |           |           |           |           |           |                |           |           |           |           |           |
| <b>School</b>  | <b>*</b>      | <b>43</b> | <b>*</b>  | <b>27</b> | <b>42</b> | <b>*</b>  | <b>50</b> | <b>33</b> | <b>64</b> | <b>*</b>  | <b>21</b> | <b>*</b>  | <b>18</b> | <b>58</b> | <b>*</b>  | <b>50</b>      | <b>50</b> | <b>64</b> | <b>36</b> | <b>17</b> | <b>36</b> |
| District   | 0             | 43        | 0         | 27        | 41        | 0         | 50        | 33        | 63        | 0         | 21        | 0         | 18        | 58        | 0         | 50             | 50        | 63        | 36        | 17        | 36        |
| State  | 29            | 29        | 33        | 29        | 32        | 35        | 27        | 27        | 31        | 23        | 24        | 26        | 22        | 22        | 24        | 21             | 25        | 35        | 19        | 20        | 22        |
| <b>Hispanic or Latino</b>  |               |           |           |           |           |           |           |           |           |           |           |           |           |           |           |                |           |           |           |           |           |
| <b>School</b>  | <b>23</b>     | <b>29</b> | <b>33</b> | <b>28</b> | <b>27</b> | <b>39</b> | <b>30</b> | <b>25</b> | <b>34</b> | <b>26</b> | <b>30</b> | <b>34</b> | <b>39</b> | <b>34</b> | <b>40</b> | <b>38</b>      | <b>38</b> | <b>39</b> | <b>25</b> | <b>20</b> | <b>13</b> |
| District   | 23            | 29        | 34        | 28        | 28        | 40        | 30        | 24        | 34        | 27        | 30        | 34        | 40        | 34        | 40        | 37             | 37        | 39        | 25        | 19        | 13        |
| State  | 26            | 28        | 33        | 28        | 32        | 34        | 25        | 26        | 31        | 29        | 29        | 31        | 28        | 27        | 30        | 23             | 28        | 38        | 20        | 21        | 23        |
| <b>Caucasian</b>   |               |           |           |           |           |           |           |           |           |           |           |           |           |           |           |                |           |           |           |           |           |
| <b>School</b>  | <b>50</b>     | <b>61</b> | <b>44</b> | <b>56</b> | <b>55</b> | <b>58</b> | <b>57</b> | <b>57</b> | <b>50</b> | <b>65</b> | <b>57</b> | <b>44</b> | <b>63</b> | <b>55</b> | <b>47</b> | <b>39</b>      | <b>71</b> | <b>74</b> | <b>39</b> | <b>43</b> | <b>37</b> |
| District   | 50            | 61        | 44        | 56        | 55        | 58        | 56        | 57        | 50        | 65        | 57        | 45        | 63        | 55        | 47        | 39             | 71        | 74        | 39        | 43        | 37        |
| State  | 61            | 61        | 66        | 63        | 66        | 68        | 62        | 62        | 63        | 58        | 58        | 60        | 58        | 54        | 57        | 55             | 60        | 70        | 51        | 52        | 53        |
| <b>Students with Disabilities</b>                                |               |           |           |           |           |           |           |           |           |           |           |           |           |           |           |                |           |           |           |           |           |
| <b>School</b>  | <b>12</b>     | <b>11</b> | <b>11</b> | <b>0</b>  | <b>7</b>  | <b>5</b>  | <b>7</b>  | <b>15</b> | <b>14</b> | <b>12</b> | <b>11</b> | <b>19</b> | <b>7</b>  | <b>23</b> | <b>5</b>  | <b>7</b>       | <b>31</b> | <b>24</b> | <b>7</b>  | <b>8</b>  | <b>11</b> |
| District   | 12            | 11        | 11        | 0         | 7         | 5         | 7         | 15        | 14        | 12        | 11        | 18        | 7         | 23        | 5         | 7              | 31        | 24        | 7         | 8         | 11        |
| State  | 12            | 12        | 13        | 11        | 12        | 12        | 9         | 10        | 11        | 12        | 12        | 13        | 10        | 9         | 12        | 11             | 13        | 17        | 10        | 10        | 11        |
| <b>English Learners</b>  |               |           |           |           |           |           |           |           |           |           |           |           |           |           |           |                |           |           |           |           |           |
| <b>School</b>  | <b>7</b>      | <b>21</b> | <b>19</b> | <b>17</b> | <b>11</b> | <b>17</b> | <b>10</b> | <b>9</b>  | <b>18</b> | <b>14</b> | <b>22</b> | <b>27</b> | <b>32</b> | <b>21</b> | <b>25</b> | <b>21</b>      | <b>23</b> | <b>25</b> | <b>10</b> | <b>8</b>  | <b>6</b>  |
| District   | 7             | 21        | 19        | 17        | 11        | 17        | 10        | 9         | 18        | 14        | 22        | 28        | 32        | 21        | 25        | 21             | 23        | 25        | 10        | 8         | 6         |
| State  | 8             | 9         | 13        | 9         | 10        | 10        | 6         | 6         | 8         | 14        | 14        | 16        | 13        | 13        | 14        | 9              | 12        | 18        | 6         | 6         | 6         |

\*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              |       |       |       |                       |
|---------------------------------|-------|-------|-------|-----------------------|
|                                 | 05-06 | 06-07 | 07-08 | 2008 API Growth Score |
| Statewide Rank                  | 6     | 5     | 4     |                       |
| Similar Schools Rank            | 10    | 10    | 9     |                       |
| All Students                    |       |       |       |                       |
| Actual Growth                   | 0     | -19   | 9     | 706                   |
| Socioeconomically Disadvantaged |       |       |       |                       |
| Actual Growth                   | 2     | -18   | 9     | 687                   |
| Hispanic or Latino              |       |       |       |                       |
| Actual Growth                   | -1    | -19   | 11    | 687                   |
| English Learners                |       |       |       |                       |
| Actual Growth                   | -2    | -36   | 18    | 667                   |

## Teacher Assignment

Ocean View School District recruits and employs the most qualified, credentialed teachers. For the 2007-08 school year, Ocean View Junior High School had 35 fully credentialed teachers.

| Teacher Credential Status |        |       |       |          |
|---------------------------|--------|-------|-------|----------|
|                           | School |       |       | District |
|                           | 05-06  | 06-07 | 07-08 | 07-08    |
| Fully Credentialed        | 32     | 33    | 35    | 126      |
| Without Full Credentials  | 3      | 2     | 1     | 1        |
| Working Outside Subject   | 1      | 2     | 0     | 0        |

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. For the 2008-09 school year, the most current available data are reported.

| Misassignments/Vacancies                       |          |          |          |
|--|----------|----------|----------|
|  | 06-07    | 07-08    | 08-09    |
| Misassignments of Teachers of English Learners | 0        | 0        | 0        |
| Misassignments of Teachers (other)             | 1        | 0        | 0        |
| <b>Total Misassignments of Teachers</b>        | <b>1</b> | <b>0</b> | <b>0</b> |
| Vacant Teacher Positions                       | 1        | 0        | 0        |



## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

| NCLB Compliant Teachers          |  |  |
|----------------------------------|--|--|
|                                  | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School                           | 94.7%  | 5.3%   |
| District                         | 94.5%  | 5.5%   |
| High-Poverty Schools in District | 93.9%  | 6.1%   |
| Low-Poverty Schools in District  | 0.0%   | 0.0%   |

## School Facilities & Safety

Ocean View Junior High School provides a safe, clean environment for students, staff, and volunteers. The school is situated on 14 acres. School facilities were built in 1972 with additions built in 1999, 2002, and 2003. They span 61,700 square feet, and include classrooms, a multipurpose room, administrative offices, restrooms, and storage rooms. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room. The chart displays the results of the most recent school facilities inspection (as of December 2008).

| School Facility Conditions                                      |                                  |      |      |  |
|---|----------------------------------|------|------|--|
| Date of Last Inspection: 03/02/2007                             |                                  |      |      |  |
| Overall Summary of School Facility Conditions: Exemplary        |                                  |      |      |  |
| Items Inspected   | Facility Component System Status |      |      | Deficiency & Remedial Actions Taken or Planned |
|   | Good                             | Fair | Poor |  |
| Gas Leaks   | X                                |      |      |  |
| Mechanical Systems  | X                                |      |      |  |
| Windows/Doors/Gates/Fences (Interior and Exterior)              | X                                |      |      |  |
| Interior Surfaces (Floors, Ceilings, Walls, and Window Casings) | X                                |      |      |  |
| Hazardous Materials (Interior and Exterior)                     | X                                |      |      |  |
| Structural Damage   | X                                |      |      |  |
| Fire Safety   | X                                |      |      |  |
| Electrical (Interior and Exterior)                              | X                                |      |      |  |
| Pest/Vermin Infestation   | X                                |      |      |  |
| Drinking Fountains (Inside and Outside)                         | X                                |      |      |  |
| Restrooms   | X                                |      |      |  |
| Sewer   | X                                |      |      |  |
| Roofs (observed from the ground, inside/outside the building)   | X                                |      |      |  |
| Playground/School Grounds                                       | X                                |      |      |  |
| Overall Cleanliness   | X                                |      |      |  |

## Safety

Parents and community members are welcomed to the school. We ask that anyone wishing to be on campus during school hours notify staff ahead of time. Ocean View Junior High School is a closed campus. All visitors must sign in at the school office and wear identification badges while on school grounds, and sign out upon departure. During lunch, breaks and before and after school, instructional aides, yard supervisors, teachers, and administrators monitor the campus to ensure student safety.

The state requires all schools to develop a School Safety Plan. Components of the School Safety Plan include: Child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from school; sexual harassment policy, suspension and expulsion policies; crime assessment; dress code; and safe schools policy. The School Safety Plan is updated annually and shared with school staff at the beginning of each school year. The plan is updated and reviewed with staff at the beginning of each school year. The plan was designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment.

### Cleaning Process

Ocean View Junior High School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with three full-time custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

### Maintenance and Repair

At the time this report was published, 100% of restrooms on campus were in good working order. Graffiti is removed immediately and damage to school property repaired prior to the arrival of students on campus whenever possible. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### 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 flow systems. For the 2007-08 school year, the district has budgeted \$107,617 for the deferred maintenance program. This represents 0.4% of the district's general fund budget. A list of deferred maintenance projects can be obtained from the district office.

### Modernizations

The recently modernized campus includes upgraded technological capabilities and increased accessibility for handicapped students. The state-of-the-art gymnasium features new locker rooms and automated bleachers.

## District Expenditures

Ocean View School District spent an average of \$8,024 to educate each student (based on 2006-07 audited financial statements). The table 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                      | \$5,539 |
| From Restricted Sources                           | \$1,224 |
| From Unrestricted Sources                         | \$4,315 |
| District  |         |
| From Unrestricted Sources                         | \$5,842 |
| Percentage of Variation between School & District | 26.14%  |
| State   |         |
| From Unrestricted Sources                         | \$5,300 |
| Percentage of Variation between School & State    | 18.58%  |

## District Revenue Sources

In addition to general state funding, Ocean View School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received federal and state aid for the following categorical, special education, and support programs:

- Special Education
- Title I
- Home-to-School Transportation
- Staff Development
- Class Size Reduction
- Gifted and Talented Education Funding
- Healthy Start
- Economic Impact Aid
- School Improvement Program
- Instructional Materials
- Peer Assistance and Review
- Migrant

## Teacher & Administrative Salaries

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 districts 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 [www.cde.ca.gov](http://www.cde.ca.gov).

| Average Salary Information               |           |           |
|--|-----------|-----------|
| Teachers - Principal - Superintendent    |           |           |
| 2006-07                                  |           |           |
|  | District  | State     |
| Beginning Teachers                       | \$40,808  | \$39,773  |
| Mid-Range Teachers                       | \$63,152  | \$61,167  |
| Highest Teachers                         | \$75,135  | \$78,093  |
| Elementary School Principals             | \$96,173  | \$97,851  |
| Middle School Principals                 | \$98,462  | \$102,064 |
| Superintendent                           | \$127,050 | \$140,582 |
| Salaries as a Percentage of Total Budget |           |           |
| Teacher Salaries                         | 38.6%     | 41.0%     |
| Administrative Salaries                  | 5.2%      | 5.9%      |

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2006-07 financial statements).

| Average Teacher Salaries        |          |
|---------------------------------|----------|
| School & District               |          |
| School                          | \$60,655 |
| District                        | \$61,049 |
| Percentage of Variation         | 0.65%    |
| School & State                  |          |
| All Elementary School Districts | \$61,488 |
| Percentage of Variation         | 1.36%    |

## Data Sources

Data within the SARC was provided by Ocean View Elementary School District, retrieved from the 2007-08 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 the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.