

OCEAN VIEW SCHOOL DISTRICT

Mesa View Middle School

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Leona Olson, Principal



A California Distinguished School

2003-2004 School Accountability Report Card



Ocean View School District

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

Principal's Message

As Principal, I take great pride in the achievements of Mesa View Middle School. This Annual School Accountability Report Card holds within its pages the basis for such pride. We share with you an overview of the district and community in which it resides, in hopes that your appreciation and understanding of our educational program will be enhanced.

This School Accountability Report Card is presented in accordance with Proposition 98 and the federal No Child Left Behind act, which defines the report as a requirement for every school in California. In compliance with legislation, we are proud to highlight the accomplishments of the prior school year as well as to identify goals and objectives for the future.

Mesa View Middle School staff recognizes and values the important role parents and the community play in our students' success. That being the case, we welcome any suggestions, ideas, or comments you may have. We celebrate the partnerships that exist between students, parents, community members, and staff. Thank you for assisting Mesa View Middle School in maintaining a high level of educational excellence that we will continue to strive for.

-- Leona Olson, Principal

School Mission Statement

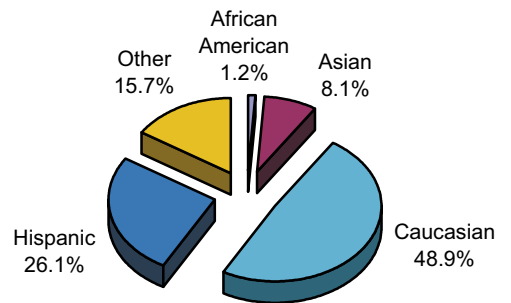
Mesa View Middle School is committed to fostering a warm, caring and safe environment for early adolescents, which provides a rigorous and meaningful academic program where all students are inspired to success in school and in the community.



District & School Profile

Located in western Orange County, minutes from the scenic California coastline, the Ocean View School District educates more than 10,000 pre-kindergarten through eighth grade students in the northern half of Huntington Beach and portions of Westminster, Fountain Valley, and Midway City. Founded in 1874, the District is proud of its long tradition of academic excellence. There are currently eleven elementary schools and four middle schools in the District. Students from Ocean View School District attend high schools within the Huntington Beach Union High School District. Award winning schools, a rigorous and supportive educational program, strong community partnerships, and high levels of parental involvement are hallmarks of the Ocean View School District. Ocean View School District is dedicated to educational excellence and the continuous academic growth of all students, supporting its motto: *"Charting the Course -- Success for All."*

% of School Enrollment by Ethnic Group

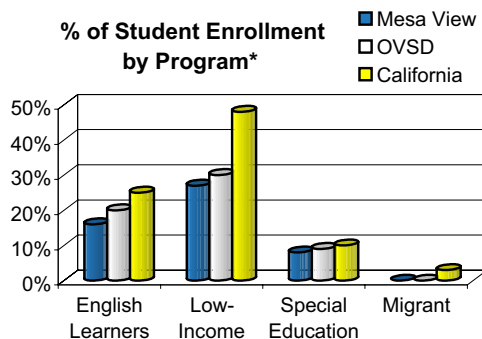


"Other" includes American Indian, Filipino, Pacific Islander, and Multiple/No Response students.

Mesa View Middle School, a California Distinguished School, serves about 775 students on a traditional school calendar year. Mesa View Middle School provides a high quality, standards-based educational program to all students in a safe, nurturing environment with a particular focus on meeting the unique needs of the middle school student. The school also houses the District's Gifted and Talented Education (GATE) magnet middle school program.

No Child Left Behind

No Child Left Behind (NCLB) requires evaluation of student performance schoolwide, districtwide, and by specific subgroups within the student population. A profile of our school and District's enrollment, as defined by these subgroups, is provided to assist in interpreting information presented in this report card. The enrollment of significant ethnic subgroups is located on page one.



*Source: STAR testing enrollment.

School Leadership

Leadership at Mesa View Middle School is a responsibility shared among District administration, the principal, assistant principal, instructional staff, students, and parents. Assisting the principal is the Principal's Advisory Council, comprised of grade-level and subject-area representative teachers. This team meets twice monthly to monitor the school's curriculum and student achievement as well as address schoolwide concerns. The team members act as communication liaisons whereby they bring ideas and issues from their colleagues to be discussed in an open forum.

Staff members, students, and parents participate on various committees that make decisions regarding the priorities and direction of our educational plan and to ensure instructional programs are consistent with students' needs and comply with District goals. Our school's committees and organizations include: Associated Student Body (ASB), School Site Council (SSC), English Learners Advisory Committee (ELAC), and the Parent Teacher Student Organization (PTSO). At the District level, parents participate on the Instructional Advisory Council, the President's Roundtable, District ELAC, District Community Budget Advisory Committee, and the Gifted and Talented Education Parent Advisory Council.

Community Involvement

Parents and the community are very supportive of the educational program at Mesa View Middle School. Our PTSO has made generous contributions of time and money to numerous programs and activities including fundraising, technology, field trips, the student store, and the lunchtime game room. We are grateful for the many hours contributed by our parent volunteers. Our programs are also enriched by the support of our local businesses, including contributions from Bonnie Ahrens of STAR Real Estate.

Parents are encouraged to be involved in their child's education through volunteering in the classroom, participating on organized committees, and attending schoolwide events such as Parent Education Nights, GATE Parent Meetings, fine arts performances, and athletic events. Parents are kept informed of school activities through a bimonthly newsletter, the marquee, automated phone system, and the school's website.

Contact Information

Parents who wish to volunteer or participate in Mesa View Middle School's leadership teams, school committees, and school activities may call the school's office at (714) 842-6608.

Discipline & Climate for Learning

Mesa View Middle School has a high standard for student behavior. Students are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Behavioral expectations are clearly explained and consistently enforced. Parents and students are informed of discipline policies through the registration packet, Student Planner, assemblies, Back-to-School Night, and parent conferences.

We have implemented various programs and activities to promote a positive and safe learning environment. The Peer Assistance and Leadership (PALS) program trains a group of sixth, seventh, and eighth grade students to help their peers resolve conflicts in a constructive, non-violent manner. Through this program we have experienced a more safe and peaceful campus.

We celebrate the achievements of our students through daily positive reinforcement and regular awards assemblies. Students are recognized in the areas of academics, attendance, athletics, fine arts, citizenship, leadership, community service, and improvement.

To build self-esteem and promote achievement, we encourage students to participate in the school's enrichment and extracurricular activities. The following activities are offered at Mesa View Middle School:

- Boys & Girls Basketball
- Boys & Girls Cross Country
- Boys & Girls Volleyball
- Boys & Girls Track & Field
- Academic Pentathlon
- Band
- Math Fax Competition
- California Junior Scholarship Federation (CJSF)
- Choir
- History Day
- Homework Club
- Math Counts Competition
- Student Council
- Young Author's Conference
- Sixth Grade Playdays
- 7th Grade Peer Assistance Leadership (PALS)

Mesa View Middle School has expelled one student during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

| | Suspensions & Expulsions | | | | | |
|----------------|--------------------------|------|-------|------|------|------|
| | Mesa View | | | OVSD | | |
| | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 |
| Suspension (#) | 51 | 48 | 149 | 412 | 444 | 574 |
| Suspension (%) | 6.9 | 6.2 | 19.22 | 4.1 | 4.4 | 5.6 |
| Expulsion (#) | 0 | 0 | 1 | 2 | 2 | 1 |
| Expulsion (%) | 0 | 0 | 0.12 | 0.0 | 0.0 | 0.0 |

Instructional Programs

All curriculum and instruction in the Ocean View School District is aligned to the California Academic Content Standards approved by the State Board of Education. Every child receives a comprehensive standards-aligned core program in English/language arts, mathematics, history/social science, science, physical education, and fine arts. It is our goal to ensure that all students are provided the support they need in order to experience academic success. We structure the educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Using standards-based adopted textbooks and materials, teachers are able to adapt classroom instruction to meet students' unique learning styles. When further assistance is needed for students to achieve grade level standards, several strategies are in place. At Mesa View Middle School, students may receive tutoring after school, participate in an after-school Homework Club, or enroll in a study skills class in lieu of an elective. Students not meeting grade level standards in language arts are placed in a class that uses the Language! or High Point programs.

Ocean View School District offers the Gifted and Talented Education

(GATE) program to students in grades four through eight who have been recognized as capable of attaining high levels of achievement by their teachers and identified through testing programs. Mesa View Middle School houses the GATE middle school magnet program for the District, and accepts qualifying students from the other middle schools. Students in the GATE program receive accelerated and enriched curriculum in GATE classes in our magnet school program.

For students whose primary language is not English and who have limited English proficiency, Ocean View School District offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. Students are identified as English Learners through the California English Language Development Test (CELDT). At Mesa View Middle School, students learning English may participate in English Language Development classes depending on their level of language acquisition. After-school tutoring and in-class support from an instructional aide is also available to help English Learners access the core curriculum.

Mesa View Middle School provides instruction to all students in the least restrictive environment possible. Students with disabilities are accommodated with a variety of options. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include services from a Speech and Language Specialist, Occupational Therapist, Resource Specialist, Adaptive Physical Education Specialist, or placement in a Special Day Class. Mesa View Middle School offers a Resource Specialist Program, Special Day Classes, and speech/language therapy for all grade levels.

Training & Curriculum Improvement

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

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

In the 2003-04 school year, the District focus for staff training was on curriculum calibration with an emphasis on aligning instruction with state standards in reading, English/language arts, writing, and math; implementing a new science program for grades K-5; and developing strategies for working with learners of differing abilities, including at-risk learners, English language learners, and GATE students. Expert consultants from the Orange County Department of Education and DataWorks Educational Research met with teachers to align curriculum with state standards and to develop teaching pacing guides.

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

Textbooks & Instructional Materials

Ocean View School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support each school's instructional program. Ocean View School District held a Public Hearing on December 7, 2004, and determined that each school within the District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including Special Education and English learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments. All textbooks and instructional materials used within the District are aligned with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The District follows the State Board of Education's six-year adoption cycle for core content materials.

Mesa View Middle School's library, open daily from 8:00 a.m. to 3:00 p.m., contains a wide assortment of books, periodicals, and reference materials available to students and staff. The library contains Internet-connected computers so that students may conduct research and access resources on-line.

The District is committed to providing state-of-the-art technology to all students. Teachers integrate technology into classroom curriculum, following the OVSD Student Technology Standards which are aligned to the National Educational Technology Standards. At Mesa View Middle School, students may take an Introduction to Technology exploratory class at each grade level. Teachers use standards-aligned software such as A+, CornerStone Language, and Microsoft Office to extend and enhance student learning. Additional technology tools available to teachers to support classroom instruction include LCD projectors, computer mini labs, TV/VCR carts, SMART Boards, and wireless laptop computers.

| Textbooks* | | |
|-------------------------------|--|-----------------|
| Subject/ Adoption Year | Publisher and Series | Grade Levels |
| Language Arts | | |
| June 2002 | Holt, Rinehart and Winston: <i>Literature and Language Arts</i> | 6th-8th |
| Mathematics | | |
| June 2002 | McDougal Littell: <i>Concepts and Skills Course 1, 2, Algebra I</i> | 6th-8th |
| Science | | |
| May 2001 | Holt, Rinehart and Winston: <i>Holt Science and Technology - Earth, Life, and Physical</i> | 6th-8th |
| History/Social Science | | |
| June 2000 | McGraw-Hill: <i>Adventures in Time and Place</i> | K-6th |
| June 2000 | Houghton Mifflin: <i>Houghton Mifflin Social Studies - Across the Centuries</i> | 7th |
| June 2000 | Glencoe, McGraw-Hill: <i>The American Journey - Building a Nation</i> | 8th |

*Only core textbooks are required to be reported. A list of textbooks used for interventions, GATE, music, and Spanish may be obtained from the District office.

Standardized State Assessments

Ocean View School District participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test Survey (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). SABE/2 is administered to limited English proficient Spanish-speaking students who have been enrolled in California public schools for less than 12 months. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit the STAR website at: <http://star.cde.ca.gov>.

California Standards Tests (CST)

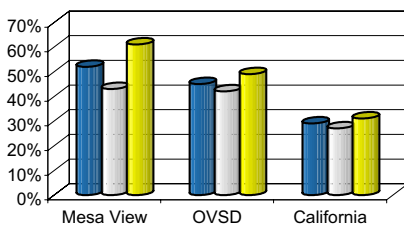
California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. All school districts in the state of California are required to report their CST results in comparison to the state. In this report card, the percentage of students achieving Advanced and Proficient levels is reported.

Physical Fitness

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

% of Students in Healthy Fitness Zone 2003-04

- 7th Grade Total
- 7th Grade Boys
- 7th Grade Girls



| California Standards Test (CST) | | | | | | | | | | | | | | | | | | | | | |
|--|-----------------------|----|----|----|----|----|----------------------------|----|----|--------------|-----|-----------|----|----|----|----|----|----|-----|----|----|
| 2002, 2003, 2004 | | | | | | | | | | | | | | | | | | | | | |
| Combined % of Students Scoring at Advanced & Proficient Levels | | | | | | | | | | | | | | | | | | | | | |
| Grade Level | Mathematics | | | | | | | | | | | | | | | | | | | | |
| | English/Language Arts | | | | | | Grade-Level Math Standards | | | General Math | | Algebra I | | | | | | | | | |
| | 6 | | | 7 | | | 8 | | | 6 | | 7 | | 8 | | | | | | | |
| Year Ending | 02 | 03 | 04 | 02 | 03 | 04 | 02 | 03 | 04 | 02 | 03 | 04 | 02 | 03 | 04 | | | | | | |
| All Students | | | | | | | | | | | | | | | | | | | | | |
| Mesa View | 50 | 54 | 44 | 50 | 59 | 58 | 44 | 53 | 56 | 56 | 55 | 41 | 47 | 61 | 56 | 26 | 42 | 54 | 89 | 89 | 85 |
| OVSD | 43 | 49 | 48 | 50 | 52 | 51 | 47 | 48 | 52 | 48 | 49 | 46 | 54 | 57 | 42 | 45 | 50 | 52 | 90 | 90 | 84 |
| California | 30 | 36 | 36 | 33 | 36 | 36 | 32 | 31 | 33 | 32 | 34 | 35 | 30 | 30 | 33 | 20 | 24 | 24 | 39 | 39 | 35 |
| Male | | | | | | | | | | | | | | | | | | | | | |
| Mesa View | 48 | 53 | 37 | 44 | 56 | 53 | 43 | 41 | 56 | 59 | 56 | 35 | 41 | 60 | 55 | 28 | 41 | 54 | 87 | 84 | 84 |
| OVSD | 41 | 44 | 45 | 46 | 49 | 44 | 42 | 41 | 44 | 51 | 47 | 46 | 54 | 56 | 50 | 49 | 52 | 53 | 89 | 87 | 84 |
| California | 28 | 29 | 33 | 30 | 31 | 32 | 28 | 30 | 29 | 33 | 35 | 36 | 29 | 29 | 33 | 20 | 24 | 23 | 39 | 39 | 35 |
| Female | | | | | | | | | | | | | | | | | | | | | |
| Mesa View | 52 | 55 | 53 | 58 | 62 | 63 | 44 | 65 | 57 | 51 | 53 | 49 | 53 | 61 | 58 | 22 | 44 | 55 | 93 | 93 | 86 |
| OVSD | 46 | 53 | 51 | 56 | 57 | 59 | 53 | 55 | 52 | 46 | 51 | 45 | 54 | 59 | 54 | 41 | 49 | 52 | 92 | 90 | 83 |
| California | 32 | 38 | 39 | 37 | 40 | 42 | 37 | 35 | 37 | 32 | 34 | 34 | 29 | 30 | 32 | 20 | 24 | 23 | 38 | 39 | 34 |
| English Learners (EL) | | | | | | | | | | | | | | | | | | | | | |
| Mesa View | 0 | 5 | 2 | 0 | 3 | 8 | 3 | 0 | 6 | 16 | 14 | 5 | 4 | 3 | 15 | 0 | 7 | | | | 33 |
| OVSD | 5 | 6 | 5 | 6 | 7 | 9 | 7 | 8 | 7 | 16 | 13 | 11 | 16 | 15 | 17 | 22 | 25 | 29 | | | |
| California | 4 | 6 | 6 | 5 | 5 | 5 | 3 | 4 | 3 | 11 | 11 | 11 | 9 | 8 | 10 | 7 | 10 | 8 | 14 | 16 | 10 |
| Non EL | | | | | | | | | | | | | | | | | | | | | |
| Mesa View | 54 | 65 | 56 | 57 | 66 | 68 | 50 | 59 | 63 | 60 | 64 | 52 | 53 | 68 | 64 | 32 | 50 | | 89 | 89 | 60 |
| OVSD | 48 | 56 | 58 | 56 | 58 | 59 | 52 | 52 | 53 | 53 | 55 | 53 | 58 | 63 | 58 | 49 | 55 | 57 | 90 | 90 | 85 |
| California | 38 | 45 | 45 | 41 | 44 | 46 | 39 | 38 | 40 | 39 | 42 | 43 | 35 | 36 | 39 | 24 | 29 | 28 | 42 | 42 | 39 |
| SED[^] | | | | | | | | | | | | | | | | | | | | | |
| Mesa View | 18 | 18 | 22 | 16 | 34 | 25 | 16 | 17 | 22 | 30 | 24 | 20 | 21 | 34 | 30 | 11 | 20 | | | | 35 |
| OVSD | 24 | 22 | 27 | 24 | 32 | 28 | 25 | 26 | 26 | 29 | 24 | 27 | 36 | 38 | 32 | 33 | 38 | 40 | 100 | 93 | 75 |
| California | 14 | 19 | 20 | 16 | 19 | 20 | 14 | 15 | 18 | 19 | 19 | 25 | 16 | 16 | 20 | 12 | 14 | 15 | 20 | 22 | 19 |
| Non SED | | | | | | | | | | | | | | | | | | | | | |
| Mesa View | 59 | 69 | 57 | 56 | 66 | 68 | 52 | 62 | 66 | 62 | 67 | 54 | 52 | 68 | 64 | 33 | 51 | | 89 | 90 | 62 |
| OVSD | 50 | 59 | 57 | 57 | 59 | 59 | 53 | 53 | 56 | 55 | 59 | 53 | 58 | 63 | 58 | 49 | 54 | 58 | 90 | 90 | 84 |
| California | 47 | 54 | 54 | 48 | 51 | 52 | 46 | 43 | 46 | 48 | 50 | 51 | 41 | 43 | 45 | 29 | 33 | 32 | 48 | 47 | 45 |
| Special Education | | | | | | | | | | | | | | | | | | | | | |
| Mesa View | 18 | 11 | 4 | 5 | 17 | 13 | 11 | 3 | 10 | 17 | 11 | 0 | 0 | 9 | 13 | 12 | 7 | | | | 12 |
| OVSD | 15 | 7 | 9 | 10 | 10 | 6 | 11 | 5 | 8 | 18 | 6 | 8 | 8 | 20 | 8 | 14 | 11 | 17 | | | |
| California | 8 | 10 | 9 | 6 | 7 | 8 | 5 | 5 | 6 | 9 | 9 | 10 | 6 | 6 | 7 | 6 | 7 | 6 | 17 | 17 | 12 |
| African American | | | | | | | | | | | | | | | | | | | | | |
| Mesa View | | | | | | | | | | | | | | | | | | | | | |
| OVSD | | 50 | 42 | | 44 | 42 | | 34 | 26 | | 39 | 42 | | 37 | 47 | | 44 | 33 | | | |
| California | | 22 | 23 | | 20 | 22 | | 17 | 19 | | 17 | 17 | | 12 | 14 | | 12 | 11 | | | 17 |
| Asian | | | | | | | | | | | | | | | | | | | | | |
| Mesa View | | 87 | 74 | | 80 | 83 | | 73 | 77 | | 100 | 78 | | 93 | 96 | | | | | | 94 |
| OVSD | | 64 | 65 | | 68 | 64 | | 57 | 62 | | 69 | 74 | | 81 | 82 | | 71 | 72 | | | 95 |
| California | | 55 | 59 | | 55 | 59 | | 49 | 53 | | 63 | 66 | | 60 | 64 | | 45 | 44 | | | 67 |
| Caucasian | | | | | | | | | | | | | | | | | | | | | |
| Mesa View | | 64 | 55 | | 66 | 70 | | 65 | 68 | | 65 | 53 | | 66 | 66 | | 51 | | | | 90 |
| OVSD | | 58 | 58 | | 60 | 61 | | 55 | 57 | | 58 | 53 | | 62 | 58 | | 56 | 57 | | | 90 |
| California | | 56 | 56 | | 54 | 55 | | 47 | 51 | | 52 | 51 | | 44 | 48 | | 38 | 37 | | | 49 |
| Filipino | | | | | | | | | | | | | | | | | | | | | |
| Mesa View | | | | | | | | | | | | | | | | | | | | | |
| OVSD | | 46 | 31 | | 59 | 50 | | 45 | 58 | | 38 | 23 | | 82 | 37 | | | 84 | | | |
| California | | 48 | 52 | | 47 | 52 | | 41 | 45 | | 47 | 49 | | 42 | 47 | | 35 | 34 | | | 42 |
| Hispanic | | | | | | | | | | | | | | | | | | | | | |
| Mesa View | | 23 | 18 | | 28 | 25 | | 21 | 19 | | 23 | 16 | | 25 | 28 | | 26 | | | | 73 |
| OVSD | | 20 | 22 | | 26 | 23 | | 24 | 20 | | 22 | 21 | | 31 | 26 | | 30 | 38 | | | 76 |
| California | | 19 | 20 | | 20 | 22 | | 15 | 18 | | 19 | 21 | | 16 | 18 | | 14 | 13 | | | 20 |

For 8th grade 2004 Social Science scores, please refer to <http://star.cde.ca.gov/>
Scores for 2004 taken from data published by the California Department of Education in October 2004.

[^]SED - Socioeconomically Disadvantaged

Due to the moderate number of students tested scores are not disclosed.

2002 testing data unavailable from the California Department of Education.

California Achievement Test Survey (CAT/6)

The CAT/6 is a norm referenced survey test that assesses student ability in the areas of reading/language arts, spelling, and mathematics. CAT/6 scores compare students' results with scores in the same grade from a national sample. Percentile rankings range from 1 to 99, with 50 being average. **Please Note: Prior to 2003, the STAR included the SAT9 norm referenced test, which has been replaced by CAT/6. These are two different exams, developed five years apart; results from CAT/6 should not be directly compared to those from the SAT9.**

| SAT9 Survey Norm Referenced Test 2002 | | | | | | |
|--|---------|----|----|------|----|----|
| % At or Above 50th Percentile | | | | | | |
| Subject Area | Reading | | | Math | | |
| | 6 | 7 | 8 | 6 | 7 | 8 |
| Grade Level | 6 | 7 | 8 | 6 | 7 | 8 |
| All Students | | | | | | |
| Mesa View Middle | 70 | 67 | 65 | 82 | 75 | 72 |
| OVSD | 65 | 67 | 69 | 81 | 80 | 78 |
| California | 48 | 48 | 49 | 60 | 52 | 50 |
| Subgroups | | | | | | |
| Females | 72 | 76 | 66 | 86 | 79 | 68 |
| Males | 69 | 58 | 65 | 80 | 71 | 75 |
| English Learners | 13 | 4 | 7 | 52 | 22 | 23 |
| Non English Learners | 76 | 74 | 75 | 85 | 80 | 80 |
| SED [^] | 39 | 25 | 22 | 63 | 44 | 42 |
| Non SED | 79 | 74 | 79 | 88 | 80 | 81 |
| Asian | 87 | 89 | 87 | 97 | 94 | 91 |
| Caucasian | 79 | 76 | 78 | 87 | 82 | 79 |
| Hispanic or Latino | 36 | 40 | 27 | 61 | 52 | 46 |

[^]SED - Socioeconomically Disadvantaged

| CAT/6 Survey Norm Referenced Test* | | | | | | | | | | | | |
|------------------------------------|---------|----|----|----|----|----|------|----|----|----|----|----|
| 2003, 2004 | | | | | | | | | | | | |
| % At or Above 50th Percentile | | | | | | | | | | | | |
| Subject Area | Reading | | | | | | Math | | | | | |
| | 6 | | 7 | | 8 | | 6 | | 8 | | | |
| Grade Level | 03 | 04 | 03 | 04 | 03 | 04 | 03 | 04 | 03 | 04 | | |
| Year Ending | 03 | 04 | 03 | 04 | 03 | 04 | 03 | 04 | 03 | 04 | | |
| All Students | | | | | | | | | | | | |
| Mesa View Middle | 61 | 50 | 68 | 67 | 59 | 66 | 71 | 64 | 79 | 75 | 72 | 77 |
| OVSD | 59 | 56 | 62 | 59 | 58 | 58 | 68 | 67 | 71 | 68 | 73 | 73 |
| California | 45 | 46 | 45 | 45 | 41 | 41 | 51 | 53 | 46 | 48 | 48 | 49 |
| Subgroups | | | | | | | | | | | | |
| Females | 59 | 60 | 70 | 72 | 69 | 68 | 70 | 72 | 80 | 75 | 74 | 76 |
| Males | 64 | 40 | 67 | 63 | 51 | 65 | 71 | 57 | 78 | 74 | 70 | 77 |
| English Learners | 25 | 11 | 3 | 26 | 0 | 6 | 30 | 24 | 27 | 33 | 10 | 26 |
| Non English Learners | 69 | 60 | 76 | 76 | 67 | 74 | 79 | 75 | 86 | 83 | 80 | 84 |
| SED [^] | 36 | 28 | 40 | 38 | 25 | 39 | 41 | 41 | 57 | 46 | 37 | 43 |
| Non SED | 71 | 62 | 76 | 76 | 68 | 73 | 83 | 76 | 85 | 83 | 81 | 86 |
| Asian | 100 | 78 | 83 | 88 | 77 | 91 | 100 | 89 | 98 | 96 | 86 | 98 |
| Caucasian | 67 | 58 | 79 | 81 | 71 | 74 | 80 | 73 | 85 | 85 | 83 | 85 |
| Hispanic or Latino | 40 | 29 | 30 | 38 | 29 | 31 | 43 | 41 | 53 | 47 | 40 | 45 |

*Scores for 2004 taken from data published by the California Department of Education in October 2004.

[^]SED - Socioeconomically Disadvantaged

Academic Performance Index (API)

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on state testing results. The statewide API performance target is 800. A school's Base API score summarizes a school's performance on STAR testing for that year. A Growth Target is established annually by taking five percent of the difference between the Base score and the statewide target. A school's Growth score is calculated in the same manner as the Base score, but uses the following year's state testing results. The comparison between Base and Growth scores summarizes a school's progress over time.

The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program (currently unfunded) are the two remaining components of the PSAA. API results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. Mesa View Middle School was eligible for the Governor's Performance Award in 2001 and 2003.

| API School Results | | | | | | | | | | |
|--|------|------|------|---------------------|------|------|------|--|------|--|
| All Students | Base | | | Growth | 2002 | | 2003 | | 2004 | |
| | 2001 | 2002 | 2003 | | 2002 | 2003 | 2004 | | | |
| Percent Tested | 100 | 99 | 100 | Percent Tested | 100 | 100 | 100 | | | |
| API Score | 795 | 773 | 808 | API Growth Score | 783 | 802 | 795 | | | |
| Growth Target | 1 | 1 | * | Actual Growth | -12 | 29 | -13 | | | |
| Statewide Rank | 9 | 9 | 9 | Eligible for Awards | No | Yes | No | | | |
| Similar Schools Rank | 10 | 8 | 10 | Eligible for II/USP | No | No | No | | | |
| Subgroups | | | | | | | | | | |
| Socioeconomically Disadvantaged | | | | | | | | | | |
| Base API Score | 602 | 601 | 647 | API Growth Score | 600 | 646 | 642 | | | |
| Growth Target | 1 | 1 | 1 | Actual Growth | -2 | 45 | -5 | | | |
| Caucasian | | | | | | | | | | |
| Base API Score | 848 | 816 | 854 | API Growth Score | 832 | 847 | 842 | | | |
| Growth Target | * | * | * | Actual Growth | -16 | 31 | -12 | | | |
| Hispanic | | | | | | | | | | |
| Base API Score | 631 | 611 | 652 | API Growth Score | 616 | 649 | 645 | | | |
| Growth Target | 1 | 1 | 1 | Actual Growth | -15 | 38 | -7 | | | |

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

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

Teacher Assignment

We take great pride in our caring and dedicated teachers. For the 2003-04 school year, Mesa View Middle School had 31 fully credentialed teachers in accordance with State of California guidelines.

| Teacher Credential Status | | | |
|--|-----------|-----------|-----------|
| | 02 | 03 | 04 |
| Fully Credentialed | 32 | 33 | 31 |
| Emergency Credentials | 2 | 1 | 2 |
| Interns | 0 | 0 | 0 |
| Waivers | 0 | 1 | 1 |
| Total Teachers | 33 | 34 | 33 |
| Teacher Misassignments | | | 0 |
| Teacher Vacancies | | | 0 |
| Working Outside Subject | 0 | 0 | 0 |
| Average Years Teaching | 18.8 | 18.1 | 18.8 |
| Average Years in District | 17.4 | 16.7 | 17.5 |
| <i>Data not required to be reported for these years.</i> | | | |

NCLB-Compliant Teachers

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects. At the start of the 2003-04 school year, 50 percent of core academic classes at Mesa View Middle School were taught by NCLB-compliant teachers and 80.8 percent of core academic classes in the District were taught by NCLB-compliant teachers.

| Teacher Education Levels 2003-04 | | |
|---|-----------|-------|
| | Mesa View | OVSD |
| Doctorate | 0.0% | 0.4% |
| Master's Degree +30* | 27.3% | 27.2% |
| Master's Degree | 27.3% | 38.9% |
| Bachelor's Degree +30* | 33.3% | 29.2% |
| Bachelor's Degree | 12.1% | 6.7% |
| <i>*Indicates additional hours above and beyond degree.</i> | | |

Teacher Evaluation

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

Substitute Teachers

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

Student Support Services

We make every effort to meet the academic, emotional, and physical needs of our students. The school and District employ qualified personnel to provide support services. An active Student Study Team (SST) meets frequently to address issues that affect the ability of a student to perform at his or her best in school. Using a collaborative approach, members of the SST evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student. For students at-risk of retention, a Monitor and Assistance Plan (MAP) is created in collaboration with the parent, student, and teacher. The plan outlines intervention strategies and the roles and responsibilities of each participant.

| Counseling & Support Services Staff | | | |
|-------------------------------------|-----------------|-------------------------|----------------------|
| Title | Number of Staff | Days Available Per Week | Full Time Equivalent |
| Adaptive PE Specialist | 1 | As needed | - |
| Counselor (Intern) | 2 | 4 | 1.2 |
| Health Clerk | 1 | 5 | 0.6 |
| Nurse | 1 | 1 | 0.2 |
| Campus Supervisors | 2 | 5 | 0.3 |
| Psychologist | 1 | 2.5 | 0.5 |
| Resource Specialist | 2 | 5 | 1.5 |
| Special Education Teacher | 3 | 5 | 3.0 |
| Speech/Language Specialist | 1 | 2.5 | 0.5 |

School Facilities & Safety

Mesa View Middle School provides a safe, clean environment for students, staff, and volunteers. The District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. When necessary, the District takes appropriate actions to ensure campus facilities are in good working order and provide a clean and safe environment for all members of the school community. Campus grounds encompass approximately 12.1 acres. Facilities include 26 permanent classrooms, 5 portable classrooms, a library, computer lab, gymnasium/auditorium, art room, boys' and girls' locker rooms, administrative offices, and athletic courts and playing fields. Recently, state modernization funds were used to upgrade Mesa View Middle School's heating, ventilating, and air conditioning systems.

A team of custodians ensures classrooms, restrooms, and campus grounds are cleaned daily. The District's maintenance and operations department continually monitors all school sites to ensure that classrooms and facilities are well-maintained and provide a suitable learning environment. At the time this report was published, 100 percent of restrooms on campus were in good working order. The Board of Trustees oversees a District Master Plan to ensure our schools are safe and up-to-date.

Mesa View Middle School is a closed campus. Signs posted throughout campus entry points direct visitors to check in with the front office. All visitors are required to register and to wear visitor badges during their stay. While we welcome visits by parents and community members, anyone wishing to be on campus during school hours should notify staff ahead of time. During lunch, breaks, and before and after school, noon duty supervisors, the principal, assistant principal, and teachers supervise students and monitor the campus.

The comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a schoolwide dress code; safe ingress and egress of pupils, parents, and school employees to and from school; safe and orderly school environment; and school rules and procedures. The school evaluates the plan annually and updates it as needed. The plan was last updated in September 2004. Safety procedures,

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

School Attendance

Regular attendance at Mesa View Middle School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated and consistently enforced. Our teachers and office manager proactively address attendance issues before they develop into further problems. In the case of chronic truancy, we contact the home with letters and telephone calls. In addition, students may be referred to the School Attendance and Review Board (SARB) for further intervention.

For each day a student is absent, \$25 is taken from the District's budget by the state. In the 2003-04 school year, Ocean View School District implemented a districtwide attendance incentive program to increase student attendance. If a school achieved an increase in its annual attendance rate, it received a monetary award -- corresponding to the appropriate increase in funding from the state. The actual attendance rate for Mesa View Middle School in the 2003-04 as well as the 2002-03 school year was 95.66 percent.

Class Size

| | Teaching Load Distribution | | | | | | | | | | | |
|----------------|----------------------------|----|----|------------------------|----|----|----------------|----|----|--------------|----|----|
| | Average Class Size | | | Classrooms containing: | | | | | | | | |
| | | | | 1-22 Students | | | 22-32 Students | | | 33+ Students | | |
| | 02 | 03 | 04 | 02 | 03 | 04 | 02 | 03 | 04 | 02 | 03 | 04 |
| English | 28 | 25 | 29 | 5 | 11 | 10 | 17 | 18 | 33 | 8 | 4 | 7 |
| Math | 31 | 31 | 29 | 1 | 0 | 4 | 18 | 14 | 40 | 8 | 10 | 6 |
| Science | 28 | 29 | 28 | 3 | 3 | 3 | 15 | 11 | 16 | 6 | 10 | 6 |
| Social Science | 29 | 29 | 28 | 0 | 1 | 6 | 16 | 17 | 16 | 5 | 6 | 7 |

Small class sizes allow us to focus more attention on the individual needs of each student. The average class size for Mesa View Middle School in 2003-04 was 30 students.

Instructional Time

All instructional minutes offered at Mesa View Middle School exceed state requirements. State law requires that students in grades 6-8 receive 54,000 annual minutes of instructional time; Mesa View Middle School offered 58,410 minutes in 2003-04. For the 2003-04 school year, Mesa View Middle School offered 180 days of instruction comprised of 169 regular days and 11 minimum days used for parent/teacher conferences and the last day of school.

Expenditures & Services Funded

At the time this report was published, the most recent financial and

| Current Expense of Education Per Student* 2002-2003 | | |
|--|-----------|---------------|
| Statewide Average | | |
| All Elementary School | | |
| OVSD | Districts | All Districts |
| \$6,427 | \$6,542 | \$6,822 |

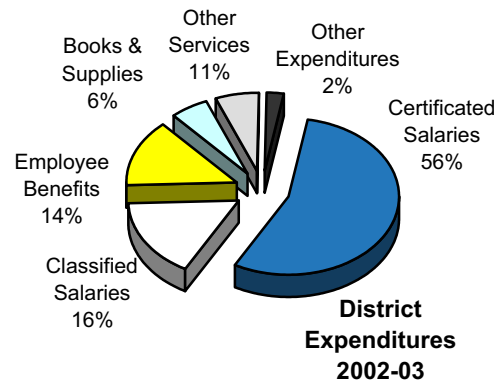
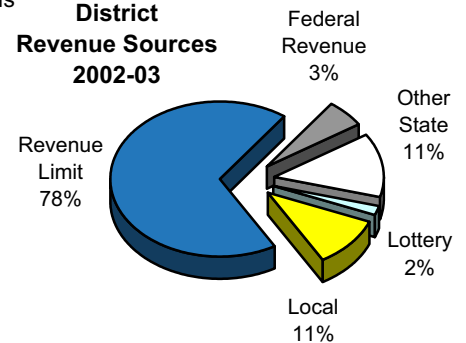
Note: The California Department of Education does not release audited financial results until the spring of the following fiscal year. In order to provide valid, comparative data, all districts throughout the State use only audited J-200 financial information to comply with SARC reporting requirements.

salary comparison data from the State of California was for the 2002-03 school year. In 2002-03, Ocean View School District spent an average of \$6,427 to educate each student (based on 2002-03 audited financial statements).

Ocean View School District receives federal and state categorical funding for special programs. For the 2002-03 school year, the District received approximately \$1,268 per student in federal and state aid for categorical, special education, and other support programs including:

- Class Size Reduction
- Drug/Alcohol/Tobacco Education Funds
- Economic Impact Aid (EIA-LEP)
- Educational Technology Assistance
- Eisenhower Math and Science
- Gifted and Talented Education (GATE)
- Home-to-School Transportation
- Instructional Materials

**District Revenue Sources
2002-03**



- Peer Assistance and Review
- School Improvement Program
- Special Education
- Title I

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California

| Average Salary Information Teachers - Principal - Superintendent 2002-03 | | |
|--|-----------|---------------|
| | OVSD | State Average |
| Beginning Teachers | \$34,000 | \$37,951 |
| Mid-Range Teachers | \$62,487 | \$61,262 |
| Highest Teachers | \$81,285 | \$74,414 |
| Elementary Principals | \$96,409 | \$94,506 |
| Middle School Principals | \$103,556 | \$94,506 |
| Superintendent | \$146,007 | \$140,715 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 50.44% | 44.63% |
| Administrative Salaries | 5.66% | 5.51% |

was for the 2002-03 school year. For comparison purposes, the State Department of Education has provided average salary data