

OCEAN VIEW SCHOOL DISTRICT Mesa View Middle School

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Leona Olson, Principal



A California Distinguished School

2004-2005 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.



School Mission Statement

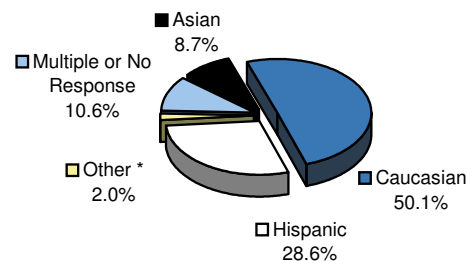
Mesa View Middle School is committed to fostering a warm, caring and safe environment for early adolescents, which provides a rigorous and meaningful academic program where all students are inspired to success in school and in the community.

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."*

Mesa View Middle School, a California Distinguished School, serves 772 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.

Ethnicity



* Other includes: African American (0.9%), American Indian (0.4%), Filipino (0.4%), and Pacific Islander (0.3%).

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.

Mesa View Middle School has 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.

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 | | | | | | |
|--------------------------|-----------|-------|-------|-------|--------|--------|
| | Mesa View | | | OVSD | | |
| | 02-03 | 03-04 | 04-05 | 02-03 | 03-04 | 04-05 |
| Suspensions | 48 | 149 | 83 | 444 | 574 | 372 |
| Suspension Rate | 6.2% | 19.2% | 10.8% | 4.4% | 5.6% | 3.7% |
| Expulsions | 0 | 1 | 0 | 2 | 1 | 1 |
| Expulsion Rate | 0.0% | 0.1% | 0.0% | 0.02% | 0.009% | 0.009% |

Student Recognition and Extracurricular Activities

Mesa View Middle School celebrates the achievements of 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)

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 2004-05. For the 2004-05 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.

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.

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.

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 October 10, 2005, 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.

| District-Adopted Textbooks | | | | Quality & Availability of Standards Aligned Textbooks |
|----------------------------|---------------------------|-------------|---------------|---|
| Subject | Publisher | Grade Level | Adoption Year | |
| Language Arts | Holt, Rinehart, & Winston | 6-8 | 2002 | Sufficient |
| Math | McDougal Littell | 6-8 | 2002 | |
| Social Science | McGraw-Hill | 6 | 2000 | |
| | Houghton Mifflin | 7 | | |
| | Glencoe, McGraw Hill | 8 | | |
| Science | Holt, Rinehart, & Winston | 6-8 | 2001 | |

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 online.

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/CR carts, SMART Boards, and wireless laptop computers.

| Computer Resources | | | |
|----------------------------------|------|------|------|
| | 2003 | 2004 | 2005 |
| Computers | 158 | 146 | 96 |
| Students per computer | 4.9 | 5.3 | 8.0 |
| Classrooms connected to Internet | 29 | 32 | 32 |

School Leadership

Leadership at Mesa View Middle School is a responsibility shared among District administration, the principal, assistant principal, instructional staff, students, and parents. Leona Olson has been principal at Mesa View Middle School for three years. Prior to becoming principal at Mesa View Middle School, Ms. Olson has had 22 years of experience in education, including sixteen years as an administrator. She has held positions as a teacher, counselor, coach, assistant principal principal and director. 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.

Mesa View Middle 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.

Class Size

The Teaching Load Distribution table illustrates the average class size by subject, as well as how many classes were taught with a certain number of students in each class, based on three different class sizes. The corresponding numbers show how many classrooms had 22 students or fewer, 23 to 32 students, and 33 or more students by subject. Mesa View Middle School maintained a schoolwide average class size of 29.7 students in the 2004-05 school year.

| | Teaching Load Distribution | | | | | | | | | | | |
|----------------|----------------------------|----|----|------------------------|----|----|----------------|----|----|--------------|----|----|
| | Average Class Size | | | Classrooms containing: | | | | | | | | |
| | | | | 1-22 Students | | | 23-32 Students | | | 33+ Students | | |
| 03 | 04 | 05 | 03 | 04 | 05 | 03 | 04 | 05 | 03 | 04 | 05 | |
| English | 25 | 29 | 26 | 11 | 10 | 7 | 18 | 33 | 17 | 4 | 7 | 5 |
| Math | 31 | 29 | 30 | 0 | 4 | 3 | 14 | 40 | 11 | 10 | 6 | 11 |
| Science | 29 | 28 | 28 | 3 | 3 | 6 | 11 | 16 | 7 | 10 | 6 | 9 |
| Social Science | 29 | 28 | 28 | 1 | 6 | 4 | 17 | 16 | 14 | 6 | 7 | 6 |

Student Support Services & Specialized Instruction

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. The following chart lists the support services available to students.

| | Counseling & Support Services Staff | |
|----------------------------|-------------------------------------|----------------------|
| | Number of Staff | Full-Time Equivalent |
| Adaptive PE Specialist | 1 | * |
| Counselors (intern) | 2 | 1.2 |
| Health Clerk | 1 | 0.6 |
| Nurse | 1 | 0.2 |
| Campus Supervisors | 2 | 0.3 |
| Psychologist | 1 | 0.5 |
| Resource Specialists | 2 | 1.5 |
| Special Education Teachers | 3 | 3.0 |
| Speech/Language Specialist | 1 | 0.5 |

Using standards-based adopted textbooks and materials, teachers are able to adapt classroom instruction to meet students' unique learning styles. When further assistance is needed for students to achieve grade level standards, several strategies are in place. At 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 Language1 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.

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 2004-05 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 2004-05 as well as the 2003-04 school year was 95.66 percent.

Community Involvement

Parents and the community are very supportive of the educational program at Mesa View Middle School. The Parent Teacher Student Organization (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. Mesa View Middle School is grateful for the many hours contributed by parent volunteers. 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.

The School programs are also enriched by the support of our local businesses, including contributions from Bonnie Ahrens of STAR Real Estate.

Measures of Student Achievement

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

In the Ocean View School District, students take a battery of District assessments four times a year -- at the start of the school year and at the end of each trimester. Assessments measure student ability in Reading, Writing, and Math. Results are compiled into an individual Student Assessment Profile/Rubric for each child.

Teachers use this information to modify instruction according to a child's needs, recommend interventions to increase the level of achievement, and monitor possible retention candidates.

In addition to District-established performance objectives, the state and federal governments have set standards for student achievement. A school's progress in meeting or exceeding those standards is measured through the results of testing and other criteria. The following sections provide an overview of tests and associated data showing the progress of students at Mesa View Middle School and the Ocean View School District, and a comparison of that progress to students throughout the state.

California Standards Tests (CST)

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 eighth grade Social Science, for the most recent three-year period, is shown below. Summative Math scores are not shown for eighth grade. For course specific scores please visit <http://star.cde.ca.gov>.

| California Standards Test (CST) | | | | | | | | | | | | | | | | | | |
|--|--|----|----|----|----|----|----|----|----|--|----|----|----|----|----|----------------|----|----|
| Combined % of Students Scoring at Proficient and Advanced Levels | | | | | | | | | | | | | | | | | | |
| | Language Arts | | | | | | | | | Math | | | | | | Social Science | | |
| | 6 | | | 7 | | | 8 | | | 6 | | | 7 | | | 8 | | |
| | 03 | 04 | 05 | 03 | 04 | 05 | 03 | 04 | 05 | 03 | 04 | 05 | 03 | 04 | 05 | 03 | 04 | 05 |
| | All Students | | | | | | | | | All Students | | | | | | | | |
| Mesa View | 54 | 44 | 57 | 59 | 58 | 61 | 53 | 56 | 58 | 55 | 41 | 66 | 61 | 56 | 54 | 46 | 48 | 43 |
| OVSD | 49 | 48 | 53 | 52 | 51 | 59 | 48 | 48 | 54 | 49 | 46 | 55 | 57 | 52 | 53 | 38 | 40 | 41 |
| California | 36 | 36 | 38 | 36 | 36 | 43 | 30 | 33 | 39 | 34 | 35 | 40 | 30 | 33 | 37 | 27 | 28 | 31 |
| | Females | | | | | | | | | Females | | | | | | | | |
| Mesa View | 55 | 53 | 64 | 62 | 63 | 65 | 65 | 57 | 56 | 53 | 49 | 68 | 61 | 58 | 63 | 52 | 41 | 44 |
| OVSD | 53 | 51 | 59 | 57 | 59 | 63 | 55 | 52 | 56 | 51 | 45 | 58 | 59 | 54 | 54 | 37 | 35 | 41 |
| California | 38 | 39 | 41 | 40 | 42 | 49 | 35 | 37 | 43 | 34 | 34 | 39 | 30 | 32 | 37 | 26 | 26 | 30 |
| | Males | | | | | | | | | Males | | | | | | | | |
| Mesa View | 53 | 37 | 49 | 56 | 53 | 57 | 41 | 56 | 60 | 56 | 35 | 64 | 60 | 55 | 45 | 41 | 54 | 42 |
| OVSD | 44 | 45 | 47 | 49 | 44 | 56 | 41 | 44 | 51 | 47 | 46 | 53 | 56 | 50 | 51 | 38 | 45 | 43 |
| California | 33 | 33 | 35 | 32 | 32 | 38 | 27 | 29 | 34 | 35 | 36 | 41 | 29 | 33 | 37 | 28 | 29 | 33 |
| | English Learners | | | | | | | | | English Learners | | | | | | | | |
| Mesa View | 5 | 2 | 11 | 3 | 8 | 0 | 0 | 6 | 0 | 14 | 5 | 24 | 3 | 15 | 13 | 3 | 10 | 0 |
| OVSD | 6 | 5 | 8 | 7 | 9 | 13 | 8 | 7 | 6 | 13 | 11 | 18 | 15 | 17 | 19 | 5 | 5 | 6 |
| California | 6 | 6 | 7 | 5 | 5 | 9 | 4 | 3 | 6 | 10 | 11 | 13 | 8 | 10 | 11 | 4 | 5 | 5 |
| | Socioeconomically Disadvantaged | | | | | | | | | Socioeconomically Disadvantaged | | | | | | | | |
| Mesa View | 18 | 22 | 26 | 34 | 25 | 38 | 17 | 22 | 24 | 24 | 20 | 38 | 34 | 30 | 35 | 17 | 24 | 17 |
| OVSD | 22 | 27 | 27 | 32 | 28 | 38 | 26 | 26 | 30 | 24 | 27 | 33 | 38 | 32 | 35 | 18 | 25 | 21 |
| California | 19 | 20 | 22 | 19 | 20 | 28 | 15 | 18 | 22 | 19 | 22 | 26 | 16 | 20 | 23 | 14 | 14 | 17 |
| | Special Education | | | | | | | | | Special Education | | | | | | | | |
| Mesa View | 11 | 4 | 0 | 17 | 13 | 9 | 3 | 10 | 6 | 11 | 0 | 22 | 9 | 13 | 0 | 4 | 19 | 6 |
| OVSD | 7 | 9 | 12 | 10 | 6 | 15 | 5 | 8 | 8 | 6 | 8 | 20 | 20 | 8 | 14 | 2 | 14 | 9 |
| California | 8 | 9 | 10 | 6 | 8 | 10 | 5 | 6 | 8 | 9 | 10 | 11 | 6 | 7 | 8 | 7 | 7 | 9 |
| | Asian | | | | | | | | | Asian | | | | | | | | |
| Mesa View | 87 | 74 | 81 | 80 | 83 | 91 | 73 | 77 | 84 | 100 | 78 | 94 | 93 | 96 | 85 | 68 | 71 | 76 |
| OVSD | 64 | 65 | 63 | 68 | 64 | 79 | 57 | 62 | 66 | 69 | 74 | 79 | 81 | 82 | 82 | 44 | 59 | 55 |
| California | 55 | 59 | 60 | 54 | 59 | 66 | 49 | 53 | 58 | 63 | 66 | 69 | 60 | 64 | 69 | 48 | 51 | 54 |
| | Caucasian | | | | | | | | | Caucasian | | | | | | | | |
| Mesa View | 64 | 55 | 66 | 66 | 70 | 73 | 65 | 68 | 70 | 65 | 53 | 75 | 66 | 66 | 61 | 55 | 54 | 51 |
| OVSD | 58 | 58 | 65 | 60 | 61 | 68 | 55 | 57 | 64 | 58 | 53 | 62 | 62 | 58 | 59 | 44 | 43 | 49 |
| California | 56 | 56 | 58 | 54 | 55 | 61 | 47 | 51 | 58 | 52 | 51 | 58 | 44 | 48 | 52 | 41 | 41 | 47 |
| | Hispanic | | | | | | | | | Hispanic | | | | | | | | |
| Mesa View | 23 | 18 | 32 | 28 | 25 | 34 | 21 | 19 | 26 | 23 | 16 | 38 | 25 | 28 | 30 | 21 | 21 | 18 |
| OVSD | 20 | 22 | 28 | 26 | 23 | 35 | 24 | 20 | 26 | 22 | 21 | 32 | 31 | 26 | 30 | 19 | 16 | 16 |
| California | 19 | 20 | 22 | 20 | 22 | 28 | 15 | 18 | 23 | 19 | 21 | 26 | 16 | 18 | 23 | 13 | 14 | 17 |

California Achievement Test Survey (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 chart at right 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.

| | CAT/6 Norm Referenced Test % At or Above 50th Percentile | | | | | | | | | | | | | | | | | |
|---------------------------------|---|-----------|----|-----------|-----------|-----------|-----------|-----------|----|-----------|-----------|----|-----------|-----------|-----------|-----------|-----------|----|
| | Reading | | | | | | | | | Math | | | | | | | | |
| | 6 | | | 7 | | | 8 | | | 6 | | | 7 | | | 8 | | |
| | 03 | 04 | 05 | 03 | 04 | 05 | 03 | 04 | 05 | 03 | 04 | 05 | 03 | 04 | 05 | 03 | 04 | 05 |
| Mesa View | 61 | 50 | | 68 | 67 | 62 | 59 | 66 | | 71 | 64 | | 79 | 75 | 64 | 72 | 77 | |
| OVSD | 59 | 56 | | 62 | 59 | 61 | 58 | 58 | | 68 | 67 | | 71 | 68 | 63 | 73 | 73 | |
| California | 45 | 46 | | 45 | 45 | 46 | 41 | 41 | | 51 | 53 | | 46 | 48 | 49 | 48 | 49 | |
| | Subgroups | | | | | | | | | | | | | | | | | |
| Females | 59 | 60 | | 70 | 72 | 69 | 69 | 68 | | 70 | 72 | | 80 | 75 | 69 | 74 | 76 | |
| Males | 64 | 40 | | 67 | 63 | 55 | 51 | 65 | | 71 | 57 | | 78 | 74 | 59 | 70 | 77 | |
| Socioeconomically Disadvantaged | 36 | 28 | | 40 | 38 | 39 | 25 | 39 | | 41 | 41 | | 57 | 46 | 45 | 37 | 43 | |
| English Learners | 25 | 11 | | 3 | 26 | 13 | 0 | 6 | | 30 | 24 | | 27 | 33 | 13 | 10 | 26 | |
| Special Education | 16 | 0 | | 35 | 6 | 9 | 7 | 24 | | 16 | 4 | | 26 | 13 | 9 | 21 | 33 | |
| Asian | 100 | 78 | | 83 | 88 | 91 | 77 | 91 | | 100 | 89 | | 98 | 96 | 94 | 86 | 98 | |
| Caucasian | 67 | 58 | | 79 | 81 | 72 | 71 | 74 | | 80 | 73 | | 85 | 85 | 73 | 83 | 85 | |
| Hispanic | 40 | 29 | | 30 | 38 | 35 | 29 | 31 | | 43 | 41 | | 53 | 47 | 40 | 40 | 45 | |

Beginning in 2005, the CAT/6 will test reading/language arts & math in grades three and seven and will no longer test science in any grade.

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

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 | | | | | | | | |
|----------------------|---------------------------------|------|------|--|------|------|-----|--|--|
| | Base | | | Growth | | | | | |
| | 2002 | 2003 | 2004 | 2003 | 2004 | 2005 | | | |
| Percent Tested | 99 | 100 | 100 | Percent Tested | 100 | 100 | 100 | | |
| API Score | 773 | 808 | 797 | API Growth Score | 802 | 795 | 810 | | |
| Growth Target | 1 | A | 1 | Actual Growth | 29 | -13 | 13 | | |
| Statewide Rank | 9 | 9 | 9 | State Awards & Intervention Programs are no longer funded. | | | | | |
| Similar Schools Rank | 8 | 10 | 8 | | | | | | |
| | Subgroups | | | | | | | | |
| | Socioeconomically Disadvantaged | | | | | | | | |
| Base API Score | 601 | 647 | 647 | API Growth Score | 646 | 642 | 689 | | |
| Growth Target | 1 | 1 | 1 | Actual Growth | 45 | -5 | 42 | | |
| | Caucasian | | | | | | | | |
| Base API Score | 816 | 854 | 841 | API Growth Score | 847 | 842 | 852 | | |
| Growth Target | A | A | A | Actual Growth | 31 | -12 | 11 | | |
| | Hispanic | | | | | | | | |
| Base API Score | 611 | 652 | 652 | API Growth Score | 649 | 645 | 685 | | |
| Growth Target | 1 | 1 | 1 | Actual Growth | 38 | -7 | 33 | | |

A - 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.

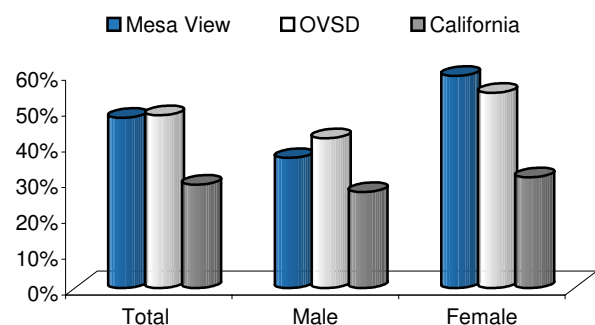
Physical Fitness

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 who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

No Child Left Behind

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.

Healthy Fitness Zone Grade 7



AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform to a proficiency level; 24.4 % of elementary and middle school students must be proficient in English and 26.5% must be proficient in Math.
- At least 95% of students must take state standards tests.
- Schools must show improvement in the Academic Performance Index (API).

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 meet their AYPs, and the former school would be required to provide the transportation to the new site. After two consecutive years of failure in a particular subgroup, the school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years; however, a school may exit from this status after two consecutive years of success in the affected subgroup(s).

| | Federal Intervention Programs | | | | | |
|-----------|-------------------------------|--------------------|----------------|-------------------------|------------------------------|--------------------------------|
| | Year Identified for PI | Current Year in PI | Year Exited PI | Type of Title I Program | # of Schools Currently in PI | % of Schools Identified for PI |
| Mesa View | - | - | - | - | - | - |
| OVSD | - | - | - | - | 0 | 0.0% |

A "Yes" in the chart below means the school or subgroup was at or above the 2005 targets for the 95% participation rate or percent proficient. "No" means the school or subgroup was below the 95% participation rate or percent proficient. Mesa View Middle School met the 2005 AYP criteria.

| Adequate Yearly Progress 2005 | | | | | | | | | | | | | | | | |
|---------------------------------------|-----------------------|------|------|------|-----------|------|------|------|--------------------------|-------|------|-------|-----------|-------|------|-------|
| | % Participation Rate | | | | | | | | % Proficient or Advanced | | | | | | | |
| | English/Language Arts | | | | Math | | | | English/Language Arts | | | | Math | | | |
| | Mesa View | | OVSD | | Mesa View | | OVSD | | Mesa View | | OVSD | | Mesa View | | OVSD | |
| | Met | % | Met | % | Met | % | Met | % | Met | % | Met | % | Met | % | Met | % |
| All Students | Yes | 100% | Yes | 100% | Yes | 100% | Yes | 100% | Yes | 59.9% | Yes | 57.2% | Yes | 60.5% | Yes | 63.5% |
| Subgroups | | | | | | | | | | | | | | | | |
| African American | * | 100% | Yes | 100% | * | 100% | Yes | 99% | * | 41.7% | Yes | 52.9% | * | 50.0% | Yes | 61.2% |
| Asian | * | 100% | Yes | 100% | * | 100% | Yes | 100% | * | 88.2% | Yes | 71.3% | * | 92.9% | Yes | 84.6% |
| Hispanic | Yes | 100% | Yes | 100% | Yes | 100% | Yes | 100% | Yes | 31.7% | Yes | 32.2% | Yes | 34.4% | Yes | 41.1% |
| Caucasian | Yes | 100% | Yes | 100% | Yes | 100% | Yes | 100% | Yes | 70.7% | Yes | 67.1% | Yes | 68.2% | Yes | 70.2% |
| English Learners | Yes | 100% | Yes | 100% | Yes | 100% | Yes | 100% | Yes | 19.9% | Yes | 27.3% | Yes | 29.5% | Yes | 42.5% |
| Students w/Disabilities | * | 100% | Yes | 99% | * | 100% | Yes | 99% | * | 4.8% | Yes | 21.8% | * | 37.0% | Yes | 29.2% |
| Socioeconomically Disadvantaged (SED) | Yes | 100% | Yes | 100% | Yes | 100% | Yes | 100% | Yes | 31.1% | Yes | 34.8% | Yes | 9.7% | Yes | 45.7% |

* The subgroup is not numerically significant for this school.

** Due to the moderate number of students tested, data is not disclosed.

Teacher Assignment

For the 2004-05 school year, Mesa View Middle School had 30 fully credentialed teachers in accordance with State of California guidelines.

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester (for middle and high schools) or for an entire year (for elementary schools).

| | Teacher Credential Status | | |
|----------------------------------|---------------------------|----|----|
| | 03 | 04 | 05 |
| Fully Credentialed | 33 | 31 | 30 |
| Emergency Credentials | 1 | 2 | 2 |
| Interns | 0 | 0 | 2 |
| Waivers | 1 | 1 | 0 |
| Teaching Outside Credential Area | 13 | 14 | 19 |

| | Misassignments/Vacancies | | |
|--|--------------------------|-------|-------|
| | 03-04 | 04-05 | 05-06 |
| Misassignments of Teachers of English Learners | - | - | 25 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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 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.

| | Teacher Education Levels 2004-05 | |
|------------------------|----------------------------------|-------|
| | Mesa View | OVSD |
| Doctorate | 3.0% | 0.6% |
| Master's Degree +30* | 30.3% | 25.2% |
| Master's Degree | 21.2% | 40.4% |
| Bachelor's Degree +30* | 18.2% | 23.7% |
| Bachelor's Degree | 27.3% | 10.1% |

*Indicates additional hours above and beyond degree.

| | Highly Qualified Teachers 2005-2006 | |
|----------------------------------|-------------------------------------|--|
| | Mesa View | % of Courses Taught by Highly Qualified Teachers |
| All District Schools | 50.0% | 87.2% |
| High-Poverty Schools in District | 100.0% | 100.0% |
| Low-Poverty Schools in District | 89.5% | 89.5% |

Teacher Evaluation & Professional Development

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.

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 2004-05 school year, the District focus for staff training was on continuing to provide a balanced language arts, math, and science program, while piloting grade level assessments to support the standards-based report card; and refining and strengthening current instructional intervention strategies for at risk, special needs, English learners, and GATE students. Consultants from DataWorks Educational Research and Orange County Department of Education continued to work with staff to implement curriculum calibration in the classroom. In addition, staff expanded upon the expertise and resources provided by educational consultant Clay Roberts in building strong student developmental assets leading to a positive educational experience.

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.

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.

School Facilities & Safety

Mesa View Middle School provides a safe, clean environment for students, staff, and volunteers. Campus grounds encompass approximately 12.1 acres. Facilities include 28 permanent classrooms, 4 portable classrooms, a library, computer lab, gymnasium/auditorium, a staff room, 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.

Safety

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 2005. Safety procedures, including elements of the Safe School Plan, are reviewed with school staff at the start of every school year.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order. The chart below illustrates the results from the most recent facilities inspection.

| School Facility Conditions | | | |
|---|-------------------------|----|--|
| Date of Last Inspection: September 2005 | | | |
| Interim Evaluation Instrument Part | Facility in Good Repair | | Deficiency & Remedial Actions Taken or Planned |
| | Yes | No | |
| Gas Leaks | X | | |
| Mechanical Systems | X | | |
| Windows/Doors/Gates (interior/exterior) | X | | |
| Interior Surfaces (walls, floors, & ceilings) | X | | |
| Hazardous Materials (interior/exterior) | X | | |
| Structural Damage | X | | |
| Fire Safety | X | | |
| Electrical (interior/exterior) | X | | |
| Pest/Vermin Infestation | X | | |
| Drinking Fountains (inside/outside) | X | | |
| Restrooms | X | | |
| Sewer | X | | |
| Playground/School Grounds | X | | |
| Other | X | | |

Cleaning Process and Schedule

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

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2004-05 school year, the District budgeted \$704,300 for the deferred maintenance program. This represents 1.01% of the District's general fund budget.

Deferred Maintenance Projects

For the 2004-05 school year, the District's governing board approved deferred maintenance projects for this school that will result in the redesign of two science rooms and speed bumps in the school drive through. The District's complete deferred maintenance plan is available at the District office.

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2003-04 school year. Ocean View School District spent an average of \$6,652 to educate each student.

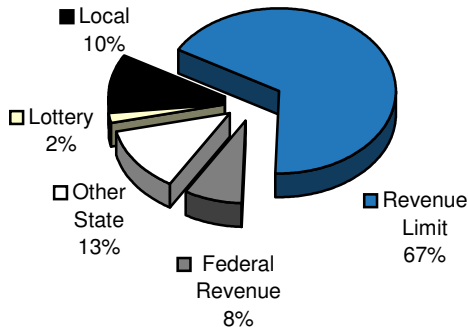
| Current Expense of Education Per Student* 2003-04 | | |
|--|------------------------------------|---------------|
| Statewide Average | | |
| | All Elementary School Districts | All Districts |
| OVSD | \$6,652 | \$6,919 |

*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.

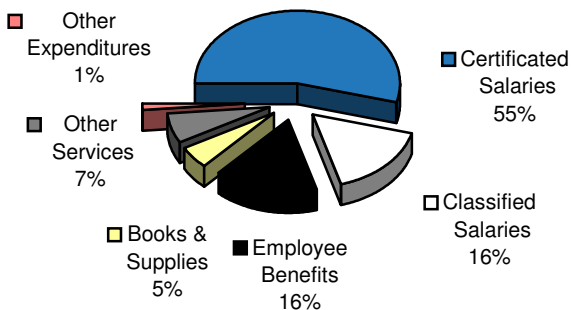
Ocean View School District receives federal and state categorical funding for special programs. For the 2003-04 school year, the District received approximately \$1,394 per student in federal and state aid for categorical, special education, and other support programs including:

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

District Revenue



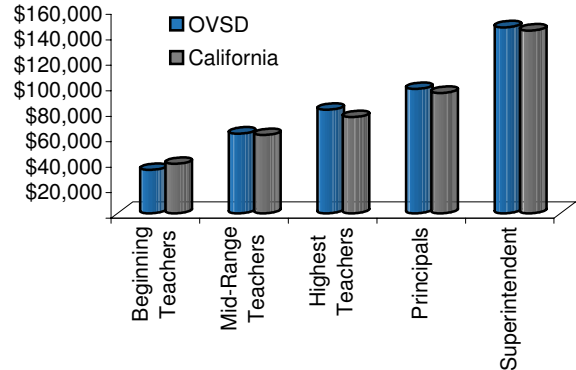
District Expenditures



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 was for the 2003-04 school year. For comparison purposes, the State Department of Education has provided average salary data from elementary school districts having over 5,000 average daily attendance throughout the state.

Average Salary Information Teachers-Principals-Superintendent



Teacher & Administrative Salaries as a Percentage of Total Budget

