

OCEAN VIEW SCHOOL DISTRICT

Vista View Middle School

16250 Hickory Street, Fountain Valley, CA 92708
 Phone: (714) 842-0626 FAX: (714) 843-9146

Anne Silavs, Principal



A California Distinguished School

2004-2005 School Accountability Report Card



Ocean View School District

17200 Pinehurst Lane
 Huntington Beach, CA 92647
 (714) 847-2551
 (714) 847-1430 FAX
www.ovsd.org

Board of Trustees

Sharon Holland
 Barbara Boskovich
 Carolee Focht
 Debbie Cotton
 Tracy Pellman

District Administration

Karen Colby
 Interim Superintendent

Beverly Hempstead
 Interim Assistant Superintendent,
 Curriculum and Instruction

Michael A. Luker
 Assistant Superintendent,
 Human Resources

Mary Lou Beckmann
 Chief Financial Officer

Carolyn Stocker
 Chief Operations and Facilities Officer

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, it is with great enthusiasm that I share with you the excellence that distinguishes the educational program at Vista View Middle School. As a *California Distinguished School*, we experienced great success at Vista View last year. In addition to becoming a third time recipient of the State's highest honor in education, our students demonstrated record levels of academic achievement as measured by California's Academic Performance Index. Student growth at Vista View far exceeded State requirements, and we met all of the student proficiency requirements in both reading/language arts and mathematics as established by the federal No Child Left Behind Act. Staff and students alike take great pride in the accomplishments at Vista View, and The Annual School Accountability Report Card highlights for parents and our community the programs we provide to support outstanding student achievement for *all* students.

The School Accountability Report Card is provided to you in accordance with Proposition 98 and the federal No Child Left Behind Act, which defines the report as a requirement of every school in California. Within these pages we celebrate our students' success and share with you important information regarding our school program.

At Vista View Middle School, we recognize that collaboration with parents and our school community is essential for supporting student development and academic achievement. We value your participation and look forward to new and continued partnerships to ensure *Success for All*. By working together, we create an environment where each child thrives and is well-prepared to successfully meet the challenges of an ever-changing world.



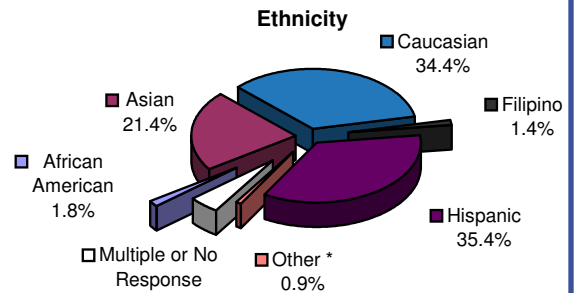
School Mission Statement

We, the educational community of Vista View Middle School, are committed to empowering and inspiring each student with the certainty of his or her individual importance and competence. We strive to develop each student's skills to meet life's challenges with integrity, courage and the desire to reach for intellectual and personal excellence for the betterment of the community, the nation, and the world.

District & School Profile

Located in western Orange County, minutes from the scenic California coastline, the Ocean View School District educates over 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.*"

Vista View Middle School, a California Distinguished School, serves 868 students on a traditional school calendar year. Vista 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.



* Other includes American Indian (0.7%) and Pacific Islander (0.2%).

Discipline & Climate for Learning

Vista 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 Student Handbook and regular assemblies. Vista View Middle School has implemented various programs to promote a positive and safe learning environment. The Peer Counseling Group helps their peers resolve conflicts in a constructive, non-violent manner. Through these programs we have experienced a more safe and peaceful campus.

The Suspensions and Expulsion 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					
	Vista View			OVSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Suspensions	123	140	69	444	574	372
Suspension Rate	14.7%	15.2%	7.9%	4.4%	5.6%	3.7%
Expulsions	2	0	0	2	1	1
Expulsion Rate	0.2%	0.0%	0.0%	0.02%	0.009%	0.009%

Student Recognition & Extracurricular Activities

Vista 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 Vista View Middle School:

- Boys & Girls Basketball
- Boys & Girls Cross Country
- Boys & Girls Volleyball
- Boys & Girls Track and Field
- Intramural Lunch-time Sports
- Performing Arts
- Tech Support Class
- Band
- Garden Club
- Student Government
- Yearbook
- Homework Club
- Choir

The Advancement Via Individual Determination (AVID) program targets students with grade point averages ranging from 2.0 to 3.0, and who may be the first of their family members to attend college. Through AVID, we provide activities to prepare students with the skills required to be successful in post-secondary education. The program provides instruction in note-taking skills; monitoring of study habits and academic progress; intensive instruction in grammar, vocabulary, reading, and math; tutoring from college students; advice on college admissions, financial aid, and scholarship counseling; and college visits and speakers.

Hispanic students may apply to participate in the El Viento Program. The program provides Hispanic students with a college-focused academic pathway that begins in the early school years, and follows the students through high school. Funding for college is also available.

School Attendance

Regular attendance at Vista View Middle School is a necessary part of the learning process and is critical to academic success. For each day a student is absent, \$25 is taken from the District's budget. Attendance, tardy, and truancy policies are clearly stated and consistently enforced. Teachers and staff proactively address attendance issues before they develop into further problems. In addition, students may be referred to the School Attendance and Review Board (SARB) for further intervention. The actual attendance rate for Vista View Middle School in the 2004-05 school year was 96.05%.

Instructional Time

All instructional minutes offered at Vista View Middle School exceed state requirements. State law requires that students in grades 6-8 receive 54,000 annual minutes of instructional time; Vista View Middle School offered 58,410 minutes in 2004-05. For the 2004-05 school year, Vista 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.

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. Vista View Middle School maintained a schoolwide average class size of 28.4 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		
English	27	29	27	9	10	20	41	31	40	16	19	11
Math	29	32	30	6	7	34	22	31	12	31	12	
Science	30	32	28	4	5	10	9	12	12	16	8	
Social Science	29	31	31	1	1	19	16	16	6	10	11	

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. The following chart lists the textbooks currently in use at Vista View Middle School.

Subject	Publisher	Grade Level	Adoption Year	Quality & Availability of
				Standards Aligned Textbooks
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	

Science Laboratory Equipment: VVMS stocks an adequate supply of Science Laboratory Equipment for its students. Inventory includes, but is not limited to, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and bunsen burners. For a complete listing of inventory, please contact the school office at (714) 842-0626.



Vista View Middle School's library is staffed by a part-time librarian. Students visit the library every two weeks with their class and may visit the library during lunch and nutrition breaks, as well as before and after school.

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 Vista View Middle School, students may take an Introduction to Technology exploratory class where they learn about digital imaging, web page design, and video production/editing. Teachers use standards-aligned software such as A+, CornerStone, Accelerated Reader, Read 180, 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, DVD players, digital cameras, SMART Boards, and wireless laptop computers.

Computer Resources			
	2003	2004	2005
Computers	151	145	246
Students per computer	5.5	6.3	3.6
Classrooms connected to Internet	28	26	40

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.

Student Support Services & Specialized Programs

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 chart below list the support services offered to students.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	*
Counselor (intern)	1	1.0
Health Clerk	1	1.0
Nurse	1	0.2
Campus Supervisors	4	0.5
Psychologist	1	0.5
Resource Specialist	2	2.0
Special Day Class Teacher	3	3.0
Speech/Language Specialist	1	1.0

* Services are provided on an as-needed basis.

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 Vista View Middle School, students may receive after-school tutoring, receive support from an instructional aide, and use intervention programs such as Language! and Soar to Success Reading to build specific skills.

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. Students in the GATE program have the option of attending the magnet program at Mesa View Middle School.

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 Vista View Middle School, students learning English are placed with teachers who have supplemental credentials to provide instruction to English Learners. English Learners may also receive support through after-school tutoring offered four days a week.

Vista 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. Vista View Middle School offers a Resource Specialist Program, Special Day Classes, and speech/language therapy for all grade levels.

School Leadership

Leadership at Vista View Middle School is a responsibility shared among District administration, the principal, instructional staff, students, and parents. For the past two years, Anne Silavs has been principal of Vista View Middle School. Ms. Silavs has served as a teacher, full-time BTSA Support Provider, Program Specialist, Vice Principal, and Principal and has 14 years of experience in education. Assisting the principal is the School Leadership Team, comprised of grade-level representative teachers. This team meets twice a month to monitor the school's curriculum and student achievement as well as to address broader school 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: Student Council, 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 Vista View Middle School. The PTSO supports the school by sponsoring activities, volunteering time, and purchasing equipment. Vista View Middle School is grateful for the many hours contributed by our 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 Open House, Back-to-School Night, Parent Education Classes, Fashion Show, fine arts performances, and athletic events. Parents are kept informed of school activities through bimonthly newsletters, flyers, and the school's website.

Contact Information

Parents who wish to volunteer or participate in Vista View Middle School's leadership teams, school committees, and school activities may call the school's office at (714) 842-0626.

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 Vista 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		
		03	04	05	03	04	05	03	04	05
		All Students								
Vista View MS		37	39	43	46	38	52	43	41	49
OVSD		49	48	53	52	51	59	48	48	54
California		36	36	38	36	36	43	30	33	39
		Females								
Vista View MS		40	42	48	46	45	55	49	45	53
OVSD		53	51	59	57	59	63	55	52	56
California		38	39	41	40	42	49	35	37	43
		Males								
Vista View MS		35	36	37	44	31	48	38	37	46
OVSD		44	45	47	49	44	56	41	44	51
California		33	33	35	32	32	38	27	29	34
		English Learners								
Vista View MS		7	7	9	7	8	19	21	4	9
OVSD		6	5	8	7	9	13	8	7	6
California		6	6	7	5	5	9	4	3	6
		Socioeconomically Disadvantaged								
Vista View MS		28	27	25	31	30	38	38	28	36
OVSD		22	27	27	32	28	38	26	26	30
California		19	20	22	19	20	28	15	18	22
		Special Education								
Vista View MS		3	4	8	4	0	15	7	8	0
OVSD		7	9	12	10	6	15	5	8	8
California		8	9	10	6	8	10	5	6	8
		Asian								
Vista View MS		55	62	56	69	53	74	58	60	65
OVSD		64	65	63	68	64	79	57	62	66
California		55	59	60	54	59	66	49	53	58
		Caucasian								
Vista View MS		43	49	54	50	43	56	44	49	60
OVSD		58	58	65	60	61	68	55	57	64
California		56	56	58	54	55	61	47	51	58
		Hispanic								
Vista View MS		16	18	20	22	17	30	26	17	26
OVSD		20	22	28	26	23	35	24	20	26
California		19	20	22	20	22	28	15	18	23

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.

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 below 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.

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. 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).

API School Results							
	Base				Growth		
	2002	2003	2004		2003	2004	2005
Percent Tested	100	100	100	Percent Tested	100	100	99
API Score	762	753	747	API Growth Score	763	755	779
Growth Target	2	2	3	Actual Growth	1	2	32
Statewide Rank	8	8	7	State Awards & Intervention Programs are no longer funded.			
Similar Schools Rank	7	8	7				
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	691	697	694	API Growth Score	710	699	732
Growth Target	2	2	2	Actual Growth	19	2	38
Asian							
Base API Score	819	839	842	API Growth Score	835	854	873
Growth Target	A	A	A	Actual Growth	16	15	31
Caucasian							
Base API Score	797	774	771	API Growth Score	786	781	802
Growth Target	2	2	2	Actual Growth	-11	7	31
Hispanic							
Base API Score	673	658	658	API Growth Score	673	663	690
Growth Target	2	2	2	Actual Growth	0	5	32

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.

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		
Vista View Middle	50	52	59	52	52	51	56	67	62	70	65	59	72	74
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	54	53	63	58	58	48	53	68	62	70	67	59	69	75
Males	46	51	56	47	45	54	58	66	62	69	63	59	76	73
Socioeconomically Disadvantaged	41	37	41	35	36	42	39	60	47	58	54	50	67	61
English Learners	17	22	15	20	16	10	6	40	36	33	28	29	66	34
Special Education	6	22	15	10	15	3	16	21	17	12	13	19	20	24
Asian	63	71	80	63	69	56	67	93	86	94	92	85	86	92
Caucasian	56	62	71	59	60	55	69	73	74	76	70	63	73	80
Hispanic	33	33	32	32	32	42	30	47	40	49	39	39	60	54

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.

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
Vista View	-	-	-	TAS	-	-
OVSD	-	-	-	-	0	0.0%

TAS - Targeted Assistance School

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. Vista 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					
	Vista View		OVSD		Vista View	OVSD	Vista View		OVSD		Vista View	OVSD				
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%				
All Students	Yes	100%	Yes	100%	Yes	100%	Yes	100%	Yes	48.6%	Yes	57.2%	Yes	56.0%	Yes	63.5%
Subgroups																
African American	*	100%	Yes	100%	*	100%	Yes	99%	*	26.7%	Yes	52.9%	*	46.7%	Yes	61.2%
Asian	Yes	100%	Yes	100%	Yes	100%	Yes	100%	Yes	66.0%	Yes	71.3%	Yes	82.4%	Yes	84.6%
Hispanic	Yes	100%	Yes	100%	Yes	100%	Yes	100%	Yes	27.5%	Yes	32.2%	Yes	32.4%	Yes	41.1%
Caucasian	Yes	100%	Yes	100%	Yes	100%	Yes	100%	Yes	57.2%	Yes	67.1%	Yes	60.8%	Yes	70.2%
English Learners	Yes	100%	Yes	100%	Yes	100%	Yes	100%	Yes	26.3%	Yes	27.3%	Yes	38.7%	Yes	42.5%
Students w/Disabilities	*	100%	Yes	99%	*	100%	Yes	99%	*	8.1%	Yes	21.8%	*	17.6%	Yes	29.2%
Socioeconomically Disadvantaged (SED)	Yes	100%	Yes	100%	Yes	100%	Yes	100%	Yes	34.1%	Yes	34.8%	Yes	43.5%	Yes	45.7%

* The subgroup is not numerically significant for this school.

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

Physical Fitness

In the spring of each year, Vista 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).

Teacher Assignment

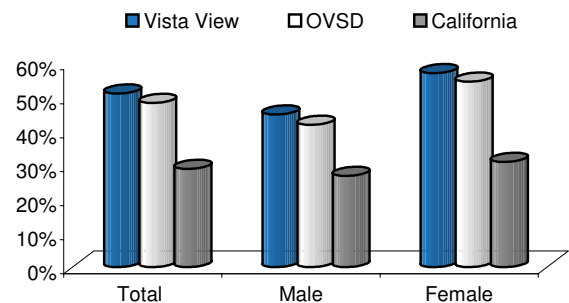
For the 2004-05 school year, Vista View Middle School had 34 fully credentialed teachers in accordance with State of California guidelines.

Teacher Credential Status			
	03	04	05
Fully Credentialed	35	33	34
Emergency Credentials	2	2	2
Interns	0	0	0
Waivers	0	0	0
Teaching Outside Credential Area	16	16	15

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.

Highly Qualified Teachers 2005-2006	
	% of Courses Taught By Highly Qualified Teachers
Vista View	100.0%
All District Schools	100.0%
High-Poverty Schools in District	100.0%
Low-Poverty Schools in District	100.0%

Healthy Fitness Zone Grade 7



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).

Misassignments/Vacancies			
	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	0	36
Vacant Teacher Positions	0	0	0

Teacher Education Levels 2004-05		
	Vista View	OVSD
Doctorate	0.0%	0.6%
Master's Degree +30*	25.7%	25.2%
Master's Degree	31.4%	40.4%
Bachelor's Degree +30*	22.9%	23.7%
Bachelor's Degree	20.0%	10.1%

*Indicates additional hours above and beyond degree.

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 2004-2005 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 education 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

Vista View Middle School provides a safe, clean environment for students, staff, and volunteers. School grounds encompass approximately 13.6 acres. Facilities include 34 permanent classrooms, seven portable classrooms, a library, computer lab, fine arts room, industrial arts room, home arts room, gymnasium, boys' and girls' locker rooms, administrative offices, and athletic courts and playing fields. Recently, state modernization funds were used to upgrade Vista View Middle School's heating, ventilating, and air conditioning systems.

Safety

Vista 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 visits by parents and community members are welcomed, anyone wishing to be on campus during school hours should notify staff ahead of time. During lunch, breaks, and before and after school, noon supervisor aides, the 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 October 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 following chart 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

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

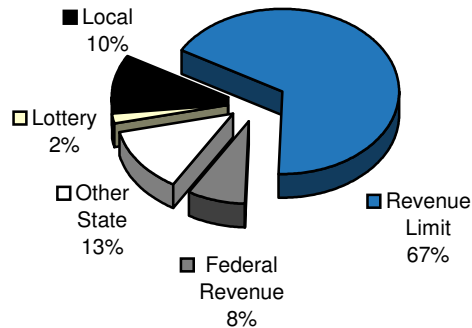
Statewide Average		
OVSD	All Elementary School Districts	All Districts
\$6,652	\$6,643	\$6,919

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

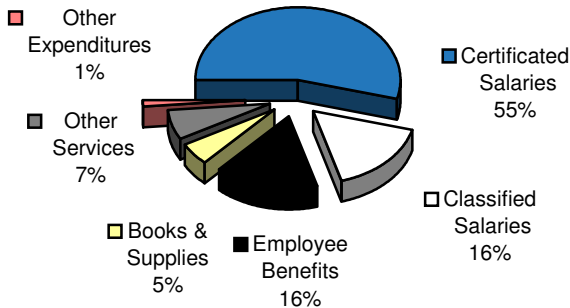
Ocean View School District receives federal and state categorical funding for special programs. For the 2003-04 school year, the District received approximately \$1,394 per student in federal and state aid for categorical, special education, and other support programs including:

- 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



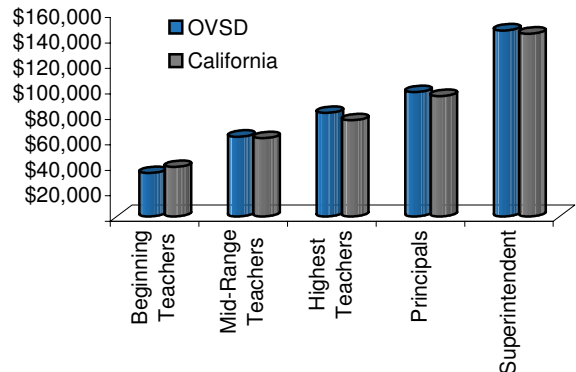
District Expenditures



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

