Mesa View Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

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

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

DataQuest

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

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Mesa View Middle School
Street	7721 Juliette Low Drive (Interim Site)
City, State, Zip	Huntington Beach, CA 92647
Phone Number	(714) 842-6608
Principal	Jadyn Grunbaum
Email Address	jgrunbaum@ovsd.org
School Website	https://www.ovsd.org/mesa
County-District-School (CDS) Code	30-66613-6066849

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

The Ocean View School District is located in western Orange County and serves over 7,000 students from pre-kindergarten through eighth grade. Ocean View School District is dedicated to educational excellence and the continuous academic growth of all students, which supports its motto: "Connections Before Content."

Mesa View Middle School is one of four middle schools in the Ocean View School District in Huntington Beach and has had a proud tradition of providing outstanding learning and growth opportunities for all students. Mesa View is located in a community of single-family homes adjacent to the city's sprawling Central Park and near two local high schools and business centers though for the 2023-2024 school year Mesa View is housed at the Interim Site, formerly Sun View, at 7721 Juliette Low Drive in Huntington Beach. It has nearby access to beaches, museums, art centers, amusement parks and two local community colleges. Several diverse groups come together at Mesa View to form a single body of learners.   The staff of more than 55 teachers and support personnel work with a diverse student population. In addition to the regular program, the school supports three separate special education programs, resource and speech services, and the District Gifted and Talented Education (GATE) magnet program.

Mesa View has earned a reputation of providing learning environments that are safe, inclusive, and supportive. Our teaming model at the sixth-grade level allows us to assist and support our students during the transition to middle school. Teachers share two groups of students in a 108-minute block of time. Students have one teacher for English/Language Arts and Social Science and another for math and science. Students also have the opportunity to experience a semester exploratory wheel or participate in a beginning band class. In seventh and eighth grade, each class period is 53 minutes and students have access to Physical Education and an Elective class each day. In addition, Mesa View has included club activities and intramural lunchtime activities for students. We also hold academic support sessions after school for students in literacy and math. All students also have an Advisory teacher, with an Advisement class of 10 minutes daily for support, check-in and to support positive climate and culture at Mesa View.

At Mesa View, we are proud of our students' achievements. We believe that these successes are a direct reflection and compliment to the talents and support of our students, parents, and community, as well as the professional competency and dedication of our teachers and staff members. We are committed to providing a strong, standards-based curriculum and innovative instructional strategies to all our students. Additionally, a continuous review of student outcomes ensures that all students receive rigorous instruction that actively engages them in their learning. In an effort to develop 21st-century skills,

2023-24 School Description and Mission Statement

instruction is supported with Chromebooks and View Sonic Boards in every classroom. Elective classes foster a variety of skills and interests in our students, including instrumental music, Leadership, performing arts, Industrial Technology, STEM, Spanish language, and exploratory wheels (art, computers, STEM, drama, gardening, and creative writing). Mesa View also has a peer mentoring program called WEB (Where Everyone Belongs). The WEB program is designed to help with the transition to middle school and promote a positive school climate. Every 6th-grade student has a peer mentor to support and check in on them on a regular basis.

MISSION STATEMENT: Through innovation and collaboration, Mesa View scholars will be lifelong learners who take pride in their relationships, community, and success at school.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	232
Grade 7	245
Grade 8	261
Total Enrollment	738

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.8%
Male	54.2%
Asian	18.3%
Black or African American	0.5%
Filipino	1.1%
Hispanic or Latino	30.4%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	8.7%
White	40%
English Learners	8.8%
Foster Youth	0.3%
Homeless	4.2%
Socioeconomically Disadvantaged	43%
Students with Disabilities	8.5%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.20	97.71	340.90	98.213	228366.10	83.12
Intern Credential Holders Properly Assigned	0	0	1	0.003	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	0.02	5.2	0.015	12115.80	4.41
Unknown	0	0	0	0	18854.30	6.86
Total Teaching Positions	35	100	347.10	100	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.8	96.47	307.6	96.06	234405.20	84.00
Intern Credential Holders Properly Assigned	0	0	2	0.006	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.2	0.04	10.6	0.033	11953.10	4.28
Unknown	0	0	0	0	15831.90	5.67
Total Teaching Positions	34	100	320.20	100	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	0
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	0.8	1.2
Total Out-of-Field Teachers	0.8	1.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1	1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum are aligned with the California Content Standards and Frameworks per the adoption process outlined by the state. Once the State Board of Education adopts standards-based instructional materials, the District field tests materials and then adopts according to Board Policy. There are sufficient materials at each school that are used to support core instruction. The adoption cycle has been adhered to and newly adopted materials are readily accessible to all students. All schools use adopted materials and site-specific supplemental resources.

Year and month in which the data were collected	10/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption?	Assigned Copy
Reading/Language Arts	McGraw Hill Study Sync Adoption Year 2017	Yes	0
Mathematics	Houghton Mifflin Harcourt Big Ideas Math Adoption Year 2015 McGraw-Hill Glencoe Math: Algebra 1/Geometry Adoption Year 2015	Yes	0
Science	McGraw-Hill California Inspire Science Adoption Year 2021	Yes	0
History-Social Science	Glencoe/McGraw-Hill Glencoe Discovering Our Past Adoption Year 2006	Yes	0
Foreign Language	Pearson Prentice Hall Realidades - Level I Adoption Year 2007	Yes	0

School Facility Conditions and Planned Improvements

In November of 2016, the Ocean View School District (OVSD) passed Measure R, a general obligation bond, in the amount of 169 million dollars. This is the first bond ever passed in the 143 year history of OVSD. The bond program is designed to transform the aging fleet of 1960/1970 era schools into modern, contemporary learning environments. Construction started in June 2018 and anticipate completion in the 2024 school year.

The District uses a systematic approach to maintain facilities to ensure all schools are clean, safe, and provide an inspirational educational environment for our students to learn, grow, and be challenged. District maintenance and site custodial staff work in a coordinated manner to ensure that the repairs and operational items necessary to keep the schools in good condition are completed in a timely manner. A comprehensive work order system is used by school and District staff to communicate both routine and non-routine maintenance requests. Emergency repairs are given the highest priority.

From an operational perspective, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One full-time day custodian and one or two part-time evening custodian(s) are assigned to each school site. The day custodian is responsible for:

- Lunch area
- General grounds maintenance
- Grounds keeping
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principals are in continual communication with the Maintenance and Operations Supervisors and custodial staff concerning maintenance and school safety issues.

Year and month of the most recent FIT report	11/10/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: Classrms. 1-17: Recommend replacement on bldg. A and B.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Library, MPR: 13.f. ROOF IS DETERIORATING/NEEDS REPLACEMENT Portable Classrms. 18-36/Music, Lounge, Kids Club: 13.f. ROOF IS DETERIORATING/NEEDS REPLACEMENT

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	76	76	58	58	47	46
Mathematics (grades 3-8 and 11)	63	65	49	51	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	727	721	99.17	0.83	75.97
Female	330	326	98.79	1.21	78.83
Male	395	393	99.49	0.51	73.72
American Indian or Alaska Native	0	0	0	0	0
Asian	133	133	100.00	0.00	92.48
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	225	223	99.11	0.89	53.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	66	98.51	1.49	90.91
White	286	283	98.95	1.05	83.33
English Learners	55	55	100.00	0.00	9.09
Foster Youth	--	--	--	--	--
Homeless	34	34	100.00	0.00	50.00
Military	37	37	100.00	0.00	67.57
Socioeconomically Disadvantaged	310	308	99.35	0.65	58.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	61	100.00	0.00	24.59

2022-23 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	727	721	99.17	0.83	64.63
Female	330	326	98.79	1.21	61.96
Male	395	393	99.49	0.51	66.92
American Indian or Alaska Native	0	0	0	0	0
Asian	133	133	100.00	0.00	88.72
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	225	223	99.11	0.89	35.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	66	98.51	1.49	78.79
White	286	283	98.95	1.05	73.50
English Learners	55	55	100.00	0.00	7.27
Foster Youth	--	--	--	--	--
Homeless	34	34	100.00	0.00	38.24
Military	37	37	100.00	0.00	43.24
Socioeconomically Disadvantaged	310	308	99.35	0.65	42.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	61	100.00	0.00	18.03

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	53.90	70.47	41.88	43.94	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	257	255	99.22	0.78	70.47
Female	119	117	98.32	1.68	68.38
Male	137	137	100.00	0.00	72.06
American Indian or Alaska Native	0	0	0	0	0
Asian	60	60	100.00	0.00	96.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	73	100.00	0.00	34.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	22	95.65	4.35	86.36
White	97	96	98.97	1.03	78.13
English Learners	14	14	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	30.77
Military	18	18	100.00	0.00	61.11
Socioeconomically Disadvantaged	103	101	98.06	1.94	48.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	11.11

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	97.1%	96.3%	97.1%	97.1%	97.1%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

The parents and community play a crucial role in our programs and success at Mesa View Middle School. Without parent support and assistance, many of our events and special activities could not take place. Hours of parent volunteer time, continue to support our programs, either in the classroom, operating the Student Store in support of PBIS incentives, and/or sponsoring school activities. Parents are also encouraged to be involved in their child's learning experience by participating in decision-making groups or by simply attending school events via Zoom or in person. Each year Mesa View's dedicated and knowledgeable teachers, talented support staff and enthusiastic parent and community volunteers embrace the challenge of expanding a middle school program that makes learning meaningful and engaging, and fosters a desire within its students for lifelong learning.

Parents stay informed of upcoming events and school activities through flyers, letters, newsletters, the school marquee, the school website, PTSO email blasts, and automated communication through Parent Square. Contact any school office staff member at (714) 842-6608 for more information on how to become involved.

Opportunities to Volunteer include but are not limited to: Chaperone Field Trips, Chaperone School Dances, Classroom Helper, Fundraising Activities, Game Room Supervisor, Library Helper, Office Helper, Student Supervision, Tutoring

Committees: (via Zoom or in person) English Learner Advisory Council (ELAC) and District ELAC (DELAC), Parent Teacher Student Organization (PTSO), School Site Council (SSC)

School Activities: Back to School Night, Open House, Parent Conference Week, Parent Orientation, Performing Arts and Instrumental Music Performances (e-workshops where available), Co-curricular Athletic Events, Principal's Coffees (quarterly)

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	751	746	94	12.6
Female	341	338	43	12.7
Male	408	406	50	12.3
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	1	0	0	0.0
Asian	135	135	6	4.4
Black or African American	4	4	1	25.0
Filipino	8	8	0	0.0
Hispanic or Latino	230	230	45	19.6
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	65	63	7	11.1
White	299	297	33	11.1
English Learners	67	67	18	26.9
Foster Youth	3	3	2	66.7
Homeless	39	38	14	36.8
Socioeconomically Disadvantaged	327	323	67	20.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	66	66	19	28.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.11	2.92	5.59	0.16	1.69	1.98	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.59	0
Female	4.69	0
Male	6.37	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	5.19	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	10.43	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.62	0
White	1.67	0
English Learners	26.87	0
Foster Youth	0	0
Homeless	10.26	0
Socioeconomically Disadvantaged	9.79	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	13.64	0

2023-24 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Mesa View Middle School in collaboration with School Site Council, local agencies, and the District Office, to fulfill the requirements of Senate Bill 187. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response, procedures for safe arrival and departure from school, sexual harassment, bullying, and dress code policies. The school's most recent school safety plan was reviewed, updated, and discussed with school staff and School Site Council on September 20, 2023 and approved by the School Site Council on September 20, 2023. School Site Council is made up of 3 certificated staff members, 1 classified staff member, 1 Administrator, 4 parents, and 1 student.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	27	15	
Mathematics	15	27	10	
Science	15	24	13	
Social Science	15	22	15	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	6	15	4
Mathematics	25	5	10	7
Science	25	5	13	5
Social Science	24	6	13	5

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	5	7	8
Mathematics	28	2	9	7
Science	28	3	8	7
Social Science	28	2	9	7

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	1:6,807

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.07
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.8
Social Worker	0.14
Nurse	0.22
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	0.44

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5182.78	30.38	5152.40	88618.91
District	N/A	N/A	5954.03	$96,004
Percent Difference - School Site and District	N/A	N/A	-14.4	-2.4
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	-24.5	1.5

Fiscal Year 2022-23 Types of Services Funded

In addition to state Local Control Funding Formula (LCFF) funding, Ocean View School District receives state and federal funding for special programs, including:

Restricted Programs:
Federal Programs
Title I, Title II, Title III, Title IV
Medi-Cal
Special Education Funding

State Programs:
Lottery
TUPE Grant Funding
Educator Effectiveness
Learning Recovery Emergency Block Grant
Discretionary Block Grant

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$44,629	$54,215
Mid-Range Teacher Salary	$82,165	$86,843
Highest Teacher Salary	$110,496	$111,440
Average Principal Salary (Elementary)	$135,954	$140,851
Average Principal Salary (Middle)	$143,114	$147,065
Average Principal Salary (High)	$0	$142,189
Superintendent Salary	$260,916	$252,466
Percent of Budget for Teacher Salaries	37.35%	33.16%
Percent of Budget for Administrative Salaries	5.1%	5.15%

Professional Development

Early out Thursdays are utilized to build teacher capacity. Additionally, two non-student days are built into the calendar. The 2023/2024 school year will build upon the OVSD Multi-tiered Systems of Supports (MTSS) and include Universal Design for Learning (UDL), writing across the curriculum, English Language Development (ELD), phonics/decoding/morphology, and more.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2.0	1.0	3.0