

Vista View Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Vista View Middle School
Street	16250 Hickory Street
City, State, Zip	Fountain Valley, CA 92708
Phone Number	(714) 842-0626
Principal	Manny Quezada
Email Address	mquezada@ovsd.org
School Website	vista.ovsd.org
Grade Span	6-8
County-District-School (CDS) Code	30-66613-6068613

2024-25 District Contact Information

District Name	Ocean View School District
Phone Number	(714) 847-2551
Superintendent	Dr. Julianne Hoefler
Email Address	jhoefler@ovsd.org
District Website	www.ovsd.org

2024-25 School Description and Mission Statement

Vista View serves 721 students in grades six through eight. We are a school that follows a PBIS (positive behavior interventions and support) framework. At Vista View, our Falcons S.O.A.R. Central to our educational program is a commitment to modeling, teaching, and honoring the values of S.O.A.R:

- Safety first
- On time, On task, Organized
- Academic Excellence

2024-25 School Description and Mission Statement

- Respectful and Responsible

We teach these values within a community environment where students are safe, comfortable, and accepted. Students are valued as individuals, taught how to team with peers, and pushed to reach academic and social milestones. As a staff, we believe that all students can succeed academically and we have a culture that celebrates student success.

District & School Profile

Vista View Middle School is located in the western region of Fountain Valley and serves students in grades six through eight following a traditional calendar. The Ocean View School District is located in western Orange County and serves over 7,000 students from prekindergarten through eighth grade. Ocean View School District is dedicated to educational excellence and the continuous academic growth of all students.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	224
Grade 7	213
Grade 8	223
Total Enrollment	660

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.8
Male	48
Non-Binary	0.2
American Indian or Alaska Native	0.2
Asian	24.8
Black or African American	0.6
Filipino	0.5
Hispanic or Latino	60.2
Native Hawaiian or Pacific Islander	0.3
Two or More Races	3.5
White	9.5
English Learners	29.8
Foster Youth	0.5
Homeless	14.7
Socioeconomically Disadvantaged	81.4
Students with Disabilities	16.1

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)	14.50	59.78	268.50	83.10	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.31	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.50	1.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.20	17.38	16.70	5.18	12115.80	4.41
Unknown/Incomplete/NA	5.50	22.76	31.30	9.70	18854.30	6.86
Total Teaching Positions	24.30	100.00	323.00	100.00	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)	19.30	77.91	285.90	87.86	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.30	9.38	12.10	3.74	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	1.57	2.00	0.61	11953.10	4.28
Unknown/Incomplete/NA	2.70	11.11	25.30	7.78	15831.90	5.67
Total Teaching Positions	24.80	100.00	325.40	100.00	279044.80	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.

2022-23 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)	19.10	73.58	257.60	84.31	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.27	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.85	8.40	2.76	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	4.46	8.90	2.92	11746.90	4.23
Unknown/Incomplete/NA	4.60	18.04	29.70	9.73	14303.80	5.15
Total Teaching Positions	26.00	100.00	305.60	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	2.30	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	2.30	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	4.20	0.30	1.1
Total Out-of-Field Teachers	4.20	0.30	1.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	10.1	4.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 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 10/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own 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	Savvas myWorld Interactive Adoption Year 2019	Yes	0
Foreign Language	Pearson Prentice Hall Realidades - Level I Adoption Year 2007	Yes	0

Note: Cells with N/A values do not require data.

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. Vista View students attended school at the Interim Site for the 2021-22 school year, and moved to the newly modernized campus in September of 2022.

The District uses a systematic approach to maintaining the current facilities to ensure that 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

11/12/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
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			
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	46	45	58	57	46	47
Mathematics (grades 3-8 and 11)	41	39	51	51	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	659	642	97.42	2.58	44.55
Female	340	331	97.35	2.65	51.06
Male	318	310	97.48	2.52	37.42
American Indian or Alaska Native	--	--	--	--	--
Asian	164	160	97.56	2.44	75.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	394	383	97.21	2.79	30.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	27	96.43	3.57	74.07
White	62	61	98.39	1.61	40.98
English Learners	178	166	93.26	6.74	1.81
Foster Youth	--	--	--	--	--
Homeless	92	90	97.83	2.17	34.44
Military	43	42	97.67	2.33	52.38
Socioeconomically Disadvantaged	534	522	97.75	2.25	38.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	98	93	94.90	5.10	7.53

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	659	651	98.79	1.21	38.56
Female	340	336	98.82	1.18	39.29
Male	318	314	98.74	1.26	37.90
American Indian or Alaska Native	--	--	--	--	--
Asian	164	163	99.39	0.61	75.46
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	394	388	98.48	1.52	21.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	27	96.43	3.57	66.67
White	62	62	100.00	0.00	37.10
English Learners	178	174	97.75	2.25	5.75
Foster Youth	--	--	--	--	--
Homeless	92	91	98.91	1.09	28.57
Military	43	42	97.67	2.33	50.00
Socioeconomically Disadvantaged	534	529	99.06	0.94	32.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	98	94	95.92	4.08	6.38

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	28.92	28.57	43.94	42.20	30.29	30.73

2023-24 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	218	211	96.79	3.21	28.44
Female	123	121	98.37	1.63	28.10
Male	94	89	94.68	5.32	29.21
American Indian or Alaska Native	--	--	--	--	--
Asian	63	61	96.83	3.17	52.46
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	120	118	98.33	1.67	13.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	19	18	94.74	5.26	27.78
English Learners	35	33	94.29	5.71	0.00
Foster Youth	0	0	0	0	0
Homeless	32	32	100.00	0.00	15.63
Military	28	27	96.43	3.57	25.93
Socioeconomically Disadvantaged	173	170	98.27	1.73	22.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	21	80.77	19.23	0.00

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.

2023-24 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 requires only participation results 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	98.6%	98.1%	91.0%	98.1%	98.1%

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.

2024-25 Opportunities for Parental Involvement

Parents are encouraged to be involved in their child's learning experience by volunteering in the classroom, participating in decision-making processes, and attending school events. At Vista, we strongly encourage and foster partnering relationships with parents, students, teachers, and administration. Parents of our Falcons have an open-door policy to administration as we work to ensure we are providing the best environment for each student academically and meeting their social and emotional needs.

Parents stay informed of upcoming events and school activities through email, flyers, letters, newsletters, parent conferences, progress reports, the school marquee, the school website, and the automated communications system which pushes informational messages to parents via text message, phone, and email. The Aeries Parent Portal system allows students and parents to find information on past and upcoming assignments, attendance, and grades. Contact any school office staff member at (714) 842-0626 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Chaperone Field Trips
- Classroom Helper
- Fundraising Activities
- Library Helper
- Office Helper

Committees (via Zoom or in person)

- English Learner Advisory Council (ELAC)
- Parent Teacher Student Organization (PTSO)
- School Site Council (SSC)

School Activities

- Back to School Night
- Open House
- Parent Engagement Events

2024-25 Opportunities for Parental Involvement

- PRIDE Activities
- ASB Activities
- Student Performances
- Student Recognition Assemblies
- Year-end Assemblies
- Annual Title I Meeting
- LCAP Parent Meeting
- Principal's Coffee
- PBIS Monthly Award Assemblies

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	685	679	100	14.7
Female	354	350	48	13.7
Male	330	328	52	15.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	169	168	8	4.8
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	414	410	75	18.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	23	23	1	4.3
White	64	63	15	23.8
English Learners	211	208	43	20.7
Foster Youth	--	--	--	--
Homeless	108	107	23	21.5
Socioeconomically Disadvantaged	563	558	91	16.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	110	107	32	29.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
7.12	5.4	4.09	1.69	1.98	1.32	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.09	0.00
Female	3.67	0.00
Male	4.55	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.37	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.56	0.00
English Learners	7.11	0.00
Foster Youth	0.00	0.00
Homeless	4.63	0.00
Socioeconomically Disadvantaged	4.09	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.64	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Vista View Middle School in collaboration with School Site Council, local agencies, and the District Office, to fulfill the requirements of Senate Bill 187. Information from the School Climate Survey, and Parental Involvement Survey was also used in the creation of the plan. Required 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, progressive discipline, and dress code policies. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in August electronically and in September of 2024 during an in-person meeting, and approved by the School Site Council on September 10, 2024.

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	20	11	6	4
Mathematics	19	10	6	2
Science	25	6	5	3
Social Science	27	3	6	3

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	25	6	4	5
Mathematics	26	3	6	5
Science	27	3	8	4
Social Science	25	4	6	5

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	22	8	9	4
Mathematics	25	5	6	6
Science	25	6	4	8
Social Science	25	4	9	4

2023-24 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	0

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	5858.21	550.84	5307.37	83535
District	N/A	N/A	5954.03	\$107,054
Percent Difference - School Site and District	N/A	N/A	-11.5	-24.7
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-68.0	-14.2

Fiscal Year 2023-24 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:

Federal Programs

Fiscal Year 2023-24 Types of Services Funded

Title I/Title II/Title III/Title IV
Medi-Cal
Special Education Funding

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$49,092	\$58,553
Mid-Range Teacher Salary	\$90,382	\$93,924
Highest Teacher Salary	\$121,546	\$119,489
Average Principal Salary (Elementary)	\$139,733	\$149,898
Average Principal Salary (Middle)	\$157,426	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$297,000	\$270,432
Percent of Budget for Teacher Salaries	35.14	31.93
Percent of Budget for Administrative Salaries	5.25	5.62

Professional Development

On early out Thursdays, our focus is on enhancing teacher capabilities. This includes a dedicated session for i-Ready and ongoing meetings aimed at improving the implementation of PBIS (Positive Behavioral Interventions and Supports). On the non-student day, November 1, 2024, our staff engaged in a Universal Design for Learning (UDL) session. Moreover, we conducted multiple writing professional development sessions tailored for both general education and special education ELA and math teachers. Our Vista Social and Emotional Learning team (SEL) actively participated in two professional development days and contributed to piloting an SEL curriculum specifically designed for middle schools across the District. In addition to these efforts, Vista consistently provides continuous training for the OVSD Multi-tiered System of Supports (MTSS) and incorporates English Language Development (ELD) into our ongoing training initiatives.

Vista View staff participated in the following professional staff development activities:

Restorative Practices
i-Ready
Trauma-Informed Care
Writing in all contents

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	1.0	3	3

