

Mountain View Middle School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Mountain View Middle School
Street	200 Cougar Way
City, State, Zip	Beaumont, CA 92223
Phone Number	(951) 845-1627
Principal	Tyson Lingenfelter
E-mail Address	tlingenfelter@beaumontusd.k12.ca.us
Web Site	www.beaumontusd.k12.ca.us/mtview
CDS Code	33-66993-6031652

District Contact Information	
District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Dr. Maureen Latham
E-mail Address	mlatham@beaumontusd.k12.ca.us
Web Site	www.beaumont-ca.schoolloop.com

School Description and Mission Statement (Most Recent Year)

Mountain View is one of two middle schools in the Beaumont Unified School District. The current facility was opened in August of 2002. The curriculum is acutely focused upon state academic standards. Current enrollment is approximately 973 students in grades six through eight with classes arranged on a traditional calendar. The school's Academic Performance Index score, which is based upon student test data, was 842, resulting in a statewide rank and similar schools rank of "7" on a scale of 1 to 10 with 10 being highest. The school's Mission Statement reads, "Mountain View Middle School, in cooperation with parents and the community, will provide a safe and caring learning environment and will challenge and encourage the intellectual, physical, emotional, and social capabilities of each student."

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 6	324
Grade 7	358
Grade 8	294
Total Enrollment	976

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	5.5
American Indian or Alaska Native	0.7
Asian	3.4
Filipino	2.0
Hispanic or Latino	45.8
Native Hawaiian or Pacific Islander	0.3
White	38.4
Two or More Races	3.7
Socioeconomically Disadvantaged	57.5
English Learners	7.9
Students with Disabilities	9.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	38	37	41	361
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.22	0.78
All Schools in District	94.73	5.27
High-Poverty Schools in District	96.14	3.86
Low-Poverty Schools in District	80.19	19.81

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 09/23/2014

Beaumont Unified held a public hearing on September 23, 2014, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Adoption Year 2009	Yes	0.0%
Mathematics	McDougal Littell Adoption Year 2008	Yes	0.0%
Science	Holt, Rinehart & Winston Adoption Year 2007	Yes	0.0%
History-Social Science	Glencoe Adoption Year 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Mountain View Middle was originally constructed on a 20 acre site in 2002 and is comprised of 27 permanent classrooms and 18 older portable classrooms. Three of the classrooms house computer labs. There is also a multi-purpose room/cafeteria, a library and two staff workrooms. Physical education facilities include locker rooms and a pavilion that covers a basketball court and weightlifting area. Outside areas include eight asphalt basketball/volleyball courts, a grass play field with two softball backstops and an asphalt surfaced 400-meter track. A staff of three full-time custodians clean classrooms, library and multipurpose room as well as outside areas daily. The district governing board has adopted cleaning standards for all schools in the district. Summaries of these standards are available at the district office for review. District maintenance staff provide necessary repairs utilizing a work order process. Work orders are prioritized to ensure that emergency repairs and high priorities are addressed first. The district participates in the State School Deferred Maintenance Program, which provides 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, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/26/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interior: Interior Surfaces	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Squirrels noted in planters-IPM system in place.
Electrical: Electrical	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Safety: Fire Safety, Hazardous Materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Structural: Structural Damage, Roofs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	75	64	71	62	58	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Student at the School	71
Male	70
Female	71
Black or African American	60
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	57
Native Hawaiian or Pacific Islander	
White	82
Two or More Races	
Socioeconomically Disadvantaged	65
English Learners	29
Students with Disabilities	25
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	64	68	65	58	62	59	54	56	55
Mathematics	53	61	61	48	52	49	49	50	50
History-Social Science	58	59	53	45	52	47	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	7	8	7
Similar Schools	7	8	7

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	38	31	-14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	43	21	-8
Native Hawaiian/Pacific Islander			
White	31	48	-11
Two or More Races			
Socioeconomically Disadvantaged	49	28	-17
English Learners	51	-5	-17
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	14.2	12.7	63.9

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents and other community members have a wide range of opportunities to participate in school activities, including: PTSA, New Student Orientation Night, Back-to-School Night, Open House, parent conferences, student recognition assemblies, school productions, concerts, athletic competitions and ASB activities. Parents are encouraged to chaperone or assist with all of the many activities and fundraisers. Parents, students or staff members interested in joining or participating in PTSA activities may contact our PTSA President at the following email address: MtViewPTSA@aol.com. Each year, prior to the opening of school, parents are strongly encouraged by mail and telephone to attend Back to School Night. Parents meet their child's teachers and are provided a class syllabus along with other important information. This allows parents to be informed of class expectations and standards right from the beginning of the year. Open House is held shortly after second quarter ends. Once again, parents are strongly encouraged to attend in order to personally pick up their child's report card and conference with each of their child's teachers. The School Site Council meets the third Tuesday every other month at 3:15 p.m. All parents are welcome to attend. The English Language Acquisition Committee meets the first Wednesday every other month at 5:30 p.m. beginning in October. Again, everyone is invited. Informational packets are sent via mail to all families prior to the beginning of school. At or near the midpoint of each quarter the school mails a packet to the home of each student, which contains progress reports from each teacher as well as informational fliers regarding upcoming activities. Currently, parents have the opportunity to utilize the Parent Portal web-based program which gives them access to their child's schedule, attendance, completed and missed assignments, test scores and behavioral records. Student Success Teams (SST), made up of student, parents, teachers and counselor are generally held three times each week for students who are at risk for a variety of reasons. A cooperative effort is made with various community agencies such as Police and Sheriff's Departments, Probation Department, Youth Accountability Team (YAT), Child Protective Services, Department of Social Services, and Department of Mental Health to coordinate activities for the benefit of students. Numerous representatives serve alongside Mountain View personnel on district level committees such as the District Advisory Council (DAC). Another organization that assists in providing services to Mountain View Students is the American Association of University Women who sponsor a science, technology, engineering, and math conference for eighth grade girls each year in January.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact School Secretary, Julie Baker at Mountain View Middle School at 951.845.1627 ext. 2909. You may also contact our PTSA President at MtViewPTSA@aol.com.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	12.1	9.3	7.2	7.2	5.5	5.2	5.7	5.1	4.4
Expulsions	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern at Mountain View Middle School. The school is in compliance with laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The Safe Schools Action Plan was last updated in October, 2014 by site staff and the School Site Council. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire or disaster drills are conducted on a quarterly basis throughout the school year. Mountain View maintains a closed campus with two full-time and two part-time campus supervisors providing supervision in addition to administrators and certificated staff. Gates are locked and visitors must have permission to be on campus and must enter and sign in through the office as well as wear visitor badges for identification. Parents or other adults who wish to check students out of school must be listed on a student's emergency card and show proper identification. Recording cameras are also used to monitor the campus. In addition, drug and contraband dogs regularly sweep the campus for illegal substances and explosive devices.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2013-2014
Year in Program Improvement*	Year 4	Year 1
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.5	4	15	5	29	4	8	12	28	4	12	8
Mathematics	30	2	11	9	31	2	7	12	28	4	7	12
Science	31.2	0	11	9	36		2	11	32	1	3	10
Social Science	32.3	0	6	7	37		1	12	32	1	2	11

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	1032
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	.1	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	.5	---
Social Worker	0	---
Nurse	.1	---
Speech/Language/Hearing Specialist	.5	---
Resource Specialist	0	---
Other	9.5	---

Note: Cells with "---" do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$4,416	\$712	\$3,704	\$65,585
District	---	---	\$4,608	\$66,424
Percent Difference: School Site and District	---	---	-19.6	-1.3
State	---	---	\$4,690	\$67,762
Percent Difference: School Site and State	---	---	-21.0	-3.2

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

In addition to general state funding, Mountain View Middle received state and federal funding for the following categorical programs: Title I (NO Child Left Behind), and EIA (Economic Impact Aid). These funds were utilized in a variety of ways. For example, new desktop computers continue to be purchased for each core academic teacher on a rotating basis so that they can utilize the extensive array of technology used to support instruction in the classroom, which includes Promethean boards, wireless Activ Slates, digital student responders, and document cameras. The enhanced processing speed allows for more rapid transitions during the lesson, thereby increasing time on task for students. Also, class sets of personal electronic devices were purchased to give our site technology coaches an opportunity to pilot them in the classroom and support the professional development of other teachers who will use them in the future. An extensive after school tutoring program was funded. Funds from these programs were also used to provide conferences and training for teachers.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,300	\$41,243
Mid-Range Teacher Salary	\$65,629	\$64,893
Highest Teacher Salary	\$89,548	\$83,507
Average Principal Salary (Elementary)	\$106,565	\$103,404
Average Principal Salary (Middle)	\$106,398	\$109,964
Average Principal Salary (High)	\$126,957	\$120,078
Superintendent Salary	\$157,000	\$183,557
Percent of Budget for Teacher Salaries	40	40
Percent of Budget for Administrative Salaries	6	6

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

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. This past year, all ELA, Math, Special Education, Science, Social Studies, and ELL teachers received training and/or coaching support in "Differentiated Instruction through Universal Design" and Direct Interactive Instruction. A team of teachers, administrators, and a counselor received training in WICOR strategies provided by AVID. Teachers also received instructional support from district instructional coaches. Math teachers received training for implementation of curriculum and instructional strategies based on the Common Core State Standards. Teachers new to the profession received BTSA training and support. Counselors attended Career Education through the Pathways Program training.

Counseling & Support Staff

It is the goal of Mountain View Middle to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

Highly Qualified Teachers

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 2008-09 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Assignment

Beaumont Unified recruits and employs the most qualified credentialed teachers. For the 2014-15 school year, Mountain View Middle had 41 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.