

Mountain View Middle School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/>.
- 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/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

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.

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	http://mtview-beaumont-ca.schoolloop.com/
Grades Served	6-8
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. It is currently composed of 1031 students in grades 6-8. There are 41 full time certificated teachers. This number includes five special education teachers. Mountain View has two full time counselors and three administrators. 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 2014-15)

Grade Level	Number of Students
Grade 6	326
Grade 7	337
Grade 8	357
Total Enrollment	1,020

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	7.3
American Indian or Alaska Native	0.5
Asian	3
Filipino	2.3
Hispanic or Latino	47
Native Hawaiian or Pacific Islander	0.3
White	35.8
Two or More Races	3.8
Socioeconomically Disadvantaged	58.4
English Learners	7.2
Students with Disabilities	10.2
Foster Youth	1.5

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	37	41	41	382
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	97.4	2.6
High-Poverty Schools in District	99.7	0.3
Low-Poverty Schools in District	78.4	21.6

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 2015-16)

Year and month in which data were collected: 09/22/2015

Beaumont Unified held a public hearing on September 22, 2015, 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.

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%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Mathematics Units of Study Adoption Year 2015	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. 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	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: 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 Rating (Most Recent Year)

Year and month in which data were collected: 10/26/2014				
Overall Rating	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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	44	42	44
Mathematics	29	29	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	329	325	98.8	23	32	36	8
	7	340	333	97.9	32	27	33	8
	8	354	341	96.3	24	28	38	10
Male	6		172	52.3	30	30	33	6
	7		171	50.3	36	27	29	8
	8		186	52.5	32	30	31	8
Female	6		153	46.5	16	35	40	10
	7		162	47.6	27	27	38	9
	8		155	43.8	15	27	46	12
Black or African American	6		24	7.3	33	29	33	4
	7		29	8.5	28	34	31	7
	8		16	4.5	63	6	31	0
American Indian or Alaska Native	8		5	1.4	--	--	--	--
Asian	6		9	2.7	--	--	--	--
	7		10	2.9	--	--	--	--
	8		10	2.8	--	--	--	--
Filipino	6		7	2.1	--	--	--	--
	7		6	1.8	--	--	--	--
	8		10	2.8	--	--	--	--
Hispanic or Latino	6		141	42.9	27	34	33	6

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	7		167	49.1	38	29	29	4
	8		158	44.6	30	32	29	8
Native Hawaiian or Pacific Islander	6		1	0.3	--	--	--	--
	7		1	0.3	--	--	--	--
	8		1	0.3	--	--	--	--
White	6		126	38.3	22	31	37	10
	7		109	32.1	25	21	41	13
	8		128	36.2	13	28	48	10
Two or More Races	6		16	4.9	0	38	50	6
	7		11	3.2	36	36	18	9
	8		13	3.7	31	23	31	15
Socioeconomically Disadvantaged	6		179	54.4	28	31	36	5
	7		195	57.4	36	28	30	6
	8		185	52.3	31	31	31	7
English Learners	6		23	7.0	48	39	13	0
	7		21	6.2	76	19	5	0
	8		24	6.8	67	25	8	0
Students with Disabilities	6		35	10.6	69	29	0	3
	7		30	8.8	83	7	3	7
	8		25	7.1	76	12	12	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	329	325	98.8	32	41	18	8
	7	340	333	97.9	41	34	17	8
	8	354	341	96.3	36	28	22	14
Male	6		172	52.3	35	36	20	8
	7		171	50.3	42	35	15	8
	8		186	52.5	40	25	20	15

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	6		153	46.5	29	47	16	8
	7		162	47.6	41	33	18	8
	8		155	43.8	31	31	25	14
Black or African American	6		24	7.3	46	33	13	8
	7		29	8.5	45	38	7	10
	8		16	4.5	63	13	19	6
American Indian or Alaska Native	8		5	1.4	--	--	--	--
Asian	6		9	2.7	--	--	--	--
	7		10	2.9	--	--	--	--
	8		10	2.8	--	--	--	--
Filipino	6		7	2.1	--	--	--	--
	7		6	1.8	--	--	--	--
	8		10	2.8	--	--	--	--
Hispanic or Latino	6		141	42.9	39	43	12	6
	7		167	49.1	51	28	18	3
	8		158	44.6	43	27	18	11
Native Hawaiian or Pacific Islander	6		1	0.3	--	--	--	--
	7		1	0.3	--	--	--	--
	8		1	0.3	--	--	--	--
White	6		126	38.3	29	41	21	9
	7		109	32.1	29	42	18	10
	8		128	36.2	27	33	26	15
Two or More Races	6		16	4.9	6	38	38	13
	7		11	3.2	45	36	9	9
	8		13	3.7	46	15	23	15
Socioeconomically Disadvantaged	6		179	54.4	37	42	14	6
	7		195	57.4	46	32	16	6
	8		185	52.3	45	27	16	12
English Learners	6		23	7.0	74	22	0	4
	7		21	6.2	86	14	0	0
	8		24	6.8	88	8	4	0
Students with Disabilities	6		35	10.6	80	11	9	0
	7		30	8.8	87	7	0	7
	8		25	7.1	88	4	8	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	64	71	58	57	59	49	59	60	56

Note: 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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Students at the School	58
Male	56
Female	62
Black or African American	29
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	52
Native Hawaiian or Pacific Islander	--
White	66
Two or More Races	46
Socioeconomically Disadvantaged	13
English Learners	12
Students with Disabilities	50
Foster Youth	--

Note: 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 Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.20	28.00	40.20

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 first semester 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. 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. Educational Monitoring Teams (EMT) 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) and District English Language advisory Council (DELAC). 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 our School Secretary 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	9.29	7.24	8.47	5.45	5.19	4.29	5.07	4.36	3.80
Expulsions	0.17	0.17	0.35	0.21	0.20	0.13	0.13	0.10	0.09

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 plan was last updated in October, 2015 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. Visitors 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. 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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	8
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	29	4	8	12	28	4	12	8	28	5	14	9
Mathematics	31	2	7	12	28	4	7	12	29	3	11	10
Science	36		2	11	32	1	3	10	31	1	12	9
Social Science	37		1	12	32	1	2	11	31	1	12	9

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	515
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	.1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist	0	N/A
Other	9.5	N/A

Note: Cells with N/A values 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,321	\$922	\$4,399	\$70,395
District	N/A	N/A	\$5220	\$69,629
Percent Difference: School Site and District	N/A	N/A	-15.7	1.1
State	N/A	N/A	\$5,348	\$69,257
Percent Difference: School Site and State	N/A	N/A	-17.7	1.6

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

Types of Services Funded (Fiscal Year 2014-15)

In addition to general state funding, Mountain View Middle received federal funding for the following categorical program: Title I (NO Child Left Behind). 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 ActivSlates, 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. An extensive after school tutoring program was funded. Funds from these programs were also used to provide extensive professional training for teachers to properly implement the new California State Standards. AVID strategies are focal point of this professional training.

Data Sources:

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,032	\$42,315
Mid-Range Teacher Salary	\$68,254	\$66,451
Highest Teacher Salary	\$93,130	\$85,603
Average Principal Salary (Elementary)	\$108,228	\$105,079
Average Principal Salary (Middle)	\$107,675	\$111,005
Average Principal Salary (High)	\$126,957	\$121,310
Superintendent Salary	\$160,000	\$189,899
Percent of Budget for Teacher Salaries	37%	39%
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 (Most Recent Three Years)

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, teachers and support staff received training in strategies for implementing the California State Standards effectively, with emphasis on AVID strategies and instructional technology. Teachers also received instructional support from district instructional coaches. Math and ELA teachers received training for implementation of curriculum and instructional strategies based on the Common Core State Standards. Teachers new to the profession received CTI 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.