

Mountain View Middle School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

| 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 |
| CDS Code | 33-66993-6031652 |

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

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

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 1032 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 856, resulting in a statewide rank of "8" 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."

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents and other community members have a wide range of opportunities to participate in school activities, including: PTSA, Open House, Report Card Distribution Night, 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 of each month at 3:15 p.m. All parents are welcome to attend. The English Language Acquisition Committee meets the first Thursday 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 a school calendar and informational fliers regarding upcoming activities. Currently, parents have the opportunity to utilize the Parent Connect web-based program which gives them access to school news and 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 math and science 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.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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 |
| Science | 61 | 75 | 64 | 59 | 63 | 58 | 57 | 60 | 59 |
| History-Social Science | 58 | 59 | 53 | 45 | 52 | 47 | 48 | 49 | 49 |

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | 59 | 49 | 58 | 47 |
| All Student at the School | 65 | 61 | 64 | 53 |
| Male | 59 | 58 | 63 | 48 |
| Female | 71 | 65 | 66 | 58 |
| Black or African American | 54 | 51 | 41 | 45 |
| American Indian or Alaska Native | 53 | 73 | | |
| Asian | 96 | 88 | 100 | 92 |
| Filipino | 88 | 92 | | |
| Hispanic or Latino | 59 | 53 | 57 | 46 |
| Native Hawaiian/Pacific Islander | | | | |
| White | 71 | 68 | 72 | 57 |
| Two or More Races | | | | |
| Socioeconomically Disadvantaged | 58 | 55 | 56 | 43 |
| English Learners | 21 | 26 | 10 | 4 |
| Students with Disabilities | 35 | 35 | 33 | 17 |
| Students Receiving Migrant Education Services | | | | |

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 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 17.5 | 14.6 | 56.6 |

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2010 | 2011 | 2012 |
|-----------------|------|------|------|
| Statewide | 6 | 7 | 8 |
| Similar Schools | 4 | 7 | 8 |

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 | -7 |
| Native Hawaiian/Pacific Islander | | | |
| White | 31 | 48 | -11 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 49 | 28 | -16 |
| English Learners | 51 | -5 | 2 |
| 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.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

| Group | 2013 Growth API | | | | | |
|----------------------------------|-----------------|------------|---------------|------------|---------------|------------|
| | School | | District | | State | |
| | # of Students | Growth API | # of Students | Growth API | # of Students | Growth API |
| All Students at the School | 979 | 842 | 6,504 | 805 | 4,655,989 | 790 |
| Black or African American | 49 | 768 | 375 | 762 | 296,463 | 708 |
| American Indian or Alaska Native | 12 | 830 | 64 | 741 | 30,394 | 743 |
| Asian | 35 | 949 | 193 | 897 | 406,527 | 906 |
| Filipino | 24 | 956 | 162 | 896 | 121,054 | 867 |
| Hispanic or Latino | 437 | 811 | 3,168 | 779 | 2,438,951 | 744 |
| Native Hawaiian/Pacific Islander | 2 | | 20 | 830 | 25,351 | 774 |
| White | 392 | 869 | 2,332 | 833 | 1,200,127 | 853 |
| Two or More Races | 28 | 872 | 178 | 839 | 125,025 | 824 |
| Socioeconomically Disadvantaged | 556 | 809 | 4,031 | 781 | 2,774,640 | 743 |
| English Learners | 156 | 773 | 1,241 | 749 | 1,482,316 | 721 |
| Students with Disabilities | 92 | 625 | 739 | 652 | 527,476 | 615 |

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

| AYP Criteria | School | District |
|---|--------|----------|
| Made AYP Overall | No | No |
| Met Participation Rate: English-Language Arts | Yes | Yes |
| Met Participation Rate: Mathematics | Yes | Yes |
| Met Percent Proficient: English-Language Arts | No | No |
| Met Percent Proficient: Mathematics | No | No |
| Met API Criteria | Yes | Yes |
| Met Graduation Rate (if applicable) | N/A | Yes |

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| 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 |

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 6 | 372 |
| Grade 7 | 311 |
| Grade 8 | 347 |
| Total Enrollment | 1,030 |

Student Enrollment by Group (School Year 2012-13)

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 5.2 | White | 40.1 |
| American Indian or Alaska Native | 1.2 | Two or More Races | 2.9 |
| Asian | 3.5 | Socioeconomically Disadvantaged | 56.3 |
| Filipino | 2.4 | English Learners | 15.4 |
| Hispanic or Latino | 44.2 | Students with Disabilities | 8.9 |
| Native Hawaiian/Pacific Islander | 0.2 | | |

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2010-11 | | | | 2011-12 | | | | 2012-13 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 27.8 | 4 | 15 | 5 | 28.5 | 4 | 15 | 5 | 27 | 4 | 8 | 12 |
| Mathematics | 30 | 2 | 14 | 5 | 30 | 2 | 11 | 9 | 31 | 2 | 7 | 12 |
| Science | 30.4 | 2 | 12 | 6 | 31.2 | 0 | 11 | 9 | 36 | | 2 | 11 |
| Social Science | 31.5 | 0 | 9 | 4 | 32.3 | 0 | 6 | 7 | 37 | | 1 | 12 |

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.

School Safety Plan (School Year 2012-13)

This section provides information about the school’s comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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 March, 2013 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.

Suspensions and Expulsions

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| Suspensions | 14.7 | 20.4 | 17.96 | 11.45 | 11.10 | 9.6 |
| Expulsions | 0.1 | 0.2 | .19 | 0.2 | 0.16 | .24 |

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

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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 (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

| School Facility Good Repair Status (School Year 2013-14) | | | | |
|--|---------------|------|------|--|
| Year and month in which data were collected: 10/17/2013 | | | | |
| 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] | [] | [] | Squirrels noted in planters-IPM system in place. |
| 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 Rate

| Overall Rating | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
| | [X] | [] | [] | [] |

VII. Teachers

Teacher Credentials

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2010-11 | 2011-12 | 2012-13 | 2012-13 |
| With Full Credential | 34 | 34 | 38 | 348 |
| Without Full Credential | 1 | 0 | 0 | 1 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | --- |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2011-12 | 2012-13 | 2013-14 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 1 | 0 | 0 |
| Total Teacher Misassignments | 1 | 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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 99.1 | 0.9 |
| All Schools in District | 99.1 | 0.9 |
| High-Poverty Schools in District | 99.1 | 1.0 |
| Low-Poverty Schools in District | 100.0 | 0.0 |

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 1 | 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: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 09/24/2013

Beaumont Unified held a public hearing on September 24, 2013, 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% |
| Foreign Language | | | |
| Health | | | |
| Visual and Performing Arts | | | |

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-----------------------------|------------------------|------------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | 4742 | 626 | 4116 | 67170 |
| District | --- | --- | 1044 | 68749 |
| Percent Difference: School Site and District | --- | --- | 294.3 | -2.3 |
| State | --- | --- | \$5,537 | \$67,106 |
| Percent Difference: School Site and State | --- | --- | -25.7 | 0.1 |

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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), Title III (English Learners), and EIA/LEP (Economic Impact Aid/Limited English Proficient). These funds were utilized in a variety of ways. For example, new desktop computers were purchased for each core academic teacher so that they could utilize the extensive array of technology used to support instruction in the classroom room, 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. An extensive after school tutoring program was funded as were certificates and incentives, such as drawings and field trips, for students who had perfect attendance and who made the honor roll. Funds from these programs were also used to provide conferences and training for teachers.

Data Sources:

Data within the SARC was provided by Beaumont Unified School District, retrieved from the 2010-11 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertinent to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$43,300 | \$40,928 |
| Mid-Range Teacher Salary | \$65,629 | \$64,449 |
| Highest Teacher Salary | \$89,548 | \$82,826 |
| Average Principal Salary (Elementary) | \$107,282 | \$102,640 |
| Average Principal Salary (Middle) | \$114,062 | \$109,253 |
| Average Principal Salary (High) | \$126,957 | \$118,527 |
| Superintendent Salary | \$182,845 | \$183,968 |
| Percent of Budget for Teacher Salaries | 41.8% | 39.7% |
| Percent of Budget for Administrative Salaries | 6.3% | 5.8% |

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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. Probationary teachers received SB472 training. Teachers new to the profession received BTSA training and support. Counselors attended Career Education through the Pathways Program training. Both administrators along with twelve teachers attended Instructional Leadership training to assist in building awareness of Common Core State Standards by using effective Professional Learning Communities in our school..

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 2012-13 school year, Mountain View Middle had 37 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.