Mountain View Middle School

675 Shasta View Drive • Redding, CA 96003 • 530-221-5224 • Grades 5-8
Shannon Angstadt, Principal
sangstadt@columbiasd.com
https://www.columbiasd.com/Schools/Mountain-View-Middle-School

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Columbia Elementary School District
10140 Old Oregon Trail
Redding, CA 96003
530-223-1915
www.columbiasd.com

District Governing Board
Matthew Riley

Charles Van Hoosen

Devon Hastings

Melissa Reyes

James Luna

District Administration
Clay Ross
Superintendent
Michelle Glover
Director of Business Services

Our Vision
Columbia School District schools are safe, well maintained, exciting, stimulating and success oriented. The level of pride and accomplishment is quite evident. Everyone has a high sense of responsibility, sense of good values, positive behavior, moral conscience. They hold themselves accountable for their actions and the choices they make. Adults are visible and accessible to students. Communication is open, friendly, and caring. Students come prepared, eager to participate, and devoted to learning because they believe in themselves. Parents take an active role in their children's education by teaching their children values, and good work ethics at home and by collaboratively working with the school staff.

Mission Statement
The mission of our school district is to ensure learning for all – no limits, no excuses.

School Profile
Mountain View Middle School is located at 675 Shasta View Drive in Redding, California in a semi-rural to rural area. There are several subdivisions within the district boundaries that have contributed to rapid growth during the middle and late 1990's. We are fortunate to have two college campuses located within our district, Shasta College, a two-year community college, and Simpson University, a private four-year college. We maintain a positive relationship with both schools and often have student teachers from Simpson.

Mountain View Middle School offers a setting for students that encourages academic excellence and traditional values. We work to maintain a safe, positive learning environment, and parents and community members are welcomed and encouraged to become an integral part of our learning community.

Our middle school includes grades 5,6,7 and 8, and an enrollment of 312 students. We have thirteen regular classroom teachers, 1.5 P.E. teachers, 1 Special Day Class teacher, Resource Specialist teacher, and Music Teacher. We also share a Counselor (LCSW) and share one Speech Therapist.

Our students are housed in a combination of permanent and portable classrooms which are well maintained. Our portable buildings offer the same amenities to students and teachers as a permanent classroom.

We offer a variety of curricular and extra-curricular activities for our students including, Link Crew, band, music, technology, yearbook, after-school sports, dances, and drama.

Mountain View provides instrumental music instruction in band. The instruction is sequential and adheres to the National and State Music Standards. Currently the school has a beginning band, intermediate band and advanced band for all interested students. All ensembles perform regularly and have participated in community events such as parades and music festivals.

About the SARC

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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	71
Grade 6	69
Grade 7	104
Grade 8	76
Total Enrollment	320

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	2.5
Asian	0.9
Filipino	0.3
Hispanic or Latino	12.2
Native Hawaiian or Pacific Islander	0.3
White	75.6
Two or More Races	6.9
Socioeconomically Disadvantaged	33.4
English Learners	0.9
Students with Disabilities	10.6
Homeless	1.3

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

Teacher Credentials for Mountain View Middle	17-18	18-19	19-20
With Full Credential	17	20	
Without Full Credential	1	2	
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for Columbia Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Mountain View Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Columbia Elementary School District held a public hearing on September 11, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and 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 and to take home. Textbooks are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available, with the exception of 5th grade who did not adopt this year. 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. This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials
Year and month in which data were collected: 9/11/2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	MacMillian/McGraw-Hill CA Treasures Adopted 2012 Language! Live Adopted 2016 McGraw-Hill StudySync (ELA & ELD) Adopted 2016	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
Mathematics	Houghton Mifflin Go Math Adopted 2014 CPM Educational Program Adopted 2013	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
Science	STEMscopes Adopted 2019	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
History-Social Science	Pearson/Scott Foresman Adopted 2018 Glencoe/McGraw Hill Adopted 2018	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
Health	Health Connected	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The school is only seventeen years old and has been impeccably maintained. While most of the facilities are portable classrooms, our custodial and maintenance staff are dedicated to keeping our facilities, including the playground, clean, safe, and well maintained. We have a gym, a multi-purpose room/cafeteria, 21 classrooms and 6 more completed portable classrooms, a library, a staff lounge, and office. District maintenance and custodial staff complete all work orders in a timely manner and is on a schedule for routine maintenance tasks such as changing filters, mowing, deep cleaning and gym floor and light upkeep. There is a district approved cleaning schedule available upon request. Locks on gates are maintained and secured on a regular basis. Deferred Maintenance projects include stripping and waxing the gym floors, upgrading the sprinkler system and maintaining the fields and ball fields.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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, which 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); and

- 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	58	62	55	58	50	50
Math	54	50	48	48	38	39

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.

Note: 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	14.1	26.8	46.5
7	17.3	28.6	40.8

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	301	300	99.67	61.67
Male	159	159	100.00	55.97
Female	142	141	99.30	68.09
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	37	37	100.00	70.27
Native Hawaiian or Pacific Islander	--	--	--	--
White	230	229	99.57	62.88
Two or More Races	18	18	100.00	55.56
Socioeconomically Disadvantaged	104	103	99.04	56.31
English Learners	--	--	--	--
Students with Disabilities	30	30	100.00	16.67
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

Note: 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 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	301	301	100.00	50.17
Male	159	159	100.00	52.83
Female	142	142	100.00	47.18
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	37	37	100.00	56.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	230	230	100.00	51.30
Two or More Races	18	18	100.00	50.00
Socioeconomically Disadvantaged	104	104	100.00	43.27
English Learners	--	--	--	--
Students with Disabilities	30	30	100.00	10.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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 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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Our school enjoys positive support from our parents and community. We have an involved Mountain View Parent Club who provide activities for students and parents alike all during the school year.

Our School Site Council plays an active role in developing and reviewing curriculum as well as categorical programs/budgets. They conduct an annual survey of all staff and parents. The results of the surveys are used for continuous improvement.

Contact Information
Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer, may contact Mountain View Middle at (530) 221-5224.

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.

School Safety Plan
Safety of students and staff is a primary concern of Mountain View Middle School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was reviewed and updated by the School Site Council. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held as needed. Students are supervised before and after school, and during lunch and break periods by certificated and/or classified staff, as well as administration. There is a designated area for student drop off and pick up. Visitors must check in at the main office for an identification badge and all staff have been directed to send visitors to the office if an adult is spotted on campus without a name tag. Substitutes wear ID badges.

The key elements in the plan include types of drills, expected behaviors, assignments for staff, and procedures for different scenarios (i.e. intruder on campus, earthquake, fire, natural/civic disaster and evacuation).

The plan includes who does what, where emergency supplies are and a detailed description of key staff duties and office staff responsibilities as well as procedure for releasing students, press releases and counseling needs, if any.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.9	2.5	5.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.9	0.9	1.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	320.0

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.2
Other	

*   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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
5	26	3	19	3	24	1	16	1	23	4	13	1
6	21	5	4	4	24	5	8	4	17	14	3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	18	6	3	2	17	6	2	2	16	9	3	
Mathematics	27	1	4	2	22	3	4		25	3	2	2
Science	29	2	3	1	24	2	4		28	1	3	2
Social Science	28	1	3	2	27	1	2	2	23	4	3	

* 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Staff members reinforce teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district has had three SIP days dedicated to staff development annually for the past three years.

The staff development activities for Columbia School District staff is driven by our district priorities which are: positive relationships, communication, student achievement, staff development, and facilities.

Data from the previous year's State testing, benchmark assessments and other multiple measures drive the staff development days and help decide which experts or speakers to bring in to help us with our continuous improvement. District committees for Math and Reading/Language Arts also meet twice annually to review data and curriculum.

Staff development is delivered through our three Consortium/District Wide School Improvement Days (SIP). On SIP Days, teachers may attend conferences if appropriate. Monthly staff development occurs in meetings with the Principal and grade level department teams. Professional Learning Communities meet once a week.

Individual mentoring and staff development occurs randomly as needed, for example in the areas of differentiated instruction or data interpretation. Teacher support is given through grade level articulation days, minimum day meetings, team and peer meetings, individual meetings and peer observations/walkthroughs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,450	$45,252
Mid-Range Teacher Salary	$60,392	$65,210
Highest Teacher Salary	$79,165	$84,472
Average Principal Salary (ES)	$90,654	$107,614
Average Principal Salary (MS)	$100,847	$112,242
Average Principal Salary (HS)	$0	$
Superintendent Salary	$133,681	$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	31%
Administrative Salaries	8%	7%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$7,919.00	$1,793.00	$6,126.00	$67,785.00
District	N/A	N/A	$9,066.00	$65,381.00
State	N/A	N/A	$7,506.64	$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-38.7	3.6
School Site/ State	-20.3	4.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining 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. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	13.13

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).

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.