

Mountain View Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Mountain View Middle School
Street	8001 Weedpatch Highway
City, State, Zip	Bakersfield, CA 93307
Phone Number	661-845-2291
Principal	Brandy Charles
Email Address	bcharles@lesd.us
Website	www.lamontschoolsdistrict.org
County-District-School (CDS) Code	15-63560-6009690

Entity	Contact Information
District Name	Lamont Elementary School District
Phone Number	661-845-0751
Superintendent	Dr. Miguel Guerrero
Email Address	mguerrero@lesd.us
Website	www.lamontschooldistrict.org

School Description and Mission Statement (School Year 2019-20)

Principal's Message

Welcome to Mountain View Middle School - "Home of the Tigers!" It is both a privilege and an honor to serve the Lamont community as the principal of Mountain View Middle School. Our faculty and staff are committed and motivated to maximizing your child's learning potential. This school year will bring many new challenges and opportunities for you and your children. With your support, your students will continue to meet the challenge of achieving continuous academic improvement. Here at Mountain View Middle School, we believe that all students can learn. Our teachers are committed to teaching and ensuring that all students have the best learning opportunities to meet grade level standards with both optimism and success. Our goal is to meet the learning needs of all students who come through our doors and provide them with the best research-based education practices that are available. We follow a rigorous, common core curriculum and implement best educational practices so our students can both meet and exceed the demanding Common Core State Standards. Our students are our most valuable resource and are the reason why we are here. They not only excel academically, but are also learning about respect, ethical values, and social skills. Mountain View considers these traits to be important components for our students to master. We continually strive to create an environment where students feel safe, comfortable, and respected. As principal, I will continue to provide support and instructional leadership for our entire staff by creating and maintaining a clear focus on student achievement and character development. Once again, I welcome you to Mountain View Middle School! If you would like more information about our amazing school, please feel free to call us or come by for a visit! Brandy Charles, Principal, Mt. View Middle School

School Description

Mt. View Middle School is the only Middle School in the Lamont School District. During the 2019-2020 school year, the school serves approximately 612 seventh and eighth grade students, with classes arranged on a modified year-round calendar. Students are assigned a homeroom period that allows teachers and staff to collaborate with lesson planning, parent conferences, student mentoring, and other activities. School facilities include a library with full-time staff, a gymnasium with locker rooms for Physical Education and Athletic teams, a fitness room with state of the art equipment, and the Oasis Counseling Center. Student activities include an After School Program, "Geek Squad" Math Team, AVID, SASH, SOAR, Student Council, Band and Drum line, Color Guard and various athletic teams for both girls and boys.

Mission Statement

Mountain View Middle School is committed above all else to providing a well-rounded, safe, positive learning environment in which students gain the knowledge necessary for success in life.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	342
Grade 8	313
Total Enrollment	655

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Asian	0.2
Hispanic or Latino	97.6
White	2.1
Two or More Races	0.2
Socioeconomically Disadvantaged	93.6
English Learners	36.2
Students with Disabilities	5.2
Homeless	1.7

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	18	13	116
Without Full Credential	3	4	14	22
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	1	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)

Year and month in which data were collected: 2019-September

The most recent English Language Arts and Mathematics adoptions were selected from the most recent list of standards-based material adopted and or recommended by the California Department of Education. Recommended adoptions were reviewed by teachers and other district office support staff over a one year period. Presentations from publishers occurred during the same time frame with some teachers being allowed the opportunity to demo the adoptions over a 6-8 week academic period. Teacher recommendations were then given to the district office and then to the local governing board. History is currently piloting two programs potential future adoption.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt: California Collections-Grade 7, Grade 8 Adopted June 2016	Yes	0.0
Mathematics	McGraw Hill Education, California Math Course 1, 2, 3 Adopted June 2015	Yes	0.0
Science	Holt, Rinehart & Winston: California Life Science, California Physical Science Adopted June 2007	Yes	0.0
History-Social Science	Pearson Prentice Hall: World History, American History Adopted June 2006	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Given the age of the campus the school is in very good shape. There are no leaks of any kind on the campus and the facility undergoes ongoing inspections throughout the year. Bathrooms are cleaned daily as well as rooms and common areas. Both staff and students are committed to providing a safe and welcoming campus for all to enjoy. Over the past two years a regular replacement schedule has been kept for upgrading out-dated HVAC systems for the classrooms. The plan provides for each classroom to receive a new HVAC unit by 2021.

Mountain View Middle School has been retrofitted of all existing light fixtures on campus to coordinate with the installation of a new sun solar system that was completed in 2018.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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

Year and month of the most recent FIT report: 8/20/2019

System Inspected	Rating	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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	annex: no DSA number
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	32	40	30	34	50	50
Mathematics (grades 3-8 and 11)	16	20	21	23	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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	645	635	98.45	1.55	39.56
Male	312	307	98.40	1.60	34.21
Female	333	328	98.50	1.50	44.51
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	632	624	98.73	1.27	39.55
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	602	594	98.67	1.33	38.07
English Learners	372	364	97.85	2.15	23.20
Students with Disabilities	32	32	100.00	0.00	6.25
Students Receiving Migrant Education Services	88	85	96.59	3.41	27.71
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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	644	636	98.76	1.24	19.84
Male	312	305	97.76	2.24	20.60
Female	332	331	99.70	0.30	19.15
Black or African American					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	631	624	98.89	1.11	19.71
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	601	593	98.67	1.33	19.56
English Learners	372	369	99.19	0.81	7.90
Students with Disabilities	32	32	100.00	0.00	6.25
Students Receiving Migrant Education Services	88	88	100.00	0.00	13.64
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.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	19.6	36.5	32.8

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)

Parent Involvement

Parents of Mountain View Middle School students are very interested in the quality and content of their child's education. Parents have demonstrated pride and cooperation through their participation in our fundraisers, School Site Council meetings, English Language Advisory Committee (ELAC) meetings, Back to School Night, Open House, and our parent-teacher conference week. We have also created family movie nights in which parents and students watch movies out under the stars in the Fall and Spring months. A newly added Fall Harvest Festival takes place the last week in October. During our parent-teacher conference week, we have one night that teachers stay late to accommodate parents that have longer working hours. We currently have calendared evening parent meetings scheduled throughout the year, focusing on various subjects. These meetings are tailored to assist parents with understanding how to help their students succeed in their academics. We are also having conversations with our School Site Council and English Language Advisory Committee parents to establish a site-specific parent involvement policy. Throughout the school year we have academic and sports assemblies to allow parents an opportunity to see their child recognized for outstanding achievement in these specific areas.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.7	6.7	2.3	1.7	2.5	1.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Mt. View Middle School's Safe School Plan is reviewed and updated each year by School Administration and staff. The plan provides detailed procedures for responding to a number of emergency situations, including fire, earthquake, intruder on campus, and other natural disasters. The plan also includes procedures for evacuating the school and providing transportation of students in the event of a natural disaster that precludes using the school site as a shelter-in-place location (such as local flooding). The plan was last reviewed and updated at the beginning of the 2019-2020 School Year.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	28	15	39	18	30	9	43	19	31	2	26	24
Mathematics	24	13	14	1	27	6	15	5	25	8	18	2
Science	29	2	14	8	31	2	11	13	33	2	3	19
Social Science	30	2	10	8	31	2	5	13	33	2	4	14

*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.

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

Title	Ratio
Academic Counselors*	.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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,916.11	\$878.13	\$5,037.99	\$80,118.02
District	N/A	N/A	\$7,492.71	\$84,222.58
Percent Difference - School Site and District	N/A	N/A	-39.2	-5.0
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-39.4	3.2

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 (Fiscal Year 2018-19)

For the past four years, Mt. View Middle School has expanded its Academic Master Schedule to provide additional electives and academic support for its students. Currently we have zero period classes which allow students to take core classes before the regular school day starts so they may take regularly scheduled elective classes. Zero period courses also provide students additional opportunities to receive academic remediation and tutoring. Additional learning opportunities for students are available during after school tutoring sessions as well as Summer School opportunities.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,052	\$49,378
Mid-Range Teacher Salary	\$74,194	\$77,190
Highest Teacher Salary	\$88,588	\$96,607

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$128,107	\$122,074
Average Principal Salary (Middle)	\$129,909	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$150,000	\$189,346
Percent of Budget for Teacher Salaries	31%	36%
Percent of Budget for Administrative Salaries	4%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	14	21	26

The District Office provides multiple opportunities for teachers and support staff to attend professional development days throughout the year. Additional opportunities for teachers to plan and review curriculum are planned throughout the year so as to assess curriculum tools and program. With the adoption of a new math textbook series, the math department has been given multiple days throughout the year to review pacing and assessment calendars in order to give feedback and recommendations to the principal for curriculum changes. The same process will occur once the new ELA textbook series is adopted for the 2016-2017 school year. History is currently piloting two programs for future adoption.

Professional Learning Communities (PLCs) collaboration time is held twice per month in order for teachers to analyze student assessment data, plan instruction and collaborate on best instructional practices. Teachers meet within their departments during this time and are given an opportunity to share out with fellow teachers in order to facilitate cross-curricular instruction.

In addition to the PLC days, the master schedule has been developed to provide common prep periods for departments in order to allow additional department planning and student learning discussions. These additional opportunities for teachers has been very productive for the Mt. View teaching staff and has led to greater opportunities for departmental collaboration and ultimately increased student learning.