

Mountain View Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <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 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

Contact Information (School Year 2018-19)

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	Michael Breyer
E-mail Address	mbreyer@beaumontusd.k12.ca.us
Web Site	https://mvms.beaumontusd.us/
CDS Code	33-66993-6031652

District Contact Information	
District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Mr. Terrence Davis
E-mail Address	tdavis@beaumontusd.k12.ca.us
Web Site	https://www.beaumontusd.us/

School Description and Mission Statement (School Year 2018-19)

Mountain View Middle School is one of two middle schools in the Beaumont Unified School District. The current facility consists of twenty acres and opened in August of 2002. Mountain View currently has an enrollment of 1002 students in grades six through eight. There are 41 full time certificated teachers. This number includes four special education teachers. Mountain View has three full time counselors and three administrators. There are 17 classified staff that range from 3 to 8 hours per day.

Mountain View has a growing AVID program that works to prepare students for college and career pathways. In addition to a number of AVID elective class offerings, we are working to expand the program with AVID strategies being used in classrooms school wide.

In an effort to meet the individualized needs of all students, we developed "Encore" and have worked to evolve its individualized approaches since its creation in 2014. Encore provides intervention, acceleration, and enrichment opportunities within the confines of the school day. It encourages flexibility, data analysis, and collaboration between teachers with a focus on meeting the dynamic needs of all students. Mountain View was recognized by the Riverside County Office of Education as a 2016 Model of Excellence award recipient for our Encore program.

Mountain View Middle School, in cooperation with parents and the community, provides a safe and caring learning environment which will challenge and encourage the intellectual, physical, emotional and social capabilities of each student. In an effort to do so, the stakeholders at Mountain View have established three primary goals:

1. Mountain View Middle School will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community while teaching the skills to be successful in college and career pathways.
2. Mountain View Middle School will implement the California State Standards through rigorous curriculum in all core content areas in an effort to increase: student achievement on all standardized test including CAASPP, the number of students who are college and career ready, and the reclassification rate for English learners. Dynamic learning opportunities will be used to increase student engagement and support the individual needs of all students.
3. Mountain View Middle School will create a safe, welcoming, supportive and engaging teaching, learning and working environment for all stakeholders; students, parents, staff and the Beaumont community at-large. MVMS will provide dynamic learning opportunities for all stakeholders, collaborate with the district to maintain and improve facilities, implement an instructional program to support 21st century learning skills, and work to address the social-emotional needs of our students.

MVMS Instructional Focus Statement

Students will be able to build upon, clarify, and question the reasoning of others using supportive evidence in a collaborative setting. Listening, speaking, reading and writing will be integrated into every content area daily.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	344
Grade 7	305
Grade 8	359
Total Enrollment	1,008

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	6.5
American Indian or Alaska Native	1.3
Asian	4.2
Filipino	3.1
Hispanic or Latino	49.6
Native Hawaiian or Pacific Islander	0.2
White	30.8
Socioeconomically Disadvantaged	57.3
English Learners	6.7
Students with Disabilities	11.5
Foster Youth	1.5

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	40	41	44	437
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 09/25/2018

Beaumont Unified held a public hearing on September 25, 2018, 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 other standards-aligned instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks and standards-aligned instructional materials used in the school the most current available.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill StudySync Adoption Year 2018	Yes	0.0%
Mathematics	Illustrative Math Adoption Year 2018	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 portable classrooms. 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 and one part 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)

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/19/2018		
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	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/19/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/19/2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	45.0	45.0	47.0	48.0	48.0	50.0
Mathematics (grades 3-8 and 11)	34.0	31.0	33.0	34.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	996	992	99.60	44.66
Male	515	513	99.61	37.62
Female	481	479	99.58	52.19
Black or African American	65	65	100.00	20.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
American Indian or Alaska Native	12	12	100.00	50.00
Asian	39	39	100.00	82.05
Filipino	27	27	100.00	85.19
Hispanic or Latino	494	491	99.39	38.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	307	306	99.67	50.33
Two or More Races	43	43	100.00	55.81
Socioeconomically Disadvantaged	567	563	99.29	34.64
English Learners	158	158	100.00	32.28
Students with Disabilities	110	110	100.00	10.00
Foster Youth	18	18	100.00	11.11

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	998	994	99.6	31.29
Male	515	512	99.42	30.27
Female	483	482	99.79	32.37
Black or African American	65	64	98.46	15.63
American Indian or Alaska Native	12	12	100	8.33
Asian	39	39	100	58.97
Filipino	27	27	100	74.07
Hispanic or Latino	496	494	99.6	24.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	307	306	99.67	38.24
Two or More Races	43	43	100	39.53
Socioeconomically Disadvantaged	569	565	99.3	21.77
English Learners	159	159	100	16.98
Students with Disabilities	110	110	100	10
Foster Youth	18	18	100	0

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.1	16.5	56.1

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 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 2018-19)

Parents and other community members have a wide range of opportunities to participate in school activities, including: New Student Orientation Night, Back-to-School Night, Open House, Coffee with the Principal, ELAC, SSC, 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. 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 (SSC) brings parents, students, classified and certificated staff members and administrators together to provide critical feedback on the programs at Mountain View, while also playing the critical role of approving the categorical budgets of the school site. The English Language Acquisition Committee (ELAC) brings parents and school staff together to evaluate the programs and services for English learners. ELAC meets the first Wednesday of every other month at 5:30 p.m. beginning in October, and all are welcome to attend. Informational packets are sent via mail to all families prior to the beginning of school. Currently, parents have the opportunity to utilize Illuminate 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 held for students who may need additional support through a coordinated effort to address academic or behavioral needs. 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 student, staff and parent advisory committees to the superintendent.

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	8.3	7.1	4.2	4.0	4.1	2.6	3.7	3.7	3.5
Expulsions	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 May, 2018 by site staff and the School Site Council. Utilizing tools and information provided by HourZero, an emergency preparedness organization used district wide to evaluate site and district level responses to emergency situations, 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 and wear visitor badges for identification. Mountain View utilizes a system called Raptor to ensure any visitors on campus are appropriately identified and monitored. 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.0	7	5	15	28.0	6	7	13	26.0	7	7	13
Mathematics	29.0	4	6	14	30.0	3	7	13	30.0	4	3	16
Science	31.0	2	6	14	31.0	2	7	13	30.0	2	11	9
Social Science	31.0	2	5	15	32.0	1	6	14	31.0	1	11	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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	334
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0.1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	.7	N/A
Resource Specialist (non-teaching)	3	N/A
Other	1	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,742	\$873	\$5,868	\$80,472
District	N/A	N/A	\$7,443	\$77,260
Percent Difference: School Site and District	N/A	N/A	-23.7	4.1
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	-19.3	5.0

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 2017-18)

In addition to general state funding, Mountain View Middle received federal funding for the following categorical program: Title I - 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 interactive whiteboards and document cameras. 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 a focal point of this professional training. Teacher leaders were trained in Professional Learning Communities (PLC) as a means to improve instructional practices through collaborative conversations around student data. Supplemental/Concentration funds were used to extend learning opportunities including sending students to the Science Center and Museum of Tolerance in Los Angeles and fine arts performance at Riverside Community College. Next Generation Science Standard implementation and extension also utilized Supplementary/Concentration funds through the purchase of new and innovative science materials and continued growth of our SeaPerch and Lego Robotics programs. Additional professional development was also provided through the Riverside County Office of Education's annual Equity Through Excellence conference.

A comprehensive description of the school's activities to support students can be found in the Single Plan for Student Achievement.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,995	\$47,547
Mid-Range Teacher Salary	\$75,776	\$74,775
Highest Teacher Salary	\$103,395	\$93,651
Average Principal Salary (Elementary)	\$124,239	\$116,377
Average Principal Salary (Middle)	\$136,169	\$122,978
Average Principal Salary (High)	\$151,564	\$135,565
Superintendent Salary	\$225,836	\$222,853
Percent of Budget for Teacher Salaries	35.0	35.0
Percent of Budget for Administrative Salaries	7.0	6.0

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 receive support through the Comprehensive Teacher Induction (CTI) program, via the Riverside County Office of Education. Counselors attended Career Education through the Pathways Program training.

The major focus areas for professional development at Mountain View are AVID (Advancement Via Individual Determination), Professional Learning Communities (PLC), building a strong and healthy culture and climate, and high impact instructional strategies. The ultimate goal of professional development is to enhance staff members' ability to provide the students with the necessary tools to be successful in all academic and future professional endeavors. AVID promotes a college going culture on campus while using research based instructional strategies to engage students promoting rigor and high expectations for all. PLC's focus on effective collaboration between teachers based on student data. The belief is that when teacher come together and answer four critical questions, student learning will increase. These questions are: 1) What do we want the students to learn? (Standards / Learning Goal), 2) How are we doing to know if they've learned it? (Assessment); 3) What steps are we going to take if they have not learned the material? (Intervention); 4) What steps are we going to take if they've already mastered the material? (Extension).

Our work with Positive Behavior Interventions and Supports (PBIS) focuses on students learning the most effective way to interact with others, sets expectations for behavior relative to different settings/situations, establish a positive and supportive climate on campus, reinforces the value of relationships, and promotes a culture of respect and appreciation for all. WEB (Where Everybody Belongs) student mentor program began during the 2017-2018 school year to promote a positive transition for our 6th grade students from elementary into middle school. WEB coordinators and additional administrators received follow up training on effective WEB programs late in the 2017-2018 school year. Staff members also attended a training at the Ron Clark Academy in Atlanta, Georgia to learn how this world renowned school balances incredibly high expectations with a positive and supportive school culture. Mountain View Middle School's Cougar Code was developed as a result of this training so that students could have a guiding document on how to be successful at school and in their daily lives.

Instructional technology has become a component of everyday life and it's effective use will allow students to access information, incorporate strategies to effectively evaluate that information, and learn to use technology as a tool in both academics and future professional opportunities. At the end of the 2017-2018 school year, curriculum adoptions in English Language Arts (StudySync) and Math (Illustrative Math) were followed with professional development so that teachers had a strong understanding of the new curriculum and how to implement it effectively. The focus on high impact instructional strategies allows all staff members to promote critical thinking, evaluation of information, collaboration, as well as the development, support, and the ability to refute an argument with evidence. Training on Learning Targets and Success Criteria provided by BUSD instructional coaches gave teachers additional tools to ensure clarity in how they are communicating to students what the intended learning goals for the day are and how they can self-assess whether they have reached those goals. During the 2017-2018 school year the training for teachers to address the needs of all student groups expanded with BELIEF training focusing on ELD (English Language Development) strategies for all content areas. I-Ready training also began during the 2017-2018 school year with teachers learning to use the diagnostic tool for specific needs of students related to Reading and Math. Beaumont Unified School District also offers two designated district wide professional development days that promote self reflection and choice for certificated and classified staff members in their professional learning. Immediately before the 2018-2019 school year began, Mountain View's staff received training in CharacterStrong, a character education curriculum adopted district wide at the middle school level. Students are taught lessons about kindness, honesty, patience, respect, humility, selflessness, forgiveness and commitment one to two times a week to ensure there is a school wide commitment to these core values.

Counseling & Support Staff

It is the goal of Mountain View Middle to assist students in their social / emotional 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.

Teacher Assignment

Beaumont Unified recruits and employs the most qualified credentialed teachers. For the 2017-18 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 the entire year.