

Mountain View Middle School

Grades 6-8
CDS Code 50-71050-6052492

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"The Warrior Way"



Chatom Union School District

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Principal's Message

Mountain View Middle School offers a quality education in a small school setting. As we implement our state standards, curriculum and instruction is focused on providing students with the 21st century skills necessary to be successful in college and beyond. Emphasis will be placed on the development of skills that are centered on the following "4 C's": communication, creativity, critical thinking and collaboration. It is the vision of Mountain View to provide an environment where all students can reach their potential for growth both academically and socially. We strive to create an environment where all students can feel safe and valued for their uniqueness and abilities. We continue to reach out to parents and community members through Aeries, Jupiter Ed, Parent Square, the Mountain View website, monthly newsletters, school marquee, Facebook, Instagram and Twitter pages.

In addition to the regular school curricular program, Mountain View offers enrichment, intervention and support programs. Some of the support programs include tutoring and intervention held after school. This year we will continue to offer Saturday School each semester where students are provided the opportunity to come to school on a nonscheduled school day to receive additional assistance. Enrichment classes such as drama, music, sports, talent shows, art etc. are also offered after school. The school sports programs include volleyball, soccer, girls' basketball, boys' basketball and track.

Mountain View Middle School provides a safe, clean environment as evidenced by the low number of major injuries and the general appearance of our grounds.

At present, classroom space, restroom facilities, storage, library, the computer lab and office facilities are adequate to support the instructional program. Every student is provided a chrome book in all grades and the school is compliant with the Occupational Safety and Health Administration (OSHA) regulations, fire drill and disaster drill frequency, and health-inspection criteria.

School Mission Statement

The Mountain View Middle School staff is committed to providing a quality education program within an environment that promotes self-worth and values human dignity. We as a staff recognize the need to provide for our students' academic, social, physical and emotional needs which will allow them to be successful throughout their educational career and beyond. We embrace and celebrate diversity while acknowledging that our commonalities, humor, commitment, perseverance, courage, teamwork, vision, spirit and respect for others make us all successful.

Parental Involvement

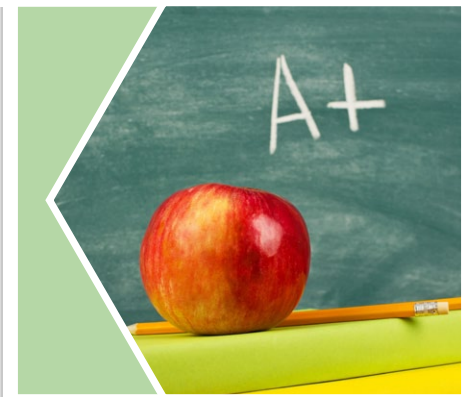
Parent involvement is highly encouraged at Mountain View Middle School. Research indicates that when parents are involved, students have the following:

- Higher grades, test scores and graduation rates
- Better school attendance
- Increased motivation, better self-esteem
- Lower rates of suspension

We have an open-door policy at the school where parents are welcome to come to the office at any time to discuss the needs of their child or to discuss the many ways in which they can be involved with the school and their child's education. Some of the parent activities and committees offered at the school include the following:

- Regular home-school communications
- English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) meetings
- Parent Teacher Council (PTC) meetings and activities
- Family Literacy
- Parent Information Night
- Parent surveys
- College Awareness Day
- Parent conferences
- Open house night
- Back-to-school night
- Invitations to rallies and assemblies
- Invitation to special programs
- Weekly and quarterly progress reports
- Daily access to student academic progress through the use of Jupiter Ed and Aeries
- Formal and informal conferences with teachers and administration
- District website
- Updates via Parent Square and Facebook
- Coffee with the principal quarterly

For more information on how to become involved at the school, please contact Principal Steve Lewis at (209) 664-8515.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

Learning opportunities and experiences will be provided to all students that will strengthen their academic, social and emotional development to enable students to be successful in higher education and careers.

District Vision Statement

The Chatom Union School District's staff is committed to providing a high-quality instructional program so every child has the opportunity to reach their fullest potential.



Governing Board

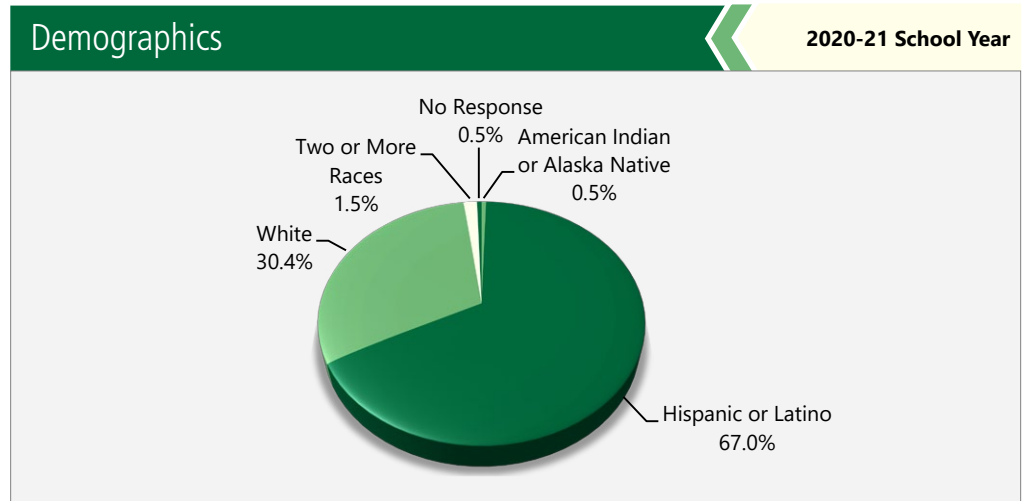
Karen Macedo, *Board President*
 Dr. Rob Santos, *Board Clerk*
 Anthony Avila, *Trustee Representative*
 Ryan Blount, *Board Member*
 Steve Soderstrom, *Board Member*

Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	43.30%
Male	56.70%
Non-Binary	0.00%
English learners	36.10%
Foster youth	0.00%
Homeless	2.10%
Migrant	1.00%
Socioeconomically Disadvantaged	76.30%
Students with Disabilities	9.80%

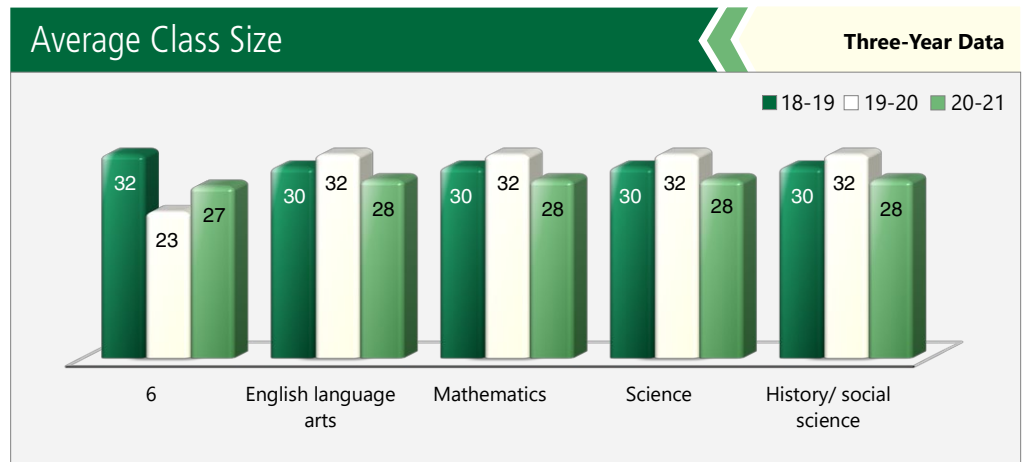
Enrollment by Student Group

The total enrollment at the school was 194 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.



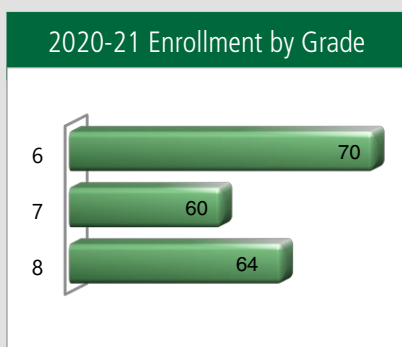
Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.



Number of Classrooms by Size

Grade	2018-19			2019-20			2020-21		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6		2			3		1	2	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		2			2		2	2	
Mathematics		2			2		2	2	
Science		2			2		2	2	
History/social science		2			2		2	2	



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions		Two-Year Data				
	Mountain View MS		Chatom Union SD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	2.4%	0.5%	2.6%	0.5%	3.5%	0.2%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions		2019-20 School Year		
	Mountain View MS	Chatom Union SD	California	
	19-20	19-20	19-20	
Suspension rates	6.1%	2.8%	2.5%	
Expulsion rates	0.0%	0.0%	0.1%	

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.50%	0.00%	
Female	0.00%	0.00%	
Male	0.80%	0.00%	
Non-Binary	0.00%	0.00%	
American Indian or Alaska Native	0.00%	0.00%	
Asian	0.00%	0.00%	
Black or African American	0.00%	0.00%	
Filipino	0.00%	0.00%	
Hispanic or Latino	0.70%	0.00%	
Native Hawaiian or Pacific Islander	0.00%	0.00%	
Two or More Races	0.00%	0.00%	
White	0.00%	0.00%	
English Learners	0.00%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	0.00%	0.00%	
Socioeconomically Disadvantaged	0.60%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	0.00%	0.00%	

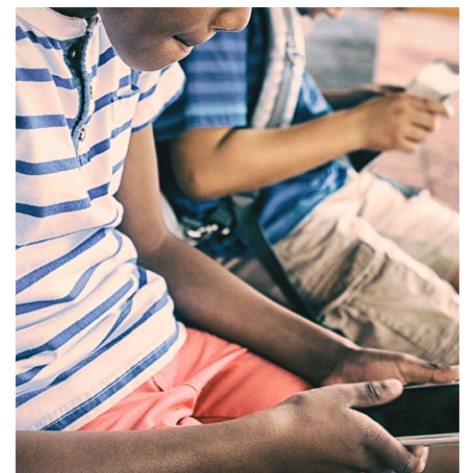
Professional Development

Early dismissal occurs every Wednesday throughout the school year. Staff development takes place every Wednesday for 45 minutes or every other Wednesday for 90 minutes. Collaboration time and/or prep time is also scheduled for all teachers. Activities center on the new state standards and improving instruction and learning, with time for collaboration. In addition, teachers receive training from the county office in instructional strategies. The focus for all staff development is improving student learning and positive behavior with emphasis on meeting the needs of all students.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2019-20	40
2020-21	38
2021-22	39



Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Types of Services Funded

In addition to the Local Control Funding Formula allocated to each site based on student and program enrollment, both sites also receive funding for Title II Teacher Quality, Title III English learner Student Program, Title V Rural & Low Income School Program, Lottery and After-School. Chatom Elementary School receives 100 percent of the district's Title I funding, and class size reduction exists in grades TK-3.

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test

2020-21 School Year

Percentage of Students Meeting Fitness Standards	Mountain View MS
	Grade 7
Four of six standards	◇
Five of six standards	◇
Six of six standards	◇

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	214	210	45	21.40%
Female	91	90	22	24.40%
Male	123	120	23	19.20%
American Indian or Alaska Native	1	1	1	100.00%
Asian	0	0	0	0.00%
Black or African American	0	0	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	144	140	36	25.70%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	3	3	0	0.00%
White	64	64	8	12.50%
English Learners	78	76	20	26.30%
Foster Youth	2	2	0	0.00%
Homeless	6	6	3	50.00%
Socioeconomically Disadvantaged	165	162	40	24.70%
Students Receiving Migrant Education Services	2	2	0	0.00%
Students with Disabilities	24	22	5	22.70%

◇ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.



California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Mountain View MS		Chatom Union SD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	❖	■	❖	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Mountain View MS		Chatom Union SD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).



Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



CAASPP Test Results by Student Group: Science (grade 8)

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	67	5	7.46%	92.54%	❖
Female	30	3	10.00%	90.00%	❖
Male	37	2	5.41%	94.59%	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	48	5	10.42%	89.58%	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	19	0	0.00%	100.00%	❖
English Learners	23	2	8.70%	91.30%	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	51	2	3.92%	96.08%	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.



CAASPP Test Results by Student Group: English Language Arts (grades 6-8)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	199	198	99.50%	0.50%	33.33%
Female	85	84	98.82%	1.18%	34.52%
Male	114	114	100.00%	0.00%	32.46%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	135	135	100.00%	0.00%	27.41%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	59	58	98.31%	1.69%	48.28%
English Learners	70	70	100.00%	0.00%	4.29%
Foster Youth	❖	❖	❖	❖	❖
Homeless	12	12	100.00%	0.00%	33.33%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	154	153	99.35%	0.65%	28.10%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	22	22	100.00%	0.00%	4.55%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.



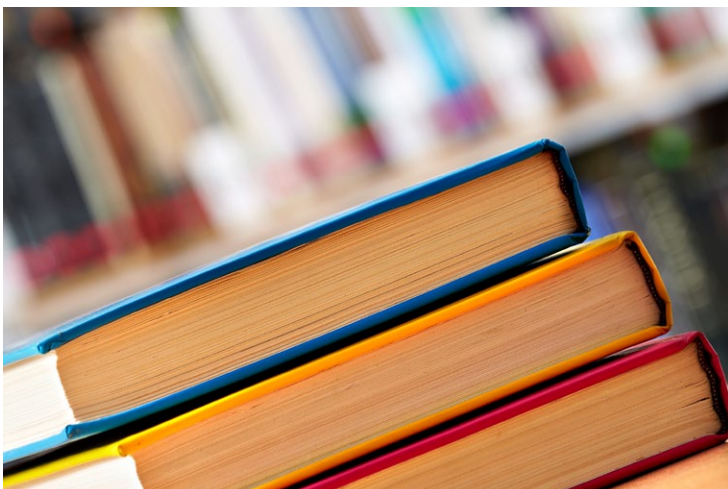
CAASPP Test Results by Student Group: Mathematics (grades 6-8) For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	199	198	99.50%	0.50%	17.17%
Female	85	84	98.82%	1.18%	13.10%
Male	114	114	100.00%	0.00%	20.18%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	135	135	100.00%	0.00%	12.59%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	59	58	98.31%	1.69%	27.59%
English Learners	70	70	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	12	12	100.00%	0.00%	16.67%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	154	153	99.35%	0.65%	11.76%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	22	22	100.00%	0.00%	0.00%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.



Textbooks and Instructional Materials

Textbooks are adopted by the district after a rigorous review and evaluation process. Teachers and administrators review the state-adopted textbooks, determining which series best meets the districts' needs. The adopted texts are of sufficient quality and quantity to meet the instructional needs of students. All students have a textbook issued to them at the start of the school year. Textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks and state standards adopted by the State Board of Education.

A public hearing was held on September 14, 2021, where a resolution was passed stating that the Chatom Union School District has sufficient textbooks and instructional materials aligned to the academic content standards.

Textbooks and Instructional Materials List

2021-22 School Year

Subject	Textbook	Adopted
Reading/language arts	StudySync	2017
Mathematics	Eureka Math	2017
Science	Amplify	2020
History/social science	Holt	2006

School Safety

A safety committee consisting of site administrators, teachers, classified staff and district representatives meet annually to update the safety plan. The committee discusses any current or potential safety needs of the school and reviews site inspections held by outside sources. The committee also discusses suggestions and ideas for increased safety, which are brought forward by site representatives. The revised plan is shared with the site staff and is reviewed again at the beginning of each school year. The site holds monthly fire drills and conducts code blue drills and earthquake drills to ensure plans are practiced and in place in case of an emergency. The school site also participates in the statewide Great California ShakeOut each year, to bring greater awareness to earthquake safety.

A current copy of the school safety plan is available at each school site.

The physical environment: *GOOD REPAIR NOTICE* The district has a maintenance/landscape/custodial position to keep the facilities and grounds maintained in good condition. The district maintenance person does regular inspections as he visits each site weekly. In addition to the district maintenance staff member, the site custodians are on-call to recognize any potential safety or facility concerns. If a need is identified, the on-site custodial staff will attempt to fix the problem or will call the district representative for assistance. Emergency repairs are addressed by this position and outside vendors depending on the type of repair needed. Both Chatom Elementary and Mountain View Middle School have had portions of the facilities modernized.

Adequate lighting: All classrooms have been upgraded with energy-efficient lighting in addition to natural light that enables staff and students to conduct schoolwork in a safe manner. Exterior lighting has been increased in the patio area, cafeteria and staff parking lot.

Backpack policies: Students utilize backpacks to carry textbooks and supplies to and from school and between classes. Students are encouraged to not overload their backpacks to keep weight at a safe level. Several classes offer an in-class textbook so students can keep some books at home in order to lighten the weight of their backpacks.

Closed campus: Both district campuses are closed, meaning students are not allowed to leave campus without a recognized parent or guardian. Parents and guardians are required to report to the school office and sign their child out before they leave campus.

Comfortable rooms and furnishings: Staff and students have adequate space and furnishings to achieve success. Furnishings are in good repair, and facilities are maintained so that staff and students are safe and secure.

Crisis-response procedures: Regularly throughout the year, in order to ensure that everyone has greater chance for protection, the staff and students practice fire drills and code blue and other drills. A disaster-procedure poster is posted in all classrooms (Appendix H). A crisis kit is also available in all classrooms and main buildings including the office, library and cafeteria.

Entries and exits: All entries and exits are secure and supervised before and after school. Fire-drill maps are posted in each classroom. The school can be locked down 100% by a surrounding fence.

Environmental design: Site architectural plans note environmental design components.

Graffiti removal and vandalism repair: When graffiti is found, a photograph is taken for law enforcement, and it is then painted over or cleaned off the same day.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2021-22 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks

2021-22 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2021-22 School Year

Data collection date	9/14/2021
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Continued on page

School Safety

Continued from page

Hallways: Hallways are monitored during breaks by staff. Hall passes are required during instruction time. Procedures are in place for hallway behavior.

Interagency information-sharing agreements: A contract exists with the Stanislaus County Sheriff's Department. The Chatom Union School District is also a member of the Stanislaus County Emergency Operations Center (EOC).

Lockers: Lockers are not provided at the school.

Parking areas: Parking lots are available for use by staff and parents. Parking lots are well-lit in the evening to enhance safety. The parking areas for disabled persons are appropriately marked.

Positive posters, bulletins and signs: Mountain View has a civility program, where a different principal of civility is defined, modeled and stressed each month.

Safe, clean restrooms and facilities: The facilities including restrooms are cleaned on a daily basis and are kept in good repair.

Security technology: School facilities have operational fire-alarm systems that are checked for functionality on a monthly basis. Chatom Elementary School and Mountain View Middle School have an alarm system to help protect equipment and supplies during non-school hours and has a phone system that incorporates safety measures.

Prevention—creating a caring school climate: The administration will provide strong leadership for the mission of the district. Interactions with staff, parents and students are designed to underscore the focus of learning and good citizenship as key ingredients for success at the school.

A positive school environment includes classroom situations conducive to learning, minimizing interruptions. The staff emphasizes increased awareness of personal responsibility for students and respect of others through individual and cooperative opportunities for learning. Discipline will be a learning process aimed at changing behaviors and attitudes, not merely punitive reaction.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2021-22 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Fair	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	9/29/2021	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2021-22 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Structural	Roofing repairs for Rm 1-2, Rm 11, and the main building. Rm 1-2 roof was replaced in June 2021, Rm 11 roof was identified during inspection, Rm 1-2 had major repairs completed in Winter 2020 but will still need drain repairs moving forward.	Room 1-2 Replaced June 2021 11 TBD (summer 2022) Main Bldg. Winter 2020

School Facilities

Chatom Union School District is a great small district located in the rural area of Turlock, California. The district consists of one middle and one elementary school, the latter of which also contains a state preschool program. The Chatom School District was formed by the union of four smaller school districts in 1958. Mountain View Middle School became a part of the Chatom Union School District in 1968. At present, classroom space, restroom facilities, storage, library, computer lab and office facilities are adequate to support the instructional programs at Mountain View. As a result of the passing of a general obligation in November 2006, a new community center/cafeteria/gymnasium was opened on November 10, 2010. It is a beautiful facility with an official-size basketball court, two basketball practice courts and a volleyball court. The facility has a beautiful maple flex floor. The building also has a kitchen, stage, snack shack, restrooms and multiple storage areas. The additional construction offers program expansion for drama and music. The facility also provides a home-site gymnasium for physical education and after-school sports programs.

The school site is in good condition based on district-level inspections conducted by the maintenance department, fire inspections conducted by the Stanislaus County fire marshal and site inspections conducted by the Central Region School Insurance Group.

Our grounds are well-kept, and our facilities are cleaned on a daily basis by our custodial staff. Custodians are on-site from early morning to evening. The school day begins at 8:25 a.m. and ends at 2:40 p.m. After-school programs are offered on campus from 2:40 p.m. to 3:30 p.m. Students are not allowed to leave campus during the school day without a recognized parent or guardian who must officially sign them out through the main office.



Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement		2020-21 School Year				
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.8	72.5%	22.2	81.0%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	1.0	3.6%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.8	10.0%	1.8	6.6%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	12,115.8	4.4%
Unknown	1.4	17.5%	2.4	8.8%	18,854.3	6.9%
Total Teaching Positions	8.0	100.0%	27.4	100.0%	274,759.1	100.0%

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	Mountain View MS	
Permits and Waivers	0.0	
Misassignments	0.8	
Vacant Positions	0.0	
Total Teachers Without Credentials and Misassignments	0.8	

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA):

A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.



Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field

2020-21 School Year

Indicator	Mountain View MS
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2020-21 School Year	
	Ratio
Pupils to Academic counselors	x
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.750
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	1.000
Psychologist	0.075
Social worker	0.000
Nurse	0.575
Speech/language/hearing specialist	0.400
Resource specialist (nonteaching)	0.500

x We have one counselor who visits one day a week and as needed, and one grant funded counselor who visits two days a week. They both service our 186 students on campus.

Class Assignments

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments

2020-21 School Year

Indicator	Mountain View MS
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpads-sup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



Financial Data

The financial data displayed in this SARC is from the 2019-20 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at 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 www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2019-20 Fiscal Year	
	Chatom Union SD	Similar Sized District
Beginning teacher salary	\$51,737	\$47,265
Midrange teacher salary	\$72,313	\$69,813
Highest teacher salary	\$100,154	\$91,237
Average elementary school principal salary	\$109,517	\$113,466
Average middle school principal salary	\$118,454	\$115,186
Superintendent salary	\$165,015	\$131,359
Teacher salaries: percentage of budget	31%	30%
Administrative salaries: percentage of budget	8%	7%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Mountain View MS	\$9,478	\$76,569
Chatom Union SD	\$9,472	\$77,080
California	\$8,444	\$72,352
School and district: percentage difference	+0.1%	-0.7%
School and California: percentage difference	+12.2%	+5.8%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2019-20 Fiscal Year	
Total expenditures per pupil	\$13,330
Expenditures per pupil from restricted sources	\$3,852
Expenditures per pupil from unrestricted sources	\$9,478
Annual average teacher salary	\$76,569



Expenditures Per Pupil

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.

Mountain View Middle School

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2022.

School Accountability Report Card

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ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	383	378	98.69%	1.31%	32.80%
Female	174	172	98.85%	1.15%	33.14%
Male	209	206	98.56%	1.44%	32.52%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	0	0	0.00%	0.00%	0.00%
Black or African American	0	0	0.00%	0.00%	0.00%
Filipino	0	0	0.00%	0.00%	0.00%
Hispanic or Latino	251	249	99.20%	0.80%	27.71%
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%
Two or more races	--	--	--	--	--
White	124	121	97.58%	2.42%	44.63%
English Learners	150	148	98.67%	1.33%	8.11%
Foster Youth	--	--	--	--	--
Homeless	40	40	100.00%	0.00%	25.00%
Military	--	--	--	--	--
Socioeconomically disadvantaged	278	273	98.20%	1.80%	28.57%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	51	49	96.08%	3.92%	8.16%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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.



ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	383	378	98.69%	1.31%	21.96%
Female	174	172	98.85%	1.15%	18.60%
Male	209	206	98.56%	1.44%	24.76%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	0	0	0.00%	0.00%	0.00%
Black or African American	0	0	0.00%	0.00%	0.00%
Filipino	0	0	0.00%	0.00%	0.00%
Hispanic or Latino	251	249	99.20%	0.80%	16.47%
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%
Two or more races	--	--	--	--	--
White	124	121	97.58%	2.42%	33.88%
English Learners	150	148	98.67%	1.33%	6.76%
Foster Youth	--	--	--	--	--
Homeless	40	40	100.00%	0.00%	15.00%
Military	--	--	--	--	--
Socioeconomically disadvantaged	278	273	98.20%	1.80%	15.38%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	51	49	96.08%	3.92%	8.16%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.

